

**EXPERIMENTING WITH
SELF-ORGANISED LEARNING FOR
ORGANISATIONAL GROWTH:
A PERSON-CENTRED APPROACH**

**A Thesis submitted for the degree
of Doctor of Philosophy**

by

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April 1997**

EXPERIMENTING WITH SELF-ORGANISED LEARNING FOR ORGANISATIONAL GROWTH: A PERSON-CENTRED APPROACH

AN ABSTRACT

This thesis records my professional search for a *management model* which will harness the full capabilities of people in organisations to the achievement of the organisations' goals. This search has taken place in the context of the *Post Office* in which I have spent my working life. The key event in this search was my introduction to *Self-Organised Learning (S-O-L)* in 1984, during the Centre for the Study of Human Learning's S-O-L action research project on supervisory and managerial effectiveness.

My survey of the literature in the fields of management, learning and psychology has prompted me to identify the need for a more *person-centred* approach to management. The survey focuses on 5 key issues, *the motivation of people to contribute to the achievement of organisational goals, responsibility and control, assumptions or myths about people, attitudes towards people, and learning for continuous improvement.*

I have followed the *action research* paradigm in four main research projects:

- (i) a trial of S-O-L in Reading Head Post Office in 1985/86.
- (ii) the use of S-O-L in the Parcel Sort Centre near Reading between 1986 and 1990.
- (iii) a major Management Development and Productivity Improvement Programme in the Parcel Sort Centre in 1990.
- (iv) further use of S-O-L in the Parcel Sort Centre near Reading in 1991 and 1992.

In the research I have used the key S-O-L tools, the *Learning Conversation* and the *Personal Learning Contract*, and I have deployed my own approach to people management which is based on *trust, openness, support and encouragement.*

The action research results have been *evaluated* on a multi-perspective basis taking account of the benefits to:

- participating managers both as individuals and as teams.
- the organisation.
- myself, as a manager, action researcher and person.

Included in the evaluation are the results of *evaluation conversations* held with members of my management team at the Parcel Sort Centre. These are presented in the form of *Personal Learning Biographies*, which address the learner's own as well as others' evaluation.

A major outcome of my research is the development of a *Person-Centred Model of Organisational Growth*. Together the action research results and the model highlight my conclusion that, as managers and trainers, we are failing to release the potential of people in organisations to learn and grow and thereby fully participate in the achievement of organisational goals. We are not developing effective personal and group relationships based upon the motivation theories of *Maslow* and *Herzberg*, *McGregor's Theory Y* and *Rogersian* concepts.

The thesis demonstrates that the systematic practice of Learning Conversations on-the-job in a variety of work based contexts transforms the attitudes of people towards work and empowers them with learning focused skills and competencies, which enable them to work more productively and effectively as individuals and as a team to meet organisational goals. This is a mutually beneficial process, enhancing the powers of the individual and the objective demands (productivity, quality of service and cost effectiveness) of the organisation. More than this, the S-O-L approach creates a structured, systematic Learning Environment which proactively encourages change and development in ways which can sustain individual development and organisational growth. This thesis identifies some of the hidden mythologies and constraints which need to be deconstructed and reconstructed in the support environment during the change process of individual and organisational growth.

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ACKNOWLEDGEMENTS

There are four sets of people to whom I owe a deep debt of gratitude for their support in my research and the production of this thesis:

* Dr Sheila Harri Augstein and Professor Laurie Thomas who have inspired me with their insights and enthusiasm, who have supervised me superbly and who have generously shared their friendship with me.

* managers in the Post Office who have submitted willingly to being part of my research and without whom none of it would have been possible; in particular, I would like to mention Geoff Batstone, the original Learning Coach in Reading Head Post Office and my Parcelforce management team - Peter Davies, Peter Hood, Dave Matthews, Alan Dart, Ray Workman, Pete Lovegrove and Steve Bambridge.

* my employers, Parcelforce, for their support of my action research, in particular, I would like to mention Dr Pat Hedges, former Head of Training and Internal Communications.

* and last, and most importantly, my wife, Lorna, and my daughters, Rowan and Elspeth, who have always been very encouraging and supportive, particularly in those many dark moments when nothing seems to be going right.

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"To create a climate where power is shared, where individuals are empowered, where groups are dealt with as being trustworthy and competent to face problems - this is unheard of in ordinary life."

Carl R Rogers

"Under the conditions of modern industrial life the intellectual potentialities of the average human being are only partially utilised."

Douglas McGregor

"There is practically no area of business where the difference between rhetoric and actuality is greater than in the handling of people."

Sir John Harvey-Jones

"For an organisation to achieve creative growth and change it must work as a system of corporate self-organised learners. Only by moving into this unexplored terrain can industrial society survive and grow."

Laurie Thomas and Sheila Harri Augstein

"...the individual has within himself vast resources for self understanding, for altering his self-concept, his attitudes, and his self-directed behaviour - and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided."

Carl R Rogers

"Top performing companies...are better organised to meet the needs of their people."

Robert Waterman

"It is learning that has earned us our place on top of the evolutionary tree and it is freedom-to-learn which enables us to rise above the constraints of the gene pool."

Laurie Thomas and Sheila Harri Augstein

CHAPTER 1

A PERSONAL COMMENTARY

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THE DEVELOPMENT OF MY THINKING BEFORE I FIRST HEARD ABOUT SELF- ORGANISED LEARNING IN 1985

1.1.1 My whole working life has been in the Post Office having joined as an "A" level entrant in 1965. When I first encountered the Centre for the Study of Human Learning (CSHL) of Brunel University and Self-Organised Learning (S-O-L) twenty years later my philosophy of management had developed in a way which meant that S-O-L appeared to be just what I was looking for to help me implement it. I had begun to develop a model of organisational growth, this thesis describes how this evolved between 1985 and 1992 into that which I explain in Chapter 7. In this first chapter I will briefly describe my experience working in the Post Office, how my thinking developed, the circumstances in which I first heard about S-O-L and the purpose of and research method used in this thesis.

1.1.2 My decision to join the Post Office was partly based on the fact that I had no burning ambition to follow a particular career and partly on my feeling that the Post Office played a very useful, possibly vital, role in the life of the community and the country as a whole and, as a large organisation, offered a wide range

of opportunities. For the first three years of my career I worked in largely administrative jobs not directly related to the core activities of the Post Office which, at that time, included telecommunications as well as postal and counter services. During this time I developed a desire to be more involved in these core activities and was also faced with a choice between specialising in telecommunications or postal and counter services as they began to be separately managed, a process which eventually lead to their split and the privatisation of BT. I opted for the postal and counter services because I did not regard myself as a "technology" person and felt I would be better suited to the more "people" orientated Post Office. It was at this time that I gained promotion to what was seen as a "fast track" development grade and which was employed on planning and operational audit of postal and counter services. I spent about six years in this grade and learnt a great deal about the technicalities of Post Office operations. However, I gradually became dissatisfied with the role which carried no executive or man management responsibility. I felt I needed experience of the latter if I were to progress into the management of operations at local level. I was able to gain this experience by transferring to a post in the Personnel Section of the Regional Headquarters in which I worked. In this position I had responsibility for a number of staff and had executive responsibility for

the staffing and accommodation of the Regional Headquarters. For the first time I was faced with the problems and opportunities involved in the management of people. I tried, with some success, involving my staff in decisions and encouraging them to take initiatives and responsibility; my "natural" inclination was to believe that organisational success was achieved through people. I enjoyed the job very much and it whetted my appetite for moving into the direct management of operations at local level as an Assistant Head Postmaster.

1.1.3 During this time and later, I attended a number of Post Office run management courses. At these I was exposed to the works of writers such as McGregor, Maslow, Herzberg and Adair. These contributed to the development of my own management ideas; in particular that successful task achievement was dependent upon people who must be treated properly if they were to respond effectively; McGregor's Theory Y became and remains key to my management style and my model of organisational growth.

1.1.4 I moved, on promotion, into local operational management in 1978 and I largely remained in that field in various jobs until 1996 when I was appointed Employee Relations Manager at Parcelforce Strategic Headquarters. I have had short spells in Parcelforce as a District Manager, as an assistant to the Operations Director at

HQ, and as a Project Manager. In the early days in local operational management I experienced the value of having team members prepared to make a full personal contribution and also the importance of supervisors having responsibility for people as well as activities. In 1983 I moved to Reading and found an office in which middle managers did not appear to have been allowed to take initiatives or carry much, if any, delegated authority. As a result they were not making effective contributions to the running of the operations. They did what they were told but this did not include accepting instructions to take responsibility. To be fair, the managers were operating in a local Theory X environment, created over many years by a succession of autocratic leaders and which offered little or no scope for individual initiative, and for them it was difficult to fathom out exactly what the organisation required of them. Indeed as my model of organisational growth developed it became increasingly clear that it is impossible to "be instructed" to take on responsibility, this requires a different form of relationship. I was, therefore, looking for some way of supporting these managers in becoming more effective when I was introduced to Self Organised Learning as described in section 1.2 below. This approach, rooted in the psychology of the uniqueness of the individual, provided for me the scaffolding on which to evolve my own personal philosophy

of how best to manage and support people at work. This thesis aims to capture the learning processes and outcomes of my personal search for constructing, as a Post Office senior manager, a systematic, person-centred environment enabling personal and team empowerment which not only offered a way forward for achieving organisational goals but also served to expand the horizons of policy making and future growth. It represents my vision and how I set about to achieve it.

MY POSITION WHEN I FIRST BECAME INVOLVED WITH SELF ORGANISED LEARNING

1.2.1 My first meeting with the Centre for the Study of Human Learning (CSHL), in the middle of 1985, and my introduction to Self-Organised Learning came at an opportune time in my career and learning process. At the beginning of that year I had taken over as Head of Operations for the Reading Head Post Office area which covered central and west Berkshire. This was a substantial job with responsibility for 1500 - 2000 staff. The majority of the staff were based in the main sorting offices in Reading itself. These had a reputation for being difficult, suffering from very high staff turnover and poor industrial relations.

1.2.2 Prior to taking over as Head of Operations, I had spent 18 months responsible for Personnel and the provision of Post Office Counter services in the Reading Head Post Office area. During this time I had gained a number of insights into the operational side of the Head Post Office. In particular:

1.2.2.1 the office had been managed by a succession of autocratic managers and there was a lack of initiative and imagination being displayed.

Typically, "senior managers" were expected to produce the solutions to most problems, "junior managers" expected to simply "do as they were told" and to take little or no real responsibility.

1.2.2.2 when appealing against not being promoted, appellants frequently claimed that they had had no feedback on their performance and that they had received little or no help or training in improving their performance.

1.2.2.3 counselling was used as a euphemism for a formal telling off.

1.2.2.4 the discipline code was used against staff who had simply made unintentional mistakes.

1.2.2.5 relations with the main trade union, the Union of Communications Workers (now known as the Communications Workers Union), were very confrontational and yet the local branch was lead by two able men who had, at least, as good and frequently a better understanding of the issues than the managers involved.

1.2.3 The insights I had gained prior to taking over were confirmed when I did so. I also found that there was a very "hands on" style of management to the extent that everybody was so busy doing things that nobody had the time or felt the need to stand back and reflect on whether or not improvements could be made. This struck me most forcibly when watching the process of handling first class letters posted in the Reading area. This process had to be completed by 8.00pm in order to ensure that letters could reach their destination for delivery the next day. Given the volumes involved and the fact that final collections from posting boxes, Post Offices and customers were still being made as late as 5.30/6.00pm, this was a very stretching task. The response to the challenge appeared to have been to over-manage it. The whole process was supposed to be under the control of a second line supervisor (Postal Executive 'C' or PEC) with a number of first line supervisors (Postal Executive

'D' or PED) looking after component parts. In practice, a third line manager (Postal Executive 'B' or PEB), who also had responsibility for all other processes and functions taking place at the same time, was always present and usurped the responsibilities of the second line supervisor who, in turn, did the same to the first line supervisors who either "stood about with their hands in their pockets" or involved themselves in doing postmen's work. At the same time I found that the third and second lines of management were very critical of the performance of the first line; *not surprising given the way they were treated.*

1.2.4 It was also whilst watching the processing of posted first class letters, that I came across a striking example of the lack of reflection among managers. It was pointed out to me that one of the principal reasons why the process was difficult to manage and very prone to failing to meet its deadlines, was lack of equipment. At that time, in Reading, most letters were sorted by hand on sorting frames containing 48 box pigeon holes. In order to sort the letters to all the destinations to which Reading despatched, it was necessary to sort most of them twice, firstly to a general part of the country and secondly to specific destinations in that part of the country. I was told that the "bottleneck" in the process was carrying out the first or "primary" sort for which

there were insufficient sorting frames and no more space in which to install additional ones. On inspection, I found that each of the "secondary" sorts had two or three sorting frames but only one or two in use. When asked, the third line manager confirmed that this level of occupancy was normal and readily accepted my suggestion that the spare frames be converted for primary sorting thereby removing the "bottleneck". He also accepted that he had been "too close to the woods to see the trees".

1.2.4 As organised it was not possible to hold any particular manager accountable for the performance of any junior managers or other members of staff. Because of duty rotations the same group of managers infrequently found themselves working together.

1.2.5 In response to what I found, I did a number of things:

1.2.5.1 I talked to members of my team about the vital importance of encouraging and allowing all team members to make a full contribution.

1.2.5.2 I told members of my team about the things I had observed and that I found it unacceptable that managers were not carrying their appropriate level of authority and responsibility. I made it clear

that I believed this was because they were not being encouraged or allowed to do so.

1.2.5.3 With their agreement, I altered the accountabilities of the two third line managers responsible for day to day operations. When I took over they worked shifts and were responsible for all functions taking place whilst they were on duty. I changed this by asking them to be responsible for particular functions at all times. Among other things this made them more accountable for the performance and development of more junior managers who generally specialised in specific groups of functions.

1.2.5.4 I challenged the use of the discipline code for dealing with mistakes. I pointed out to managers that if we were disciplined each time we made a mistake, not many of us would still have jobs. This eventually developed into a philosophy which said that, in general, if we had to resort to the discipline code, we had, probably, failed as managers.

1.2.5.5 I began to listen to what the trade union representatives had to say and to try many of the suggested solutions they put forward. I had to bring

about this change with care in order not to undermine the confidence of my management team. I believe the reduced confrontation that this produced was of benefit to the operation and therefore our customers.

1.2.5.6 I had begun to recognise that people could not simply be told to change. They needed to be helped to identify their own strengths and weaknesses and own any changes as being relevant to them.

1.2.5.7 I tried hard to think of other ways to change the way in which my team managed to one in which there was trust and openness, a ready acceptance of responsibility and an atmosphere in which all were encouraged and allowed to contribute to the fullest extent possible. And then, as if "in answer to my prayers", I was introduced to Self-Organised Learning.

SOME BACKGROUND ON SORTING OFFICE SUPERVISION

1.3.1 In 1984 the Post Office undertook a major review of what it needed to do to improve performance in the Mails

Business. This was particularly directed towards improving the Quality of Service as measured by the length of time it took between posting and delivery of letters. This review highlighted a number of issues which needed to be addressed including the requirement for new agreements with the Trade Unions. It also focussed management attention on the crucial role of sorting office supervisors and on the fact that, as a generalisation, their performance was not considered good enough. This reflected my belief that we needed to harness the abilities of our front line managers more effectively to the achievement of organisational goals. A senior manager, Drew Wightman who at the time was Head Postmaster of Edinburgh, was asked to recommend ways of improving supervisory performance.

1.3.2 In the mid eighties there were three levels of sorting office supervision:

- first line - Postal Executive "D" (PED) - responsible for the direct supervision of postmen. In a large sorting office, such as Reading, they would have responsibility for a section of work, for example the loading platform, facing and stamping, primary letter sorting. In a much smaller sorting office a PED would be the officer in charge of all functions.

- second line - Postal Executive "C" (PEC) - responsible for the oversight of a number of PEsD and generally for a total function, for example letter deliveries or distribution. In a medium sized sorting office a PEC would be the officer in charge of all functions.

- third line - Postal Executive "B" (PEB) - generally responsible for all or a number of functions in larger sorting offices. In some cases they were responsible for all functions over a particular time span, ie a shift, in others they carried responsibility for fewer functions at all times.

Supervisory posts were always filled internally with all supervisors having started their Post Office careers as postmen. Vacancies were filled by the "senior most suitable candidate". Because of poor measurement of suitability, seniority was, in many cases, the prime criterion used; this was an issue addressed both in the trial of S-O-L at Reading Head Post Office (Chapter 3) and in the activities which took place in the Parcelforce Sort Centre near Reading (Chapter 5). Potential promotees were "tested" through a system of substitution or "acting". This involved selection from volunteers of

staff to be placed on an "Acting List" from which they would be used to cover absence at the level above, ie postmen to cover PED absence, PEsD to cover PEC absence and PEsC to cover PEB absence. A number of advantages were claimed for this system:

- it provided absence cover.
- it provided potential promotees with experience at the higher level.
- it provided the opportunity to gather relevant information on potential promotees on which permanent promotion decisions could be made.

Originally only staff on "Acting Lists" could be considered for permanent promotion although this was eventually relaxed and opportunities were opened to all staff but those on "Acting Lists" had an obvious advantage. The first issue addressed by the trial of S-O-L at Reading Head Post Office was the preparation of 29 new acting first line supervisors for learning on-the-job (Chapter 3.3)

1.3.3 Other than on-the-job experience, the only training offered to potential or new supervisors were locally devised courses run in some but not all units and a one

week course at the Post Office Executive College which not everybody attended. Drew Wightman concluded that the generally less than adequate performance by sorting office supervisors was largely due to poor selection and almost total absence of training and other support. It seemed that the traditional training had failed to meet the need. Often the local approach was "to throw them in the deep end and see if they could swim". The national training course had a number of weaknesses:

- less than 50% attended it and of those who did many had already been in the job for a number of years.
- not everybody saw its relevance to the job they were to do.
- few attendees understood in advance why they were going on the course or had any expectations from it.
- it was "other" rather than self-organised.
- there was little or no follow up after the course to discuss lessons learnt and how they were to be applied.

- local management had little or no expectations of the national training course.

Wightman recommended that a different approach to supervisory training was required and that this should be locally based and have a much greater element of on-the-job learning. It was concluded that Self-Organised Learning as advocated by the Centre for the Study of Human Learning at Brunel University, should be trialled as a means of providing more effective development activity for supervisors. Reading was chosen as the site for the initial trial because of its relative proximity to Brunel.

THE PURPOSE OF AND RESEARCH METHOD USED IN MY THESIS

1.4.1 One enduring experience as a manager and as an observer of managers is that we fail to harness the talents, skills, experience and commitment of the workforce to organisational goals. This applies particularly to frontline managers. Organisational success comes from everybody in the organisation making the fullest possible contribution to the achievement of these goals. It seems to me across Post Offices, and more generally within industry and commerce, that such

contributions are not being made; Sir John Harvey-Jones, former Chairman of ICI, has made the same point in his book "All Together Now":

*"We talk continuously about the need to improve our productivity and, God knows, it is a dire need; yet we appear to accept with equanimity that in the world of work we are achieving less than half our capacity."
(Harvey-Jones 1994 p. 9)*

This is not a recent phenomenon nor is it restricted to industrial or commercial organisations; Frederick Herzberg, American psychologist and writer on motivation theory, wrote the following in the preface to his book "Work and the Nature of Man" first published in 1968:

*"Although society speaks of man's achieving his potential, we are actually retarding human achievement."
(Herzberg 1968 p. x)*

Being a manager in the Post Office and faced directly with this dilemma prompted me for many years to pursue my personal research journey of which this thesis is the culmination. In outline my research has been better to diagnose;

- why the full potential of people was not being harnessed, and to explore;
- how the situation could be changed.

Among the questions I will address is whether it is an innate part of the human character to avoid responsibility and commitment at work or whether such negative traits are more symptomatic of a pathology in

the work environment; as a result of several action research studies involving in depth interviews, Harri Augstein and Thomas certainly believe not:

"People are naturally interested in helping the organisation for whom they work to achieve the objectives it sets itself. Amazingly, they see this as being what they are contracted to do." (Harri Augstein and Thomas 1991 p. 236)

The effective management of people has always been the key to organisational success. This is more openly recognised these days by writers such as Peters and Waterman in America and John Harvey-Jones in the UK and by organisations such as the Institute of Personnel Development which put it as their first priority:

"Productivity through people. The excellent companies treat the rank and file as the root source of quality and productivity gain." (Peters and Waterman 1982 p. 14)

"The job of businessmen and women is to win - to create, lead, inspire and motivate teams of people who, by their creativity, speed of reaction, dedication and relevance to the needs of tomorrow, will ensure that their business gets in front and stays there." (Harvey-Jones 1994 p. 5)

"There is widespread recognition that survival and success in the years ahead will increasingly depend on the ability of organisations to realise the full potential of their people." (IPD 1994 p. 1)

1.4.2 Action research has been the method by which I have undertaken this project. This has been a CONVERSATIONAL process. The conversation has been between myself as a manager reflecting on the job or task and myself as an action researcher experimenting on the job with my teams and reflecting on my findings. This process has allowed

me to recognise gaps in my knowledge in relation to my new experiences and to engage in conversations with my own tutors as part of my own process of growth. Through this process, over a period of ten years, various questions have evolved, I have identified issues and themes and these form the basis of my literature survey and of my whole action research project. Thus my readings, experimentation and personal learning have evolved to become part of a developing process of research leading to the development of a Person-Centred Model of Organisational Growth which is described in Chapter 7.

1.4.3 The exploration of relevant literature is something that I have undertaken informally over many years in my capacity as a manager seeking ways of helping others to contribute more effectively. This exploration has become more formal as I have sought to understand better both the issues of my research and action research itself. My reading has broadened as relevant in the course of my developing research into the fields of psychology, education, philosophy and action research itself.

CHAPTER 2

LITERATURE SURVEY

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THE IDENTIFICATION OF MAIN ISSUES AND THEMES

2.1.1 At its simplest, the debate in the twentieth century on "how to manage people" can be expressed as the division between autocratic and democratic management which manifests itself in the ways in which managers use power and authority and in the factors which they believe motivate workers to perform better. Ultimately, these differences are consequences of how managers value workers and of the attitudes they adopt to them. Through my research I have become increasingly convinced that it is in these attitudes, and the assumptions or myths that underlie them, that we will find the key to future organisational success. Later in this literature survey I will show how important they are to effective learning, particularly learning-on-the-job.

2.1.2 My review of the literature has lead me to identify five main inter-linked and over-lapping issues:

2.1.2.1 The motivation of people to contribute to organisational goals.

2.1.2.2 Responsibility and control.

2.1.2.3 Assumptions or myths about people.

2.1.2.4 Attitudes towards people.

2.1.2.5 Learning and continuous improvement.

The order in which I have listed these issues is deliberate. Motivation being the overall objective, the second being where control of the means to achieve motivation can be found, the third and fourth being what defines how the control is exercised and learning/continuous improvement being how I see the objective of greater contributions being achieved.

2.1.3 Additionally, I have identified five themes which relate to each of the above issues and which provide common threads through them; these themes are:

2.1.3.1 management theory and its development.

2.1.3.2 humanistic psychology.

2.1.3.3 the alternative autocratic and democratic approaches.

2.1.3.4 the extent to which the achievement of success is a conversational process.

2.1.3.5 the fact that all the main issues are relevant to most, if not all, aspects of life and not just to work.

2.1.4 In presenting the findings of my survey of the literature I shall take each issue in turn, highlighting the common themes and showing how they link and overlap. In section 2.7 I shall provide a general definition of action research and show how I have applied this methodology to my own research. As a research method, action research is very "sympathetic" to the kind of management approach that I shall be advocating in this thesis.

THE MOTIVATION OF PEOPLE TO CONTRIBUTE TO ORGANISATIONAL GOALS

2.2.1 As recorded in Chapter 1.4, this was the starting point for my research and in my informal reading I studied literature on management theory and the biographies of leaders, including "captains" of industry, in a search for ways of helping people contribute more effectively. In management theory, and psychology, this area is classified as "motivation"; what is it that motivates or de-motivates somebody to harness their efforts to the achievement of organisational goals?

2.2.2 As a result of the "Hawthorne" experiments in the 1920s, Elton Mayo, an Australian born psychologist whose most important work was carried out in America, produced a set of "democratic" assumptions about the relation of workers to their work which were very different from the essentially autocratic ones which had prevailed since the Industrial Revolution; these were:

"1 Work is a group activity; men obtain their basic sense of identity through relationships with others.

2 Man is basically motivated by social needs,

3 Man is more responsive to the social forces of his work-mates than to incentives and controls of management.

4 The need for recognition, security and sense of belonging is more important in determining workers morale and productivity than the physical conditions under which he works.

5 Informal groups within the work plant exercise strong social controls over the work habits and attitudes of the individual worker." (Mayo in Post Office Management College 1977)

The generally accepted view of what motivates people was established by American psychologists who were particularly interested in the relationship between man and his work. These were men such as Abraham Maslow, Frederick Herzberg and Douglas McGregor. I have drawn heavily on the work of these men despite the fact that they were writing in the 1950s and 1960s. There are many more modern books on this subject but I believe that, in essence, the more recent writers have largely "re-

packaged" the work of the earlier ones. Warren Bennis said:

"The McGregorian chant is still profoundly true. If you look at the work of Peters and Waterman and others, they all grow out of the initial McGregor theory." (Bennis in Clutterbuck and Crainer 1990 p. 189)

In the "re-packaging", they have turned "essays" on values into "tools and techniques" and, as a result, have significantly diluted the message. Maslow, Herzberg and McGregor all identified that man is motivated by the satisfaction of needs; as Maslow wrote:

"Apparently we function best when we are striving for something we lack, when we wish for something we do not have, and when we organise our powers to the service of striving towards the gratification of that wish." (Maslow 1970 p. xv)

It was Maslow who identified a "hierarchy of needs", the most basic of which are:

- PHYSIOLOGICAL, for example the need for food and warmth.

followed by:

- SAFETY, for example the need for security, stability, freedom from fear and for order, law and limits.

- BELONGINGNESS and LOVE, for example the need for friends, family and "roots".

- ESTEEM, the need for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem and for the esteem of others.

- SELF-ACTUALISATION, the need to be doing what the individual is fitted for.

He argued that a higher need was unlikely to motivate somebody until the lower one was satisfied but that once the lower need was satisfied it would no longer motivate. So, if a person has no food or shelter, they will not be motivated to seek law and order but once they are no longer hungry and cold their needs will change. The autocratic theory of management, in which I include Scientific Management, fails to recognise this and assumes that workers will be motivated provided their physiological, and, to a degree, safety needs are met. Even today, in Parcelforce, generally the only motivational tools recognised and used by many operational line managers are money, in the form of bonus payments and overtime, and fear, in the form of the disciplinary code. Herzberg basically agreed with Maslow's identification of human needs but divided them into two categories:

".....the human animal has two categories of needs. One set stems from his animal disposition.....centred on the avoidance of loss of life, hunger, pain, sexual

deprivation and other primary drives, in addition to the infinite variety of learned fears that become attached to these basic drives. The other segment of man's nature.....is man's compelling urge to realise his own potentiality by continuous psychological growth." (Herzberg 1968 p. 56).

Applying this to the work situation, Herzberg classified the "animal" needs as "hygiene" factors or "dissatisfiers" which through surveys of workers he found to be company policy and administration, supervision, salary, interpersonal relations and working conditions; these factors match Maslow's first three basic needs categories - physiological, safety and belongingness and love. These "hygiene" factors define the environment in which the worker does his/her job rather than what he/she does. In this context, their absence (eg low pay) or negative impact (eg poor supervision) will lead to dissatisfaction but their presence or positive impact only achieve an absence of dissatisfaction. Herzberg found five factors which were positive "motivators". These were achievement, recognition, work itself, responsibility and advancement; these factors match Maslow's two higher basic needs categories of esteem and self-actualisation.

The relationship between man and his work can be described as "conversational" in so far as it involves future actions or behaviour resulting from a continual process of reviewing the effects of actions or behaviours which have already happened. Maslow developed a "Theory of Motivation" which he described as dynamic recognising

that a theory based on the gratification of needs or wishes would inevitably be moving on as they were successfully gratified:

*".....it is as if we have not yet learned this eternal lesson, that whatever she (or he) yearns for....when it is achieved the whole process will repeat itself."
(Maslow 1970 p. xvi)*

This suggests that man's basic needs are for "continuous improvement", initially in material conditions but ultimately in psychological growth or learning. Maslow described his "Theory of Motivation" as "holistic" because:

".....the individual is an integrated, organised whole..... it means the whole individual is motivated rather than just parts of him." (Maslow 1970 p. 19)

I believe that this refers not only to the physical "whole" but also the social whole, ie man at work is integrated with man at home, play etc.

2.2.3 It was during the Industrial Revolution at the end of the eighteenth century and into the first half of the nineteenth century that people were first brought together to work in large numbers in factories. The great difference from the mainly rural life prior to the Industrial Revolution was that work and the pace of work was dictated by machines. The general "managerial attitude" was to regard workers as no different to the machines and materials which were the other components of the manufacturing process. Adam Smith, the eighteenth

century Scottish economist and philosopher, published his "Inquiry into the Nature and Causes of the Wealth of Nations" in 1776 in which he argued:

".....that industrial work should be broken down into its simplest and most basic tasks." (Hammer and Champy 1993 p2)

Despite the efforts of enlightened owners such as Robert Owen of New Lanark, Titus Salt of Saltaire and George Palmer of Reading, working conditions were generally very poor. The ideas of the Scientific Management School were based on the same assumption that workers were no more than machines. The founder of this school of thought, Frederick W Taylor, who worked in America around the turn of the last century, summed up his approach as follows:

".....man's role was concerned to be only that of an element or cog in a complex production system dominated by costly equipment. In Mechanical systems elements must be completely designed if they are to function efficiently. This requirement states that initiative and self organisation by the industrial worker are not acceptable for they may increase both system variability and the risk of failure." (Taylor in Post Office Management College 1977)

Taylor and others, such as Frank and Lilian Gilbreth, sought to achieve efficiency by measuring work and breaking jobs into component parts which allowed managers maximum control over the workers who had little or no freedom to use their initiative or develop. From this developed the ideas of piece work, incentive or bonus schemes and the work of the Industrial Engineer in work and methods study. This approach was not designed to

exploit the full capabilities of the workforce as

Herzberg wrote:

"The system of utilising only the lowest common denominator in the catalogue of ability was a consequence of Taylor's theory of scientific management. Using only the minimum in a man's repertory of behaviour was, in a sense, amputating the rest of his capabilities."
(Herzberg 1968 p. 36)

2.2.4 Parcelforce and Royal Mail have been trying to persuade their workforces to accept new flexible working practices, linked to a pay deal and incentive scheme improvements, which were designed to improve the Business' profitability and thereby lead to greater security of employment. Many of the workers saw it as an attempt to make them work harder for effectively less pay and, despite recognising the threat to employment prospects, rejected it at a ballot and, in the case of Royal Mail took strike action. They were not motivated to make a greater contribution to the achievement of the organisations' goals by the proposed changes to company policy, salary and working conditions. Taking the particular example of incentive schemes which are a key factor in a "scientific" approach to managing people, Douglas McGregor in his book "The Human Side of Enterprise" wrote:

"The practical logic of incentives is that people want money, and that they will work harder to get more of it. In accord with this logic, we measure jobs, establish standards for a "fair day's work", and determine a scale

of incentive pay which provides a bonus for productivity above the standard.

Incentive plans do not, however, take account of several other well-demonstrated characteristics of behaviour in the organisational setting: (1) that most people want the approval of their fellow workers and that, if necessary, they will forego increased pay to obtain this approval; (2) that no managerial assurances can persuade workers that incentive rates will remain inviolate regardless of how much they produce; (3) that the ingenuity of the average worker is sufficient to outwit any system of controls devised by management." (McGregor 1960 p. 9)

2.2.5 Scientific Management assumed that efficiency would come from breaking down tasks into the simplest possible elements thereby removing any need for the worker to use any imagination, initiative or decision making skills.

The response to the Scientific Management design for jobs came in the form of Job Enrichment which developed out of the work on motivation of Frederick Herzberg. Building on his work, Eric Trist and Fred Emery of the Tavistock Institute argued for providing employees with a wider range of skills, so that change was accommodated by the increased flexibility of the people, this:

"....involves creating jobs of greater variety and skill, where....people are much more able to motivate themselves to high performance." (Trist and Emery in Clutterbuck and Crainer 1990 p. 115)

In the 1990's, advocates of "re-engineering" argue for the radical redesign of a company's processes, organisation and culture to achieve a quantum leap in performance. They say that the ideas which typified the Industrial Revolution should be turned on their head:

".....putting back together again the work that Adam Smith and Henry Ford broke into tiny pieces so many years ago." (Hammer and Champy 1993 p. 65)

Working with Norwegian Einar Thorsrud, Emery defined the six elements that every job should have to sustain the worker's interest; every job must:

- ** be reasonably demanding in terms other than sheer endurance, yet provide a certain amount of variety
- * allow the worker to learn as he works
- * allow the worker an area of decision-working or responsibility which he can call his own
- * increase the worker's respect for the task he is doing
- * have a meaningful relationship with outside life
- * hold some sort of desirable future, and not just in terms of promotion, because not everyone can be promoted." (Emery and Thorsrud in Clutterbuck and Crainer 1990 p. 116)

Adair has produced a very similar definition:

"If motivation and job satisfaction are to be good, not just adequate or weak, each individual must:

1 feel a sense of personal achievement in the job he is doing, that he is making a worthwhile contribution to the objectives of the group or section.

2 feel that the job itself is challenging, is demanding the best of him, is giving him the responsibility to match his capabilities.

3 receive adequate recognition for his achievements.

4 have control over those aspects of his job which have been delegated to him.

5 feel that he, as an individual, is developing, that he is advancing in experience and ability."

(Adair 1988 p. 140)

Using Herzberg's definitions, all of these pre-conditions are "motivators" rather than "hygiene" factors, ie achievement, recognition, work itself, responsibility and advancement. They also provide clear links to the issues of Responsibility and Control and Learning and Continuous Improvement with which I shall be dealing later in this literature survey.

2.2.6 As stated earlier, the principle that motivation is about the satisfaction of needs is still recognised by more modern writers on management. Waterman in America has defined "What makes top performing companies different" as:

*".....their organisational arrangements. Specifically:
* They are better organised to meet the needs of their people, so that they attract better people than their competitors do and their people are more greatly motivated to do a superior job, whatever it is they do."
(Waterman 1994 p. 17)*

Sir John Harvey-Jones has pointed out the continuing validity of the theory, the fact that this is not universally recognised and that in many organisations it is still believed that motivation can be gained through hygiene factors alone:

"The fear of unemployment, balanced by performance-related rewards, are thought to be enough in themselves to enlist whole-hearted commitment to excelling...Indeed, fear of being fired is more likely to provoke a reaction of keeping one's head down and avoiding risk than a determination to succeed at a difficult task....The job of businessmen and women is to win - to create, lead, inspire and motivate teams of people who, by their creativity, speed of reaction, dedication and relevance to the needs of tomorrow, will ensure that their business gets in front and stays there." (Harvey-Jones 1994 p. 5)

The fact that organisations are not applying the theory is also recognised in America:

"The ferment in management will continue until we build organisations that are more consistent with man's higher aspirations beyond food, shelter and belonging." (O'Brien in Senge 1990 p. 5)

The task facing organisations has been defined by the Institute of Personnel and Development in its position paper "People make the difference":

".....attaining or sustaining world class levels of performance will be increasingly unlikely in organisations which do not treat their employees in ways which are consistent with their status as the key business resource with this aim:

** employees cannot just be treated as a factor of production." (IPD 1994 p. 4)*

2.2.7 Outside the world of work, the same principles can be found. For instance, in countries where the basic needs of food and shelter are difficult to satisfy, there is often an acceptance of a lack of democracy, whereas, as these needs are met, the people begin to demand other material and social things and a greater say in how they are governed.

2.2.8 Underlying the differences in theory of what motivates people to contribute more to the achievement of organisational goals, is the difference between the autocratic and democratic views of management and between alternative ways of allocating responsibility and achieving control over the organisation and the people who work in it which is the subject of the next section.
The differences also reflect the assumptions which managers make about workers.

RESPONSIBILITY AND CONTROL

2.3.1 In the preceding section, I have shown that we are motivated to satisfy our needs and that as they are met so they are replaced by new needs and that, once our material needs are satisfied, we are motivated by the need for psychological growth, or esteem and self-actualisation, through "achievement, recognition, work itself, responsibility and advancement." There are two reasons for people not contributing fully to the achievement of organisational goals. Firstly, they may be dissatisfied with the prevailing "hygiene factors"; in situations where this is the case, these factors need to be dealt with. Secondly, there is a lack of shared responsibility and control which restricts psychological growth.

2.3.2 Organisations are systems and systems, whether simple or complex, need to be controlled or be under control. The study of control in systems has become the science of cybernetics. Beer wrote:

"The main discovery of cybernetics after a history of twenty-five years, and indeed what gives it the right to be called a coherent science, is that there are fundamental principles of control which apply to all large systems." (Beer 1981 p. 17)

Systems are means of processing inputs in order to produce desired or planned outputs.

"There are three fundamental components of any control system,...; an input setup, an output setup and the network that connects the two...." (Beer 1981 p. 39)

Control systems are purposive, they are designed to ensure the production of outputs within design parameters:

"Control mechanisms are designed to make situations behave according to certain desired performance criteria." (Beer 1966 p. 300)

In commercial and industrial organisations or systems, control is essential to the achievement of their goals or objectives. In the "debate" about the autocratic and democratic styles of management, control and who should exercise it, has been a principle, if not the only, argument. As Beer, the cybernetician, wrote:

"The manager is the instrument of change.....which is to say that his job is that of control. This means that the job is..... to design a control system." (Beer 1981 p. 16)

The traditional, autocratic organisational control mechanisms were, and often still are, restrictive:

"Thus aspects of organisation.....which are recognisably contributing to control are frequently called by names like "rules and regulations", "the book", "the Bible" or just "the system"." (Beer 1966 p. 300)

In general, this kind of restrictive control was designed to correct errors in the system rather than encourage growth and innovation. Systems under control are changed by feedback which Beer defines as:

".....the return of a system's output to its input, which is thereby changed." (Beer 1981 p. 402)

Feedback has two basic forms, negative and positive.

Negative feedback is used for keeping a system on a set

path, correcting errors or deviations and in many organisations causes imagination and initiative to be stifled, whereas growth and change comes from positive feedback:

"...negative feedback takes back an output increase to decrease the input - and is therefore stabilising in principle. Positive feedback takes an increase in output back to increase the input..." (Beer 1981 p. 402)

These features of control systems are clearly CONVERSATIONAL, constantly taking feedback in order to review and adjust the state of whatever they are controlling. They are also the features of growth, learning and continuous improvement which require positive feedback on which to "flower".

2.3.3 Responsibility and control are the means by which it is decided who ensures that the organisational goals are delivered and what means are used to do so. The extremes are the autocratic and democratic models. In industry and commerce, the model developed in the Industrial Revolution and legitimised by Scientific Management, was an autocratic one in which it was assumed that control could only be maintained if responsibility rested with a few managers. This model was developed in the era of the owner/manager in which capital was considered more important than labour and in which ownership gave the owner total control. This was accepted, in general, by the workers because their needs

were material - food, shelter, warmth etc, and they were motivated to satisfy these and not "higher" needs. This "owner power" is a particular feature of British industry which, perhaps, reflects the nature of democracy and government in the country. As Hutton has written:

"....the democracy in British corporate law is the democracy of owners.....They are lords of what they own, in the same way that the majority party of the House of Commons acts as a sovereign legislator. Dialogue and participation are not the British way...." (Hutton 1995 p. 87)

In their book "Choosing Life, A Dialogue" Arnold Toynbee and Dakoku Ikeda wrote:

"A human being can be relieved of the responsibility of decision making by being dehumanised, as he is when he is turned into the equivalent of a cog in a machine." (Toynbee and Ikeda 1989 p. 131)

This is effectively what happened during the Industrial Revolution, during the era of Scientific Management and, unfortunately still applies in many organisations today, even though working conditions are immeasurably improved. Seceding power and authority to a "dictator" seems to be something that human beings do quite readily. Toynbee and Ikeda identified two reasons, one "psychological and perennial" and one "environmental and occasional" for this:

"....it relieves all individuals, except, of course, the dictator himself, of the agony of having to make crucial choices" (Toynbee and Ikeda 1989 p. 232)

and

".....the onset of some physical or social emergency." (Toynbee and Ikeda 1989 p. 232)

This suggests that in order to share responsibility and control, not only is it necessary for the "boss" to be prepared to give up some, if not all, of what he has but also for the "worker" to positively seek to take up his appropriate share. Furthermore the environment must be conducive to this.

2.3.4 In human systems or organisations, control has usually been translated into AUTHORITY and POWER. Modern management gurus espouse the concept of "empowering" the front line workforce which is a great distance from the other extreme, for example from slavery in which the "manager" had the literal power of life and death over the "managed". The autocratic, Scientific Manager expects his/her authority to be acknowledged simply on the basis of his/her position; in the words of Mary Parker Follett, "power over". Workers are expected to do as they are told in an unquestioning manner and not to participate in the decision making process. Underlying this thinking, still prevalent today, was the assumption or "myth" that managers were, in some way, superior to workers.

Commenting on Scientific Management, Zuboff wrote:

"Fundamental to this approach was the notion that only a special class of men - formally educated, specially trained, able to reason scientifically - was fit to control this knowledge.....The emphasis on the professional and scientific orientation of the manager lent force to the growing conviction that managers and workers were intrinsically different." (Zuboff 1988 p. 231)

There was the implication of a parent/child relationship behind this assumption as Herzberg identified:

"The tasks assigned the workers were limited and sterile because it was believed that workers were incapable of adult behaviour. It seems that the worker was made to operate in an adult's body on a job that required the mentality and motivation of a child." (Herzberg 1968 p. 39).

This limiting view of man is also a feature of

"behavioural psychology" as advocated by Skinner. As he wrote in "Beyond Freedom and Dignity":

"Permissiveness is not, however, a policy, it is the abandonment of policy, and its apparent advantages are illusory. To refuse to control is to leave control not to the person himself, but to other parts of the social and non-social environments." (Skinner 1971 p. 85)

Other psychologists, such as Kelly, have developed a more humanistic view which regards man as more autonomous and able to control his own destiny:

".....construct theory sees man not as an infantile savage, nor as a just-cleverer-than-the-average-rat, nor as the victim of biography, but as an inveterate inquirer, self-invented and shaped, sometimes wonderfully and sometimes disastrously, by the direction of his enquiries." (Bannister and Fransella 1986 p. vii)

Despite the increased talk of empowerment, this authoritarian approach to responsibility and control is still prevalent.

"The old (and still very pervasive) dictum says that the job of the manager is to tell people what to do." (Waterman 1994 p. 17)

There is a great deal of lip service paid to a more democratic approach to the management of people. This is often rationalised by arguing that workers do not want control and responsibility over what they do:

"People were thought to be delighted with the fact that they did not have to make decisions. Management believed that those people were happy workers who did not have the responsibilities of management." (Herzberg 1968 p. 37)

However, this assumption is also contrary to the true nature of "homo sapiens" as Douglas McGregor wrote:

"Many of our attempts to control behaviour.....are in direct violation of human nature. They consist in trying to make people behave as we wish without concern for natural law." (McGregor 1960 p. 9)

It is also the case that many managers regard giving up their authority or power as abrogating responsibility and that by doing so they will lose control. In my experience as a manager, democratic, empowering leaders carry greater responsibility than autocratic managers. As well as retaining ultimate responsibility for the achievement of the task, they are also responsible for ensuring that empowered workers have all they need, including the capability, to do the job.

"By empowering others, a leader does not decrease his power; instead, he may increase it - especially if the whole organisation performs better." (Kanter in Kennedy 1991 p. 78)

".....relinquishing authority is seen as losing the power to control. This is a completely misleading conception." (McGregor 1960 p. 31)

The authoritarian approach is in contradiction to the theories of motivation I described in section 2.2 above. It is, by its nature, restrictive, denying esteem, both from others and self, the opportunity for psychological growth and satisfaction of the need for self-

actualisation which are at the peak of the "hierarchy needs"

"The philosophy of management by direction and control - regardless of whether it is hard or soft - is inadequate to motivate because the human needs on which this approach relies are relatively unimportant motivators of behaviour in our society today. Direction and control are of limited value in motivating people whose important needs are social and egoistic." (McGregor 1960 p. 42)

An authoritarian approach to management implies an external rather than self discipline. The problem with this is that workers will tend to push at the limits of the authority and the managerial response is either to relax the authority in an uncontrolled way or to progressively tighten control. The use of formal external discipline, with the implication of the punishment of errors and misdemeanours, as a means of normal control of human behaviour is, it seems to me, a failure of management and that, by their nature, discipline and punishment should be reserved for a limited number of exceptional events. McGregor expressed a similar opinion:

"The effectiveness of authority as a means of control depends first of all upon the ability to enforce it through the use of punishment.....The second limitation upon the effectiveness of authority as a means of control is the availability of counter measures." (McGregor 1960 p. 21/22)

2.3.5 People have to have real personal or group responsibility to own the problem, task or issue in order to be committed and, therefore, to give of their best. In reality very few people have such real responsibility in

key areas of their lives, although there are many cases of people displaying a willingness and capability to accept responsibility in one part of their lives (eg organising in a voluntary capacity) which is not reflected in others (eg their jobs). On the one hand there are "controls", such as other people, rules, traditions, economics etc which deny them responsibility and, on the other hand, there is the tendency among people to be happy to avoid responsibility. The latter shows itself in the lack of care demonstrated by so many and by the pleasure many take in blaming others for the ills of the world. So many are ready to attribute blame but so few are prepared to take responsibility for improving things. There is a pressing need to spread responsibility by arrangements which make it more difficult, if not impossible, for a few to accumulate excess responsibility and, therefore, power and for the many to avoid taking up their due level of responsibility. The present imbalance creates divisions, builds up resentment often leading to "violent" reactions and stifles the imagination and creativity which are essential to doing things better.

2.3.6 Self-Organised Learning is a paradigm of personal but shared responsibility and control in which Self-Organised Learners take personal control of and responsibility for their own learning.

".....Self-Organised Learners are....able to accept responsibility for managing one's own learning rather than be dependent on other's initiatives and directives." (Harri Augstein and Thomas 1991 p 89)

The process leads to self control of personal growth but this usually has to be supported by an external source because the learners do not know how to take such control. The Personal Learning Conversation is the principal vehicle for providing this support through five main activities:

- 1 negotiating a learning activity;*
- 2 carrying this out in an actual situation;*
- 3 self-debrief of actions taken;*
- 4 reviewing the PLC by retrospective comparison with (1);*
- 5 self-diagnosis of learning strengths and weaknesses and planning a new cycle of PLC." (Harri Augstein and Thomas 1991 p 153)*

Learners also need external as well as internal feedback against which to judge their purposes, strategies and outcomes.

"Each Self-Organised Learner will negotiate learning purposes which seem to them likely to improve their own performance in the terms in which they think and feel it should be valued. This puts the onus others - such as, teachers, trainers, subordinates, senior colleagues and/or management - to ensure that specific, informal feedback about performance is provided;..." (Harri Augstein and Thomas 1991 p 236)

A similar process has been in the development of user-centred design of computer systems. Research the Human Sciences and Advanced Technology Group at Loughborough University found that systems "designed for users" did not succeed:

".....many systems never really achieved full implementation, they were often used by a smaller number

of people than intended for a more limited set of purposes, and they rarely achieved the benefits for which they were purchased." (Eason 1992 p. 1)

This again highlights the key point of my thesis that unless people are fully involved and take ownership of issues, effectiveness will not be optimised.

ASSUMPTIONS OR MYTHS ABOUT PEOPLE

2.4.1 Underlying the way organisations try to motivate people and the extent to which they share responsibility and control are the assumptions that leaders in the organisations make about the people who work in them. These are not short term assumptions but ones which become ingrained and take on the appearance of truth to those who make them. These assumptions can also be described as "myths". As Harri Augstein and Webb have pointed out all people develop myths about all sorts of aspects of life. These myths are developed unconsciously and become fixed:

"Each of us has deeply held robot-like myths about almost everything within our range of experience.....At any age personal myths can become ultra-stable and apparently unchangeable. This leads to a person's performance taking on a robot-like function." (Harri Augstein and Webb 1995 p.15).

Another name for these ingrained assumptions is "mental models":

"Mental models" are deeply ingrained assumptions, generalisations, or even pictures or images that influence how we understand the world and how we take

action. Very often, we are not consciously aware of our mental models or the effects they have on our behaviour." (Senge 1990 p. 8)

Arguably, it was the fact that historically managers and managed had shared myths about their relative roles and values that allowed autocratic management to succeed:

"Their interlocking personal myths enabled our forefathers unknowingly to maintain a stable, if unequal and often unhappy and unhealthy society." (Harri Augstein and Thomas 1991 p. 337)

Unfortunately, it seems that these same myths are still dictating the nature of relationships at work and generally preventing the creation of an environment of growth and continuous improvement. In particular, the shared myths in organisations lead to assumptions about the inability of workers to be self-motivated and share responsibility:

".....the organisations in which we work are built on corporate myths which assume us to be the other-organised receivers of consequences not of our making." (Harri Augstein and Thomas 1991 p. 337)

2.4.2 In "The Human Side of Enterprise", Douglas McGregor postulated two theories to describe the assumptions or myths that managers make about the behaviour of workers and which influence their own behaviour in return. Theory X, which McGregor called "the traditional view of direction and control", involves three basic assumptions:

- "1. The average human being has an inherent dislike of work and will avoid it if he can.*
- 2. Because of this human characteristic, most people must be coerced, controlled, directed, threatened with punishment to get them to put forth adequate effort toward the achievement of organisational objectives.*

3. The average human being prefers to be directed, wishes to avoid responsibility, has relatively little ambition, wants security above all." (McGregor 1960 p. 33/34)

Managers who make Theory X type assumptions about their workforce adopt an authoritarian or dictatorial attitude to it. If a manager believes everybody is naturally lazy and cannot motivate themselves, he/she will endeavour to control all the actions of the workers and not encourage any use of individual imagination or initiative. These assumptions also say a great deal about the lack of trust displayed by Theory X managers. The results of adopting an autocratic approach to managing people tend to be self-fulfilling. The workers resent being dictated to and being so closely supervised that they resist passively by doing as little as possible. This, of course, confirms the Theory X manager in his assumptions. Generally speaking the results achieved in organisations managed on the basis of Theory X are poor in terms of productivity and quality and they tend to have poor industrial relations.

McGregor opposed Theory X with Theory Y which involved 6 assumptions:

- 1. The expenditure of physical and mental effort in work is as natural as play and rest.*
- 2. External control and the threat of punishment are not the only means for bringing about effort toward organisational objectives. Man will exercise self-direction and self-control in the service of objectives to which he is committed.*
- 3. Commitment to objectives is a function of the rewards associated with their achievement.*
- 4. The average human being learns, under proper conditions, not only to accept but to seek responsibility.*

5. *The capacity to exercise a relatively high degree of imagination, ingenuity and creativity in the solution of organisational problems is widely, not narrowly, distributed in the population.*

6. *Under the conditions of modern industrial life, the intellectual potentialities of the average human being are only partially utilised.*" (McGregor 1960 p. 47/48)

These clearly display a much more positive attitude to people and offer the hope of growth and real personal contributions from all rather than just "what the boss demands". The hope, and reality, is that, as with Theory X, these assumptions will be self-fulfilling. They recognise that everybody has something to contribute, that, in general, individual potential is not fully exploited and that a sense of responsibility is inherent in humans if they are treated responsibly. Other writers who wrote along similar lines to McGregor were Rensis Likert, who defined four broad types of management style from "Exploitative Authoritarian" to "Participative", and Tannenbaum and Schmidt, who devised a "continuum of management styles" on a scale from "tell" and "sell", through "persuade" and "consult" to "participation".

2.4.3 Theory Y assumptions are most obviously embodied in the concept of "empowerment" which is very much a "child" of the Quality movement. Joseph M Juran, who with W Edwards Deming, can be said to have "fathered" this movement sees:

".....greater "empowerment" of the workforce as key - in this case to achieving quality through self-organisation and self-supervision. For Juran, quality has always been

indissolubly linked with human relations and teamwork."
(Kennedy 1991 p. 71)

Genuine empowerment requires managers to believe that their workers can be trusted, will act responsibly and have the ability and willingness to make the fullest possible contribution to achieving organisational objectives. For this to be genuine, the manager's assumptions have to be in line with Theory Y rather than Theory X. This is expressed in the words of Thomas J Watson Jr, former head of IBM:

"I want to begin with what I think is the most important: our respect for the individual. This is a simple concept but in IBM it occupies a major portion of management time." (Watson in Peters and Waterman 1982 p. 15)

and of Mark Shepherd, Chairman of Texas Instruments, who talks about every worker being:

".....seen as a source of ideas not just as a pair of hands." (Shepherd in Peters and Waterman 1982 p. 15)

To those whose assumptions are still locked into Theory X, these attitudes might be seen as "soft". This is far from the truth for two reasons. Firstly, they are born out of a recognition that future organisational success will depend upon gaining the full contribution of all people. This relates to "hard nosed", "bottom line" issues - the real test of success is measured in terms of customer service and profitability. Secondly, empowering the frontline does not diminish the responsibility of the manager. As well as being ultimately responsible for the achievement of the task, the manager is also responsible

for ensuring that the empowered worker has all he or she needs to do the job.

2.4.4 So modern management theory is firmly based upon the positive assumptions of Theory Y. But what is happening in practice? Clearly some organisations, particularly in the USA and Japan, have embraced the Quality message but there is also a great deal of "lip service" and a tendency to regard this as just another management "gimmick" or "fad", the flavour of the month. Peters and Waterman identified this as a problem when they wrote their best selling book "In Search of Excellence":

"Genuine people orientation is in marked contrast to the two major alternatives all too often seen in companies: the lip service disaster and the gimmick disaster." (Peters and Waterman 1982 p. 239)

And Sir John Harvey-Jones has made a similar point in his book "All Together Now":

"There is practically no area of business where the difference between rhetoric and actuality is greater than in the handling of people." (Harvey-Jones 1994 p. 1)

The fact that management practice is not coming into line with management thinking has been recognised by the Institute of Personnel Development whose position paper

"People make the Difference" states:

"The importance of effective people management has often been proclaimed in the past but has not always been reflected in changes in management practice." (IPD 1994 p. 1)

The problem still exists even in America where the Quality movement is so much more advanced than in the UK. In a "Harvard Business Review" article, Gary Hamel and C K Prahalad wrote:

"What employees hear is that they are the firm's most valuable assets; what they know is that they are the most expendable assets." (Hamel and Prahalad 1995 in Observer "Management")

Theory X, autocratic type attitudes assume that workers, apparently from a different race to managers, are both unable and unwilling to perform well without close control and material incentives. This attitude dampens or even kills any initiative or innovation. As Peters and Waterman wrote:

"Yet most organisations, we find, take a negative view of their people. They verbally berate participants for poor performance. (Most actually talk tougher than they act, but the tough talking nevertheless intimidates people.) They call for risk taking but punish even tiny failures. They want innovation but kill the spirit of the champion." (Peters and Waterman 1982 p. 57)

By taking these attitudes and making these assumptions managers are failing to develop and exploit fully the potential that exists in all people. Released from the restrictions placed upon them by these assumptions and low expectations shared by those around them, the truly empowered person has the potential to make a much greater contribution.

One of the key messages of the Quality movement is Continuous Improvement - continuously seeking to do

things better. The advocates of Reengineering call for an even more revolutionary approach:

"Reengineering is about beginning again with a clean sheet of paper." (Hammer and Champy 1993 p. 49)

But how can this be achieved whilst the abilities and spirit of the workforce are being stifled by autocratic, dictatorial managers and when no real effort is put into developing the potential within organisations. Quoting from John Harvey-Jones' book "All Together Now":

"Even though we are all wedded to the concept of continuous improvement, when did you last see an improvement plan for the management of your people?.....a plan consciously adopted to enable more of our people to contribute more." (Harvey-Jones 1994 p. 2)

It is in Continuous Improvement that I see management, in so far as it is the management of people, and learning come together. I hope to demonstrate in section 2.6 that learning is about growth and improvement which is the same as continuous improvement and which I would argue is at the very heart of management. As David Whitsett, professor of psychology at the University of Northern Iowa, said in commenting upon the work of Herzberg:

"He believes that a focus on growth opportunities or learning and development opportunities is really the only thing worth living for and makes life worthwhile in spite of the fact that one has to endure a significant amount of discomfort or pain." (Whitsett in Clutterbuck and Crainer 1990 p. 134)

As Carole Pemberton and Pete Herriot of Sundridge Park Management Centre succinctly put it in an article in the "Observer":

".....future growth will come from unleashing the capacity for innovation, customer care and adaptability of the workforce." (Pemberton and Herriot 1994)

In other words a workforce that is continuously learning, growing and improving is the key to future organisational success. To achieve this requires management to believe that the workforce is both able and willing to deliver this.

ATTITUDES TOWARDS PEOPLE

2.5.1 If the assumptions we make about people influence, or even dictate, the attitudes and behaviours we adopt towards them and that these, in turn, determine the kind of response we receive, what are the attitudes and behaviours which most effectively lead to people making the fullest possible contribution? The attitudes and behaviours which are necessary, are not those which have traditionally been associated with leadership. The latter falls under the autocratic rather than participative way of managing. In his book "The Fifth Discipline", American writer Peter Senge gives the following definition of the traditional view of leaders:

".....as special people who set the direction, make the key decisions, and energise the troops....." (Senge 1990 p. 340)

He sees this view as being based on the underlying myth of:

".....people's powerlessness, their lack of personal vision and inability to master the forces of change, deficits which can be remedied only by a few great leaders." (Senge 1990 p. 340)

The problem with these views are that they:

".....reinforce a focus on short-term events and charismatic heroes rather than on systemic forces and collective learning." (Senge 1990 p. 340)

Also underlying the traditional, autocratic view of leadership is that it is not possible to be a leader and be a nice person or to be liked. This view is negative and pessimistic and does not reflect the qualities of fully effective, real human relationships. As a man who has demonstrated his ability to lead at the highest level, the views of Sir John Harvey-Jones on this point are very telling:

"A friend recently challenged my view that it was possible to manage people whilst still being a nice person. I replied that it had to be possible; it is not credible that only the selfish, insensitive, rash and brash can create and lead teams." (Harvey-Jones 1994 p. 203)

Summarising the philosophy of Fred Fiedler, a writer on leadership, David Clutterbuck and Stuart Crainer wrote the following:

".....the manager who is disliked by his subordinates cannot define the teams task precisely and doesn't have the authority to compel compliance, is unlikely to be very effective." (Clutterbuck and Crainer 1990 p. 179)

However, I am not saying that all that is required, to engender effective learning or continuous improvement, is to be nice and to be liked. Self-Organised Learning, the theory at the core of my thesis, is strongly based on personal construct psychology (PCP) as devised by George

Kelly. In their book about PCP, Don Bannister and Fay Fransella wrote:

"Personal construct psychology can be seen as valuing people and.....is an optimistic theory in that it envisages the optimal as well as the minimal person and that it proposes itself as an elaborative tool which we might use to extend our own possibilities." (Bannister and Fransella 1986 p. 28)

2.5.2 However, it is to one of the other major influences on S-O-L, Carl Rogers, that I turn for my definition of the ideal attitudes and behaviours required. Carl Rogers lived from 1902 to 1987 and is regarded, by many, as having been the most influential psychologist in American history. He pioneered a major new approach to psychotherapy, known successively as the "non directive", "client-centred" and "person-centred" approach. He believed in dealing with the person as a whole rather than the way other psychologists looked at people in parts, eg memory, thinking, emotions. Equally, he did not see psychology or psychotherapy in categories unrelated to the rest of human life. In 1969 he published a book on education called "Freedom to Learn" and in an essay, "The Interpersonal Relationship in the Facilitation of Learning" he wrote:

"I see the facilitation of learning as the aim of education, the way in which we might develop the learner, the way in which we can learn to live as individuals in process. I see facilitation of learning as the function that may hold constructive, tentative, changing process answers to some of the deepest perplexities that beset humankind today." (Rogers in Leeper 1967 p. 1)

This view of learning provides ample justification, if any is needed, for drawing upon the theories of Rogers in support of my thesis. At the heart of the person-centred approach is the hypothesis that:

".....the individual has within himself or herself vast resources for self-understanding, for altering his or her self-concept, attitudes and self-directed behaviour - and that these resources can be tapped if only a definable climate of facilitative psychological attitudes can be provided." (Rogers 1980 p. 49)

Rogers argued that there are three conditions which define the appropriate attitudes to take in any situation in which the development of the fully functioning person is the goal. These three conditions are:

- **CONGRUENCE** or genuineness or realness on the part of the facilitator, leader or manager who should put up no professional front or personal facade.

- **UNCONDITIONAL POSITIVE REGARD** or an accepting, caring, prizing, positive and non-judgemental attitude towards the managed or lead by the manager or leader.

- **EMPATHY** by which the facilitator, leader or manager accurately senses the feelings and meanings of the learner or worker.

It is, of course, necessary for the unconditional positive regard and empathy to be communicated to the learner. This will be achieved, in part, by the openness and genuineness displayed. It is only when relationships, including those within organisations, can be based on these attitudes, that the full potential of those who work in organisations will be fully tapped. These attitudes, and in particular unconditional positive regard, are not easy to maintain and Rogers recognised that they may only exist as a matter of degree in any relationship. However, the more they become the norm in relationships rather than the more typical attitudes of falsehood, disrespect and aggressive lack of sympathy, the more they will become natural and embedded. Whilst not using Carl Rogers' terminology, I find that many writers on management and learning propose very similar approaches and I quote some examples below:

"I most certainly believe that many personal qualities enter into leadership -sincerity, fair dealings with all....." (Follett in Urwick 1949 p. 48)

*** Genuine concern and interest: the mentor seems truly to care about the person and what interests him or her.
* Approachability: Mentors are easy to get close to, though there may be a great difference in status as defined by the usual hierarchy." (Waterman 1994 p. 71)*

".....success can come if you are a true empowerer of people, are empathetic and sensitive." (Mintzberg in Observer "Management 1994)

"Treat people as adults. Treat them as partners; treat them with dignity; treat them with respect." (Peters and Waterman 1982 p. 238)

"To give priority to the person means respecting the unique and inalienable value of the other person, as well as one's own." (Cunningham 1994 p. 78)

"The caring relationship, then, is intrinsic to both quality and to learning..." (Lessem 1991 p. 14)

LEARNING AND CONTINUOUS IMPROVEMENT

2.6.1 In this section I shall define:

- learning/continuous improvement and how it relates to management.

- the culture in which learning/continuous improvement can flourish.

- responsibilities in the learning/continuous improvement process.

- the processes and structures needed to support learning/continuous improvement.

2.6.2 The traditional definition of learning is the acquisition of specific knowledge or skills. This is a much too narrow a definition and reflects the fact that learning and education are regarded as issues on which "experts" decide:

- what the learner needs to learn.
- how the learner should learn.
- whether or not the learner has learnt effectively.

As Nancy Dixon has written in "The Organisational Learning Cycle - How we can learn effectively":

"Ultimately the term "learning", perhaps because of early school experience, for most of us has come to mean to "thoroughly grasp what an expert knows." (Dixon 1994 p. 1)

But in the same book American humorist James Thurber is quoted as saying:

"In times of change learners shall inherit the earth, while the learned are beautifully equipped for a world that no longer exists." (Thurber in Dixon 1994 p. 1)

The result of learning in the traditional way is that people become "learned" but do not become "learners".

Adherence to this traditional approach results from

"Theory X" type assumptions about learners which are self-fulfilling and produce passive learners. Harri

Augstein and Thomas have defined this as:

".....a non-adaptive "expert knows best" approach which treats them as novices"; empty headed followers needing to be held on a tight leash and led in directions specified by the competent few." (Harri Augstein and Thomas 1991 p. 4)

The output of this traditional approach to learning is described in the same book as:

".....learners who know how to "submit successfully to being taught, instructed or trained." (Harri Augstein and Thomas 1991 p. 4)

This clearly implies that the learner lacks the initiative to learn for himself, that ownership or responsibility for the learning rests with the expert teacher, not with the learner and that, if the teacher is taken away, the learning stops which is inconsistent with a search for growth and continuous improvement.

"The expert system approach demands a submissive and receptive learner stance in which degrees of freedom are limited to pre-set pathways towards the right answer." (Harri Augstein and Webb 1995 p. 21)

This attitude to learning and learners was "legitimised" by the ideas of psychologist B F Skinner who argued that our behaviour is conditioned by the environment in which we exist. He denied the existence of "autonomous man". These ideas contained an arrogant attitude which again implied "expert" superior knowledge, a Theory X approach to learning. It was considered that only "others" and not the "expert" researcher or psychologist were "victims" of their environment. This view has been challenged by other psychologists:

"Psychologists are edging towards a more humanistic vision of persons as active, creative, as agents in their own right, not simply as responders to stimuli." (Bannister and Fransella 1986 p. vii)

Another, almost inevitable, attribute of this expert organised approach to learning is that it takes place away from the place of work, usually in a classroom often in a remote school or college. This increases the

likelihood of the learner finding it difficult to see its relevance to his or her real world and to make it less likely that what has been learned will be applied.

"We had got ourselves so hamstrung with management training courses off-the-job, which nobody could possibly use back at work, that we put up a sign: "There is a problem here called transfer of learning." (Casey 1993 p. 5)

My own experience of being sent and of sending others on training courses has been:

- that attendance was because there were places to fill.

- that there was no purpose for attending agreed between the persons sent and those who sent them.

- that, in some cases, the attendee saw no relevance in what was being taught and, therefore, had neither reason or motivation to apply it.

- that, in other cases, the attendee was enthused by what he/she learned but became disheartened on return to work where the environment was not conducive to applying the new skills or knowledge.

- that there was rarely any follow-up to evaluate and consolidate the learning.

The traditional view of learning also implies that it is only one part of life rather than at the very heart of humanity; as George Kelly, founder of Personal Construct Psychology, wrote that learning:

".....is not something that happens to a person on occasion; it is what makes him a person in the first place." (Kelly 1963 p. 75)

So, if learning is something more than the expert organised imparting of knowledge and passing on of skills, what is it and why is it so important? Taking a broader perspective, Thomas and Harri Augstein wrote the following in their book "Self-Organised Learning.

Foundations of a Conversational Science of Psychology":

"It is learning which has earned us our place on top of the evolutionary tree and it is freedom-to-learn which enables us to rise above the constraints of the gene pool." (Thomas and Harri Augstein 1985 p. xxii)

And in the preface to her book "The Organisational Learning Cycle", Nancy Dixon wrote:

"Learning is the most magnificent gift we have as human beings." (Dixon 1994 p. xix)

Learning, then, is one of, if not the, keys to human life, but what is it that humans do when they are learning? It is clearly more than just gaining knowledge as Nancy Dixon wrote:

"Knowledge is the result of learning and is ephemeral, constantly needing to be revised and updated. Learning is "sense making": it is the process that leads to knowledge." (Dixon 1994 p. 1)

Senge wrote along similar lines:

"Learning" in this context does not mean acquiring more information, but expanding the ability to produce the

results we truly want in life. It is lifelong generative learning." (Senge 1990 p. 142)

Learning is much more fundamental and is capable of making very significant changes in the lives of individuals, groups and organisations. As William James, American philosopher and psychologist, said:

"The greatest discovery in our generation is that human beings, by changing the inner attitudes of their minds can change the other aspects of their lives." (James in Dixon 1994 p. xviii)

Learning is about change and, in particular, about change in individuals. American writer and teacher Peter Senge uses the word "metanoia" which means a shift of mind:

" To grasp the meaning of "metanoia" is to grasp the deeper meaning of "learning", for learning also involves a fundamental shift or movement of mind." (Senge 1990 p. 13)

Friedlander also emphasises the important link between learning and change, which also implies the continuous nature of the process:

"Learning is the process that underlies and gives birth to change. Change is the child of learning." (Friedlander 1984 p. 194)

Continuous learning is something of which all humans are capable. This capability is something within each of us and only each of us can take the responsibility for energising and exploiting this capability although most of us will need some help in doing so. The American psychotherapist, Carl Rogers expressed this as follows:

"All individuals have within themselves the ability to guide their own lives in a manner that is both personally satisfying and socially constructive." (Rogers in Kirschenbaum and Henderson 1990 p. xiv)

Harri Augstein and Thomas define learning as:

".....the conversational construction of personally significant, relevant and viable meaning." (Harri Augstein and Thomas 1991 p. 6)

Nancy Dixon has a very similar definition:

*** Learning is about interpreting what we experience in the world.
* We each create our own unique interpretations." (Dixon 1994 p. 34)*

Harri Augstein and Thomas go on to define "meaning" as:

".....purposeful patterns of thoughts and feelings which are the basis of our anticipations and actions." (Harri Augstein and Thomas 1991 p. 6)

So, once we have established our own understanding of our experience we decide how to act based on this understanding. Again quoting Nancy Dixon:

*** The meaning we create mediates our actions." (Dixon 1994 p. 34)*

Much of the modern literature on both learning and management features the concept of the "learning organisation" or "organisational learning". In some minds this refers to organisations which place greater emphasis upon training but this misses the real point. A learning organisation is one that allows and encourages the people in it, individually and collectively, to work out the solutions to the problems and opportunities with which they are faced. Senge defines it as follows:

"A learning organisation is a place where people are continually discovering how they create their reality. And how they change it." (Senge 1990 p. 13)

This is the link back to the management of people and real empowerment. Create the right conditions and the

potential for growth and change is unlimited. As

Archimedes said:

"Give me a lever long enough.....and single-handed I can move the world." (Archimedes in Senge 1990 p. 13)

Just as true learning for which individuals take responsibility is the key to personal change and growth so it is for organisations. Again I make the point that, in essence, learning or continuous improvement are, effectively, the engine of empowerment and truly participative people management. In organisations the learning will often be in groups or teams out of which will arise synergistic benefits. As Thomas and Harri Augstein have put it:

"For an organisation to achieve creative growth and change it must work as a system of corporate self-organised learners.

Only by moving into this unexplored terrain can industrial society survive and grow." (Thomas and Harri Augstein 1985 p. 332)

The change brought about by learning needs to have positive and beneficial effects both for the individual and the organisation. These effects manifest themselves in growth and improvement - in Continuous Improvement.

"By learning.....I mean growth, improvement, development, things becoming different, changing for the better." (Casey 1993 p. 2)

Just as I argued earlier that putting people first in management is not a soft option, so real learning is a tough challenge to both learners and those who support them. The traditional view of learning as the expert lead

acquisition of knowledge and skills can require little effort on either part and, in particular, that of the learner. True, life changing learning requires the learner to take full responsibility and to accept the need to continuously challenge all his or her assumptions, attitudes and behaviours.

*"The kind of learning I see as necessary for modern organisations is not some easy-going sponge-like absorption of new knowledge but a tough, searching and bone-deep personal change process."
(Cunningham 1994 p. xii)*

The same need to put the user in charge has been identified in the development of "user-centred design" for computer systems. By being involved in the design the user begins to learn the potential of the system and, therefore begins to see new opportunities. Professor Kenneth Eason of Loughborough University, in his inaugural lecture, defined this as follows:

"We have called these "emergent requirements" because they are triggered by participation in the development process. They are exciting because they stimulate a growing recognition by users of the possibilities opening before them." (Eason 1992 p. 5)

Again this highlights the potential available to organisations in involving their people as fully as possible.

2.6.3 It is my experience that it is not possible to manage in a people oriented, continuous improvement/learning way if the environment in which you are trying to do so is not conducive. Earlier in this

chapter I have drawn analogies with the development of "user-centred design" of computer systems. The researchers at Loughborough University's Human Sciences and Advanced Technology Research Group have found that design can only be successfully handed over to users where this is the accepted culture for the whole organisation:

"We call this the process of institutionalising these methods turning them from novel ideas to conventional approaches. This is not simply a matter of "selling" a portfolio of methods because they will only work if a user-centred culture has been established throughout the organisation." (Eason 1992 p. 5)

Equally an organisational culture which is not person-centred and seeking to develop everybody's full potential will have the opposite effect.

".....culture can either exercise heavy constraints on learning or liberate springs of energy for learning....."
(Casey 1993 p. 23)

Although the creation of a positive learning culture is a complex matter and for which everybody in an organisation has some responsibility, the vision and the direction has to come from the top where messages and actions must match.

"It is the direction-givers job to ensure that the organisational climate is developed so that a "Learning Climate" is encouraged." (Garratt 1987 p. 59)

This requires genuine commitment from leaders of organisations and these leaders need to have a consistent vision from which they can give direction but they also

need to be personally open to continuous learning/improvement.

".....organisations can only become effective if the people selected to run them are capable of two key skills - learning continuously and giving direction." (Garratt 1987 p. xviii)

It is the responsibility of the leaders of organisations to create a positive atmosphere in which people feel valued and cared for. Managers should treat those who work for them as they, themselves, would wish to be treated. In a March 1993 article in "The Guardian Education" entitled "Guilt and the struggle to teach right from wrong", H Haste wrote:

".....a caring community of which the individual feels a valued member, where mutual respect and justice are enacted, not just preached." (H Haste 1993 in Cunningham 1994 p. 111-112)

The reality of many organisations is the opposite to this desired picture as Nancy Dixon has written:

"Our organisations often engender alienation in employees, inhibit human development and encourage dishonesty and distrust between ourselves and others." (Dixon 1994 p. xv)

Part of this valuing of individuals must be shown by trusting them and allowing them the freedom to innovate and take risks. It must be recognised that taking risks involves the possibility of failure. Organisations must be prepared to accept this and use failures as positive opportunities for learning - for doing things better in future. Without mistakes and failures the scope for learning is greatly reduced.

"A second factor might be the willingness to take risks and to fail, but to do so in a safe way....." (Waterman 1994 p. 65)

The organisation must also genuinely value learning and development. If it only pays lip service to learning those who work in the organisation will see through the charade and initiatives will almost certainly fail. There must be open opportunities to learn on and off the job and time and space must be made available to allow such opportunities to be taken up.

"If self development is to be seen as a viable way of improving performance and effectiveness in an organisation there must exist a culture in which it is valued and encouraged." (Roberts in Training and Development August 1994)

2.6.4 The question of responsibility for learning is one that helps define the division between the autocratic and participative approaches. The autocratic assumes that the learner needs to be told what, how, when and where to learn. The participative recognises that responsibility for identifying learning needs and strategies and for measuring outcomes must ultimately rest with the learner.

"If we want to develop autonomous people, that could not come through an authoritarian process....." (Cunningham 1994 p. 123)

This does not mean that nobody else has any role or responsibility in the learning process. Others must support, guide and facilitate the process and they must also ensure that the right climate exists as described in the preceding section.

"....the learners must be responsible for their own learning. However, others have a responsibility to the learner." (Cunningham 1994 p. 121)

Fundamental to the clear definition of responsibility is the recognition that people cannot be forced to learn, it is a matter of choice.

"It must always be remembered that embarking on any path of personal growth is a matter of choice." (Senge 1990 p. 172)

The effects of trying to impose learning on individuals will, at best, be of limited benefit and, at worst, they will be counter productive.

"Still many have attempted to do just that by creating compulsory internal personal growth programmes. However well intentioned, such programmes are probably the most sure-fire way to impede the genuine spread of commitment to personal mastery in an organisation." (Senge 1990 p. 172)

Achieving this clear division of responsibility between the learner and those who support the learning requires a shift to "Theory Y" type assumptions about people and to the "empowerment" of the learner. The learner, or group of learners, must be allowed, and trusted, to identify what they need to learn or improve. This is not a recipe for anarchy. It is my experience, fully documented in Chapters 3, 4 and 5 on the application of Self-Organised Learning in the Post Office, when given this kind of freedom, people will focus on issues that are relevant to the organisation's needs and objectives. In fact, it is likely that the learner will become more committed to the organisation and by being freed and empowered will make a significantly greater contribution than would otherwise

have been the case. However, this does not mean that others or the organisation as a whole do not have a part to play. Learners do not learn in isolation, they respond to the environment around them.

"They infer the management's intentions from their day-to-day experience of the demands the organisation makes of them and the feedback they receive about how it values what they do." (Harri Augstein and Thomas 1991 p. 236)

The responsibilities of those who support the learner are to:

coach

mentor

provide feedback

offer support

act as a learning resource

help create learning opportunities

develop a language for communicating

with learners and others about

learning.

The more learners take responsibility for their own learning, the more they are likely to seek feedback on how they are doing. They can provide an element of this feedback for themselves by assessing how they think and feel they are doing but this will, ideally, be supplemented by both "objective" measures and "subjective" judgements provided by others; I have used

this multi-perspective, relativistic paradigm in my evaluation of the results of my action research (see Chapter 6).

"People often do want feedback.....They have training needs and welcome the chance of constructive dialogue with their bosses." (Fletcher in Observer 6 February 1994)

Unfortunately, typical appraisal feedback is ineffective. It is usually too infrequent, often annual, and based on inadequate, subjective, anecdotal, hearsay evidence. This makes it a very unsatisfactory experience for most people.

"Very few people feel that they are engaged in a serious, valid and sustained conversation about what they are achieving or what they are learning." (Harri Augstein and Thomas 1991 p. 237)

However, if this relationship can be improved the potential for learning and continuous improvement will be significantly enhanced. As Rogers wrote:

"In a particular type of helping relationship, we free the individuals to find their inner wisdom and confidence, and they will make increasingly healthier and more constructive choices." (Rogers in Kirschenbaum and Henderson 1990 p. xiv)

2.6.5 Without the support of appropriate processes, learning is less effective than it could be. There is a need for some discipline and structure. This should not be seen as a constraint on learning, imagination, innovation or initiative. The processes need to support both the learner's actual learning and what the supporters of that learning do. The learner needs

processes which help identify learning or improvement needs and which then help to effectively meet the needs. There are many problem solving type techniques which go some way to fulfilling this role. However, the most effective processes I have found are those designed by Thomas and Harri Augstein as part of Self-Organised Learning, the impact of which I have demonstrated in Chapters 3, 4 and 5 on its use in the Post Office. In Chapter 3 I describe the activities, and their outcomes, of a trial of Self-Organised Learning in Reading Head Post Office in 1985 and 1986. The purpose of the trial was to assess whether S-O-L would help operational front line managers become more effective in the management of sorting offices and whether S-O-L would be more effective than traditional training methods. In Chapters 4 and 5 I describe various development activities, including S-O-L, and their outcomes, which I managed and lead between 1986 and 1992. The S-O-L processes are more effective than most as they focus on the learning-to-learn process as well as the process of acquiring new skills or undertaking improvement tasks. For me the two essential elements of Self-Organised Learning are the LEARNING CONVERSATION and the PERSONAL LEARNING CONTRACT. Whilst both are techniques into which other techniques, such as Repertory Grid, can be imported, they are relatively simple, but powerful, concepts and have the benefit of being easily understood and quite natural to

human beings. The Learning Conversation is not simply a casual "chat". Thomas and Harri Augstein describe it as follows:

"Such a conversation is not just chit-chat about disconnected snippets of experience; rather it is a sustained activity creating an increasing awareness of the whole experiential process of learning." (Harri Augstein and Thomas 1991 p. 3)

I would like to highlight two words from the above quote which link it to my general theme of learning as continuous improvement. These words are "sustained" which gives a feeling of ongoing or continuous and "increasing" which gives a feeling of growth or improvement. The fundamental concept of the Learning Conversation is that it:

".....puts learners in conversation with themselves." (Harri Augstein and Thomas 1991 p. 3)

In other words it helps learners take responsibility for their own learning, which my earlier section on Responsibilities showed is essential to real learning. However, in addition:

".....it also enables them to converse more effectively withtheir.....coach, trainer.....manager...." (Harri Augstein and Thomas 1991 p. 3)

This confirms that most learners need the help of a second party for their conversation to be effective. The ultimate Self-Organised Learner is capable of holding a Learning Conversation in his or her own head but most people cannot do so. The role of the second party to the Conversation is:

".....systematically to overhaul the learner's undernourished inner conversation by pulling this out into terms of public exchange and making this very process explicit. This externalisation of the conversation makes it available for review and development." (Harri Augstein and Thomas 1991 p. 96)

Thomas and Harri Augstein identify the attributes of a Learning Conversation as:

- "1. That it is a process of sustaining a conversation with oneself about learning.....*
- 2. The Learning Coach temporarily externalises this "Learning Conversation" to improve its quality.*
- 3. The Learning Coach makes the nature of the conversation explicit to the learner as they learn.*
- 4. The Learning Coach gradually passes control of the Learning Conversation to the learner as awareness and skill is developing.*
- 5. The Learning Conversation can now move on and upwards as individuals, pairs and groups converse, initiating "learning networks" and a whole system of S-O-L throughout the organisation." (Harri Augstein and Thomas 1991 p. 90)*

The "Learning Coach" does not have to be somebody outside normal working relationships, indeed, I have concluded that it should be the learner's line manager and that the Learning Conversation should be a part of this relationship. One prerequisite to successful learning is feedback and it is in a Learning Conversation that a manager or coach can input how he or she and others see the performance of the learner or group of learners both on the level of the topic or task and on the level of learning-to-learn.

"Feedback is information about performance or behaviour that leads to action to affirm or develop that performance or behaviour." (Thatcher in Training and Development July 1994)

Providing feedback is something most people agree is essential but which more often than not is not given. The

feedback process falls down because there is rarely a suitable vehicle on which to convey it. Many organisations are tied to annual appraisals which are inadequate because they are too infrequent and only allow "sketchy" discussion of performance often based on abstract impressions rather than evidence.

"It is quite extraordinary that some managers believe they can obtain the best from their people on the basis of seeing them perhaps for an hour once a year and keeping a casual eye on their output." (Harvey-Jones 1994 p. 97)

Performance appraisal and feedback need to be part of the continuous learning process and Learning Conversations provide the opportunity for this to take place on a frequent and regular basis.

"It is essentially a continuous process, on which managers and employees need to work 365 days in the year by engaging in regular dialogues about performance and how it is to be improved, rather than just focusing on these issues periodically, once every year or once every half year, in formal appraisal sessions." (Anderson in Training and Development October 1993)

The Personal Learning Contract is the other key learning process devised as part of Self-Organised Learning. This is a further vehicle for helping learners with their learning and again it is a process which brings a degree of discipline to learning. As with the whole Self-Organised Learning process, the Learning Contract is conversational in that it includes an element of reflection, review and analysis. The latter can take place as part of a Learning Conversation with a coach or manager or can be undertaken by the learner on his or her

own. The Learning Contract is a medium for helping learners to identify something they want to learn or improve, a way of doing so and what outcome they anticipate. After the event it provides a means of reviewing the actual outcome leading to the identification of a new task or topic to become the subject or purpose of a further contract and so on. Thomas and Harri Augstein have produced the following algorithm to define the Learning Contract:

*"T - topic
T - a task in relation to the topic
P - specific purposes in relation to the topic
S - a strategy for achieving these purposes
O - the anticipated and actual outcome
R - criteria for reviewing the quality of the outcome
R - and reviewing this cycle process as a whole"* (Harri Augstein and Thomas 1991 p. 153)

They also describe the five main activities which take place during the course of a Personal Learning Contract being worked through:

*"1 negotiating a learning activity before the event;
2 carrying this out in an actual situation;
3 self-debrief of actions taken;
4 reviewing the PLC by retrospective comparisons with (1);
5 self-diagnosis of learning strengths and weaknesses and planning a new cycle of PLC."* (Harri Augstein and Thomas 1991 p. 153)

Part of the process is for the learner to review how they learn and, indeed, this itself can be the subject of Personal Learning Contracts. The Learning Contract again emphasises the synonymy of learning and continuous improvement. The cyclic nature of the Contract algorithm

means that the process is continuous. The overall purpose of the Contract process is to achieve change and improvement either in the learner's own performance or behaviour or in that of the organisation in which they work. It is this kind of process which will help build continuous improvement into the fabric of organisations.

"What might it take for whole organisations to learn? First, I think, would be the ability of all individuals to change and learn." (Waterman 1994 p. 65)

In my earlier section I described the importance of creating the right environment to engender learning or continuous improvement in organisations. This needs to be supported by clear processes which ensure that learning is focussed and takes place throughout the organisation. Partly as a result of the work that they did in the Post Office and which is described in Chapters 3, 4 and 5 of this thesis, Harri Augstein and Thomas have invented such a management process which they have called "Systems 7".

The name is derived from seven:

".....conversations which create awareness and facilitate self-organisation....." (Harri Augstein and Thomas 1991 p. 216)

These conversations take place between five nodes which represent the roles to be found in a true learning organisation. These roles do not have to be undertaken by separate people or groups; indeed, they can, where appropriate, all be vested in one person. These roles were defined by Harri Augstein and Thomas and are shown in Figure 2.6.5.1.

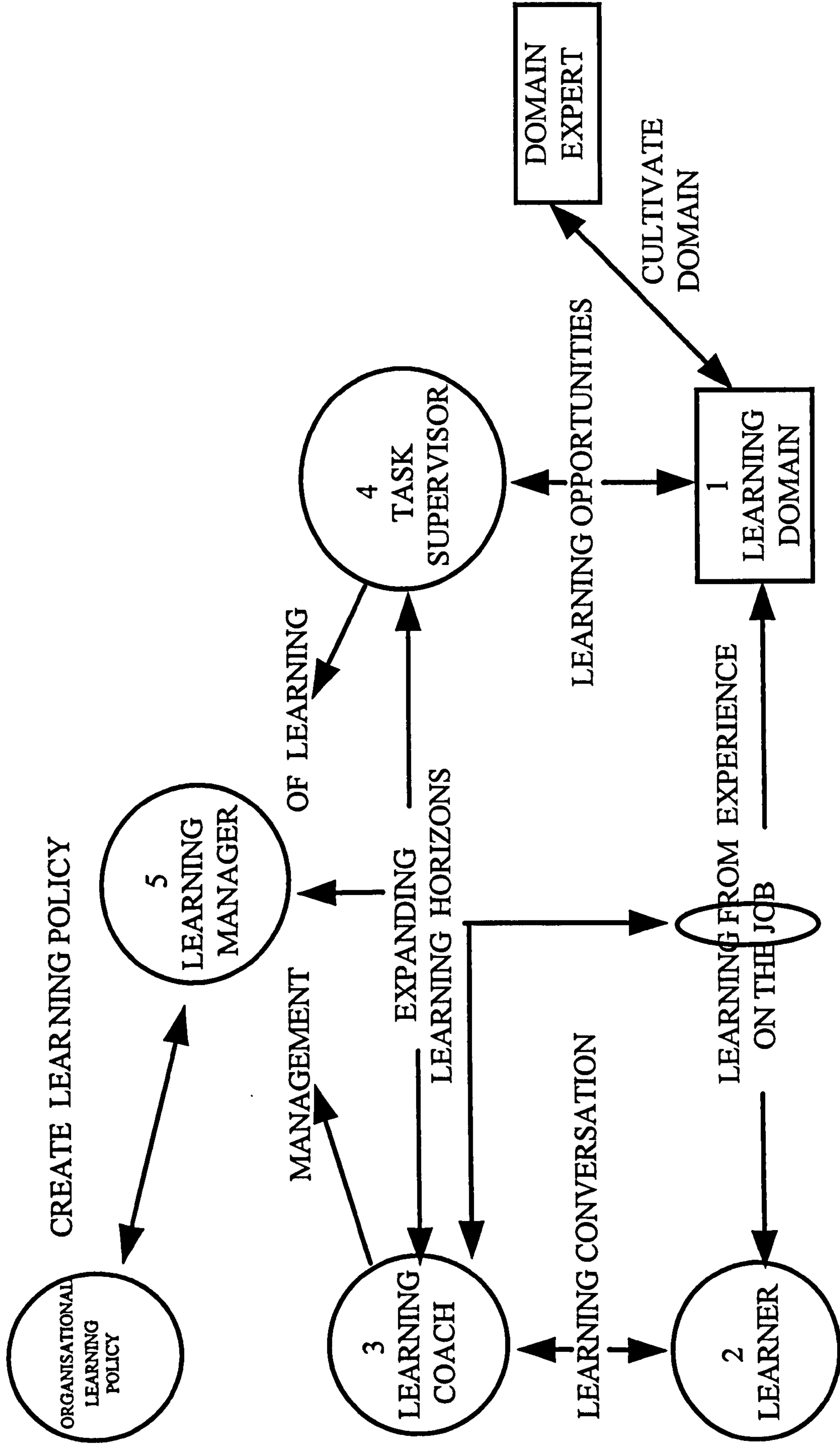


Figure 2.6.5.1

Copyright CSHL THE FIVE NODES OF SYSTEMS 7

Of these, the role that does not exist in most organisations is that of the Learning Manager. I think that I can claim to have been the first person to have borne this title during the trial of Self-Organised Learning at Reading Head Post Office which is described in Chapter 3. The Learning Manager's role is to monitor, support and improve the nature, level, quality and growth of learning in the organisation. This is achieved by means of the seven systems or conversations which need to operate in a learning organisation. Each of these conversations should be subjected to the process which Thomas and Harri Augstein have called MA(R)4S. This heuristic represents the process of:

- | | |
|------------------|---|
| - monitoring | M |
| - analysing | A |
| - recording | R |
| - reflecting | R |
| - reconstructing | R |
| - reviewing | R |
| - spiralling | S |

and is illustrated in the diagram at Figure 2.6.5.2.

The seven conversations or systems are:

*"Systems 1 within the Learning Domain
 Systems 2 on the process of Learning
 Systems 3 on the Learning Conversation
 Systems 4 on Creating Learning Opportunities
 Systems 5 on setting the Horizons of Learning
 Systems 6 on the Management of Learning
 Systems 7 on creating a Learning Policy."
 (Harri Augstein and Thomas 1991 p. 216)*

The whole "environment" of Systems 7 is illustrated in figure 2.6.5.3

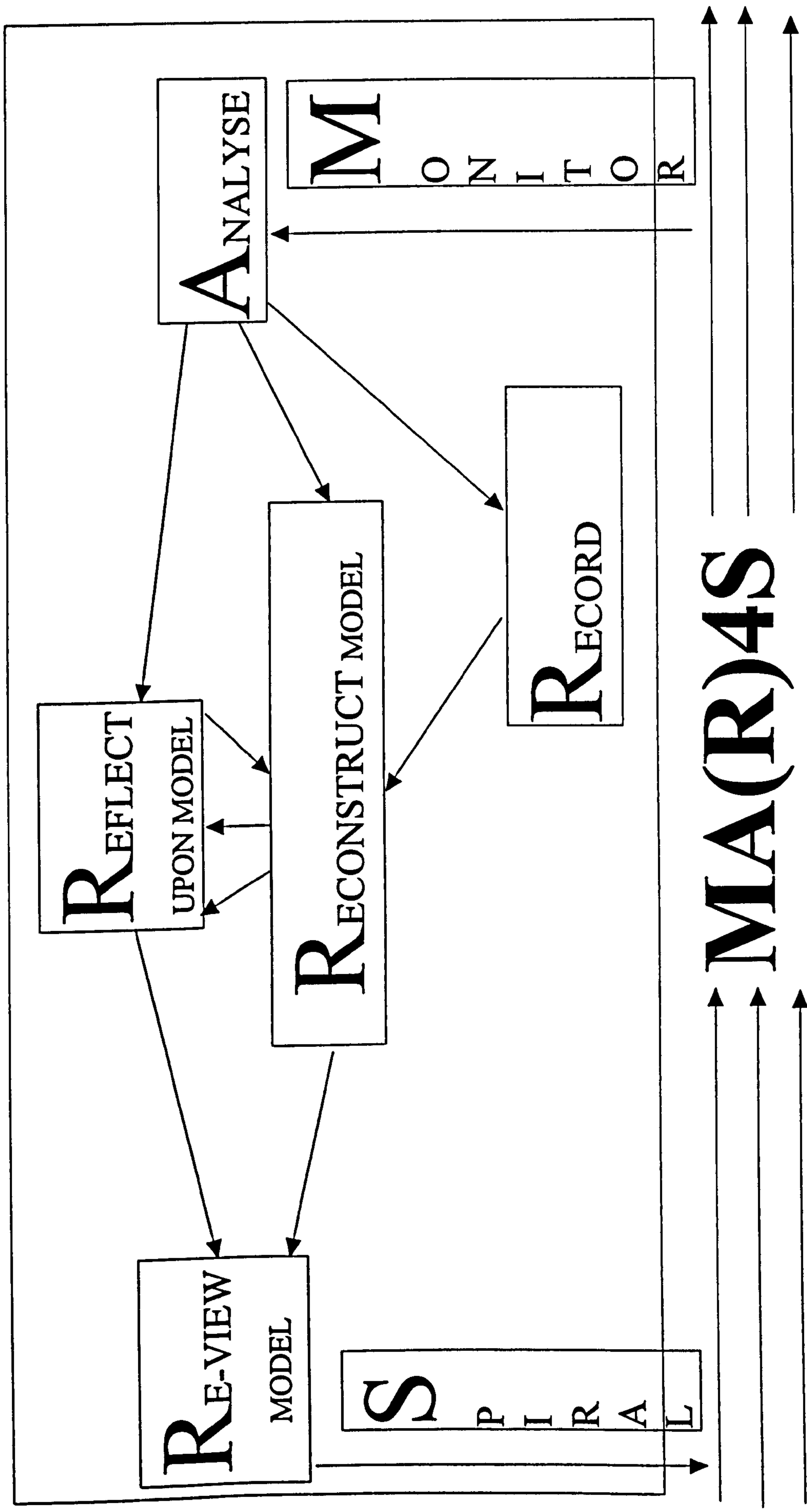


Figure 2.6.5.2

SOL ENVIRONMENT SYSTEMS 7

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SYSTEM ONE

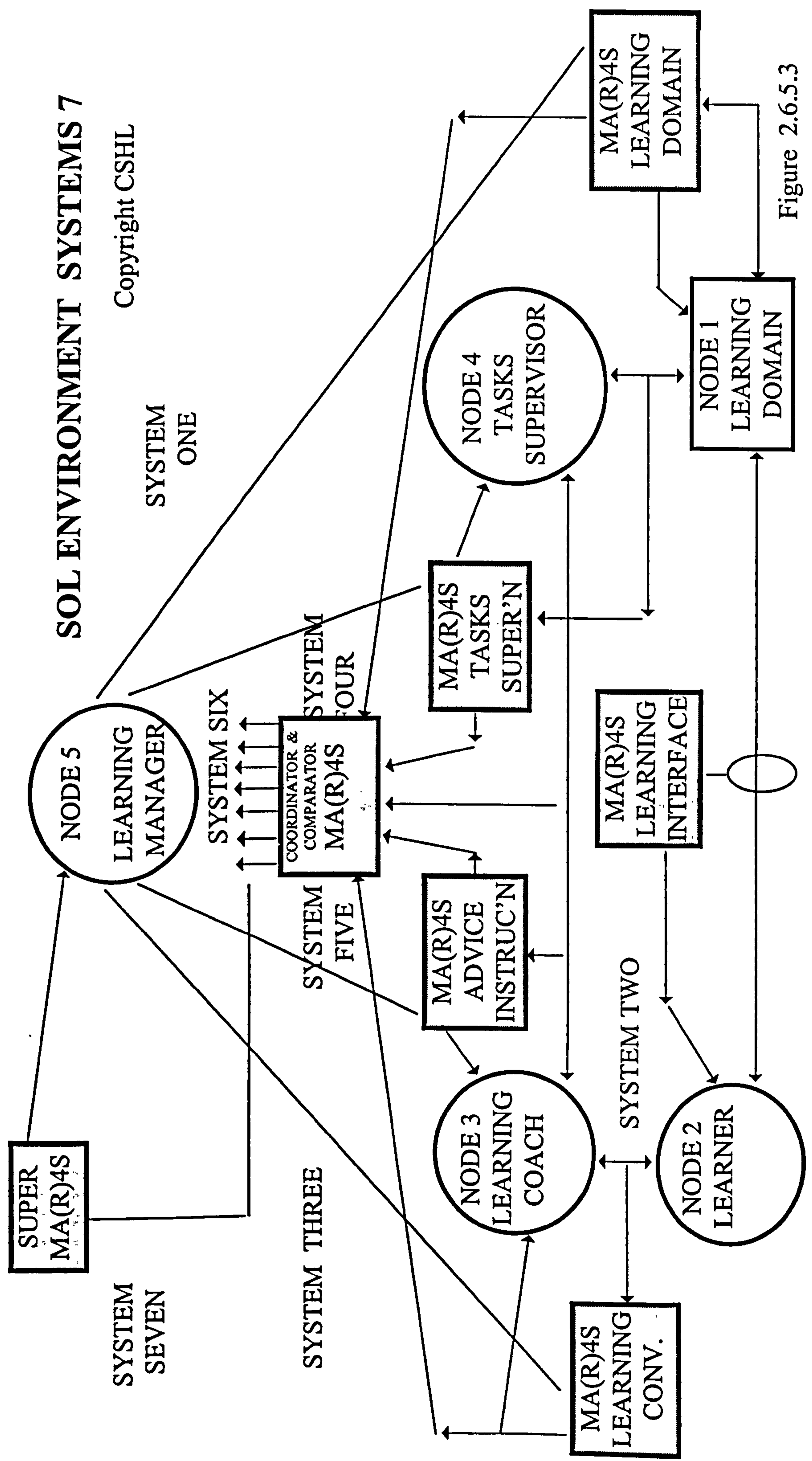


Figure 2.6.5.3

Once more I find that this illustrates the continuous nature of the learning process and that growth and improvement are built into it.

"Systems 7 amplifies the results of each conversation so that not only does each individual become self-organised, but groups, departments and the organisation as a whole achieve greater awareness, becoming more concerned with learning, with controlled change and with creating the type of future in which the organisation and its members wish to live, work and get their livelihood or their education." (Harri Augstein and Thomas 1991 p. 216)

ACTION RESEARCH

2.7.1 An understanding of Action Research is necessary to an understanding of this thesis for two reasons:

- firstly, it is the method by which the research has been undertaken, and
- secondly, it is a paradigm for the approach to management which I am advocating.

Research implies a "scientific" approach to the enquiries undertaken. In this case, I was not enquiring into the worlds of the physical or natural sciences but into that of social science, how men and women interact with themselves and their environment. In the natural or physical sciences there are two main kinds of research - pure in which the researcher is more or less free to set

off on a journey of discovery and applied which is concerned mainly with establishing practical relationships and testing the utility of theories. The latter can be and has been used extensively in social science research but a number of conditions are applied to it which differentiate it from Action Research:

".....it insists on studying a large number of cases; establishing as much control as possible over variables; precise sampling techniques; and a serious concern to generalise its findings to comparable situations." (Cohen and Mannion 1994 p. 187)

On the other hand, Action Research is an adaptive approach and much more concerned with contributing directly to the solution of problems and interprets the scientific method much more flexibly and openly. The reason for this as defined by Cohen and Mannion is:

".....chiefly because its focus is a specific problem in a specific setting. The emphasis is not so much on obtaining generalised scientific knowledge as on precise knowledge for a particular situation and purpose." (Cohen and Mannion 1994 p.187)

It is this definition which causes me to argue that it is also a paradigm for management and, in particular, for continuous improvement in management. This argument is strongly supported by the, not exhaustive, list of contexts in which Cohen and Mannion suggest Action Research may be used and which could equally be used as a description of the kinds of tasks which managers have to address:

"There is the kind that:

1 acts as a spur to action, its objective being to get something done more expeditiously than would be the case with alternative means;

2 addresses itself to personal functioning, human relations and morale and is thus concerned with people's job efficiency, their motivations, relationships and general well-being;

3 focuses on job analysis and aims at improving professional functioning and efficiency;

4 is concerned with organisational change in so far as it results in improved functioning in business or industry;

5 is concerned with planning and policy-making, generally in the field of social administration;

6 is concerned with innovation and change and the ways in which these may be implemented in ongoing systems;

7 concentrates on problem-solving virtually in any context in which a specific problem needs solving;

8 provides the opportunity to develop theoretical knowledge, the emphasis here being on the research element of the method.

Equally diverse are the situations in which these different kinds of intervention may be used - almost any setting, in fact, where a problem involving tasks and procedures cries out for solution or where some change of feature results in a more desirable outcome." (Cohen and Mannion 1994 p. 187)

2.7.2 So, what are the key features of Action Research?

2.7.2.1 First and foremost, Action Research involves collaboration on an equal footing between researcher and subject. In the introduction to "Human Inquiry in Action", Peter Reason refers to "cooperative experiential inquiry", "participatory research", "collaborative inquiry" and "action science" all of which are other

names for Action Research. He defines "cooperative experiential inquiry" as:

".....research that was with and for people rather than on people." (Reason 1988 p. 1)

In my research, in which I was, at times, both researcher and subject, there was collaboration between the Centre for the Study of Human Learning (CSHL), the managers in my various teams and myself.

2.7.2.2 In Action Research the subject understands and is involved in defining the purpose of the research to the extent that it becomes a shared purpose. Hill and Kerber provide the following description of this feature:

"Action Research functions best when it is cooperative action research. This method of research incorporates the ideas and expectations of all persons involved in the situation." (Hill and Kerber in Cohen and Mannion 1994 p. 190)

In my research, the studies were undertaken to meet organisational purposes but, in addition, they met the purposes of CSHL and myself as researchers and also the personal and work purposes of participating managers.

2.7.2.3 Action Research takes place in "real" situations and not in "experimental laboratories". Furthermore, these "real" situations are not established purely for the purposes of carrying out research, on the contrary, they continue to exist after the research has been completed, albeit, they may be changed in the process.

Part of Cohen and Mannion's definition of Action Research reads as follows:

".....action research is.....intervention in the functioning of the real world.....action research is situational - it is concerned with diagnosing a problem in a specific context and attempting to solve it in that context." (Cohen and Mannion 1994 p. 186)

My research certainly took place in the real world of work in the Post Office and this world, changed to a degree, has continued.

2.7.2.4 Action Research should produce benefits for both the researcher and the subject. A "contract" exists between the two parties from which the subject and the domain, in which he/she/they operate, receives added value to its own purposes and goals and from which the researcher gains privileged access to the subject and the domain. Quoting again from Hill and Kerber:

"Cooperative action research has the concomitants of beneficial effects for workers, and the improvement of services, conditions and functions of the situation....."
(Hill and Kerber in Cohen and Mannion 1994 p. 190)

I believe that the descriptions of my Action Research in this thesis, identify benefits for the organisation, individual managers, CSHL and myself both as a manager and as a researcher.

2.7.2.5 Action Research is a learning process in terms of both researcher and subject acquiring new knowledge and skills and in terms of improvement and growth of both

organisations and individuals. Action Research is learning and learning is Action Research and it is difficult to differentiate between the two whilst the research is being undertaken:

".....the difference between inquiry, learning and action become indistinct and unimportant, as we consider collaborative inquiry as a holistic human learning process." (Reason 1988 p. 2)

2.7.2.6 Action Research is a CONVERSATIONAL process and effectively an Action Researcher is carrying out an ongoing Learning Conversation with the organisation into which he/she is researching. The process of research fits in with the conversational model defined by Thomas and Harri Augstein in that it involves identifying needs and purposes, devising and implementing strategies and reviewing outcomes in order to redefine and refine the process. John Heron, in his contribution to "Human Inquiry in Action", "Validating in cooperative inquiry", has identified common features of different versions of the research cycle of cooperative inquirers or Action researchers:

"Each version involves the inquirers moving to and fro between reflection and experience, so that these two poles are in repeated interplay with each other. In the first reflection phase of the cycle the inquirers generate research propositions to identify and illuminate some area of experience; in the experience phase they open up fully to construe the content of this area; and in the next reflection phase they use this content to modify the research proposition; and so on." (Heron in Reason 1988 p. 44)

Cohen and Mannion produce a similar description in the chapter on Action Research in their book "Research Methods in Education":

".....over the period of a project information is collected, shared, discussed, recorded in some way, evaluated and acted upon; and that from time to time, this sequence of events forms the basis of reviews of progress." (Cohen and Mannion 1994 p. 192)

This is very analogous to Harri Augstein and Thomas' definition of "conversational science" which formed the basis of most of the activities described in this thesis:

"We have contributed to the development of a "conversational science" based on the premise that no one can explain themselves unaided, nor can they exploit their infinite (almost) potential by being facilitated by an exclusively non-directive practitioner. The unique attribute of humans is that they "converse". Separate nodes of meaning construction (namely, people) can pool their experiences, identify needs and purposes, critically evaluate performance strategies and develop a language for enhanced awareness of this very process. The role of the psychologist (experimenter, teacher, manager) becomes that of tool-maker and provider, observer and joint interpreter of the evolving conversational experiment in which both subject and psychologist are full but different participants." (Harri Augstein and Thomas 1991 p. 6)

2.7.3 In summary, the features of Action Research are that it:

- is a collaboration between researcher and subject,
- has a shared purpose,
- takes place in real, ongoing situations,
- produces benefits for both researcher and subject,
- is a learning process, and

- is a CONVERSATIONAL process.

Furthermore, Action Research is another way of defining the role and tasks of a manager and that Action Research, as a process for delivering continuous improvement, should be at the heart of all organisations. It also involves the five issues which I have identified as being key to helping people contribute fully to the achievement of organisational goals; it:

- requires researcher and subject to be well motivated,
- involves shared purpose and responsibility,
- requires the researcher to adopt positive assumptions about the subject
- requires the researcher to adopt positive attitudes towards the subject, and
- it is a learning and continuous improvement process.

Action Research or cooperative inquiry requires a Rogerian approach to relationships:

"Thus in cooperative inquiry we work with our co-researchers, establishing relationships of authentic collaboration and dialogue; ideally we care for each other with mutual love and concern. While not ignoring the necessity for direction and the role of expertise, we eschew unnecessary hierarchy and compulsive control." (Reason 1988 p. 11)

CONCLUSIONS

2.8.1 At the beginning of this chapter I defined the purpose of my research as better to diagnose:

- why the full potential of people was not being harnessed,

and to explore:

- how the situation could be changed.

My reading of the literature has made a significant contribution to answering and elaborating these questions and to validating my own action research in a wider context. It has also made a significant contribution to the development of my Person-Centred Model of Organisational Growth as described in Chapter 7.

2.8.2 The literature points to reasons why we fail to harness the full potential of people. These are that:

- 2.8.2.1 the continuously changing needs of workers, particularly for learning and growth, are not being satisfied.

2.8.2.2 responsibility and control are concentrated in the hands of too few "leaders".

2.8.2.3 people are assumed to be incapable of self-organised learning and growth, self-responsibility and self-control.

2.8.2.4 the capacity of people, groups and organisations for continuous improvement is undervalued, if not totally ignored.

2.8.3 To eradicate these restrictions on growth, the literature points to the need to:

2.8.3.1 adopt THEORY Y type assumptions about people

2.8.3.2 establish effective personal and group relationships based on CONGRUENCE, UNCONDITIONAL POSITIVE REGARD and EMPATHY.

2.8.3.3 share responsibility by arrangements which make it impossible for a few to accumulate it to excess and for the many to avoid taking up their due level of it.

2.8.3.4 make learning or continuous improvement the key purpose of all individuals, groups and organisations.

2.8.3.5 establish Self-Organised Learning processes and structures to ensure that 2.8.3.2, 2.8.3.3 and 2.8.3.4 happen.

2.8.3.6 recognise that Action Research is a paradigm for this model of management.

2.8.4 Thus through action research and addressing the five main interlinked themes of my literature survey:

- the motivation of people to contribute to organisational goals
- responsibility and control
- assumptions
- attitudes
- learning and continuous improvement

I am guided by a search for a model of management which empowers individuals, teams and the organisation as a

whole to be productive, to deliver quality and to grow.
This model is based on meeting people's needs, effective
relationships, shared responsibility and Self-Organised
Learning, and encourages all to become Action Researchers
in the interests of the organisation. My model is
described more fully in Chapter 7.

CHAPTER 3

BECOMING A POST OFFICE LEARNING MANAGER: SELF-ORGANISED LEARNING IN THE FIRST TRIAL SORTING OFFICE

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ACTION RESEARCH - INTRODUCING SELF-ORGANISED LEARNING (S-O-L) INTO THE SORTING OFFICE

3.1.1 In Chapter 1.3 I described the process which lead to the Post Office deciding to trial Self-Organised Learning as an alternative to existing supervisor training and how Reading was selected as the trial site. During the year, beginning in January 1986, that the Centre for the Study of Human Learning (CSHL) spent working with managers and supervisors in Reading Head Post Office (HPO), the impact of Self-Organised Learning (S-O-L) was very marked and varied. The trial at Reading enjoyed the great benefit of considerable direct attention from CSHL and its associates. This ensured that a lot of activity was started and sustained and that the skills involved in helping people learn were themselves well learnt. I am also grateful to CSHL for the access they granted me to their draft report on the trial and which has proved an invaluable resource. In this chapter, I shall describe some of the action research in which, in my double function as the Head of Operations or Mails Manager and Learning Manager, I actively participated. I shall also refer to the outcomes of this research, some of which stemmed from specific pre-planned initiatives, others of which emerged from the gradual exposure of individuals and groups to

S-O-L and as managers were offered the freedom to take responsibility for their own learning and for their actions.

3.1.2 Once it was established that a trial of Self-Organised Learning (S-O-L) would be supported by the local management at Reading, CSHL undertook an initial study to discover whether or not they felt there was scope for their ideas and techniques to bear fruit. This study indicated that there was already a considerable amount of informal learning taking place "over the tea cups". They also identified the learning benefits of the system of rotating duties. The latter involved supervisors performing different duties in different sections and on different shifts over a period of weeks. Whilst this clearly lost the possible benefits of specialisation, it helped supervisors gain a broad understanding of all the operations and of the implications for colleagues on other shifts or in other sections, of their decisions or actions.

3.1.3 Once it was decided to proceed with the trial, I assumed, with the support of CSHL, the role of Learning Manager which, in itself offered many learning opportunities for me. My role as Learning Manager involved:

- demonstrating total support.
- ensuring that learning opportunities were available.
- identifying learning needs.
- monitoring cost.
- learning to become an effective Learning Manager

As with many projects, the key was where to start. I identified, during a Learning Conversation with CSHL, two issues which had clear learning needs:

- we had recently created a new "Acting List" of 29 people for coverage of first line supervisor (PED) absence (see Chapter 1.3.2) and this mainly contained staff with no previous experience (see Section 3.3).
- I also identified that an area of unsatisfactory performance was Code/Sort which is at the "heart" of mechanised letter sorting in which operators sit at keyboards, keying in the relevant postcodes to allow machine readable versions to be printed on envelopes in phosphor ink (see Section 3.4).

These became the two "jumping off" points for the trial. Many activities were generated as can be seen from the "Bulletin for Supervisors" dated June 1986 (Appendix 3.1.3). As well as specific task related projects and learning assistance to individuals, systems of self appraisal and of appraising others using values and criteria relevant to the appraisee and appraiser, were developed.

3.1.4 CSHL approached the introduction of S-O-L in the office within an Action Research paradigm in which the researcher works to enable the "client" to identify, define and solve problems for themselves; a fuller description of the Action Research paradigm can be found in my Literature Survey (Chapter 2.7). I saw them offering their expertise, tools and professional experience in introducing S-O-L to individuals, teams and managers at various levels in the Letter Sorting Office. I saw my role as mediator, working with the CSHL team to explore fully the learning needs of the office at all levels, to decide on priorities and how agreed initiatives could be processed. My initial actions as Learning Manager, supported through Learning Conversations (Chapter 2.6) by CSHL, were:

- to advertise for and appoint the first Learning Coach.
- to inform all supervisors and managers that the trial was to take place and what its purpose was.
- to similarly advise Trade Union representatives.
- to agree the initial plan with which the trial commenced.
- to ensure that the S-O-L activities were properly resourced and that supervisors were able to participate in such activities whilst maintaining the integrity of the operations.

I also saw myself liaising closely with the CSHL principals, my Learning Coach, my own manager and with the Headquarters Steering Group which was established to monitor the trial.

3.1.5 On the issue of appointing a Learning Coach, we concluded, in the case of the trial at Reading Head Post Office, that a volunteer should be sought from among the operational first and second line managers. It was the stated intention that, whilst the individual would be withdrawn from normal line management duties in order to

assist in getting the trial off the ground, this would only be a temporary state of affairs as it was considered essential that he kept in touch with the "real" work domain and avoid becoming an "expert" offering other organised solutions. In practice only one, first line, manager put himself forward to become the coach. The lack of interest was probably a result of fear/apprehension of something new and unknown. This is an important factor to be borne in mind when launching any new initiative. How do you overcome the initial lack of interest? Fortunately this man, Geoff Batstone, proved to be an excellent choice becoming a very effective coach and being an excellent example of what an S-O-L approach to work and life can do for an individual. Once appointed as Learning Coach, the volunteer was introduced to S-O-L by CSHL and began to assist them in implementing the tasks that had been identified. An important part of this activity was organising the attendance of other managers at S-O-L events which involved persuading both the individuals concerned and their bosses that this would be a valuable use of their time. Again in the early days of such initiatives, this is particularly difficult. Issuing mandatory instructions to attend would be contrary to the underlying philosophy of S-O-L which seeks to place responsibility for learning on the learner. This typifies the dilemma involved in converting an organisation from Theory X to Theory Y management. This problem was

overcome by the choice of issues to be tackled and by involving a number of the more senior operational managers as "learning resource" in the delivery of learning opportunities to new managers.

3.1.6 From the beginning of the trial it was clear that the Coach required managerial support. It was from this that the concept of the Learning Manager was more fully developed. He needed somebody with whom to talk over, or converse about, the difficulties and opportunities that he was encountering. As Learning Manager, I had to be sympathetic to the needs and problems of the Coach, in effect, I became the latter's coach or mentor. This was highlighted during the trial at Reading HPO when I moved away to another job. Those who took over were less attuned to S-O-L and made the work of the Coach much more difficult; there was, in effect, a return to Theory X type management.

3.1.7 As a result of Learning Conversations between the CSHL team and myself, as Learning Manager, a five point initial plan was agreed. To meet this action plan it was agreed that I would work with CSHL so that I could learn how to take on the functions of a Learning Manager. The plan comprised the following activities:

3.1.7.1 Preparing 29 new acting first line supervisors (PEsD) for learning on the job.

3.1.7.2 Working with the supervisors involved in the code/sort area, to improve the use of the coding and automatic sorting equipment and coordinate it with manual sorting.

3.1.7.3 Conducting individual and group learning conversations with managers, substantive first and second line supervisors and experienced acting first line supervisors.

3.1.7.4 Offering a weekly "open house" session which individual supervisors could attend for confidential learning conversations.

3.1.7.5 Identifying and collecting appropriate evaluation measures for the office, work functions and individual supervisors.

In implementing the action plan and pursuing other issues which arose as a result, six types of S-O-L activity took place:

Individual learning conversations

Group learning conversations

Open house

Workshops

SOL linked local training

Special projects

There was much evidence of improvements in attitude, understanding and job performance and a gradual appreciation that S-O-L coaching was part of the line manager's job and that managers above second line had to be involved if the programme was to continue to grow and the organisation was to move from Theory X to Theory Y.

There were examples which clearly demonstrated the detrimental impact when more senior managers were not so involved.

3.1.8 As the benefits of the trial in Reading became apparent, S-O-L was extended to other units, firstly Edinburgh and eventually every major operational unit was encouraged to have a SOL coach(es). Thomas and Harri Augstein have recently published a report in which the results of all the activity has been brought together and it makes very impressive reading.

S-O-L IN ACTION IN THE SORTING OFFICE

3.2 I shall now describe the specific processes and outcomes of the S-O-L activities, which I believe clearly demonstrate the breadth, depth and quality of the impact that S-O-L made in a relatively short time. Although there are inevitably areas of overlap, I have described outcomes and impact under the five main headings of the initial plan described in paragraph 3.1.7 above and also other initiatives which came about through S-O-L.

PREPARING 29 NEW ACTING FIRST LINE SUPERVISORS (PEsD) FOR LEARNING ON THE JOB.

INTRODUCTION

3.3.1 Coincidental with the commencement of the S-O-L trial and because of a significant number of expected first line supervisor vacancies, 29 staff had been selected to perform acting duties (for an explanation of "acting" see Chapter 1.3.2), none of whom had previous supervisory experience. The previous practice with staff appointed to such duties was sometimes, but not always, to give them a one week local training course which was

limited in its scope and then to "throw them in at the deep end" with no organised means of support in the hope that they would "pick up the ropes" and if not, they could be rejected and others tried. This had proved not very successful in producing effective supervisors and was clearly an unsatisfactory arrangement for the individuals involved. It was usually "justified" on the grounds that it was how the substantive supervisors had been treated when they were in the same position and so why should it be changed.

The S-O-L way of preparing the newly appointed acting PEsD for learning on the job was devised and carried out by the Learning Coach with the support of CSHL. The approach involved a five day workshop with individual and group learning conversations both during the workshop and once the acting PEsD were learning whilst doing the job.

As a result of the learning conversations learning contracts were produced and fulfilled.

S-O-L WORKSHOP ACTIVITIES

3.3.2 The five day workshop was varied and took place at different hours each day, including one night attendance, to allow observation of as wide as possible a spectrum of the operations which took place over three shifts (see the five day timetable at Figure 3.3.2.1 and daily timetables at Appendix 3.3.2.1). No part of the workshop

MONDAY

1200 INTRODUCTIONS
 1215 WHAT IS SUPER-
 VISION
 1245 CHANGING ROLE
 OF SUPERVISORS
 IN THE POST
 OFFICE
 1315 LEARNING ON
 THE JOB
 1430 GRACE RELIEF
 1450. MOVE TO H.P.O
 1500 KEY COUNTER +
 SECOND FLOOR
 OBSERVATION
 EXCERCISE FLOW
 CHART
 1600 PEC - WHAT I
 EXPECT OF PED'S
 PED OFFICE
 1615 REFLECT ON
 OBSERVATION
 EXCERCISE -
 GREEN HUT
 1700 M/R
 1800 LEARNING
 CONVERSATIONS
 ON THE 2nd
 FLOOR
 2036

D I S T R I B U T I O N
 C A N T E E N

TUESDAY

1300 REFLECTIONS ON
 MONDAY
 1400 PEB. WHAT I
 EXPECT OF A PED
 1430 REFLECT OF
 TALK & PREPARE
 FOR DISTN. VISIT
 1500 GRACE RELIEF
 1520 VISIT AND
 LEARN ABOUT
 DISTRIBUTION
 1600 REFLECT OF
 DISTRIBUTION &
 PREPARATION OF
 FOREIGN LETTER
 OFFICE
 1630 VISIT & LEARN
 ABOUT FOREIGN
 LETTER OFFICE
 1700 REFLECT ON
 FOREIGN LETTER
 OFFICE
 1720 MOVE TO
 STATION
 1740 M/R
 1840 PREPARATION FOR
 STATION EXERCISE
 - GREEN HUT
 1900 STATION
 OBSERVATION
 EXERCISE
 1950 GRACE RELIEF
 2010 STATION
 OBSERVATION
 EXERCISE - LONDON
 MAILS
 2045 BRIEF FOR DLY-
 STN.
 2136

WEDNESDAY

0600 PEC - WHAT I
 EXPECT OF A PED
 - GREEN HUT
 0630 OBSERVE &
 LEARN IN DLY.
 0730 REFLECT ON
 OBSERVATION -
 GREEN HUT
 0800 GRACE RELIEF
 ...& MOVE
 0830 REVIEW SO FAR
 0900 REFLECTIONS
 ON TUESDAY
 1000 M/R
 1100 PERSONAL
 VIEWS OF THE
 JOBS OF PED'S
 1200 PREPARE
 PERSONAL LEARN-
 ING CONTRACT FOR
 1300 LETTER OFFICE
 MANAGER - WHAT I
 EXPECT OF A PED
 1330 WHAT IS SUPER-
 VISION
 OPEN SESSION

C
 L
 A
 S
 S
 R
 O
 O
 M
 C
 C

THURS
 0800
 FRI

SELF ORGANISED LEARNING IN ASSIGNED AREA
 LEARNING CONVERSATIONS ABOUT ASSIGNED PED JOB
 DEVELOPING PRACTICAL LEARNING ON THE JOB

CONTINUED

1636

FOLLOW UP

Figure 3.3.2.1



involved teaching in the traditional or other organised sense, although there was a limited element of demonstrating specific learning skills such as charting and observing. The main activities were:

a) briefing on Self-Organised Learning and review sessions.

b) talks by various managers followed by question and answer sessions and reviews of what had been learnt.

c) observing different aspects of the operations, having prepared in advance and then jointly reflecting on what had been observed.

d) group discussions, eg on "What is supervision?"

e) producing learning contracts, the final one in relation to day 5 when each new acting PED spent his time in the work area in which he was to work as a supervisor during the following week. During the fifth day the new supervisors had learning conversations with the Learning Coach and developed their skill in practical learning on the job.

During their early weeks performing supervisory duties, the Learning Coach kept in close contact with all the new acting men, holding Learning Conversations with them and agreeing Learning Contracts as they developed; examples of these Learning Contracts are at Appendix 3.3.2.2.

OUTCOMES

3.3.3 The success or otherwise of the preparation of the new acting PEsD for learning on the job and of that learning can be measured in various ways. I believe that the clearest measure is that of the 29 who attended the five workshops in 1986, 12 were promoted to substantive rank by the end of the year, three only two months after attending their Workshop. A thirteenth was promoted in September 1987. Previously staff could remain on the Acting List for years and then, in many cases, find themselves rejected or giving up out of frustration. The effectiveness of the preparation and the supported learning on the job was acknowledged by the senior operational managers to be so successful that a further 14 new acting PEsD appointed in November 1986 were supported in the same way during 1987.

The effectiveness of this approach can also be demonstrated by the new demands made upon the second line supervisors (PEsC). The new acting supervisors wanted

better performance feedback and coaching. The experienced supervisors were seen by the new ones as a very valuable learning resource but the former were unsure how to be used as such. The lack of effective feedback eventually lead to the development of a local Feedback for Learning package and to the third line manager responsible for administration to develop a spreadsheet on which to monitor S-O-L. These became very significant issues and are described separately later. The demands made on experienced supervisors caused them to seek S-O-L opportunities for themselves including the acquisition of coaching skills. Again these are described in greater detail later.

A number of the acting PESD involved in the process proved to be very fruitful sources of suggestions for improving methods of work. One of them wrote several reports suggesting solutions to problems at the Railway Station and in the Foreign and outward letter sorting sections. I attribute this to them looking at things with a "fresh pair of eyes" but also to the enquiring/learning approach that they had learnt and the confidence they had gained from a successful transition into supervision. The impact on individuals more generally and their capacity to produce fully worked through improvements to methods of work is more fully explored later.

The workshops and follow up activities for the acting first line supervisors proved to be an excellent starting point for S-O-L and for proving the potential effectiveness of it. This was probably made easier by the fact that those involved had the natural desire of newcomers to learn, were not embarrassed to admit to having things to learn and were not encumbered by preconceived ideas and prejudices. There was clear evidence that this method of introducing new people to supervision was both actually more effective than previous methods and was seen to be so. I judge that the principal reason for this was the support given to it by the Learning Coach and experienced members of the management team.

SOME LESSONS LEARNT FROM THE S-O-L WORKSHOPS

3.3.4 Lessons that can be learnt from the acting first line supervisor workshops and subsequent on the job learning are:

- the value of experienced supervisors as learning resource.

- how quickly various learning tools, eg charting, proved of value.

- how demands were created which could not always be met, leading to some frustration.

- how the needs of the participants were generally met.

**WORKING WITH SUPERVISORS INVOLVED
IN THE CODE/SORT AREA TO IMPROVE
THE USE OF THE CODING AND
AUTOMATIC SORTING EQUIPMENT AND
COORDINATE IT WITH MANUAL SORTING.**

INTRODUCTION

3.4.1 This project centred around the area of the office where staff sat at keyboards in order to convert postcodes or addresses into machine readable patterns of phosphor dots. Performance as measured in terms of throughputs, keying rates, accuracy etc was below the acceptable standard and had been criticised in a recent operational audit report. Having said that, accommodation constraints meant that the office had much less of this kind of equipment than would be justified by the volumes of letters being handled. As a result the majority of letters were still being sorted by hand. Nonetheless, it was a high profile part of the operation and, at the

time, a new sorting office was being constructed which was to be fully mechanised and it was important that standards were raised before the move.

This initiative was designed to raise awareness of the supervisors involved as to how performance could be

improved. An attempt was made to involve more people than just the direct supervisors, for example, the maintenance engineer. It was commenced very early in the trial (February 1986) at which time, the second and third line managers had not had much, if any, exposure to S-O-L and, therefore, did not provide it with the necessary support in its early days. This was an important lesson for the implementation of S-O-L. It was clear that such a project would not succeed fully without their support and that it was essential that they accepted that such support was an integral part of their responsibilities.

S-O-L CODE/SORT AREA ACTIVITIES

3.4.2 Despite the difficulties described in 3.4.1, the area supervisors produced a detailed description of how the area functioned. From this they identified the need to improve the quality of the presentation of letters from another section and had Learning Conversations with the supervisor from that section. Additionally, they introduced a two hour course for staff responsible for

loading letters to the coding desks and the sorting machines. There was a high turnover of these staff and the supervisors had identified the importance of effective loading to performance in their area. With some help they were able to measure the effects of these initiatives.

OUTCOMES

3.4.3 One of the most telling outcomes of this project for the individuals, for the introduction of SOL in Reading and as a demonstration of the way people learn from seeing things happen, was that the second and third line managers became more involved as they began to see results. Once they saw the benefits which would flow from improved performance in this area they invited one of the Post Office's training colleges to run a three day course on mechanisation in the office. It also meant that the general credibility of the S-O-L approach was strengthened.

One of the first line supervisors in the area attended a national S-O-L workshop and went on to establish objective performance measures relevant to himself and the work area.

Finally there was an improvement in the coding performance.

LESSONS LEARNT

3.4.4 The project in the code/sort area was less successful than the workshops for acting first line supervisors. This was probably because its purpose was less obvious and that it did not have the same level of managerial support. It highlighted the need for and actual lack of performance measures relevant to the supervisors and the work area. Nonetheless there were very positive outcomes in terms of the effects on individuals, of the development of local staff training packages and of the gradual awareness of second and third line managers of its value and importance.

CONDUCTING INDIVIDUAL AND GROUP
LEARNING CONVERSATIONS WITH
MANAGERS, SUBSTANTIVE FIRST AND
SECOND LINE AND EXPERIENCED ACTING
FIRST LINE SUPERVISORS.

INTRODUCTION

3.5.1 Given their key role in S-O-L, Learning
Conversations were an integral part of all the activity
and initiatives undertaken during the trial. As the
initial plan began to be fulfilled and patterns of
learning needs and opportunities to emerge, most of the
Learning Conversations became integrated into more
specific projects which are described in greater detail
later.

As defined by CSHL Learning Conversations cover four main
elements:

Purpose: *What do I want to achieve?*

Strategy: *What actions shall I take to achieve my
purpose?*

Outcome: *How shall I judge my success?*

Review: *When and how shall I review the process?*

These elements are recorded in the form of a Personal Learning Contract or Commitment, a typical format for which can be found in Appendix 3.5.1. When first introduced to the concept I saw it as very similar to counselling as defined as helping others to work out solutions to their own problems. Having already found that the most effective use of counselling was in encouraging improved personal contribution by individuals at work I saw Learning Conversations as a significant extension. However, an S-O-L Personal Learning Contract is more than an action plan or the kind of "learning contract" widely used in training. The latter is typically only a written record of the agreement between the learner and trainer in relation to what each party undertake to do, eg be on time for workshops, do pre-workshop reading. This type of contract does not address the learner's ability to "learn to learn", nor is it iterative encouraging constant review and amendment of the elements of the Personal Learning Contract:

the TOPIC

the PURPOSE

the STRATEGY

the OUTCOMES

The Personal Learning Contract is one that the learners makes with themselves. The tutor or coach has the role, in the Learning Conversation, of supporting the learners to plan, action and review their contracts. The latter highlights the three phases of the Personal Learning Contract:

- the PLANNING phase in which the TOPIC, PURPOSE, STRATEGY and desired OUTCOMES are identified and negotiated.
- the ACTION phase in which the TOPIC, PURPOSE, STRATEGY and OUTCOMES are pursued and actions, learning points and impressions recorded.
- the REVIEW phase in which the PLAN and the ACTION are reviewed in order to enhance the learning to learn process and to identify new TOPICS and PURPOSES for future Personal Learning Contracts.

My experience of Learning Conversations and Personal Learning Contracts was that they:

- encouraged individuals and groups to reflect on what they do.

- allowed individuals and groups to negotiate their own needs.
- allowed the exploration of possible strategies.
- allowed the discussion and agreement of criteria for judging the quality of what was achieved.
- developed a trusting relationship.
- provided support for personal enterprise and risk taking.
- encouraged and supported increased individual and group contribution.

The CONVERSATION takes the form of encouraging the LEARNER to talk about their job and needs, with the objective of producing a CONTRACT or COMMITMENT which the LEARNER sees as PERSONAL and to which they are COMMITTED. The CONVERSATION and CONTRACT should be seen as HELPFUL and not as something imposed.

The most important and prevalent topics of individual Learning Conversations were appraisal or feedback for learning and how experienced supervisors could most

effectively act as learning resource for more junior colleagues.

The Learning Conversation and the alternative assumptions about people which it implies, epitomises the difference between the Theory X and Theory Y approaches to the management of people.

LEARNING CONVERSATION ACTIVITIES AND OUTCOMES

3.5.2 One striking example was the outcome of Learning Conversations with one of the third line managers who identified that he needed to improve his performance counselling skills. The impact of this and the manager's wider involvement with S-O-L can be judged from the change in the views of him of those who worked for him. He had previously been regarded as a "bit of a bully" but became "more thinking, more dedicated, more confident and more consultative".

Another man promoted to third line manager in November 1986, also dramatically changed his man management style and developed a number of controls and monitors for the function to which he was appointed.

An experienced first line supervisor agreed Learning Contracts for himself in his role as an acting second

line supervisor. As a result he gained much more respect from all round him and he gained substantive promotion in September 1986. His commitment to S-O-L was further strengthened by his attendance at a national coaching workshop and his interest in taking a full time coaching post in Reading.

Another first line supervisor who had not been especially well regarded by his superiors developed a capability for implementing management information having very quickly learnt computer operating skills. According to his managers this transformed his approach to his job. He was able to significantly improve the quality and consistency of the information detailing the duties of individual postmen. He also brought to attention weaknesses in a computer package being introduced nationally.

Two first line managers involved in the training of new postmen and young "cadets" on YTS, set themselves the objective of applying S-O-L to these tasks.

Yet another first line manager promoted in June 1986, committed himself to improving the "meter" section of which he was in charge. This involved the development of a detailed workplan and measures by which to evaluate performance against the plan. He extended his activity to contact with customers who posted meter franked mail and

as a result greatly improved the way in which such mail was presented to the Post Office. He also used S-O-L to help acting and substantive first line supervisors understand the changes he had made and to improve the way postmen were familiarised with the work requirements of the section. In November 1986 (only two months after his promotion) he declined the opportunity to become an acting second line supervisor because he wanted to see through his improvement project.

Examples of Group Learning Conversations were:

- the acting first line managers courses (see para 3.3).
- the weekend workshop held at Basingstoke in July 1986 (see para 3.9).
- workshops held for substantive first line managers (see para 3.10).
- the development of local criteria for feedback for learning (see para 3.11).

LESSONS LEARNT

3.5.3 It became clear to most participants that the Learning Conversation is at the heart of S-O-L. I shared this view and Learning Conversations form the basis of the Person-Centred Model of Organisational Growth which I have developed as a result of my action research and which is described in Chapter 7. This section demonstrates the wide range of Conversations that took place and the quality of outcomes that resulted. The topics covered by the Learning Conversations were not chosen as part of the initial plan or imposed on the learners. During the Learning Conversation they were largely free to choose their topics and these potentially could have lead to S-O-L projects and suggestions which had no relevance to the objectives and needs of the organisation. The evidence was that this seldom occurred and I believe initial fears of self-developed projects evolving well beyond job boundaries were unfounded.

Participants demonstrated loyalty and welcomed opportunities to initiate their own projects and that if you treat people with respect and in a trustful, Theory Y way, which S-O-L does, they will respond in a mature and responsible manner. This lesson, reinforced many times over during my action research, influenced the development of my Person-Centred Model of Organisational Growth, in particular the TRUST conversation (see Chapter

7). The Learning Conversations lead to clear changes in the models by which supervisors and managers operated, exposed hidden talents in some individuals and produced valuable improvement projects.

**OFFERING A WEEKLY "OPEN HOUSE"
SESSION IN WHICH INDIVIDUAL
SUPERVISORS COULD ATTEND
CONFIDENTIAL LEARNING
CONVERSATIONS.**

INTRODUCTION

3.6.1 Commencing in late February 1986 a 2 - 3 hour session was held every Tuesday to allow supervisors to raise issues of concern to themselves. The "open house" needs time and patience so that there really is a confidential facility available when the need/usefulness is recognised. As coaching and improved feedback for learning became more a normal part of the office way of life, the need for such a facility should decline. Having said that a number of important projects were "born" during the "open house" sessions and involvement enthused a number of supervisors to want to learn more about S-O-L and to become more involved in general coaching. This was

an opportunity for supervisors to learn about S-O-L in a purely voluntary sense whereas involvement in some of the other activities resulted rather more from what stage they were at in their career or where they worked.

OPEN HOUSE ACTIVITIES

EXAMPLE ONE: ORGANISATION AND CONTROL OF STAFF AT THE RAILWAY STATION.

3.6.2 One project which grew out of learning conversations at the "open house" was a review of the organisation and control of staff sorting, loading and unloading mail bags at Reading railway station undertaken by a first line supervisor. Because of its position in the rail network, Reading railway station is one of the busiest outside London in terms of the numbers of mail bags handled. This is not only because Reading is a very major letter sorting centre in its own right but also because mail bags from many other places are transferred between trains at the station.

The first line supervisor was aware through experience that there were problems on the station. He negotiated himself three weeks in which to carry out a review and recommend changes. As part of this review he measured the effects of the problems by visiting Paddington station to

evaluate the extent to which mail bags due to have been off loaded at Reading had been over carried to the terminus. He identified that there was insufficient supervision on each platform and that the staff lacked detailed knowledge of what they had to do. His main recommendations were to introduce dedicated or regular staffing with a senior selected postman given a responsibility allowance to supervise each platform. The effects of the introduction of these recommendations were the cessation of the over carrying of mail bags to Paddington and an improvement in the general tidiness and efficiency of the station operation.

Following the success of his station project, the first line supervisor became a full time coach and became very involved in the trial.

EXAMPLE TWO: THE OFFICE TIDINESS PROJECT.

3.6.3 The second major project which originated in "open house" sessions was one lead by a very experienced "old school" second line supervisor who saw the need to raise awareness of the need for tidiness and orderliness because he believed lack of these qualities lead to inefficiency and ineffectiveness; see his project objectives and problem description at Appendices 3.6.3.1 and 3.6.3.2. The supervisor used various methods of

spreading his message - attendance at supervisor workshops, installing "dustbins" in work areas, Learning Conversations with selected staff and publicity notices. He was able to identify effects of his efforts in increased tidiness and the positive response of other supervisors some of whom began to include the concept in their personal work plans.

As a result of his involvement with SOL, the second line supervisor produced:

- a paper on what prevented other supervisors seeing it as a benefit which he diagnosed as "fear".

(Appendix 3.6.3.3)

- a personal description of the job of a second line supervisor. (Appendix 3.6.3.4)

- a problem solving algorithm. (Appendix 3.6.3.5)

- a proposal for changing the promotion system.

(Appendix 3.6.3.6)

He found the obstacles to his own learning were removed and despite being near to retirement would have been happy to stay on working. Eventually he became a full time coach.

LESSONS LEARNT

3.6.4 The "open house" proved a very effective way of identifying those managers and supervisors who were very interested in S-O-L to the extent of wanting to learn coaching skills. Attendance at these sessions was voluntary and therefore those who came were demonstrating particular commitment. Again this highlights the importance and value of operating openly and freely if you wish to bring out the best in people and allow them to develop fully. You must be prepared to take the risk that they will "go off at a tangent" but with the reassurance that the evidence shows that most do not and those that do quickly come back and apply what they have learnt to the job, ie even apparent digressions lead to job related improvement. The evidence produced by the "open house" sessions endorsed Theory Y as the most effective approach to managing people. The evidence from the "open house" activities demonstrated how people can be motivated by striving to satisfy their needs, in these cases for fulfilment, and respond to being properly empowered. This influenced the make up of my Person-Centred Model of Organisational Growth and, in particular, the MOTIVATION and COMMITMENT conversations as described in Chapter 7.

IDENTIFYING AND COLLECTING APPROPRIATE EVALUATION MEASURES.

INTRODUCTION

3.7.1. One set of measures of the effectiveness of S-O-L are the outcomes in terms of the impact on individuals and groups of supervisors as described in this section.

Although to some degree these are subjective, they are also convincing in their variety and quality. All the activities and their outcomes were recorded by CSHL and the, by now, three coaches developed a coding system which covered the following main subjects:

Individual learning conversations

Group learning conversations

Open house learning conversations

Workshops

SOL linked local training

Projects

Meetings

Visitors to see SOL in action.

These were then broken down into sub-topics, for example, there were 22 projects some of which were classified as initiated by the S-O-L process (eg the Mech. area

project), some as initiated by supervisors but supported by the S-O-L process (eg the meter mail project) and some as initiated by a coach in his operational role (eg the Station project). These results were recorded on a Project evaluation Matrix, an example of which is at Figure 3.7.1 with further examples at Appendix 3.7.1.

The other set of measures by which it was hoped to evaluate the trial were objective, statistical ones related to quality of service, productivity and cost effectiveness. In practice little or no information of this nature, which related to individual or supervisory group performance was available. It was found that the collection of performance information was related to reporting upwards through the organisation and that most supervisors saw such activity as something they had to do for others and was, therefore, if anything a hindrance to them rather than the help which good performance measures ought to be.

ACTIVITIES

3.7.2 There were, however, examples of supervisors beginning to develop objective measures which they saw as relevant to the activities they controlled. Such examples were:

GRADE	SUPERVISOR NAME ACCORDING TO LENGTH OF SERVICE AS AT JAN 84	INVOLVEMENT IN SOL ACTIVITIES FROM JAN TO DEC 1984				TYPES OF SOL ACTIVITIES	EVIDENCE OF LEARNING: CHANGES IN ATTITUDE, JOB PERFORMANCE DEGREE OF VALUED CHANGE! SIGNIF. SOME LITTLE	OUTCOMES ASSOCIATED WITH S-O-L
		JAN TO MAR	APR TO JUN	JUL TO SEP	OCT TO DEC			
PEB	R H WINCHESTER		•			ILCO-CSHL, GLCBULM	•	PROVIDED CRITERIA FOR MK1 FDBK-LEARNING PK. NOT REALLY INVOLVED WITH SOL BUT NOT AGAINST
PEB	D SIMPSON		•			ILCO-CSHL & LC. SOL-S-PROJ 10	•	GOOD UNDERSTANDING & POSITIVE PARTICIPATION IN SETTING UP DATA BASE FOR L.COM-723-FDBK FOR LEARNING MONITORING SYSTEM FOR DRIVING SOL.
PEB	D A B DAY		•			WASP-MB	•	NO DIRECT INVOLVEMENT, BUT MORE APPRECIATIVE OF PEC-WATSON'S 'PLANNING' SOL PROJECT ON ORDERLINESS/TIDINESS.
PEB	B F WILSON		•	•	•	ILCO-CSHL, GLCBULM, ILCOSE, SOL-S 4,5,6,9,15. LM National Seminar	•	PROVIDED CRITERIA FOR MK 1 FDBK-LEARNING PK. IMPROVED PERSONAL COUNSELLING SKILLS & MAN MANAGEMENT SKILLS. SET OWN SOL-LINKED PROJECT IN MLD ON MANPOWER PROFORMAS BASED ON NEW 310. NEWLY PROMOTED PEO WHO HAD GONE THRO' SOL WOSP & L.COMS. LEAD THIS PROJECT. HIS VERY POSITIVE VIEW OF SOL ACTIVITIES WITH ACTING PEO MADE NATIONALLY AT SEMINAR. VIEWED BY HIS PESC & D IN 'A DIFFERENT LIGHT' - 'WAS A BIT OF A BULLY' NOW 'MORE THINKING', MORE DEDICATED MORE CONFIDENT, MORE CONSULTATIVE, EAGER TO DEVELOP MORE EXPERTISE IN CONTROL & MECH.

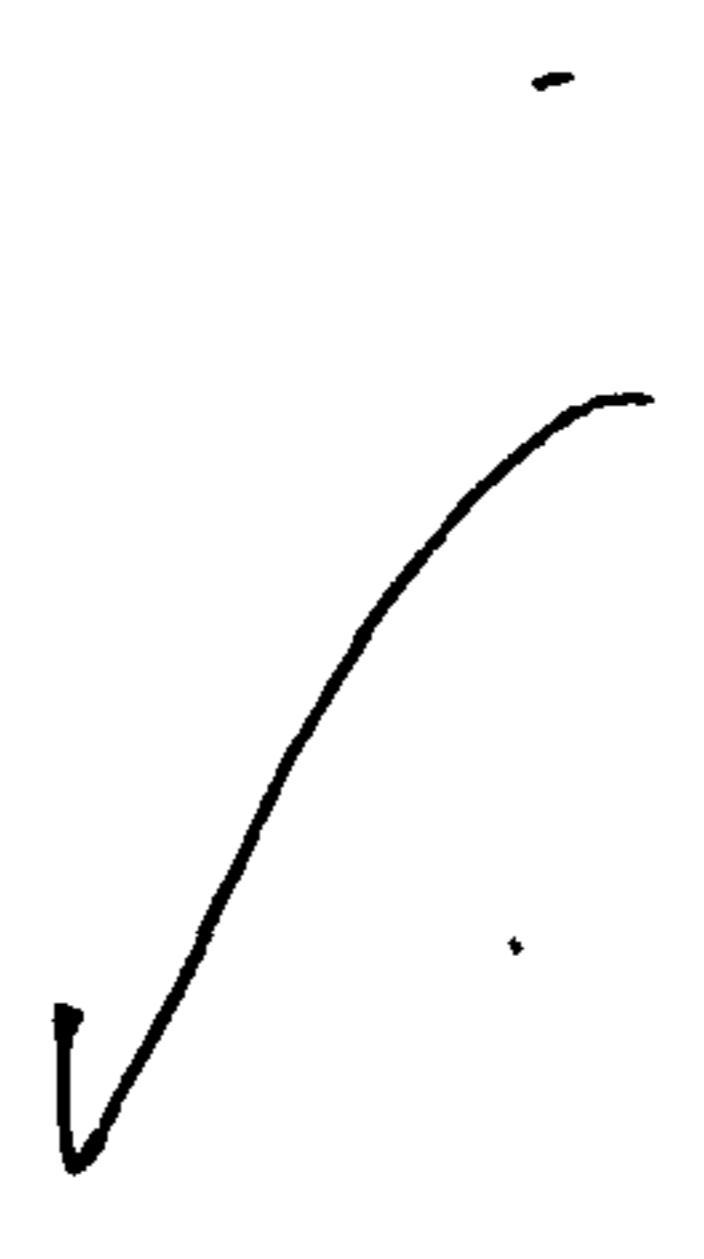


Figure 3.7.1

3.7.2.1 the first line supervisor in the code/sort or mech. area who generated his own measures of performance (see para. 3.4).

3.7.2.2 the first line supervisor in charge of the "meter" section generated measures by which to evaluate performance against his workplan, including productivity measures (see para. 3.5.2).

3.7.2.3 a recently promoted third line manager developed a number of controls and monitors for the function (letter delivery) in charge of which he was placed; see Appendix 3.7.2.3.

3.7.2.4 more generally, there was evidence of supervisors becoming interested in tracking the flow of work through the different work processes which it was anticipated could be developed into systems which would produce tighter control.

3.7.2.5 among the outcomes of workshops run for experienced first line supervisors (see para. 3.10) was the development of systematic personal workplans and ideas for ways in which they might measure their work area performance in terms of quality of service and cost effectiveness.

LESSONS LEARNT

3.7.3 In some ways, it could be argued that we failed in our endeavour to identify and collect appropriate evaluation measures. This, however, could only be applied to the collection of statistical performance measures relevant to the supervisor and his work area which proved to be largely non-existent in the office. However, this had a positive aspect as it highlighted a further learning need which was being tackled in various ways.

Nonetheless, performance improvement needs effective and relevant feedback to fuel it. On the other hand a great deal of more subjective but yet convincing measure of the success of the trial was found. After I left my post in Reading Letter Sorting Office as Mails and Learning Manager, CSHL went on to develop a framework for evaluation, involving multi-perspectives and a short, medium and long time structure. The need for a more fully evolved evaluation structure involving better subjective qualitative criteria as well as better objective statistically based criteria was reported to the Steering Committee at Headquarters.

THE EVOLVING ACTION RESEARCH

3.8 Action Research demands constant monitoring of activities in progress and the negotiation and renegotiation of individual and group needs. I saw part of my role as Learning Manager, to keep a watchful eye on all developing S-O-L projects and to resource these as best I could within the budget and time constraints. I was in constant discussion with CSHL about how their requirements could be best met and I was often challenged to expand my horizons. Results of the first six months lead to the evolution of the Reading project and I shall now go on to describe this. The success of the first six months allowed the National Steering Committee to not only support the further development of S-O-L but also to promote Reading as a "demo" site to be visited by personnel from other offices.

WEEKEND WORKSHOP AT BASINGSTOKE

INTRODUCTION

3.9.1 In late July 1986, about half way through the trial at Reading, a residential weekend workshop (Friday night to Sunday lunchtime) was held in a hotel in Basingstoke. The nature of the operations and the shift working meant

that it was not feasible to hold such an event during normal working hours. Those attending were 19 first and second line supervisors, four third line managers, five senior managers, four members of CSHL and four visiting supervisors from Edinburgh which was to become the second SOL trial office. The aims of the workshop were:

1. To exchange ideas for seeding a system of S-O-L in Reading Post Office.

2. To explore the functions of the second line supervisor in promoting this endeavour.

3. To further develop the S-O-L appraisal package, see section 3.11.

4. To use this package for evaluation of staff performance and as feedback for learning.

5. To initiate and follow up "on the job" Personal Learning Contracts with experienced PEsD.

6. To set up a working link between second line supervisors and the full time coach.

7. To create strategies for sustaining and expanding S-O-L in Reading as the CSHL team withdraw.

THE WEEKEND ACTIVITIES

3.9.2 The weekend was divided into eight sessions (see the timetable at Appendix 3.9.2) during which a variety of activities took place using different techniques including a role play based on a particular acting first line supervisor whose progress was proving difficult. The latter proved enlightening and resulted in the formation of a "coaching team" to develop him to the point where he was substantively promoted in September 1986.

OUTCOMES

3.9.3 The important general outcome from the weekend workshop was that the second line supervisors accepted that:

- changes were inevitable.
- learning from experience on the job is a skill.
- S-O-L could contribute to the management of the above two issues.

- S-O-L coaching should be seen as part of their job.

There was also a recognition that the involvement and support of higher management was necessary for the success of S-O-L.

More specific outcomes were, recorded in the CSHL memo at Appendix 3.9.3, that the second line supervisors agreed to try to be responsible for:

- initiating a self appraisal activity for each acting first line supervisor.
- initiating learning contracts on the "floor".
- following these up with assistance from the full time coach if necessary.
- engaging in learning conversations based on the feedback for learning package.
- working with each other to exchange experiences and plan "pyramid" groups for first and second line supervisors working in dedicated work areas.

It also became clear at the workshop that there was a need to provide more S-O-L support for substantive first line supervisors and this materialised in the form of three workshops held in October and November 1986 (see Section 3.10).

LESSONS LEARNT

3.9.4 The weekend workshop at Basingstoke proved to be a key event placed at roughly the half way point in the trial. It focussed attention on what should be done next and strengthened the commitment of those who attended. They accepted that they had essential roles to play in the further development of S-O-L and agreed specific actions they would take on return to the workplace. The workshop also provided an opportunity to review and refine the very important Feedback for Learning package (see para 3.11) which was seen as the "motor" for future activity. It was also at this workshop that the idea of providing more S-O-L support for substantive first line supervisors was agreed. The workshop was both a learning experience for those who attended and an opportunity to agree future learning policy and how this should be managed; another example of how learning and its management become interlinked.

WORKSHOPS FOR SUBSTANTIVE FIRST LINE SUPERVISORS AND PERSONAL WORK METHODS .

INTRODUCTION

3.10.1 As reported in para 3.9 above, about half way through the twelve month trial, it became clear that there was a need to involve more first line supervisors in S-O-L. At the same time it was recognised that there was a need to develop Work Plans for each supervisory duty. The latter had been made "mandatory" nationwide as part of the overall initiative to improve supervisory effectiveness of which the trial of S-O-L formed a part. The approach of issuing a directive that Work Plans should be developed contrasted very markedly with the whole ethos of Self-Organised Learning, it was the epitome of "other organised". The Work Plans were intended to provide a functional description of the supervisor's duties, relevant reference information eg forecast volumes, staff deployment etc and a documented control system.

Despite seeing examples of Work Plans developed in other parts of the country and having a group of visiting management trainees produce some specimen plans for Reading, the concept had not taken off with the

supervisors who saw it as just more paperwork getting in the way of them doing what they saw as their job.

WORKSHOP ACTIVITIES

3.10.2 Three workshops for a total of 22 first line supervisors from different operational functions were held. The purposes of the workshops were defined as:

- a) to challenge long established methods of work.
- b) to allow supervisors to exchange experiences with each other.
- c) to develop systematic personal work plans for each duty.
- d) to allow supervisors to suggest methods by which they could generate relevant measures of productivity, quality of service and cost effectiveness of their work area.
- e) to help supervisors offer themselves as resources for learning rather than "instructors" for acting PEsD.

Each workshop lasted for a week (see Appendix 3.10.2). The first three days involved jointly reviewing the role and responsibilities of supervisors covering such topics as:

Accountability
Control systems
Information
People management
Appraisal

The supervisors were also introduced to some S-O-L techniques such as the Personal Learning Task Analysis/Interview, Constructs and Learning Contracts.

The last two days of the workshops were spent helping the supervisors systematically document their personal work methods on the job. Through this exercise the supervisors were encouraged to describe the actual control systems they used on the job no matter how intuitive. These were then developed by the supervisors into something which would effectively aid any supervisor on a particular duty. The typed results were then elaborated, refined and amended in the light of actual experience of their use. These aids became the subject of discussions to elicit the underlying "model in the head" of the originating supervisor and of Learning Conversations with the second

line supervisors and the Learning Coach. The emerging Work Plans were subjected to discussion with second and third lines of management as a result of which some needed further development to take account of what the latter saw as requirements. Eventually the Personal Work Methods were approved as Work Plans for each first line supervisor duty and unlike those "imposed" from outside the office, they were seen as relevant and useful. Furthermore, it was recognised that the plans were dynamic and they were kept under review, updated and improved in the light of changed circumstances and better understanding.

LESSONS LEARNT

3.10.3 The workshops and in particular the documenting and refining of personal work methods was a good example of how the S-O-L technique of eliciting the "model in the head" leads to improved understanding and performance; a lesson carried forward into my Person-Centred Model of Organisational Growth, see Chapter 7.

FEEDBACK FOR LEARNING ON THE JOB.

INTRODUCTION

3.11.1 The development of a local Feedback for Learning system to replace the nationally produced systems of staff appraisal which were supposedly in use, grew out of a number of different S-O-L activities. Firstly, the acting first line supervisors who had attended the workshops to prepare them for learning on the job, had learnt very well that without feedback it was not possible to review performance and without the latter performance could not be improved. In practice, once they were on the job, they, generally, found that either they got no feedback from the second line supervisor or that which they did get was inadequate and difficult to translate into performance improving action. This was despite the fact that a national system existed for the completion of a weekly appraisal form (P723) (see Figure 3.11.1) on which the acting supervisor was due to be counselled each week he performed such duties. Secondly, and partly stemming from the above, second and third lines of management expressed the view that they did not find the national criteria of performance relevant and that they had difficulty in making recommendations for promotion etc. because they could not agree among

Report to be made by a substantive Supervising Officer on an officer who has performed at least one week's continuous acting duty under his/her immediate supervision.

Name Mr. A. List Office READING PDC
 Date of Birth 2.10.58 Substantive Rank LEVIN. 1 - Acting Rank PED
 Employed on duty PED3 from 19.2.91 to 23.2.91

The immediate supervising officer (as defined above) should put a marking in the box against each item as follows:

- A Noticeably better performance than usually expected
- B Normal expected performance meeting all requirements.
- C Some weakness in performance
- D Performance below standard

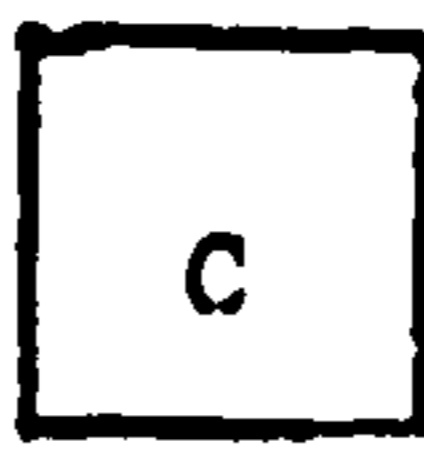
THE NOTES FOR GUIDANCE ON THE REVERSE OF THIS FORM MUST BE READ BEFORE THE MARKING IS UNDERTAKEN

PERFORMANCE OF ACTING DUTY		QUALIFYING REMARKS
1 i. Knowledge of work area in which substitution was performed. ii. Knowledge of other work areas within office.	C B	Has a good understanding of the Arrivals Bay but is not a trained operator and struggled in Control. Knows the Chute Hall.
2 Quick to grasp essentials and draw sound conclusions.	D	Needs to think before acting.
3 i. Receptive to new ideas and methods. ii. Provides constructive criticism and originates new ideas.	B D	Listens to suggestions and willing to try them out. Is not always objective and has not shown much imagination.
4 Acts and works well in difficult situations and under pressure.	C	When the pressure is on he becomes less objective and becomes involved in doing rather than managing the work.
5 Welcomes responsibility but knows when to seek advice.	C	Still looks for too much direction from the Shift Manager.
6 Obtains the co-operation and respect of staff.	C	He is well liked but is not yet seen as a Manager.
7 Applies rules sensibly.	C	Will usually seek direction before applying rules.
8 Gives adequate guidance, providing staff with information and knowledge to do the job	C	Can do this but when under pressure has a tendency not to do so.
9 Improves performance of staff by: i. encouraging skills and. ii. correcting faults firmly but tactfully.	B C	Has worked as a new entrant tutor and is keen on training. Can be rather blunt.
10 Clear and concise expression a. verbally b. in writing.	C B	Is rather verbose, using 10 words when 5 will do. Writes a clear, concise report.
11 Controls and deploys staff effectively.	D	He is rather tentative about moving staff.

Figure 3.11.1 (a)

GENERAL REMARKS (narrative comment on overall performance and matters not covered by questions overleaf eg. personal qualities)

Mr. List is keen to succeed and has proved himself a good Parcel Handler although he has yet to do his PSM training. This was his fifth period of acting and he is still unsure of himself and has a tendency to get involved in doing the work rather than standing back and managing it. Given help and support in this area I think we can harness his enthusiasm and make a Manager out of him.



Overall Performance of higher duties (enter marking category in box)

*This officer has been counselled about his/her markings

Signature of Reporting Officer Office.....READING PDC

Rank PEC Date 26.2.91

*delete if not applicable

REPORT ON PERFORMANCE OF DUTIES AS A PEC OR A PED: NOTES FOR GUIDANCE

- 1 The purpose of the Report is to provide an objective and comprehensive description of the officer's performance on the higher grade to draw attention to action which may be necessary for future development, and to provide an indication of potential for promotion. Every endeavour should be made to ensure that adequate time and accommodation facilities are provided to assist those officers involved in the reporting exercise.
- 2 The Report should be completed directly the period of duty on the higher grade has ended, by the Supervising Officer most immediately concerned, consulting other officers where necessary.
- 3 For the purpose of determining the marking against each item, an officer should be compared with other officers who have been employed on Acting Duty. Where difficulty arises because of the small number of officers available for comparison, the Reporting Officer should take into consideration the average ability shown by an officer of limited experience on the higher grade and the "Remarks" column should be suitably annotated.
- 4 The Reporting Officer should answer the questions wherever applicable, entering the appropriate category. Where an answer cannot be given, the reasons for this should be stated eg. by inserting "not applicable". **IT CANNOT BE EMPHASISED TOO STRONGLY THAT FULL USE SHOULD BE MADE OF THE REMARKS SPACES.** The Reporting Officer should therefore, qualify markings wherever appropriate, by giving information (eg. mentioning particular strengths/weaknesses) and by adding anything that is relevant to the assessment but not brought out elsewhere in the Report, for example any specialist training ability. The aim should be to complete an overall picture of the officer's performance which will serve as a useful "pen-picture". All C and D markings must be qualified by an entry in the Remarks column.
- 5 It is the continuous responsibility of supervising officers to watch the progress of officers under their control and to advise them of the steps they can take to develop their abilities and fit themselves for advancement. Help and encouragement should be given as necessary, and it is desirable that an officer's attention should be drawn to any significant weakness before reaching the stage of being considered for promotion, so that there is reasonable opportunity for overcoming them. The value of such criticism and advice will depend greatly on its being given in an encouraging and understanding manner. C and D markings must be brought to the attention of the officer concerned either orally, or in writing, but this may be waived exceptionally where the failing is clearly due to ill-health, or is merely an isolated instance in a series of otherwise satisfactory reports and a note made of the reason on this form. Where the failing is due to inexperience, guidance will be necessary but the cause should be borne in mind and the advice tempered accordingly.

themselves. They also found completion of the appraisal forms "time consuming"; another example of them seeing things they had to do getting in the way of them performing their primary task rather than as something that helped them or added value.

DEVELOPING THE FEEDBACK FOR LEARNING SYSTEM

3.11.2 The start of the development of a local Feedback for Learning package was a series of Learning Conversations with the third line managers. These concentrated upon their ideas on what did and did not constitute supervisory effectiveness. Working together with their boss, the Letter Sorting Office Manager, they eventually agreed on 15 criteria spread over 5 main categories:

Flair for management
Personal characteristics
Experience
Common sense
Self organised learning.

In order to check that they had common understanding of the criteria, they each rated some acting first line supervisors and as a result were able to resolve some conflicts although they also highlighted some genuine

disagreements between them. This experience was key to persuading this group of managers of the potential value of S-O-L and they agreed that the package should be further developed for use by the second line supervisors.

The next stage was to let the second line supervisors try out the new criteria. One of the results of this was that they did not agree with all the criteria. During the weekend workshop at Basingstoke (see para. 3.9) additional criteria were elicited and agreed. The package then had 21 criteria spread over six major categories:

Job performance

Supervisory skills

Organisational skills

Communication skills

Personal skills

Self-Organised Learning.

A full description of the criteria can be found at Appendix 3.11.2.1. The second line supervisors again tried out the new criteria by rating all acting and substantive first line supervisors. Subsequent Group Learning Conversations were able to further raise their understanding of what they judged to be effective and ineffective supervision.

Using CSHL software, the results of the ratings produced by the second line supervisors were analysed in four ways:

a) the ratings of all first line supervisors by each second line supervisor.

b) the ratings of each first line supervisor by all second line supervisors.

c) the ratings of all first line supervisors by all second line supervisors for each criterion.

d) an average of the ratings of all second line supervisors on each first line supervisor.

These analyses were used for planning coaching programmes, for use in Learning Conversations, as an aid for reviewing coaching progress and for reviewing/improving the quality of feedback. They also highlighted patterns of weakness or lack of skill which could be addressed by training. Examples of the analyses can be found at Appendix 3.11.2.2.

The local Feedback for Learning package was recognised to be easier to use and fairer. It also provided a more effective diagnosis of development needs than existing

systems. By keeping, monitoring and using records of the feedback it was seen that this had the potential to be the main motor of S-O-L activity in the future. It would help second line supervisors provide more effective support to the development of first line supervisors and this would lead to improved performance and it would provide more and better evidence for annual appraisals and promotion decisions. The third line manager responsible for administration in the sorting office developed a spreadsheet (Figure 3.11.2) on which to record the results of the Feedback for Learning along with individual's involvement in other S-O-L activity.

LESSONS LEARNT

3.11.3 The Feedback for Learning project was important in a number of ways:

- it grew out of dissatisfaction with existing appraisal systems, an issue addressed in my proposed Person-Centred Model of Organisational Growth (see Chapter 7)
- it ensured that there was effective feedback vital to the reflection which is at the heart of S-O-L.



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INFORMATION FROM SELF-ORGANISED LEARNING

ACTING P.E.D.....

RECORD OF DUTIES AND APPRAISALS

DATE	JAN 6	JAN 13	JAN 20	JAN 27	FEB 3	FEB 10	FEB 17	FEB 24	MAR 3	MAR 10	MAR 17	MAR 24	MAR 31
ACTING P.E.D. (P.H.81 + Trinity)													

P773 CRITERIA:

FILLED IN BY P.E.D.....	JAN 6	JAN 13	JAN 20	JAN 27	FEB 3	FEB 10	FEB 17	FEB 24	MAR 3	MAR 10	MAR 17	MAR 24	MAR 31
01.0 KNOWLEDGE OF WORK AREA													
01.1 KNOWLEDGE OF OTHER WORK AREAS													
02.0 SKILLS TO HANDLE ESSENTIALS													
02.1 EFFECTIVE TO NEW IDEAS													
03.0 PROVIDES CONSTRUCTIVE CRITICISM													
04.0 HANDLES WELL UNDER PRESSURE													
05.0 WELCOMES RESPONSIBILITY & ADVICE													
06.0 GETS COOPERATION & RESPECT													
07.0 APPLIES RULES SENSIBLY													
08.0 GUIDES & INFORMS OTHER STAFF													
09.0 ENCOURAGES STAFF SKILLS													
09.1 FIRM, TACTFUL FAULT CORRECTION													
010.0 GOOD VERBAL EXPRESSION													
010.1 GOOD WRITTEN EXPRESSION													
OVERALL PERFORMANCE OF HIGHER DUTIES													

CHIEF'S APPRAISAL CRITERIA:

NUMBER OF P.E.D. APPRAISALS	JAN 6	JAN 13	JAN 20	JAN 27	FEB 3	FEB 10	FEB 17	FEB 24	MAR 3	MAR 10	MAR 17	MAR 24	MAR 31
WORKS WELL WITH DIFFICULT STAFF													
GETS BEST OUT OF POSTMEN & P.M.'S													
PROMOTES GOOD TEAM WORK													
IS COMPLETELY HONEST													
COMPLETELY LOYAL TO POST OFFICE													
IS COMPLETELY RELIABLE													
HAS REAL ENDURING COMMITMENT													
IS VERY ENTHUSIASTIC													
SKILLED AS A SUPERVISOR													
GOOD JOB KNOWLEDGE													
GOOD PRACTICAL PROBLEM-SOLVER													
GOOD JUDGEMENT & ANTICIPATION													
WORKS WELL UNDER PRESSURE													
LEARNS QUICKLY & WELL ON JOB													
ENCOURAGES STAFF LEARNING													

RECORD OF LEARNING CONVERSATIONS

PURPOSE	JAN 6	JAN 13	JAN 20	JAN 27	FEB 3	FEB 10	FEB 17	FEB 24	MAR 3	MAR 10	MAR 17	MAR 24	MAR 31
STRATEGY													
OUTCOME													
REVIEW													

DATE	JAN 6	JAN 13	JAN 20	JAN 27	FEB 3	FEB 10	FEB 17	FEB 24	MAR 3	MAR 10	MAR 17	MAR 24	MAR 31
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Figure 3.11.2

- it highlighted the difference in commitment which comes about when people are involved in developing systems compared with when they are imposed from outside.

- it provided a structure on which to build ongoing learning conversations.

- it highlighted the importance of relevance to the success or otherwise of systems, activities or tasks.

SUGGESTIONS FOR IMPROVEMENT ON THE JOB

INTRODUCTION

3.12.1 One of the most striking and encouraging outcomes of the trial of S-O-L was the way in which it released the imaginative and innovative qualities of many supervisors who previously had not felt able or allowed to make suggestions. Having said that, there were still difficulties in ensuring that suggestions were recognised, implemented, developed or rejected for sound, explained reasons. To try to overcome these difficulties and collect evidence for evaluating the trial, the Learning Coaches, assisted by CSHL, set up systems for

collecting, processing and following through suggested work method improvements.

The release of imagination and innovation can also be seen in many of the projects inspired by S-O-L, eg Orderliness and Tidiness and the Station Review.

Particularly fruitful in providing ideas to improve methods of work were the acting first line supervisors who had attended the workshops to prepare them for learning on the job. This process had encouraged them to question everything and they did so with no preconceived ideas or prejudices. One of these men made a number of suggestions in relation to the Railway Station. These covered matters such as how mail bags were loaded and segregated on trains, duty records and re-scheduling staff. Other suggestions were made about collection routes and contingencies against delays. Another supervisor suggested improvements to the operation of the Recorded Delivery service which had national implications.

LESSONS LEARNT

3.12.2 There is much evidence in the outcomes of the trial of S-O-L, not only in the suggestions made, that it

made supervisors aware that they had both the ability and the responsibility to be imaginative and innovative.

MANAGEMENT OF LEARNING

INTRODUCTION

3.13.1 In section 2.6 of my Literature Review I have described Systems 7, the management of learning model which Thomas and Harri Augstein developed largely as a result of their involvement in the trial of S-O-L at Reading Head Post Office; Systems 7 is shown at Figure 2.6.5.3. During the trial there was a shift in the emphasis placed upon different management activities and this had to be managed in order to ensure that it was effective. At the start of the trial, managers and supervisors were almost entirely task focussed as was the environment in which they worked. This meant that, in effect, there was no learning or improvement activity with managers simply concentrating on keeping things going on a day to day basis. More particularly, this task centred approach to management treated people as "cogs in a machine" in the way that the followers of Scientific Management had done and was based upon Theory X type assumptions about people. The trial of S-O-L turned the

focus onto learning and improvement by encouraging front line managers to analyse and question how things were done and by providing vehicles and opportunities for change. This process also brought the people involved to the centre of the activities. The key element in this change of emphasis was the role of the Learning Coach because he had no specific task responsibilities. His role was to support individuals and groups to take responsibility for learning and improvement. Another key change was that task supervisors were identified as and recognised themselves as "domain experts" in which role they were a vital learning resource not just task supervisors. This became clear very early in the trial during the preparation of 29 new acting first line supervisors (PED) for learning on the job (see 3.3) when experienced managers were used as learning resource. The third new management element introduced during the trial of S-O-L was that of Learning Manager. Placing this responsibility with the senior operational manager helped ensure that learning had a higher priority and, also, that the more person centred, Theory Y approach began to be applied throughout the organisation. As Learning Manager I had to cover a range of activities:

- a general S-O-L strategy

- use of S-O-L resources - staff/
techniques/equipment.
- establishing priorities and timetabling
activities.
- coaching resources.
- relating S-O-L activities to the management of
operational plans and activities.
- regular meetings at all levels to review policy.
- access to data.
- S-O-L feedback reporting system.
- allocation of resources and costing of S-O-L.

One of my key tasks as Learning Manager was to "protect" the trial of a more person centred approach in a general business environment which was still largely based upon Theory X assumptions both within that part of the Post Office in which the trial took place and in the wider context. The learning management structure developed during the trial at Reading became the model for introducing S-O-L at other sites around the country and I

have built my Person-Centred Model of Organisational Growth into it (see Chapter 7).

LESSONS LEARNT

3.13.2 The trial clearly demonstrated that learning needs to be managed like other activities and that the function needs to be spread throughout the organisation. Just as learners must take responsibility for their own learning, so all managers must take responsibility for the management of learning within their domain. It is also clear that the management of learning is itself a learning process.

GENERAL LESSONS LEARNT FROM THE TRIAL OF S-O-L AT READING HPO.

3.14 The trial of S-O-L demonstrated that:

a) people have the capability and willingness to learn and innovate and they will, if allowed, take responsibility for their actions and their learning.

b) whilst such a trial needs some starting points, there must exist the will and the courage to let things develop.

c) evidence shows that people do not abuse the freedom and increased responsibility by spending time on irrelevances.

d) the "paradigm shift" can be accomplished both in individuals and groups.

e) coaching can become a line function and that line managers will readily recognise this.

f) supervisors become more effective appraisers when they have been involved in producing the performance criteria.

g) learning needs to be supported.

h) the management of learning is a responsibility throughout the management structure and is itself a conversational learning process.

i) learning is a major activity in its own right and tying it to some other activity in order to apparently give it more credibility should not be

necessary and can be counter-productive in the longer term.

THE 1986 REORGANISATION OF THE POST OFFICE

INTRODUCTION

3.15.1 In 1986 the Post Office underwent a major reorganisation. Up to that point it had comprised two main parts, the Post Office which provided letter, parcel and counter services, and Girobank which provided banking services via Post Office Counters and the letter service. The reorganisation involved dividing the main body into three separate businesses covering its principal functions, Royal Mail Letters (now simply called Royal Mail), Royal Mail Parcels (now called Parcelforce) and Post Office Counters. The rationale for this change was that the three functions were in very different markets, communications and advertising (direct mail), distribution and retail and financial services respectively and as such required dedicated management. Previously, at local level, the Head Postmaster had been responsible for the provision of all three services and,

on balance, the two smaller ones, parcels and counters, had probably suffered as a result.

THE EFFECT OF THE REORGANISATION ON ME

3.15.2 As Head of Operations for the Reading Head Post Office area, I was responsible for the letter services. I had been doing this job whilst someone else was managing the planning, construction and equipping of a major new mechanised letter sorting office for Reading. As this project was drawing to a close, it was clear that I would not be appointed to the equivalent post in the new Royal Mail Letters business. Of particular disappointment to me was that this effectively meant I would also not be able to carry on as Learning Manager for the twelve month trial of Self-Organised Learning. The change also involved the appointment of a new Head Postmaster who displayed little empathy for S-O-L; his assumptions about people seemed to be Theory X in their nature. Although there was the possibility of taking up another post with Royal Mail Letters, I decided to join the new parcels business as manager of the large mechanised sorting centre which had opened about twelve months earlier on the outskirts of Reading and adjacent to the motorway network. My main reason for making this decision was that

I wanted to remain in direct operational line management which I enjoyed and which afforded me the best opportunity to continue developing my ideas on improving supervisory/managerial effectiveness and, in particular, to learn more about and practice S-O-L.

THE EFFECT OF THE REORGANISATION ON THE TRIAL OF SELF-ORGANISED LEARNING

3.15.3 The implementation of the reorganisation and my move to Royal Mail Parcels took place about two thirds of the way through the twelve month period of the trial of Self-Organised Learning at Reading Head Post Office. Although the trial ran its full course, and some of the S-O-L activities, eg the workshops for substantive first line supervisors, took place entirely after I had ceased to be Learning Manager, it suffered from the fact that those who replaced me in this role had less understanding of and commitment to it. In particular, the Learning Coaches found they received less support and therefore it was harder to organise and resource activities and there was a tendency to be more directive in the activities undertaken rather than allowing them to evolve, ie more "other" rather than "self" organised. After the trial and the departure of CSHL, the level of formal S-O-L activity declined although I am sure it continued to affect the lives of a number of those who had been involved.

MY REFLECTIONS ON THE TRIAL OF SELF ORGANISED LEARNING AT

READING HEAD POST OFFICE

3.15.4 When I first learnt of the idea of Self-Organised Learning, I saw that it fitted very well into what I wanted to achieve as Head of Operations; this was to:

- empower all supervisors to make the fullest contribution possible.

- enable managers and supervisors to stand back and reflect upon what we were doing and to find ways of improving it.

- change the culture or atmosphere from an autocratic one, to one in which people felt supported and encouraged.

- enable supervisors to develop personally to fullest extent possible.

- to improve overall performance in terms of cost and quality and to have measures of this which the supervisors found relevant to their jobs.

- to improve the assessment of individual performance and how these assessments were used to help supervisors improve.

I embraced the principles of S-O-L with enthusiasm but remained unsure as to how it would be maintained after the trial was completed and the considerable input from CSHL was withdrawn. Could it be absorbed into the very fabric of the organisation or would it require special support and, if so, would it, like so many initiatives, wither as management attention moved onto something else?

Looking back on my involvement in the trial, even at this distance in time, I am very excited about what took place and the impact on individuals and groups and about the improvement activities which were initiated. Lessons which I learnt personally were:

- that my general attitude and approach to managing people, whilst counter to the prevailing Theory X style, was valid. I set out how the justification for my belief that improved supervisory effectiveness would come from increased acceptance of personal responsibility in the widest sense in a paper I wrote in May 1986, looking forward to the future in Royal Mail Parcels; this is at Appendix 3.15.4.1.

- that I, and others, could acquire the skills to help people learn.
- that, frequently, all I, and others, needed in order to clarify what we wanted to do and how, was a structured conversation with someone skilled in listening and guiding without telling.
- that such activities required consistent and public support from the "top".
- that I needed to structure and organise myself in how I managed. Support of S-O-L had to be positive whilst allowing those involved to become "self-organised".
- that I was still not convinced that such an initiative as S-O-L could take on "a life of its own" and I was not sure what structure was required to support it. At the time I was about to transfer to Royal Mail Parcels, I proposed one idea for the latter which involved setting up a Staff Development Section; this is described more fully in the paper I wrote in June 1986 which is at Appendix 3.15.4.2.

- that I also needed to think in leadership terms, promoting a new vision for my office, transforming it to be concerned with Total Quality and enabling effective team learning activities throughout.

My involvement in the trial of Self-Organised Learning at Reading Head Post Office contributed significantly to the development of my Person-Centred Model for Organisational Growth which is fully described in Chapter 7. In particular, it demonstrated:

- the capacity of individuals and groups to learn and grow which is not being effectively harnessed to organisational goals.

- the need to provide effective support and management processes for learning and growth.

- that individuals and groups respond positively to being allowed their appropriate share of responsibility.

CHAPTER 4

**INTRODUCING SELF-ORGANISED
LEARNING INTO THE NEWLY
CREATED PARCELFORCE:
A PROGRAMME OF ACTION
RESEARCH -
PHASES 1 (1986-1989) AND
2 (1990)**

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AN INTRODUCTION TO THE PARCELFORCE SORT CENTRE NEAR READING

4.1 As described in Chapter 3.15, I transferred to Royal Mail Parcels (subsequently renamed Parcelforce) in 1986 following the reorganisation of the Post Office into four separate businesses. The biggest difference between my responsibilities as Head of Operations (Letters) and Manager of the Reading Parcel Sort Centre was the scale of the operations involved. In the former position I was responsible for 1500 to 2000 people in largely hand sorting, sorting offices throughout central and west Berkshire, whereas, in the latter, I was responsible for about 200 all in one, more highly mechanised location which cost £15 million pounds for site, building and equipment. This meant I was more involved in day to day activities and was able to get to know and be known by all the people involved.

In 1986, the Reading Parcels Sort Centre had been open for one year and processed parcels posted and for delivery in Berkshire and Oxfordshire. To do this it:

- collected posted parcels from sorting offices and customers' premises in the two counties.

- transported the parcels to the sort centre.

- unloaded and sorted by machine, the parcels to the sort centres serving the rest of the UK and abroad.
- transported the sorted parcels to the other sort centres and brought back parcels they had sorted and which were due for delivery in Berkshire and Oxfordshire.
- unloaded and sorted by machine the parcels for delivery to the sorting offices from which they would be delivered to the end customer.
- transported the parcels to the delivery sorting offices.

This cycle of activity took place every 24 hours, starting early afternoon on Monday through to Saturday afternoon.

In its first year of operation, the parcel sort centre had been managed by a man who had been "brought up" in the autocratic atmosphere of the "old" Reading Head Post Office (see Chapter 1.2). As such, he displayed Theory X assumptions about people and he had not encouraged much initiative or imagination. He advocated the "stick" as the most effective method of motivating people.

Between 1986 and 1992 there were a number of significant changes to the function and operating methods of the sort centre. Chronologically these were:

- 1987:- cessation of the national contract with British Rail for the carriage of parcels. This meant that the proportion of the parcels processed in the sort centre which were carried by road increased from about 50% to 100%.

- 1988:- closure of the sort centre at Milton Keynes and the transfer of the parcels it processed for the counties of Buckinghamshire and Bedfordshire to Reading.

- 1989:- installation of some loose loading equipment. Traditionally parcels had been sorted to either mailbags or towable containers. This was expensive in manpower terms and did not make optimum use of the carrying capacity of the road vehicles used. The new equipment allowed direct sorting of parcels into the trailers where they were loaded loose rather than in containers. This allowed us to load twice as many parcels to each trailer compared with containerisation.

- 1990:- installation of further loose loading equipment.

- 1990:- closure of the sort centre at Southampton and the transfer of the parcels it processed for the counties of Dorset, Hampshire, Isle of Wight and the Channel Islands to Reading; this represented a 75% increase in workload.

- 1991:- the closure of the sort centre at Brent Cross, NW London and the transfer to Reading of the parcels it processed for Middlesex and West and North West London. At the same time, parcels for Oxfordshire and Bedfordshire were transferred to sort centres in Birmingham and Peterborough respectively.

In 1994 the Reading Sort Centre, now under a new manager, again underwent a major change. It became the first sort centre to handle both the traditional standard parcels and those due for guaranteed delivery next day.

The principal management task throughout was to sort the parcels to the correct destinations by the set deadlines at the lowest possible unit costs. Although the operation was mechanised, success depended mainly on the performance and contribution of people.

**A PROGRAMME OF ACTION RESEARCH
PHASES 1 (1986 -1989) AND 2
(1990): AN OVERVIEW**

4.2.1 From feedback I received from employees at the time I took over, from the evaluation conversations I had with the three shift managers who also worked for him (see Chapter 6.10 - 6.13) and the performance of the sort centre, I believe it would be fair to say that the approach of the first manager of the sort centre had been unsuccessful. Given my approach to management and the lessons I had learnt from my involvement in the trial of Self-Organised Learning in Reading Head Post Office (Chapter 3), I planned to run things differently. I felt that the much smaller size of the operation would make it easier to impact on the whole rather than parts. The general approach that I had in mind was set out in the paper headed "Improving Supervisory Effectiveness in Royal Mail Parcels" dated 15 May 1986 which can be found at Appendix 3.15.4.1. My plan was to encourage, support and develop the supervisory team with the expectation that this would lead to a more Theory Y based approach to people and improved performance for the whole unit.

4.2.2 In this chapter I shall describe the first two of four phases of a programme of Action Research which I carried out between 1986 and 1992; phases 3 and 4 are

described in Chapter 5. In my Literature Survey (Chapter 2.7.3) I summarised the features of Action Research and these are repeated below with my comments on them in relation to my programme of Action Research:

- *it is collaboration between researcher and subject:* as Manager of the Sort Centre I was both researcher and subject in this programme. Other subjects were the members of my management team and Parcelforce both locally in Reading and nationally. The evidence I shall produce will demonstrate collaboration with each of these subjects.

- *it has a shared purpose:* whilst there were some differences about means between myself, as researcher, and the organisation, as subject, we shared a common purpose of seeking to improve organisational performance through more effective management.

- *it takes place in real, ongoing situations:* the situation, an operational parcels sort centre, in which the research took place was very real and ongoing beyond the end of the programme of Action Research.

- *it produces benefits for both researcher and subject:* I evaluate the benefits of both the four phases of my Action Research in Parcelforce and the earlier trial of Self-Organised Learning in Reading Head Post Office (Chapter 3) in Chapter 6.

- *it is a learning process:* the results of my Action Research will show individuals, groups and the organisation learning and improving their effectiveness. This thesis demonstrates that the Action Research has been a significant learning process for me as manager, researcher and person.

- *it is a CONVERSATIONAL process:* the programme of Action Research has been "conversational" in a number of ways:

- it has involved working together with different suppliers of learning opportunities.

- it has involved working with Parcelforce at a national level.

- it has involved the use of Learning Conversations.

- it has involved the sort centre management team working together.

- it has involved reflection on and review of what has taken place in order to learn how to do the next thing better.

4.2.3 Phases 1 and 2 of my programme of Action Research are very contrasting both in content and duration. Phase 1 lasted from my appointment as Manager of the Parcelforce Centre in the summer of 1986 until late 1989. During this period I endeavoured to use an S-O-L approach to the management of those who worked for me and received very little external support. There were three main elements to this phase:

- an attempt to replicate the trial of S-O-L in Reading Head Post Office (Chapter 3) through the appointment and use of a learning coach.
- a period when I tried relying solely on my own management style.
- a period when I was seconded to Parcelforce Headquarters which allowed me to reflect and review and lead to the implementation of Phase 2.

Phase 2 occurred during 1990 and took the form of an integrated Management Development and Productivity Programme which had the support of Parcelforce Headquarters and involved three learning opportunities:

- productivity improvement supported by the Harry Mitchell College.

- the Introductory Certificate of the National Examination Board for Supervisory Management supported by the Thames Valley College.

- Self-Organised Learning supported by CSHL.

SETTING THE SCENE FOR PHASE 1 (1986 - 1989)

4.3 In the following sections I will describe how I used an S-O-L approach to the management of those who worked for me between 1986 and 1989. This will cover:

4.3.1 the appointment and use of a Learning Coach.

4.3.2 reflections on the impact of my management style.

4.3.3 a period of reflection and review.

Initially I hoped to retain a link with the trial of S-O-L taking place in Royal Mail Letters (Chapter 3) and in particular with CSHL. My paper "Improving Supervisory

Effectiveness in Royal Mail Parcels" engendered some interest in the new Business' training function and I was initially encouraged to develop my ideas (see the letter dated 4 December 1986 at Appendix 4.3.1). The Head of Training for Royal Mail Parcels had, for a time, been a member of the National Steering Committee for the national trial of S-O-L. As a result of this I was able to secure a place on one of the national S-O-L Coaching Workshops for one of my staff to learn the skills required of a Learning Coach. At this stage I envisaged replicating the pattern of activity that had proved so successful during the twelve month trial in Reading Head Post Office.

In her letter of 4 December 1986 (Appendix 4.3.1), the Head of Training for Royal Mail Parcels indicated that it was the intention "to encourage other PCOs (Sort Centres) to adopt the (S-O-L) approach". However, at the same time the Business was developing a "Parcels Supervisory Management Training Programme" and was proposing to appoint "local trainers" at District Office level (see the description of the role of local tutors at Appendix 4.3.2). The plan was that as much as possible of the management training aimed a first and second line level should be carried out at District level. This would be done through the local trainer working to centrally prepared but locally adapted tutor briefs. This was an

indication that the Business was intending to introduce largely "other" rather than "self" organised learning.

THE APPOINTMENT AND USE OF A LEARNING COACH.

4.4.1 I adopted a similar method of appointing a Learning Coach as I had used for the trial in Reading Head Post Office. I invited all operational supervisors to volunteer (see my minute of 7 January 1987 at Appendix 4.4.1). Whereas before the commencement of the trial in Royal Mail Letters, only one out of about 70 supervisors volunteered to become the coach, three out of only twelve supervisors volunteered to become the coach for the parcels sort centre. I think that this difference was due to number of factors:

4.4.1.1 although none of the supervisors had been directly involved in the trial they were aware of it and knew, and had talked to, others who had.

4.4.1.2 because of the much smaller number of supervisors involved, I was able to talk to each of them and answer their questions.

4.4.1.3 the concept was no longer so new and unknown.

Actually selecting the coach was quite difficult, because none of the three candidates was completely suited to the role. Two were second line supervisors (Shift Managers) who, at that time, still adopted an autocratic, Theory X approach. The better of the two saw becoming the coach as an opportunity for him to be able to "tell" his colleagues how to run the operation because he felt he knew best. The third volunteer was a first line supervisor who had shown some interest in "training" and who was probably attracted by the prospect of temporary promotion and to get away from the day to day pressures of supervision. On balance, I decided to appoint the first line supervisor on the grounds that I felt he would be more likely to learn the new approach. He attended a national Learning Coaches workshop during April 1987.

LESSONS LEARNT

4.4.2 The main lesson I learnt from this process was that it would not always be possible to find somebody suitable to be a Learning Coach outside the line of command.

Eventually this lesson contributed to the development of my view that coaching should be the responsibility of line managers.

S-O-L ACTIVITIES

4.4.3 I lacked the benefit of the Learning Conversations with CSHL to help in devising an initial action plan in the way I had done the start of the trial of SOL in Reading Head Post Office (Chapter 3.2). However, with the Learning Coach, I identified two specific learning needs. Firstly, there was a small group of acting first line supervisors whose learning needs appeared to be very similar to those of the equivalent group in Royal Mail Letters who had taken part in the workshops (Chapter 3.3). Secondly, there was one particular first line supervisor whose performance was considered unsatisfactory and who, therefore, seemed a good choice for offering the help that S-O-L could bring.

OUTCOMES

4.4.4 Neither of these initiatives proved particularly successful. I believe that the reasons for this were:

4.4.4.1 the learning coach was not adopting a true S-O-L approach being more inclined to "train" rather than support learning.

4.4.4.2 I did not provide sufficient support and involvement.

4.4.4.3 other members of the management team were not involved, did not understand and were not convinced of the potential benefits.

4.4.4.4 the general style of supervision remained autocratic and based on Theory X assumptions, and in so far as any of the acting first line supervisors and the single first line supervisor, absorbed and understood anything about S-O-L, they could not see its relevance to their normal work domain.

4.4.4.5 I allowed the major operational changes (described in section 4.1.2) to dominate activity at the expense of developing further the use of a learning coach.

LESSONS LEARNT

4.4.5 The lessons I learnt from this rather unsuccessful first attempt at using S-O-L in Royal Mail Parcels were:

4.4.5.1 that a learning coach needs a lot of support in the early days. In the trial in Reading Head Post Office, this was provided both by myself but to a very large extent by CSHL.

4.4.5.2 other people, not directly involved in the S-O-L activity need to be aware of what is happening and, if not positively supporting it, at least, not opposing it.

4.4.5.3 it is necessary to have a Theory Y type environment which is conducive to the development of S-O-L. This was created during the trial in Reading Head Post Office by the speed with which many supervisors became involved. In the early days of Royal Mail Parcels, the introduction was much more low key.

4.4.5.4 I lacked the confidence of knowing that what I was doing was part of a national initiative. Although there had been an indication of Business support for using S-O-L, this support never showed itself in any positive form. I should have sought the guidance of CSHL but was not sure that I could.

REFLECTIONS ON THE IMPACT OF MY MANAGEMENT STYLE

INTRODUCTION

4.5.1 For a number of reasons, I abandoned the idea of attempting to repeat the activities of the trial of S-O-L in Reading Head Post Office. The reasons were:

4.5.1.1 a recognition that the learning coach was probably not suited to the role.

4.5.1.2 I needed to develop greater acceptance of the benefits of an S-O-L approach amongst my management team.

4.5.1.3 the changes taking place in the Business generally but at the Reading Sort Centre in particular (see section 4.1.2) diverted my attention and eventually lead to the learning coach being fully occupied in training new and existing staff in basic parcel handling sorting skills.

Despite the disappointment of this early "failure" in my use of Self-Organised Learning in Royal Mail Parcels, I remained committed to a Theory Y management style which involved:

- encouraging others to accept responsibility for making the fullest possible contribution and solving their problems.
- consulting as fully as possible with members of my management team, trade union representatives and staff.
- delegating authority to the fullest extent that members of my team were prepared to accept.
- offering consistent support and encouragement to individuals and groups.

ACTIVITIES

4.5.2 My main activity during the period between the early attempt at using a learning coach and 1989, was to live my Theory Y management style as consistently as I could and to encourage other members of my team to adopt a similar style. The latter proved difficult because some members of the team had adopted an autocratic approach for many years and tended not to consult and inform others of what was happening. It is probable that this great contrast in styles was one of the reasons why it

took so long for the more "democratic" style to be accepted. Specific actions I took were:

4.5.2.1 to consult with team members before reaching important decisions.

4.5.2.2 to support and encourage team members in trying out their own solutions to the problems and decisions they faced. This process involved helping them to clarify:

- their *PURPOSE* - what it was they intended to do.

- their *STRATEGY* - how they intended to do it.

- the *OUTCOME* - what they expected the result to be.

- a *REVIEW* of what they had done and lessons learnt.

4.5.2.3 to establish regular communication and liaison between the different functions within the sort centre, ie sorting, transport, plant maintenance, vehicle maintenance, training and administration. This took several forms:

- a daily meeting at 8.30am to review the preceding 24 hours and plan for the next 24 hours.

- a weekly meeting to review productivity performance and staffing and agree plans for the next week.

- a monthly meeting of the whole management team.

4.5.2.4 to encourage cross functional teamworking through means such as those described at 4.5.2.3 and by general encouragement and by challenging instances of poor or non-existent teamwork.

4.5.2.5 to adopt a sympathetic and listening approach to staff. I walked the work areas of the sort centre on a regular basis and made myself available and approachable for all staff. I endeavoured to follow up all suggestions or queries and to feedback results as promptly as possible. I was more sympathetic towards personal problems and matters such as time off to deal with them than had been traditional. I believed that, in general, we treated operational staff differently to office

staff in the latter respect and found this unacceptable.

4.5.2.6 to encourage and therefore much reduce, the correct use of the Discipline Code. I "preached" the view that, in the majority of cases, if we had to use the discipline code we had failed as managers and that its use was not appropriate in cases involving unintentional mistakes.

4.5.2.7 to develop constructive relationships with local trade union representatives. Building upon the lessons I had learnt during my time working in Reading Head Post Office (Chapter 1.2.5), I consulted very fully with the representatives, took account of their views often adopting their suggestions and developing clear guidelines on what was and was not acceptable to both sides. I saw it as appropriate and beneficial to ensure that the representatives shared responsibility for plans and actions in the sort centre.

4.5.2.8 I produced personal and unit action plans in order to clarify what I and my team were planning to achieve (examples from January 1991 and 1992 are at Appendix 4.5.2). This had the effect of:

- clarifying our purposes.

- providing something against which to measure progress.

- reminding us of what we planned to do when pressures from elsewhere tended to drive us off course.

OUTCOMES

4.5.3 Given the nature of a personal management style it is difficult to identify specific, measurable outcomes. However, I was able to observe the impact of the activities I have described in paragraph 4.4.2.3 even whilst being deeply involved in them. The response of team members to being consulted on decisions and being given the freedom to try their own solutions to problems, varied; this is reflected in greater depth in the evaluation conversations I held with my management team and which are described in Chapter 6.10 - 6.13. The range was from one second line supervisor who was immediately ready to offer advice and suggestions and who was not afraid to back his own judgement, to one of his colleagues who appeared to want to remain in a Theory X environment in which he "did as he was told" and in which, if he made a mistake he was admonished rather than

helped to learn lessons from them. In more general terms, I found that the team dealt with crises more effectively and imaginatively as time went by and I believe that this resulted from the confidence they had gained from seeing their own solutions implemented successfully and from the fact that they had learnt to consider the wider consequences of what they were doing, to be imaginative and to seek and use ideas from other people. The more effective management of crises was particularly evident on the occasions when extra work was taken into the sort centre - in 1988 on the closure of Milton Keynes, in 1990 on the closure of Southampton and in 1991 on the closure of NW London. On each occasion, mainly for reasons beyond local control, the change took place during the Autumn which is our busiest period. On each occasion, the change was not as smooth as we had planned but it was the efforts of the local team which brought the situation back onto an even keel with little or no constructive help from elsewhere. The circumstances and consequences of the timing of these changes was not recognised by the Business.

The range of meetings designed to maintain teamworking among the different functions ran throughout my period in charge of the sort centre. In the first two or three years, until he was promoted, I designated the

Engineering Manager as my deputy. This was unusual for two reasons:

- the tradition was to designate somebody from the operational function.

- at the time, the Engineering Manager was an employee of Royal Mail Letters. We "bought" the services of himself and his team of engineers on an inter-business contract.

However, I regarded him as the best qualified person to manage the sort centre in my absence and I saw it as a way of emphasising the importance I placed on cross functional working. Some endorsement of my judgement can be found in the fact that he is now Head of Engineering for Parcelforce.

Whilst I would not claim that relationships within the unit were perfect, I have had many, unsolicited, verbal statements from individuals and from trade union representatives as to the positive effect of my endeavour to create a non-autocratic atmosphere. In particular, constructive relationships were firmly established with local trade union representatives.

LESSONS LEARNT

4.5.4 I learnt two main lessons during this period up to 1989:

4.5.4.1 firstly that a more "democratic", Theory Y style of management worked for me and that I was neither suited nor capable of adopting any other on a sustained basis.

4.5.4.2 secondly, that I needed to do more than simply set a good example, if I was to change the way all my team managed and supervised.

On a more personal level, I learnt, during a period of reflection which I will describe next, that I had to be more courageous and confident in pursuing what I believed to be the correct course. In the development of my person-centred model for organisational growth (see Chapter 7), this period showed me the importance of having an empathic environment in which to operate.

REFLECTION AND REVIEW OF PHASE 1 OF A PROGRAMME OF ACTION RESEARCH

4.6.1 In February 1989 I was invited to work in the Headquarters of Parcelforce for a period. One of the Assistant Directors (Operations) had been withdrawn to manage a major project and I was asked to cover most of his responsibilities for the period. I accepted the invitation reluctantly for two main reasons:

4.6.1.1 I did not want to be away from my job as manager of the Reading Sort Centre for which I had plans in particular in relation to supervisory effectiveness.

4.6.1.2 I did not want to become involved in daily commuting to London.

4.6.2 I did not enjoy the seven months I spent at Headquarters for the reasons listed above and because I did not enjoy the work I was asked to do which tended to be long term policy making which rarely seemed to come to a satisfactory conclusion. However, this period did give me an opportunity to reflect from a distance on what I had and had not achieved as Manager of the Reading Sort Centre and how I had done so. This eventually crystallised into the following conclusion:

4.6.2.1 I must be more open about my intention to help supervisors improve their performance.

4.6.2.2 I must be more courageous in pursuing my intention to help supervisors.

4.6.2.3 I must be more structured in providing help to supervisors.

These conclusions, particularly the first and third, played an important part in the development of my Person-Centred Model of Organisational Growth as described in Chapter 7.

SETTING THE SCENE FOR PHASE 2 (1990)

4.7 In October 1989 I returned from my spell of working in Headquarters with a determination to pursue the needs I had identified (Chapter 4.6).

My PURPOSE was to create an atmosphere in the Sort Centre which ensured that improvement and development was regarded as an important but normal part of working life.

My STRATEGY was to win the support and commitment of the members of my team to my purpose and to demonstrate my own determination and commitment by delivering learning opportunities and ensuring that the organisation was sufficiently robust to bear the strains that this would produce.

As reported in Chapter 4.6, in 1989 I recognised that I needed to be more open about my intention to help supervisors improve their performance. I realised that if the improvement were to be approached in a "self-organised" way, the supervisors must first acknowledge that they had a need for it, in other words I needed to win their support and commitment. My strategy for achieving this was to explain my plans to them at a team meeting and to ask them whether they wished to participate. More informally I also talked to individuals about my plans in order to "sow the seed". The meeting took place on 13 November 1989 and its outcome is summarised in my minute of 17 November 1989 which is at Appendix 4.7.1.

At the meeting I endeavoured to set my proposals in a general context of "improvement" by exposing the team, for the first time, to the concept of Total Quality Management. In using the word "improve" I had in mind the definition "to grow or become better, to be enhanced"

which I believe can also be used as a definition for learning. I used the concept of Total Quality Management to highlight the goals that we ought to be aiming for, ie:

- meeting agreed customer requirements.

- getting it right first time.

I asked the team if they believed that we could improve the performance of the sort centre and, if so, how? The team agreed that we could bring about improvement by increasing our effectiveness as a team and as individual members of it. The team committed themselves to participate in development activities to this end.

I also exposed the team to the idea that everybody has to accept responsibility for their learning because if we do not see the need or want to learn, it is most unlikely that we can be taught, ie Self-Organised Learning.

Having won the commitment of the members of my team, I went on to try to demonstrate my own by offering a range of learning opportunities and by ensuring the organisation was capable of allowing these to be exploited.

The initial learning opportunities that I identified, were a combination of initiatives being pursued by

Parcelforce as a business and others which I proposed to create locally. Parcelforce was moving to a position in which all new first line supervisors had to obtain the Introductory Certificate of the National Examination Board in Managerial and Supervisory Skills (NEBSM) before permanent appointment. It was also possible for existing permanent managers to obtain both the Introductory and Full Certificates. Parcelforce had also developed a number of interactive videos on subjects such as effective teamwork and learning to listen. Locally I committed myself to create opportunities which would use techniques and ideas that I had learnt from my involvement with Self-Organised Learning. I also promised that if training needs were identified that could not be met within the sort centre, then I would endeavour to arrange for them to be met elsewhere.

A further lesson I had learnt from my involvement in the trial of S-O-L in Reading Head Post Office was that activities often could not proceed because managers could not be released from the duties because cover could not be provided. This was also frequently a barrier to "withdrawing" managers to undertake special projects. I decided that I must mitigate the impact of this problem. To do so I made a case for an additional "reserve" first line manager. My minute dated 16 November 1989 addressed to my boss, the District Manager, sets out my

justification for the extra post: a copy of the minute is at Appendix 4.7.2. My confidence in the benefit that would accrue from this investment of additional resource was shown by the fact that I did not request budgetary provision, believing that it would be financed through improved performance. The extra post was approved and filled.

At about the same time as I was winning the support of my team and strengthening the organisation to allow more learning activity, I was visited by two representatives of the training function who were trying to create interest in some of the courses being run at the Post Office College in Cardiff. We had a long discussion on the learning needs of my management team and some initiatives which Parcelforce were developing. The conclusion of the discussion was that there would be mutual benefit in trialling Parcelforce HQ's initiatives in Reading. As a result my offer of Reading as a site at which to hold the trial was accepted; see the correspondence at Appendix 4.7.3. I was conscious that some of the programme that would be put together for the trial was likely to be, at least partially, "other organised". Despite this I saw it as an opportunity that could not be missed given the funding it would provide and the clear confirmation of the delivery of my commitment to my team that it demonstrated. In particular

it meant that I would be able to work once again with CSHL in developing the use of S-O-L. So, a combination of my own plans and those of Parcelforce HQ resulted in a major programme of supervisory development.

In drawing up their ideas for a Management Development and Productivity Improvement Programme to be trialled at Reading, Parcelforce HQ had the experience of an earlier attempt at the sort centre in North West London. This had comprised two elements:

- the NEBSM Introductory Certificate.
- some productivity improvement training provided by consultant industrial engineers who were not "trainers".

HQ felt that this programme could be improved by employing the Harry Mitchell College of the Chinal Consulting Group to provide a more professional training approach to the productivity element and also were keen to overlay the whole programme with the Self-Organised Learning approach.

**PLANNING THE MANAGEMENT
DEVELOPMENT AND PRODUCTIVITY
IMPROVEMENT PROGRAMME**

PLANNING ACTIVITIES - THE OVERALL PROGRAMME

4.8.1 The principal measurable benefit which it was hoped to gain from the Management Development and Productivity Improvement Programme was an improvement in productivity in the sort centre in terms of parcels handled per man-hour. With this in mind, and their experience in putting programmes together, the Harry Mitchell College was charged with coordinating the planning of the programme. The first main event was a workshop held on 15 March 1990 at which the programme was discussed and the agenda for which is at Appendix 4.8.1.1. Those attending the workshop were:

- Parcelforce HQ - Training division
- Parcelforce HQ - Productivity Services
- Harry Mitchell College
- Thames Valley College (now University) -
NEBSM
- Centre for the Study of Human Learning
- Myself.

At the workshop it was agreed that the main elements of the programme would be:

- the NEBSM Introductory Certificate
- Productivity Improvement
- Self Organised Learning

In addition it was hoped that a computerised simulation of the sort centre would be available for use in the programme; in practice this did not happen due to programming delays. Also being developed was a computerised production control system which was designed to provide productivity feedback to supervisors on a work area and daily shift basis. The latter was eventually introduced but only toward the end of the programme. The whole programme was to be set in the context of Total Quality Management which the Post Office in general, and Parcelforce in particular, had adopted as the way forward.

As a result of the workshop held on 15 March 1990, it was agreed that the programme would run from 30 April to 4 August 1990. This time span was dictated by the number of weeks required to complete the NEBSM Introductory Certificate. A detailed schedule of activities was drawn up and a copy of this is at Appendix 4.8.1.2. This schedule did not include any specific S-O-L activity as

the latter was seen as supporting the whole learning which was to take place through the other elements of the programme. Although there were some events scheduled during the currency of the programme, this lack of pre-planning proved a weakness and not as much progress was made with S-O-L as I had hoped at the outset.

LOCAL PLANNING

4.8.2 The Management Development and Productivity

Improvement Programme was to involve all members of the sort centre management team including acting first line supervisors. We had never undertaken such an enterprise before and needed both to believe that we could complete it and make the necessary arrangements so that we could do so whilst at the same time keeping the sort centre operating effectively over three shifts, 24 hours per day from Monday to Saturday. The main local planning focussed on attendance at the Productivity Improvement seminars and the three, two day NEBSM workshops. These group activities all took place off the job and were generally held on the first two days of the relevant weeks because:

- Monday morning was free as, at that time, we did not process parcels before 2.00pm on Monday.

- it caused less disruption if, for example, a supervisor scheduled to be working on the night shift was due to attend one of the group activities which took place during "normal office hours".

The planning also had to take account of the fact that not all team members were to attend all activities, for example, some had already completed their NEBSM Introductory Certificate.

As part of the local planning I formally advised all team members of the general outline of what was proposed (see my minute of 29 March 1990 which is at Appendix 4.8.2.1) and at a team meeting on 2 April 1990. On 6 April 1990, I advised the representatives of the Supervisors/Managers Trade Union (CMA) and of the main staff Trade Union (UCW) of what was proposed (see my letters at Appendix 4.8.2.2). In the latter case I invited them to have a representative participating fully in the programme, in particular the Productivity Improvement element. In order to plan the attendance of team members at the group, off the job activities it was necessary to take account, for each individual, of:

- what duty they were due to cover.

- what shift they were due to be on.

- what annual leave (holiday) they had chosen.

This exercise was done for me by three team members working from the basic information in the manuscript chart at Appendix 4.8.2.3. This chart gives details of:

- the team members names.
- when they were due to be on annual leave.
- what duty, by number, they were due to perform. It was also possible from this information to know what shift they were due to be on.

Where a letter "R" appears against an individuals name, this indicated that they were due to be a "reserve" for that week and would be available to cover duties vacant because of absence etc. The last four team members listed on the chart were the acting first line managers who were also available to provide cover for vacant duties. I published the results of this exercise with my minute of 9 April 1990 (see Appendix 4.8.2.4) and invited team members to let me know of any changes that needed to be made. Making these groups work required the cooperation of all team members, some of whom had to attend them in their own time and some of whom had to do overtime to provide the necessary cover whilst others attended them.

It was also necessary to ensure that rooms were available for the activities in a building not blessed with a great many such facilities.

THE PROGRAMME LEARNING OPPORTUNITIES .

4.9 In the following sections I will describe in more detail the elements of the Management Development and Productivity Improvement Programme. I will describe the learning activities which took place, the outcomes and the lessons learnt in relation to the delivery of such programmes and learning in an active industrial environment. Although I will describe the elements separately, it was the intention that they were to be delivered in a coordinated way. To this end, the providers of the three main inputs:

Harry Mitchell College - *Productivity*

Improvement

Thames Valley College - *NEBSM*

CSHL - *Self-Organised Learning*

met to discuss and understand what each other was offering and how, and also to agree points of overlap and linkage. It was agreed that the whole programme would

encourage those taking part to take responsibility for their own learning.

PRODUCTIVITY IMPROVEMENT

INTRODUCTION

4.10.1.1 As with most industries, productivity is a key factor and measure of performance of Parcelforce and operational units within it. Generally speaking, the more parcels that are handled for each manhour spent results in lower unit costs and lower unit costs permit the charging of lower prices to customers or the achievement of higher profit margins or both. It is also generally the case that where productivity is high so is quality. The latter is certainly the case in parcel distribution where a key factor in achieving high quality is the completion of sortation by specific deadlines.

Productivity is, therefore, an area where the search for continuous improvement is beneficial in achieving a competitive edge. This was one of the reasons why the programme trialled in Reading Parcels Sort Centre starting in April 1990 concentrated upon productivity improvement. The other reason was that a new bonus scheme had recently been introduced and it was important that it

was properly understood and fully exploited to the benefit of the staff and the Business.

4.10.1.2 Part of the background to the Management Development and Productivity Improvement Programme was that Parcelforce was moving from a position in which front line managers supervised work with little or no means of measuring, monitoring or controlling costs, to one in which they made balanced, cost effective decisions based on usable information. At the same time we were attempting to change the make up of the pay packets of our employees who were unskilled and paid a relatively low basic wage, particularly in the expensive, low unemployment Thames Valley. Traditionally they had boosted their take home pay by working overtime. When recruitment was difficult, plentiful availability and take up of overtime was an important factor in ensuring that staff were retained and essential work was covered. At its peak, 25-30% of hours worked were paid as multiple rate overtime. Reliance on overtime had many disadvantages, including:

- cost
- unreliability
- lack of control
- manipulation by employees

- tiredness resulting from working too many hours.

Business policy was to reduce overtime and to substitute it in the pay packet with bonus payments earned through increased productivity. However, experience at the Reading Parcel Sort Centre and elsewhere, showed that the incentive scheme could not adequately compensate employees for the loss of overtime earnings. This created a number of problems including:

- resentment
- opposition to the incentive scheme
- increased staff turnover during times of low unemployment
- a moral dilemma for managers conscious of the impact of the reduction in take home pay on the standard of living of the staff who worked for them.

The new incentive scheme was called the Performance Based Incentive Scheme (PBIS) and was basically a measure of parcels handled per manhour. Every parcel handling activity in the sort centre had been measured by our industrial engineers and given a unique work value. The sum of these work values produced an overall target throughput of parcels per hour for the sort centre. The

target throughput for each of the Business' sort centres was different depending upon many factors - parcel mix, type of sorting machinery, building layout - but could be said to be 100%. Actual throughputs achieved could be compared with and expressed as a percentage of the target allowing equal bonuses to be paid for equal effort. The work activities which could be measured by the industrial engineers were called "direct" because they involved directly handling parcels, eg unloading, sorting and loading. In order to be measurable it was necessary to be able to relate appropriate, measurable workload to the hours used and, in general, this was in the form of parcels or "traffic" as it was called. Activities which could not be measured because there was no appropriate, measurable workload to relate to them, were called "indirect". Hours used on "indirect" activities were excluded from the calculation of productivity performance and, therefore, bonus payments. One of the issues highlighted during the Productivity Improvement phase of the Programme was that of transferring staff and, therefore, hours from "direct" to "indirect" activities in order to keep the measured productivity, and bonuses, as high as possible. This raised questions of legitimacy, availability of "indirect" work on to which to redeploy staff and the willingness of staff to be moved from their "normal" duties and of managers to move them. As well as being designed to be a "fair" bonus system, PBIS produced

a great deal of information which could be used for assisting in managing the sort centre productively. Information such as measured rates for particular tasks which could be turned into staffing levels for given levels of traffic. This information could be used for day to day planning - to help answer the question "how many staff are required to clear today's forecast volumes?" - and for longer term planning - to help answer the question "what should be the size and shape of the standard duty structure of the sort centre?" The Productivity Improvement phase of the Programme was designed to help front line managers understand and use this information.

PRODUCTIVITY IMPROVEMENT ACTIVITIES

4.10.2. A pre-requisite for this element of the programme was that all participants should have completed a PBIS Appreciation Course. Unfortunately during my absence in Parcelforce HQ during 1989, many supervisors in Reading had missed some or all of this course. It was necessary to put this right by sending some to courses at the Harry Mitchell College in Nottingham and by organising courses in Reading. This training was completed by 19 April 1990. The programme for Productivity Improvement was carefully structured and specifically targeted to achieve a measurable increase in throughput of parcels handled per

manhour of ten percentage points. The activities are listed under the column headed "Productivity Trainers" in the schedule of activities for the whole programme which is at Appendix 4.8.1.2. In summary, the activities were:

- Staff seminars to explain PBIS
- Activity sampling seminars
- Activity sampling pilot and main studies
- Presentation and discussion of activity sampling results
- Productivity improvement counselling
- Calculation and presentation of results.

STAFF SEMINARS

4.10.3. Although the Management Development and Productivity Improvement Programme was designed to improve supervisory effectiveness, it was agreed in advance that it was important that the front line staff themselves understood the incentive scheme (PBIS) and the objectives of the Productivity Improvement element of the programme. To this end, seminars of two hours duration were held; an outline of the contents of the seminars is at Appendix 4.10.3.

OUTCOMES

4.10.4 Both parcel handlers and drivers attended the seminars. The former expressed some dissatisfaction as they felt that they did all the work whilst drivers could win free time by getting back from their runs early. The latter expressed dissatisfaction because under the national agreement they received only 50% of the weekly bonus earned. There is a great deal of detail in the make up of the target throughput and it is very easy to over-complicate an explanation of it. I found little evidence from talking to members of staff after the seminars to suggest that they had succeeded in increasing the level of understanding of PBIS. Many staff lacked faith in the fairness of the scheme and tended to approach any explanation of it in a rather hostile manner.

LESSONS LEARNT

4.10.5 The motive behind the staff seminars was good but insufficient thought was put into the planning. Although there was a case to justify the seminars being run by "independent consultants", it may have been more helpful if a member of the local management team had also been in attendance. We also did not try to find out from the staff what their learning need was and therefore, failed to achieve our objective of increased understanding of the bonus scheme.

ACTIVITY SAMPLING

4.10.6 In planning the programme it was agreed that the learning about productivity and its improvement should be based entirely upon what was actually happening in the Reading Sort Centre. With this in mind, it was decided to involve all first and second line supervisors in undertaking a sort centre wide activity sample. This would ensure that we had a very detailed picture of what was happening in the sort centre and that the team would "own" these results as they had produced them. In addition, the supervisors would acquire activity sampling skills which it was believed could be used by them in their normal duties for assessing staffing levels etc.

ACTIVITIES

4.10.7 Before the activity sampling began, all members of the team attended a half day "training" session. Four seminars were held on 14 and 15 May 1990. These sessions covered:

- the principles of activity sampling.

- activity breakdowns ensuring that there was uniformity in the activities sampled in each work

area, ie all managers responsible for one work area recorded the same group of activities.

- the use of random number tables to select when to sample.

- how the accuracy of the data collected was to be checked.

As a result of the seminars the productivity improvement tutors produced sampling sheets showing the categories of work and identification codes (for working, not working, waiting for work etc.) which were agreed during them. The next step was to use the remainder of the week in which the seminars were held, to undertake a "pilot study" or trial run of the activity sampling. This was intended to confirm the design of the observation sheets, allow the identification of additional codes, check that the supervisors could do the sampling whilst also carrying out their normal duties and allow the supervisors to familiarise themselves with the skills they had learnt in the seminars.

The full activity sample began on Saturday 19 May 1990 and continued for the next three weeks. During this period, the tutors were available for "on the job" coaching to assist managers with any problems that arose.

On each shift there were four managers taking samples and they were, as a rule, each coached, at least, once per shift. At the same time, the tutors, who were fully qualified industrial engineers, undertook a rated activity sample which would provide a check against the results produced by the managers and also an assessment of the overall pace of work during the sampling period. At the end of the three week sampling period, the tutors collated all the results and then held a further four, half day group sessions on 13 and 14 June 1990, to present and discuss the results and what they meant in terms of the productivity of the sort centre. The purpose of these group sessions was to agree the areas where productivity could be improved and, at least, begin to consider how this might be achieved.

OUTCOMES

4.10.8 The activity sampling seminars held prior to the sampling taking place proved beneficial in establishing a constructive relationship between the team and the tutors. The general reaction, confirmed by the pilot study, was that the activity sample could be carried out by the supervisors within their duties and that the skill would prove useful.

The outcome of the activity sample can be expressed statistically. Over the three week period the management team took 6422 observations. In addition the tutors took 4296 observations. There were some differences between the results achieved by the two sets of observations although these were, generally, explained by the fact that the supervisors were involved in the operation and in taking meal and tea breaks at the same time as the staff being observed.

At the discussion groups held on completion of the activity sample, the tutors concentrated on the amount of ineffective time identified and the causes of this. Re-reading the report they produced at the time, the exercise, at this point, had begun to change from a learning experience into an audit of the office. The tutors began to "tell" the supervisors what they should do and the supervisors reacted rather defensively, saying some things "could not be done" and others were "outside their control". The figures suggested that the sort centre was overstaffed to the extent of 100000 parcels per week capacity. Unfortunately most of the evidence for this came from the more detailed sampling carried out by the tutors and therefore, "ownership" of the results by the management team was lost to an extent.

LESSONS LEARNT

4.10.9 On reflection, I feel that the programme lost sight of its purpose during the activity sampling element. The tutors, experienced and expert industrial engineers, had three weeks in which to study the sort centre and draw conclusions which, whilst accurate in a statistical sense, did not take account of other factors such as office custom and practice and the developing industrial relations atmosphere. I believe many of the supervisors were left with the impression that the activity samples they had taken were just "for show" and that the only results being considered were those produced by the tutors. It also seems that, at the discussion groups at the end of the activity sampling element, the supervisors were not invited or given sufficient opportunity to draw their own conclusions but were told where and what action was necessary. Despite having had conversations with CSHL and my regular encouragement to take an S-O-L approach, it seems that the Harry Mitchell College tutors took an "other organised" approach. The defensive reaction of the supervisors suggests that this was not an effective learning experience for them; this is confirmed in the evaluation conversations I held with my management team and which are reported in Chapter 6.10 - 6.13. At the end of the whole programme it was agreed that the

Productivity Improvement element was too long. It would probably have been more helpful to have set up conversations on the areas for improvement earlier and involved the supervisors in deciding how they should be tackled.

PRODUCTIVITY IMPROVEMENT COUNSELLING

4.10.10 The next major part of the Productivity Improvement element of the programme was five weeks of individual, on the job counselling or coaching. In the pre-planning this was seen as key stage when the three elements of the programme could be brought together in a meaningful way. It was seen as an opportunity for helping the supervisors to reflect upon the performance of their work area, shift and themselves and to decide upon and try improvement action. The tutors would play a true coaching role in challenging the supervisors to face reality and to find better ways of doing things; this was the link to S-O-L. The tutors would also be able to help the supervisors make the link to some of the modules they were studying as part of the NEBSM Introductory Certificate. In particular there were clear linkages to Decision Taking, Communication, Supervising with Authority and Team Leading, all subjects covered in the NEBSM element (section 4.11). More obviously, the tutors

would be able to refer to the results of the activity sampling.

COUNSELLING ACTIVITIES

4.10.11 A meeting was held on 7 June 1990 to agree the approach to the counselling phase of the programme and to agree specific terms of reference which were:

- the Counselling phase would continue through weeks 8-14 inclusive, with the Harry Mitchell College providing one tutor for the complete period.
- the tutor should be a "learning resource" to give the front line management team the knowledge and confidence to improve the overall productivity of Reading sort centre. This was to be achieved by "shadowing" shift managers and by "on-the-job" learning conversations with the first line managers.
- the tutor was to discuss day to day decisions and where necessary prompt individual managers into improving productivity. PBIS data and the results of the activity sampling phase of the project would be used as a basis for this training. Actual decisions would necessarily be solely the responsibility of the actual shift management team.

- the original aim to increase overall productivity by 10 points was to be vigorously pursued but with the proviso that the prime aim was to, ensure that local managers were capable of maintaining a long term improvement in productivity rather than short-term gains achieved only by the direct intervention of the consultant tutor.

The tutor maintained a daily diary of the counselling/coaching which took place over 34 days; copies of examples of this diary are at Appendix 4.10.11. In his diary the tutor names supervisors with whom he had conversations. This suggests he had 83 conversations and of these:

- 41 were with Shift Managers (second line)
- 34 were with first line managers
- 8 were with Traffic (transport) Managers.

Further analysis shows that:

- 2 substantive Shift Managers were seen 13 times each whereas the third was seen on only 8 occasions. Seven conversations were with first line managers acting as Shift Managers.

- the five substantive first line managers were seen on 20 occasions and the acting first line managers on 14 occasions. The range was from one first line manager who was seen on ten occasions to two who were only seen once each.

The main topics discussed during the counselling sessions were:

- overtime - the amounts required to cope with workload, to what extent it should be pre-scheduled for the week, and the "moral" question of maintaining take home pay for the staff (Chapter 4.10.1.2).

- job and finish - the informal incentive to the staff that the earlier the work was completed the sooner they could go home.

- indirect work - non-parcel handling work which had not been measured by the industrial engineers and therefore, hours spent which were not include in the bonus calculation (Chapter 4.10.1.2).

- booking in and out of direct (bonusable) and indirect hours to ensure accurate bonus calculation.

- supervisory cover and shift patterns.
- delegation of authority.
- staff training and follow up.
- levels of parcel volumes and matching staffing to them.

Assuming that the "tone" of the tutor's diary reflects how the conversations went and his approach to them, then they fell short of being "self organised". In S-O-L the coach helps the learner to identify his own learning or improvement needs and to draw up a contract setting out how the learner plans to meet the needs. During the Productivity Improvement counselling the tutor, generally, identified the needs and proposed the solutions but did not appear to gain the commitment of the supervisors. Figure 4.10.11 lists 40 quotes from the tutors diary. They are listed in chronological order, ie the first comes from the first diary sheet and the fortieth from one of the last diary sheets. It is not until quotes 37 - 40 that there is any consistent run of positive remarks, eg "All hours now seem to be being accounted for correctly". Earlier there are many critical or disparaging remarks, eg:

40 QUOTES FROM THE DAILY DIARY OF THE PRODUCTIVITY
IMPROVEMENT COUNSELLOR

- 1 Considerable evidence of confusion and crisis management....
- 2 Little idea of who was actually in work or who was due in.
- 3 Tended to want to throw men at the job.....
- 4 Alan has, however, a tendency to be defeatist....
- 5 An apparent far greater understanding that it is not necessary to throw men at the job..... obviously the exercise has worked more effectively in his case.
- 6 Pointed out after yesterdays near panic they did in fact clear easily.....
- 7 This appears to be a standard "cop out".....
- 8 Some evidence of sense from PEsD.
- 9 Conversation with PEC.....falling very much on deaf ears.
- 10 Productivity or good manpower utilisation or even the workers' bonus does not appear to interest them.
- 11 Certainly there is much work needed with this group and probably considerable pressure from senior management, to get a positive reaction to the productivity control system.
- 12 No entry on current use control sheets and frankly little interest.
- 13 very much an attitude of someone will do it later.
- 14 Conversations with Ray Workman appears to be taking on board many of the concepts raised by the project (NEBS/SOL/HMC). Certainly appears to be giving PEsD/TMs responsibility to run their own areas. Apparent that he is not averse to accepting suggestions to improve productivity.
- 15 Some reluctance on part of some PEsD etc on staff/union reaction and a certain feeling that in the case of a reaction they would not get full backing from higher management.

16 I also suggested that as there was time available perhaps some preparatory work could be undertaken for the oncoming late shift.

17 Like others of his PED and Shift Manager grade he feels strongly that there is a moral duty to provide overtime..... He accepts that commercially this is wrong but like many others sees the moral factors as paramount.

18 Although clearly effort is being made to fine tune the hours, more hours need to be lapsed before real productivity improvement can be achieved.

19 Still much scepticism from PEsD who themselves seem more interested in the early finish than correct management. It will be interesting to see their reaction if their bonus is based on performance.

20 This, however, may prove useful later in the project to push the idea that.....

21 This culture will be difficult to break down.

22 However, they pay lip service, at least, to the importance of the forms.....

23 I have no doubt he understands the need for controlling and booking in/out hours used on indoor/outdoor work but he does not seem to feel it is anything to do with him.

24 I feel this to be untrue whilst showing loyalty to their fellow managers.

25 It is evident that Alan just throws men at the job, anyone (including engineers) who wants overtime gets it! It is the syndrome that there is a moral duty to provide the staff with overtime.

26 This cannot be allowed to be used by managers as a reason for not controlling and booking in/out hours.

27 I felt the discussion was useful as part of the overall project aim to get its managers to think for themselves and suggest improvements.

28 I regard it as unlikely that he would have taken any action without pushing.....

29 Alan still has a basic misconception that the staff here are not interested in the bonus scheme.

- *"Tended to want to throw men at the job....."*

- *"Alan has, however, a tendency to be defeatist...."*

- *"This appears to be a standard "cop out"....."*

- *"..... very much an attitude of someone will do it later."*

There is evidence from the quotes that the tutor was actually "telling" the supervisors what to do rather than helping them to work it out for themselves. This is evidenced by such remarks as:

- *"Conversation with PEC.....falling very much on deaf ears."*

- *"Certainly there is much work needed with this group and probably considerable pressure from senior management, to get a positive reaction to the productivity control system."*

- *"This, however, may prove useful later in the project to push the idea that....."*

- "I regard it as unlikely that he would have taken any action without pushing....."

- "However, reinforcement of principles is a continuing process if successful productivity gains are to be achieved."

- "I needed to stress this was incorrect very strongly."

- "I pointed out that as a manager he would need to take steps to ensure this did not happen but, also as a manager he needs to take steps to effectively employ staff and there was no justification for huge amounts of Job & Finish..... I need to convince Steve that current levels are untenable."

OUTCOMES

4.10.12 The clearest measure of the outcome of the Productivity Improvement element, in general, and the counselling, in particular, was the level of productivity in the sort centre. Before the project, the average level of productivity was 70.2% of target, compared with 72.6% during the counselling phase. This fell well short of the 10 percentage point improvement which was the objective set for the project. One of the main reasons for this

relatively small improvement was that the counselling phase took place during the summer when the volumes of parcels posted traditionally fall. Before the project started an average of 337,000 parcels were being handled each week whereas the average for the counselling phase was 293,000 per week. The comparison of traffic at Figure 4.10.12.1 shows how the parcel volumes declined week by week to a low of 254,500 in the final week. At the latter level, it would have been necessary to reduce the number of direct hours used by about 25% in order to maintain productivity at the pre-project level of 70.2%.

To counter the decline in parcel volumes, a significant reduction in direct hours used was achieved. The average number of weekly hours used prior to the project was 2981, whereas during the counselling phase the average was 2508, a difference of about 16%. The table headed "Comparison of Bonus Hours Used" at Figure 4.10.12.2 shows how the reduction in hours used increased through the counselling phase to a peak in the final week of 695 hours or more than 23%, ie only just short of that required to maintain productivity at pre-project levels. The ability of supervisors to reduce hours was limited, at least in the short term, by the following factors:

- a) there was only a limited amount of indirect work available.

COMPARISON OF TRAFFIC

PRE PROJECT AVERAGE 336757

PROJECT WEEK	DATE W/E	TRAFFIC	DIFFERENCE FROM PRE PROJECT AVERAGE
1	6 MAY 1990	336958	+ 201
2	EXCLUDED B/H	-----	N/A
3	20 MAY 1990	325553	- 11204
4	26 MAY 1990	314824	- 21993
5	EXCLUDED B/H	-----	N/A
6	10 JUNE 1990	318046	- 18711
7	17 JUNE 1990	323246	- 13511
8	24 JUNE 1990	306536	- 30221
9	1 JULY 1990	319255	- 17502
10	8 JULY 1990	300856	- 35901
11	15 JULY 1990	296664	- 40093
12	22 JULY 1990	281996	- 54761
13	29 JULY 1990	291740*	- 45017
14	4 AUG 1990	254502	- 82250

* Includes approximately 15000 parcels diverted from East and West London PCO's.

Figure 4.10.12.1

COMPARISON OF BONUS HOURS USED

PRE PROJECT AVERAGE 2981 HOURS

PROJECT WEEK	DATE W/E	HOURS	DIFFERENCE FROM PRE PROJECT AVERAGE
1	6 MAY 1990	2913	- 68
2	EXCLUDED B/H	-----	N/A
3	20 MAY 1990	2922	- 59
4	26 MAY 1990	2761	- 220
5	EXCLUDED B/H	-----	N/A
6	10 JUNE 1990	2810	- 171
7	17 JUNE 1990	2774	- 207
8	24 JUNE 1990	2675	- 306
9	1 JULY 1990	2544	- 437
10	8 JULY 1990	2597	- 384
11	15 JULY 1990	2479	- 502
12	22 JULY 1990	2452	- 529
13	29 JULY 1990	2578	- 463
14	4 AUG 1990	2286	- 695

Figure 4.10.12.2

b) it was not possible to reduce the hours below those for the normal, non-overtime attendances of the staff who had to be paid regardless of the amount of work to be done.

c) it was sometimes necessary to incur overtime to ensure the correct skills and numbers of staff were available to meet the quality of service requirements of each shift and phase.

The overall productivity performance hid the underlying work rate because of the factors described above. In week 13, 66 hours more were used than in week 12 to handle 9744 more parcels. This "marginal" performance equates to 91.7% of target. The highest performance was in week 9 when 78.3% was achieved. At the same time there was evidence of early finish resulting in direct hours, not actually needed, having to be included in the calculation of productivity. It was the "professional" view of the tutor that, when parcels were available, the actual performance was about 91% of target.

There was evidence in the tutor's diary that some supervisors were beginning to respond to the messages he was broadcasting in terms of improving productivity. At this stage, it was not possible to forecast the extent to which this would be sustained.

The minute dated 20 September 1990 from Paul Farrow (Head of Productivity Services) to Pat Hedges (Head of Training), a copy of which is at Appendix 4.10.12.1, indicates that Parcelforce felt that the Programme overall and the Productivity Improvement element, in particular, had been beneficial. The Business was "anxious" to extend the course to other suitable sort centres provided the costs could be reduced; this happened. My own assessment of the outcomes and benefits are set out in my minute of 21 September 1990 (see Appendix 4.10.12.2). An important message in the latter is that it is difficult to separate cause and effect for the benefits gained.

LESSONS LEARNT

4.10.13 At the end of the Counselling phase it was agreed that it might have proved to be of greater value during a period of higher or rising parcel volumes when the achievement of improved productivity should be easier. As a consequence it was agreed that the tutor would return to Reading during October and November, a period of high, pre-Christmas volumes and after the closure of the sort centre at Southampton which would increase the workload at Reading by 75%. This extension to the counselling phase is described in para. 4.10.14.

Despite the intention that an S-O-L approach would be adopted to the whole Management Development and Productivity Improvement programme, I believe, on reflection, that this element was "other" organised. I also believe that the counselling was less effective than it could have been because:

- the supervisors were not convinced of its relevance.
- there was some resentment of an "outsider" telling them what to do.
- there was insufficient involvement of the line of command in monitoring and discussing progress during the counselling. Had there been so, it may have been possible to derive greater benefits.
- even when supervisors identified actions they believed were needed, eg on training and delegation of authority, there was no attempt to help them pursue these needs. Had the supervisors seen this process allowing them to achieve some of their own purposes, they might well have been more committed to it.

EXTENSION TO PRODUCTIVITY COUNSELLING PHASE -

OCTOBER/NOVEMBER 1990

4.10.14 I agreed with the Harry Mitchell College that the 10 days which had been allocated to the extension should be spread over a four week period after the transfer of the workload from Southampton. The programme arranged was:

Week 1 - 2 days	3 and 4 October 1990
Week 2 - 3 days	11 to 13 October 1990
Week 3 - 3 days	18 to 20 October 1990
Week 4 - 2 days	25 and 26 October 1990

In the event, the last two days were postponed to 19 and 27 November 1990 to allow the operational problems that occurred on the transfer of work from Southampton to settle down.

As mentioned earlier the closure of the sort centre at Southampton resulted in an increase of 75% in the parcels handled at Reading. It was originally planned to make this change in the early summer when parcel volumes were low. However, the change was delayed by protracted negotiations with the Union of Communications Workers at Southampton. Eventually the change took place in October when parcel volumes were at much higher pre-Christmas

levels. Prior to this, the number of facilities available for loose loading parcels into trailers had been increased from 6 to 16. This was a key element in making Reading capable of taking on such a large increase in parcels handled. Whilst a great deal of planning effort was put into preparing for the change, there was no previous experience anywhere in the Business of handling the very high proportion of loose loaded traffic that it introduced. Given the size of the change, the time of year and the switch to loose loading, we ran into difficulties and could not process all the parcels to schedule. It was into this "crisis" that the Harry Mitchell College tutor returned. He found that we were having to sacrifice productivity (cost effective use of resource) in order to gain higher total production (the total volume of parcels being handled).

ACTIVITIES

4.10.15 The original plan had been for the tutor to continue conversing with the supervisors as he had done during the summer. Effectively, his diary entries (examples of which are at Appendix 4.10.15) were a report of what he saw with occasional records of discussions. The main theme of the entries in the diary was that we were "throwing men" at the problems and were not paying attention to productivity. As the man ultimately

responsible, I can confirm that we had to use large amounts of manpower because the problems created considerable double and triple handling and to restore confidence that we could cope. We gradually reduced the resource being used as the situation improved but it was my judgement that it would have been imprudent to have done so any more quickly.

OUTCOMES

4.10.16 Having said that the tutor was critical of the resource being used, he also found some positive aspects.

To quote from his report:

"However, all operational managers were highly motivated and very innovative in their attempts to solve the situation. Even those considered lacking in management skills early in the summer project were prepared to make and justify decisions which they would have previously passed further up the management tree. It was also clear that the staff were achieving very good work rates."

"The overall standard of the Reading PDC PEsC and PEsD is now in general terms that of skilled managers instead of mere supervisors."

"Reading's problems would not have been as quickly solved without the fairly innovative and motivated action of its first line managers."

Paul Farrow, in his minute of 24 January 1991 (see Appendix 4.10.16) sets out the HQ view of the outcome of the extension to the Counselling element.

LESSONS LEARNT

4.10.17 The main lesson to be learnt from the extension, was that it was probably not sensible to carry out development activities at the same time as major operational changes. The idea that productivity improvement activity should take place during periods of rising volumes was unproven but probably remained valid. Another lesson was that the supervisors responded positively and imaginatively to adversity and pressure.

OVERALL REVIEW OF THE PRODUCTIVITY IMPROVEMENT ELEMENT OF THE PROGRAMME

4.10.18 Whilst the Productivity Improvement element had a positive impact on supervisors in the short term, the delivery of the element was probably not as effective as had been hoped. The reasons for this were:

- it went on too long, its duration being dictated by the NEBSM element.

- the counselling phase turned into an "instructional" phase.

- there was insufficient variety and flexibility. The tutor did not respond to needs and ideas put forward by supervisors and did not help them in their development.

- there was insufficient involvement of the line managers in monitoring and shaping the element as it went on. In this respect it was "other" organised.

- the Business learnt that it needed a different format for delivering this element at other sites.

NATIONAL EXAMINING BOARD FOR SUPERVISORY MANAGEMENT (NEBSM) ELEMENT

4.11.1 The second element of the Management Development and Productivity Improvement Programme involved first and second line supervisors working to obtain the Introductory Certificate awarded by the National

Examining Board for Supervisory Management (NEBSM). Royal Mail Parcels had recently introduced the opportunity for supervisors to gain the Introductory Certificate with a view, in due course, to making it compulsory for all first line managers.

NEBSM offers an open learning package made up of five modules each of which includes a number of topic units. Each of the latter consists of a workbook and an audio cassette. The five modules are:

Principles and Practice of Supervisory Management.

Technical Aspects of Supervisory Management.

Communication.

Economic and Financial Aspects of Supervisory Management.

Industrial Relations.

The whole scheme comprised 54 units. The package was delivered by accredited centres, in the case of the Management Development and Productivity Improvement Programme at Reading, the Thames Valley College (now

University) based in Slough. A list of the 54 units covered by NEBSM is shown at Appendix 4.11.1.1.

In order to gain the Introductory Certificate it was necessary to successfully complete seven units:

MODULE	UNITS
Principles and Practice	Team Leading Supervising with Authority Taking Decisions
Technical Aspects	Managing Time
Communication	Communicating
Industrial Relations	Training Plans Health and Safety

The units to be studied for the Introductory Certificate had been chosen by Parcelforce HQ Training Division and had already been used for national courses in which 3 supervisors from Reading had participated. Descriptions of the unit objectives of the seven units studied are at Appendix 4.11.1.2.

NEBSM ACTIVITIES

4.11.2 As mentioned earlier the structure and duration of the whole Management Development and Productivity Improvement Programme was dictated by the NEBSM element. The fixed points in the programme were three workshops each of two days duration, one at the beginning, one half way through and one at the end of the programme. In order to accommodate the 15 managers due to complete the Introductory Certificate and be able to manage the unit effectively, it was necessary to set up four groups, three of four and one of three managers. It was then necessary to "recruit" onto the programme managers from other units in order to make each workshop group viable. Attendance at the workshop was either in the supervisors normal duty time or was paid as overtime. In addition they had an allowance of five hours per week in which to complete the workbooks. The original concept was that supervisors would find five hours per week during their normal working hours. This was not practical for the operational supervisors in the Sort Centre who generally completed their workbooks in their own time and claimed the allowance as overtime.

One of the advantages of having a large group of supervisors from the same work unit undertaking the NEBSM programme at the same time was the mutual support they

were able to offer each other. All participants were, more or less, always at the same point in the programme and were, therefore, able to discuss "over the teacups", offer suggestions, encouragement etc. I believe that this deepened understanding of the management concepts being studied through the exchange views. I also believe that the mutual support was a major factor in ensuring that all participants completed the programme successfully and on time. Anybody undertaking the programme in isolation has to demonstrate considerable determination and commitment despite the knowledge the tutor was contactable by telephone at any time; he is only effectively able to compare notes and progress with fellow participants at the two day middle workshop. During the programme at Reading Parcel Sort Centre momentum was maintained through feelings of both support and competition and the sense of not wanting to fall behind or fail.

From my point of view as manager of the Sort Centre and despite the logistical difficulties of releasing supervisors in groups of three or four, holding the workshops locally was a more efficient use of time, as we saved the time that would have been used for travelling to the location of national workshops. It also saved on expenses involved in travelling and overnight stays. It

is also the case that some supervisors would not have been happy to have to stay away from home.

OUTCOMES

4.11.3 The most clearly measurable outcome of the NEBSM programme was that all participants completed it successfully. each participant was given a performance rating:

A : very good, potential to progress.

B : good.

C : accepted as a "pass".

Of the fifteen participants from the Reading Sort Centre:

9 achieved a performance rating of "A"

3 achieved a performance rating of "B"

3 achieved a performance rating of "C".

The opportunity existed for supervisors to carry on and work for the NEBSM Full Certificate (this involved a further 21 workbooks and five workshops spread over 9 -

10 months). When offered this opportunity, ten of the fifteen participants volunteered to take it up and eight actually completed the Full Certificate course.

More subjectively but nonetheless quite clearly there was evidence from the language being used by the participants that they had absorbed much of what they had been learning. They talked of "group norms" and "organic" as opposed to "mechanistic" styles of management and organisation and understood what they were talking about. Parcellforce Training Division carried out a measurement of the effectiveness of the NEBSM programme as perceived by the participants. They used a "reaction questionnaire" which comprised three sections:

- firstly, a section covering the content of the programme in which participants were asked to answer questions such as:

"How much of the information received was new to you?"

and to comment on issues such as the amount of time given to specific subjects.

- secondly, a section covering perceptions of the standard of training in which participants were invited to comment on how satisfied they had been

with issues such as the help and advice they had received.

- thirdly, a section in which participants were asked to make any other comments not covered by the other two sections.

Overall the reaction of the participants to the NEBSM element was very positive. On the content coverage just over 90% responded positively. The responses in more detail were:

"How much of the information received was new to you?" : 62.5%

"Generally speaking, how much do you think you learned about the course content?" : 100%

"Generally speaking, how much of the content seems likely to be of practical value to you?" : 97.9%

"Has the workshop prepared you sufficiently for your immediate needs?" : 97.9%

"How much of the content in relation to your expectations was actually covered?" : 93.8%

Equally the standard of training was generally well received with 95.8% satisfied with the amount of help and advice provided and 89.6% satisfied with the practical work. Comments received included: "a good course", "I believe the NEBSM idea of studying in your own time is far better than college" and "A very interesting and rewarding course".

Each of the participants was also invited to complete a repertory grid, a copy of which is at Figure 4.11.3. The grids was completed before the programme started, on its completion and one year after completion. The constructs and elements of the grid were produced by the Head of Training and were intended to reflect a "Business" view of how supervisors should feel about their jobs. The grids completed by the participants were compared with a "model grid" prepared by the Head of Training. Before the training started, the results of the grids for all the participants combined showed a difference from the "model grid" of 415 points against a maximum possible of 7680, ie a difference of 5.2%. On an individual basis the differences ranged from 5 (1.0%) to 92 (19.2%). At the end of the training the overall points difference had reduced to 268 (3.5%) with a range of 2 (0.4%) to 39 (8.1%). One year after the completion of the training the overall points difference was 195 (2.5%) with a range of nil (two participants) to 57 (11.9%). Only two

Marksheet
28 Oct '92

Your Password: _____ Time: _____ Date: ___/___/91 How do you feel about the following, please?

- KEY:- Strongly Agree = 5
- Agree = 4
- Undecided = 3
- Disagree = 2
- Strongly Disagree = 1

	..... Brief Staff	..... Meet Customer Needs	..... Manage Costs	..... Listen to Staff	..... Know the Law, As it Affects My Work	..... Delegate work	Know How Efficient My Staff Are	..... Manage the Operation	..... Trust Staff - By Giving Them Responsibility	..... Manage Staff	Work as One Big Parcelforce Team	Take Responsibility - If Something Goes Wrong
Useful to Parcelforce.....												
Good for the customer.....												
Not my Problem.....												
Something I do.....												
Something I don't have the time to do.												
Something I have the skill to do.....												
Is worthwhile												
is important to my boss												

Figure 4.11.3

Thank-you for completing the grid. Please remember your 'Password' for use on all your ~~source~~ evaluation forms. Please provide the following information to enable comparisons to be made:- Your sex: Male/Female. Your workplace: PDC/~~Parcelforce~~/Parcelforce. Your age: ___ years. Length of Post Office service: ___ years.

Please return to: - MARRIN LEWIS, CORYTON HOUSE MANAGEMENT CENTRE, 27 PENDRYAULT ROAD, CARDIFF CF4 7XF.

supervisors had a bigger difference one year after the training than before it took place and only two had differences of greater than 5% when the final grid was completed. Overall this suggests that the supervisors were already quite close (just over 5%) difference to the Business "model" prior to the training and steadily moved closer over time.

LESSONS LEARNT

4.11.4 An important lesson learnt from running the NEBSM programme at Reading was the extent to which it was possible to do so without seriously disrupting the operation of the Sort Centre. We had started with a fear that it would not be possible but proved this to be unfounded.

We also learnt that there were benefits to the participants from running the course at "home" and for everybody at the same time. These benefits were in terms of mutual support in getting through the work and in terms of learning from each other.

I believe that there is evidence that the course was beneficial to the participants and to the organisation. This can be seen from the changes in attitude as measured

by the repertory grid and from the evidence in the language used by the participants following the course. The Business also learnt lessons about the running of the NEBSM programme which it was able to apply to subsequent courses run. Among these was that it was better to base such courses in Parcelforce premises rather than in hotels as had been the original arrangement.

At the end of the Management Development and Productivity Improvement Programme, the Training Division of Parcelforce HQ who sponsored it, prepared a submission based upon it for a National Training Award. a copy of the submission, which summarises outcomes from a different perspective, is at Appendix 4.11.4.

SELF-ORGANISED LEARNING IN ACTION

4.12.1 The third element of the Management Development and Productivity Improvement Programme was Self-Organised Learning. Given my earlier experience and my desire to use S-O-L in the Parcels Sort Centre I was keen that it form part of the programme. The Head of Training of Parcelforce had some knowledge of S-O-L and was interested in trialling it in a parcels environment. Unlike the other two elements, this element was much less prescribed and I was allowed greater freedom in deciding how it should be run. Before the programme began it was

envisaged that S-O-L would be used as a tool for supporting the delivery of all elements. The Productivity Improvement element being seen as helping supervisors to learn how to manage more productively and NEBSM being itself a form of self teaching.

Taking into account the amount of time that they would be able to allocate to the project and their judgement as to how long it would take to have an effect, CSHL originally proposed a programme running from April to December 1990. However, the other two elements were to be completed by August and the sponsors in Business HQ wanted the whole programme to be completed by that time. Eventually a proposal covering the period April to October was agreed. The proposal involved 33 man days.

SELF ORGANISED LEARNING ACTIVITIES

4.12.2 The CSHL proposal envisaged four main activities:

4.12.2.1 a series of Learning Conversations with the Tutors for the other two elements of the programme - Harry Mitchell College for Productivity Improvement and Thames Valley College for NEBSM. This was intended to give them an appreciation of S-O-L as a support system within their own programmes.

4.12.2.2 a series of Learning Conversations with members of my management team to prepare them for conducting Learning Conversations themselves with all supervisors on and off the job.

4.12.2.3 demonstration Learning Conversations with supervisors to assist the management team in the acquisition of S-O-L skills.

4.12.2.4 progress monitoring and a series of Learning Conversations with myself, as Learning Manager, to help me develop the competence necessary to manage the S-O-L environment beyond the period covered by the proposal.

My initial task, in conjunction with CSHL, was to set up "appointments" to initiate activities 4.12.2.1 and 4.12.2.2. This was largely accomplished over the first three days on which CSHL attended as can be seen from the manuscript schedule at Appendix 4.12.2.1. It was subsequently possible to publish a schedule of all the dates when CSHL would be attending (see my minute of 25 May 1990 at Appendix 4.12.2.2). I had also agreed with CSHL, at least in broad terms, the purpose of each session and therefore, who from the management team should attend. Inevitably it was possible to be more specific about the early sessions than those planned

towards the end of the programme. In June an additional CSHL associate joined the project and this required some re-scheduling of the programme and this was published in my minute of 20 June 1990 at Appendix 4.12.2.3.

During my Learning Conversations with CSHL and in my role as Learning Manager, I identified two topics which I felt could benefit from Group Learning Conversations. One was performance measurement on which I did not feel there was a common team view (see my minute of 10 May 1990 at Appendix 4.12.2.4) and the other was staff appraisal the feedback from which would be a very important factor in the development of a truly S-O-L environment; in the event this was not picked up during the first round of S-O-L activities.

Before starting work with team members on performance measurement, CSHL held Learning Conversations with me to establish my position in relation to the topic. Out of these conversations came a number of issues over which I felt there was not a shared view in the management team. These were:

4.12.2.1 recognition that numbers could make a valuable contribution to achieving progress.

4.12.2.2 recognition that accountability for the production, accuracy and interpretation of the measures could and should be shared.

4.12.2.3 recognition that there needed to be agreement on what was to be measured.

I also identified possible barriers to achieving a shared view of performance measurement in the form of:

4.12.2.4 lack of numerical skills and understanding of numbers.

4.12.2.5 a fear of numbers.

4.12.2.6 belief among many of the team that their intuitive feel for performance was sufficient.

There were clear opportunities to link this topic into the other two elements of the Management Development and Productivity Improvement Programme and it could also impact on appraisal or feedback for learning.

As a result of these conversations and others with team members, a "Numbers algorithm" was produced (see Figure 4.12.2).

NUMBERS ALGORITHM

- 1 Work out criteria for job effectiveness
 - a At the end of a shift - how do you really know how well you have performed intuitively and explicitly - what are the criteria?
 - b In what terms do you monitor progress over: one week, weeks and months?
 - c How does this relate to your annual appraisal?

- 2 If you take productivity, quality of service, and cost effectiveness into account
plus any other dimensions arising out of one a b c above
then can you put numbers to these measures
 - a within a shift
 - b at the end of the shift

- 3a Check with your immediate boss to agree those measures that you have arrived at
- b Check with your subordinates

4. Make sure that your subordinates go through the same process i.e 1 - 3

5. Consider how you recruit the NEBS scales and the work study skills into this S-O-L activity.

The CSHL team also carried out a number of individual Learning Conversations with team members. These initiated a number of activities:

- the Operations Manager undertook a tidiness project similar to that which had taken place during the S-O-L trial at Reading Head Post Office. There was a direct link to the trial as, at that time, the Operations Manager had been the direct boss of the second line supervisor who lead the Tidiness and Orderliness Project.

- the Operations Manager, a man of very wide knowledge and experience, tried to turn himself into a learning resource for those who reported to him. This partly involved him in reflecting upon how he learnt. This proved a considerable challenge to him as his preference appeared to be to get on and do something rather than take time to help others learn how to do it for themselves.

- joint Learning Conversations between the Operations and Transport Managers, who were my two most senior direct reports, during which they more clearly defined the division of their responsibilities.

- Learning Conversations with team members about their job and how they did it; a manuscript record of such a conversation with the Transport Manager is at Appendix 4.12.2.5.

- Learning Conversations about particular activities (eg Control Room) which developed into Group Conversations (see my minute of 10 August 1990 and the statement of modified operation which resulted at Appendix 4.12.2.6).

OUTCOMES

4.12.3 The most significant, specific outcome at the end of the initial period of involvement of CSHL was the establishment of Shift Management Teams. This resulted from a recognition by the members of the management team as a whole, that effectiveness was being diluted by the fact that the same first line managers did not work with the same second line manager each week. This weakened accountability and the scope for effective feedback for learning. The first and second line managers produced and introduced their own proposals for shift teams and these proved effective.

The other main outcome was a clarification of the way forward which is set out in my minute to team members

dated 28 September 1990 (see Appendix 4.12.3) and which builds upon the creation of shift teams described above. The other outcome was agreement by Parcelforce HQ to sponsor and finance further work by CSHL in the Reading Parcels Sort Centre; this is described in Chapter 5.

LESSONS LEARNT

4.12.4 Overall I did not feel that the S-O-L phase of the Management Development and Productivity Programme went as well as I had hoped . My expectations were based upon the great success of the trial of S-O-L in Reading Head Post Office. I think the differences were:

- less involvement by CSHL

- the other activities, NEBSM and Productivity Improvement, going on at the same time and taking up a lot of the attention of the management team.

The main lesson that I learnt from this was that future programmes should make more effective use of CSHL research staff's time and be better focussed on providing more relevant and viable learning opportunities to the management team.

REFLECTIONS ON PHASES 1 AND 2 OF A PROGRAMME OF ACTION RESEARCH

4.13 As mentioned at the beginning of this chapter, Phases 1 and 2 of the Programme of Action Research in Parcelforce were very different both in content and duration. They also took place during a period in which significant change, as detailed in 4.1, took place to the function and operating methods of the Sort Centre.

The purpose of my research, as defined in Chapter 1.4, has been better to diagnose:

- why the full potential of people was not being harnessed, and to explore:
- how the situations could be changed.

The outcomes of Phases 1 and 2 provided some answers to these questions, both positively and negatively. Phase 1 demonstrated:

4.13.1 that applying solutions from one situation, the trial of S-O-L at Reading Head Post Office, to another, introducing S-O-L into the newly created Parcelforce, was not necessarily appropriate. As with individuals, so organisations need solutions and activities which are relevant and viable for them.

4.13.2 that a Theory Y style of management produces a positive response from team members but that, on its own, it is not enough to encourage people to contribute fully to the achievement of organisational goals. In the Parcelforce Sort Centre the team reacted effectively to the management of crises and changed situations but did not operate proactively by initiating and innovating. The organisational improvements and teamwork developments that were introduced were on my initiative and were not fully owned by the rest of the team.

Phase 2 demonstrated:

4.13.3 through the mixed reaction to the Management Development and Productivity Improvement Programme (Phase 2), that particular learning methods are not relevant or viable for everybody and that "imposing" particular methods can be counter-productive. Despite the considerable tutorial and other inputs, the evidence of learning and change among the management team was limited.

4.13.4 that introducing a radical change in learning such as Self-Organised Learning needed to be structured as had been the case in the trial of S-O-L at Reading

HPO but which had not been sufficiently so during Phase 2, the Parcelforce Management Development and Productivity Improvement Programme. However, signs of members of the management team beginning to take initiatives and responsibilities started to emerge in the form of the introduction of shift teams.

Phases 1 and 2, then, did not produce the answer but highlighted the need to continue searching and to try Self-Organised Learning in a more structured and planned manner. The opportunity to do so was provided by Parcelforce HQ's financial support for further involvement by CSHL and which became Phases 3 and 4 of the Programme of Action Research in Parcelforce and which are described in Chapter 5.

CHAPTER 5

SELF-ORGANISED LEARNING IN ACTION IN PARCELFORCE: A PROGRAMME OF ACTION RESEARCH PHASES 3 (1991) AND 4 (1992)

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**A PROGRAMME OF ACTION RESEARCH
PHASES 3 (1991) AND 4 (1992):
AN OVERVIEW**

5.1 In this chapter I will describe the third and fourth phases of a Programme of Action Research in Parcelforce which took place in 1991 and 1992. The location for the research remained the Parcelforce Sort Centre near Reading as described in Chapter 4.1. In 1991, when Phase 3 took place, the Sort Centre underwent another major change with the closure of the sort centre at Brent Cross, NW London and the transfer to Reading of the parcels it processed for Middlesex and West and North West London. At the same time, parcels for Oxfordshire and Bedfordshire were transferred to sort centres in Birmingham and Peterborough respectively. Towards the end of 1992 it was decided that I should cease to be Manager of the Sort Centre and take on the role of planning a major upgrade for it.

In Chapter 4 I highlighted the differences in content and duration of Phases 1 and 2. Phases 3 and 4, on the other hand, were similar in content and duration and formed two parts of a coherent programme of learning opportunities. Phase 3 involved ten separate full day sessions with all members of my immediate management team. On each of five

of these days the team were introduced to specific S-O-L skills. Between each of the above five days were five "follow-up" days during which how the newly acquired skills were being applied was reviewed. Phase 4 involved five further full day workshops which were structured in the form of "Group Learning Conversations" during which the team explored and demonstrated how S-O-L based strategies were being used on-the-job.

SETTING THE SCENE FOR A PROGRAMME OF ACTION RESEARCH PHASE 3 (1991)

5.2 As described at the end of Chapter 4, in September 1990, after the Management Development and Productivity Improvement Programme, I had identified some benefits and some ways forward which looked likely to benefit from a Self-Organised Learning approach. These are set out in my minute to my management team dated 28 September 1990 which is at Appendix 4.12.3. However, as recorded earlier, the S-O-L element of the Programme had not been as successful as I had hoped for a number of reasons:

- the time taken up by the NEBSM and Productivity Improvement elements.

- insufficient clarity of purpose and strategy.

- poor use of the time of CSHL.

Despite these disappointments, Parcelforce HQ still saw potential benefit in using S-O-L and invited CSHL to submit proposals to extend its use. This they did in a submission dated 8 November 1990; Appendix 5.2.1. The proposals addressed four agreed needs:

5.2.1 increasing the S-O-L skills levels of the Reading Parcels Sort Centre management team.

5.2.2 integrating a Learning Conversation approach into future NEBSM and Productivity Improvement programmes.

5.2.3 supporting the use of a newly developed computerised operational simulator as a learning tool.

5.2.4 a series of S-O-L meetings with senior managers throughout the Business.

In the event the only part of the proposal which Parcelforce HQ felt able to support financially was 5.2.1. This proposal in relation to the Reading Parcels Sort Centre was intended to support one of the objectives

identified during the Management Development and Productivity Improvement Programme (see Chapter 4), ie:

"to develop a greater awareness of the role of performance measures on-the-job and how these could be best used to improve productivity and quality of service."

The plan was to hold ten separate full day sessions with all members of my immediate management team. On each of five of these days the team would be introduced to specific S-O-L skills, as follows:

- the Personal Learning Interview (PLI) and Personal Learning Task Analysis (PLTA).

- the Personal Learning Contract (PLC).

- understanding the job of managing individuals and teams using the CSHL Focused Repertory Grid.

- charting the task in action - the Flow Process Chart.

- conducting team based learning conversations using the PURPOSE - STRATEGY - OUTCOME - REVIEW (PSOR) approach.

Between each of the above five days would be five "follow-up" days during which how the newly acquired skills were being applied would be reviewed.

Once agreement had been given to the ten S-O-L sessions, I advised the participants of the details including a full list of the dates on which they would take place; see my minute dated 8 February 1991 at Appendix 5.2.2. The sessions were spread over seven months from the beginning of March to the end of September; the gap between 1 July and 16 September took account of the fact that this was the peak holiday period for both Parcelforce and CSHL. All the sessions were scheduled for Mondays as this was the day when it was easiest to get together those members of the team who worked shifts. For each of the five skills learning workshops CSHL produced a pack of handouts for each participants; a set of these handouts can be found at Appendix 5.2.3. They also produced records/reminders of the tasks that participants had undertaken to carry out between sessions; examples of these are at Appendix 5.2.4. Over the following paragraphs I will describe the activities that took place in the workshops, the skills learnt and some of the outcomes.

WORKSHOP 1: PERSONAL LEARNING

INTERVIEW AND PERSONAL LEARNING

TASK ANALYSIS

"Personal Learning Interview (PLI)

This elicits a hierarchical description of a task or job and how it is done, as well as a hierarchical description of related learning opportunities and how the learning was achieved. This procedure is often used to launch a series of Learning Conversations in on-the-job learning situations as a means for diagnosing personal strengths and weaknesses in order to initiate personally relevant PLCs." (Harri-Augstein and Thomas 1991 p. 282)

"Personal learning Task Analysis (PLTA)

In its simplest form, this allows learners to represent their purposive, strategic, causal model of a given task, hierarchically. Each node of description in the hierarchy contains elements of what is done, how it is done, why it is done, how well, where it is done and what next. This hierarchical structure allows the whole task and each of its component parts to be represented in relationship." (Harri-Augstein and Thomas 1991 p. 289)

5.3 The Personal Learning Interview and The Personal Learning Task Analysis were chosen for the first workshop as they allow the learner to analyse what they do by breaking down the constituent tasks and then put them back together again in ways which increase their understanding and improve their performance. The methodology used involved writing tasks and elements of tasks on numbered, coloured cards and also writing ways that the learner has learned on other numbered cards of a different colour. Having filled in the cards, they can be laid out in different patterns and hierarchies. Tasks and learning methods can be grouped and this aids the learner

to more clearly elicit and understand what they do, how they do it and how they learnt to do it. I took part in the workshops and activities . The tasks and methods of learning I elicited at the time are shown in Figure 5.3.1 and 5.3.2. The final groupings that I produced are at Figures 5.3.3 and 5.3.4.

Using the results of the card exercise it was possible to undertake Learning Interviews. For this the participants were split into groups of three, so that each person could adopt a different role in the interview; each participant played each role in turn. The three roles were:

LEARNER - the person whose Task Analysis was the subject of the interview.

INTERVIEWER - whose role was to help the Learner explore the job and how he had learnt it.

OBSERVER - whose role was to monitor the interview process and feedback the observations to the Learner and Interviewer at the end of the interview.

The purpose of the interview was to identify personal job related learning needs and ways in which the Learner had learnt in the past. From this it was possible to turn the learning need into a purpose and to devise a learning

PERSONAL LEARNING TASK ANALYSIS

CARD NO.

TASK OR ACTIVITY

- 1 Manage Reading PDC within QofS & cost/budget targets
- 4 Interpret Area/National objectives
- 5 Plan - resource, physical changes
- 6 Instigate action
- 7 Measure performance
- 8 Report results up and down
- 9 Quantify
- 10 Communicate
- 11 Delegate authority
- 12 Obtain authority
- 13 Define responsibilities
- 14 Verbal-one to one, groups, meetings, formal, informal
- 15 Written
- 16 Prepare justifications, cost/benefits etc
- 17 Union negotiation/consultation
- 18 Feedback/counsell/appraisement
- 19 Specific project control
- 20 Build teams
- 21 Agree targets/objectives with Area Manager
- 22 Set targets/objectives for team members
- 23 Help, support, guide, listen
- 24 Contribute to development of Area/National policy
- 24 Carry out project
- 25 Review/report success
- 26 Review and revise targets, plans and actions
- 27 Them to me
- 28 Me to them
- 29 Keeping them in the picture
- 30 Information of direct influence on their job
- 31 Review last 24 hours service
- 32 Report daily situation to HQ
- 33 Deal with day's post
- 34 Telephone calls in and out
- 35 Visitors - job related
- 36 Individual staff problems
- 37 Meetings with contractors
- 38 Walk the job to be seen
- 39 Deal quickly with points raised by members of staff
- 40 Walk the job to find out what is happening for myself
- 41 Convert plan into message/action
- 42 0900 meeting
- 43 Write monthly report
- 44 Talk to colleagues - finance/personnel
- 45 Graph/record results
- 46 Visitors - overseas/BPCS
- 47 Circulate information to team members
- 48 Respond to requests for information
- 49 Respond to requests for views/opinions
- 50 Monthly management/supervisors meetings
- 51 Attend DJCC
- 52 Letting them get things off their chests
- 53 Telephone - public complaints
- 54 Chair LJCC
- 55 Informal talks with UCW - "hint dropping"/Seed sowing"
- 56 Targets/objectives
- 57 Industrial relations
- 58 Receive feedback

Figure 5.3.1

PERSONAL LEARNING TASK ANALYSIS

CARD NO.

METHODS OF LEARNING

- 1 Experience
- 2 Reading
- 3 Listening to others
- 4 Observing others:doing things right/wrong
- 5 Training courses
- 6 Trial and error
- 7 Thinking things through:in my head/on paper
- 8 From mistakes/failures
- 9 From successes
- 10 By building on things I have tried
- 11 By applying lessons/themes to different subjects
- 12 Reviewing the results of actions
- 13 Susceptible to new ideas(need to maintain momentum)
- 14 From past rebuke
- 15 From boss

Figure 5.3.2

PERSONAL LEARNING TASK ANALYSIS

CARD NO.

HIERARCHY GROUPING OF TASKS/ACTIVITIES

- 1 Manage Reading PDC within QofS & cost/budget targets
- 58 Receive feedback
- 27 Them to me

- 56 Targets/objectives
- 21 Agree targets/objectives with Area Manager
- 4 Interpret Area/National objectives
- 13 Define responsibilities
- 22 Set targets/objectives for team members
- 11 Delegate authority
- 5 Plan - resource, physical changes
- 9 Quantify
- 7 Measure performance
- 26 Review and revise targets, plans and actions
- 41 Convert plan into message/action

- 10 Communicate
- 28 Me to them
- 29 Keeping them in the picture
- 14 Verbal-one to one, groups, meetings, formal, informal
- 50 Monthly management/supervisors meetings
- 42 0900 meeting
- 30 Information of direct influence on their job
- 15 Written
- 47 Circulate information to team members
- 38 Walk the job to be seen

- 25 Review/report success
- 8 Report results up and down
- 43 Write monthly report
- 45 Graph/record results
- 42 0900 meeting
- 32 Report daily situation to HQ
- 31 Review last 24 hours service
- 40 Walk the job to find out what is happening for myself

- 20 Build teams
- 23 Help, support, guide, listen
- 18 Feedback/counsell/appraisement
- 36 Individual staff problems
- 39 Deal quickly with points raised by members of staff
- 52 Letting them get things off their chests

- 57 Industrial relations
- 17 Union negotiation/consultation
- 54 Chair LJCC
- 51 Attend DJCC
- 55 Informal talks with UCW - "hint dropping"/Seed sowing"

PERSONAL LEARNING TASK ANALYSIS

- 19 Specific project control
- 16 Prepare justifications, cost/benefits etc
- 12 Obtain authority
- 24 Carry out project
- 37 Meetings with contractors

- 24 Contribute to development of Area/National policy
- 35 Visitors - job related
- 48 Respond to requests for information
- 49 Respond to requests for views/opinions

- 33 Deal with day's post
- 34 Telephone calls in and out
- 53 Telephone - public complaints

- 46 Visitors - overseas/BPCS

- 6 Instigate action

Figure 5.3.3

PERSONAL LEARNING TASK ANALYSIS

CARD NO. HIERARCHY OF GROUPINGS OF METHODS OF LEARNING

- 1 Experience
- 6 Trial and error
- 8 From mistakes/failures
- 9 From successes
- 14 From rebuke

- 7 Thinking things through:in my head/on paper
- 10 By building on things I have tried
- 11 By applying lessons/themes to different subjects
- 12 Reviewing the results of actions

- 2 Reading
- 5 Training courses
- 13 Susceptible to new ideas(need to maintain momentum)

- 3 Listening to others
- 4 Observing others:doing things right/wrong
- 15 From boss

strategy for achieving the purpose. In a work or business environment this process seems to me to be the ultimate basis of Self-Organised Learning. The use of Learning Conversations is the basis of the Person-Centred Model of Organisational Growth which is described in Chapter 7. Also, the purpose of S-O-L in such circumstances must be to continuously improve personal and group effectiveness in meeting organisational needs and objectives; ie the purpose which is at the heart of my Person-centred Model for Organisational Growth. This purpose can be best accomplished by systematic analysis of what is done, how it is done and how it has been learnt. Reviewing these conversationally will lead to the identification of needs for:

learning
improvement
innovation.

These needs can then be turned into action by defining:

PURPOSE - what is to be learnt, improved or innovated

STRATEGY - how the purpose is to be accomplished

OUTCOME - the desired or expected result

REVIEW - when and how the process is to be reviewed.

The above can be documented in a Personal Learning Contract, the subject of the second workshop.

At the end of the first workshop participants were set three tasks:

- elaborate and refine the representation of the tasks and sub-tasks of your job.
- use your remembering of how you have learned the skills and competences of your job (and its tasks and sub-tasks) to increase your awareness of your self as a learner.
- begin to conduct Personal Learning Interviews with the members of your team.

WORKSHOP 2: THE PERSONAL LEARNING CONTRACT

"..... the idea of levels in the Learning Conversation. The central level is seen to be concerned with specific topic or task learning activities and with the Personal Learning Contract. Here the notion of self-organisation begins to grow: how is the learning to be organised, what resources are to be used, what learning skills will be required, can one plan a strategy for the learning and can one define criteria by which the quality of the outcomes of learning may be judged? If learners cannot carry through their contract with themselves then the

conversation moves to the learning to learn level. Here we are concerned with the improvement in learning skill so that contracts can be implemented. If the contract is successfully concluded but the results do not seem to achieve what was expected, then we move to the life relevance level. Here the specific learning activities are reviewed with a wider context, longer time spans and larger goals." (Harri-Augstein and Thomas 1991 p. 39)

5.4 The second S-O-L technique introduced to the management team was the Personal Learning Contract. Specifically this is the outcome of a Learning Conversation, ideally it should be written down so that it can be referred to during its execution and reflected upon on completion. Having said that, a Learning Contract can be verbal or even not publicly expressed, ie kept entirely to the learner. The Contract should be owned by the learner and not imposed by the coach or line manager. The basic elements of a Learning Contract are:

PURPOSE: what is to be learnt, improved or innovated

STRATEGY: how the purpose is to be accomplished

OUTCOME: the desired or expected result

REVIEW: when and how the process is to be reviewed.

It could be possible to regard a Learning Contract as being only to do with training or skills acquisition. However, if you define the outcome of learning as

personal and organisational improvement and innovation, as I do in Chapter 7 when describing my Person-Centred Model of Organisational Growth, the scope for Learning Contracts is significantly widened, if not boundless. To introduce the Personal Learning Contract, CSHL first described the theory and then used one of their associates who used them in producing a PHD thesis, to describe their use in practice. Using fictitious appraisal forms that I had prepared in advance (see Appendix 5.4.1), workshop participants role played appraiser and appraisee with a view to producing a Learning Contract for the appraisee.

At the end of the workshop, participants were set three tasks:

- work on at least one Personal Learning Contract for YOURSELF.
- try to complete a Personal Learning Contract with at least one member of your team.
- engage your manager in, at least, one Learning Conversation about your Personal Learning Contract.

WORKSHOP 3: THE CONVERSATIONAL REPERTORY GRID

"The repertory grid was invented as a therapeutic technique. It was designed to enable clients to explore the pattern of their deepest thoughts and feelings about the people closest to them. It allows each individual client to express significant personal meaning in the terms which are most natural to them."

(Thomas and Harri-Augstein 1985 p. 18)

5.5 The third workshop saw the introduction of the repertory grid, a technique of psychology used for exploring meaning. As indicated by the above quote, it was invented to elicit what a client felt about other people. It can, however, be used to help learners make clear their meanings and understanding of other subjects. For the workshop, the participants were invited to produce grids based on people who did or had worked for and with them. The procedure for eliciting a repertory grid is set out in the CSHL paper headed "Eliciting a Kelly Repertory Grid" at Appendix 5.5. At Figure 5.5.1 is a form on which to record the grid and at Figure 5.5.2 a way of sorting element cards without repeating any in a triad.

The purpose of the grid exercise at the workshop was to make clear how participants felt about people and what they valued about them. From this it was possible to develop plans to help the individuals who were the

KELLYIAN REPERTORY GRID RECORDING FORM

	PAIR	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	E11	E12	SINGLETON
C1														
C2														
C3														
C4														
C5														
C6														

Figure 5.5.1

SELF ORGANISED LEARNING - REPERTORY GRIDS

How to sort Element Cards without repeating any in a triad.

1,2,3	2,5,8	3,4,8
4,5,6	3,6,9	3,5,7
7,8,9	1,5,9	2,4,9
1,4,7	2,6,7	1,6,8

11 June 1991

elements in the grid but also help the participants learn about what they do and do not value in others. The grid was used to *"illuminate the models in your head which influence how you work with the members of your team."* At the end of the workshop participants were set three tasks to "further illuminate the models in your head":

- a) add 3 more people (elements) to your grid
- b) develop 3 more new and different constructs
- c) reflect on how you would deal with people as described by these poles.
- d) look at all your constructs and reflect on how many of these are concerned with "learning".
- e) use your original 9 people (elements) to elicit a grid which contains constructs generated by thinking about these people as "learners". Reflect on how you enable them to learn more effectively.

WORKSHOP 4: CHARTING THE PROCESSES OF WORK

"The PURPOSE of charting a task is to enable the Learner to:

- 1) become more aware of their understanding of the task
- 2) check 1) "on-the-job"

3) refine and improve their understanding in the light of personal experience.

4) understand how functional operations influence objective measures of Productivity, Quality of Service and Cost Effectiveness.

5) appreciate how more effective supervision can improve performance."

(CSHL Paper: "Charting a Task with TALKBACK")

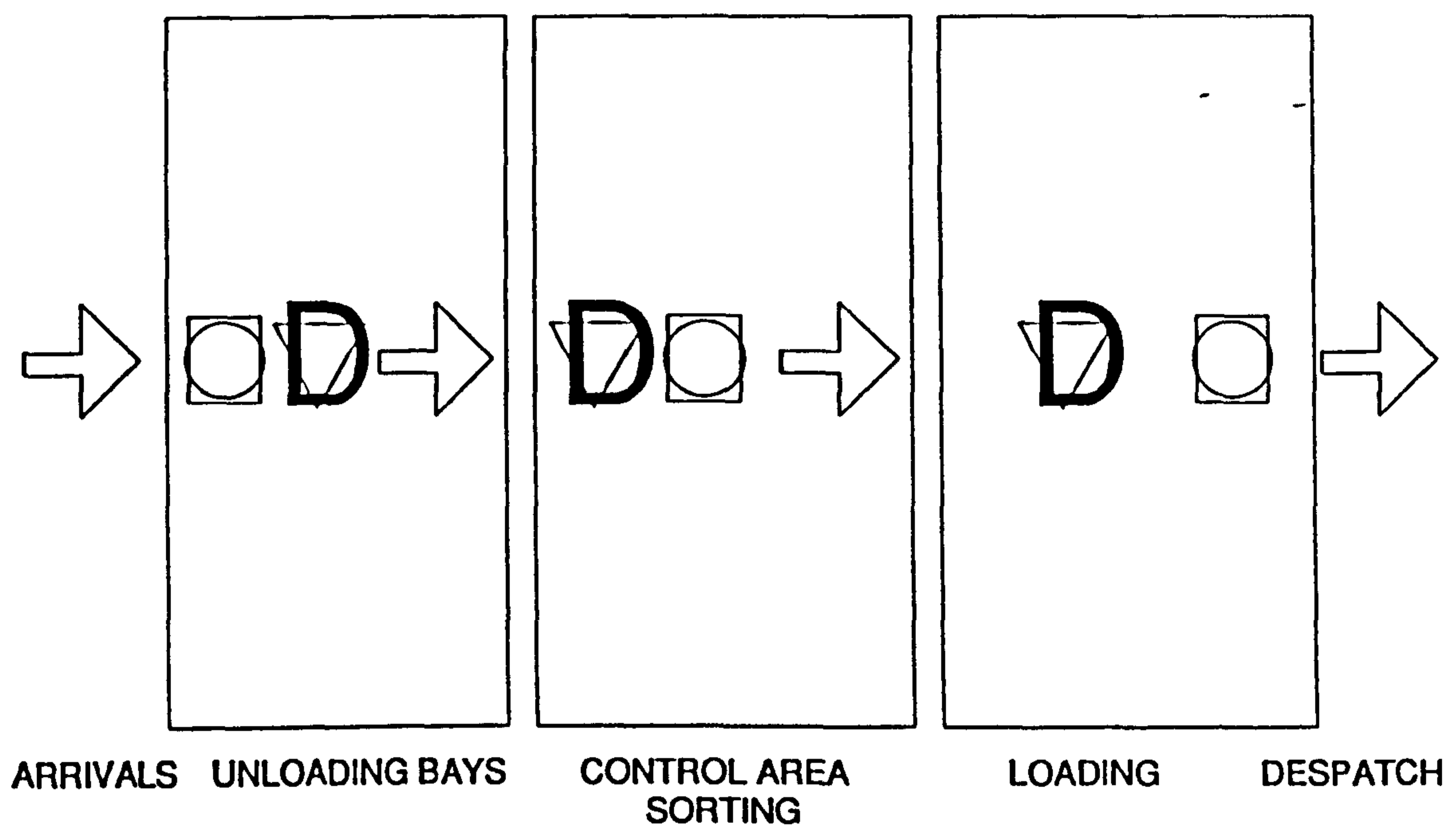
5.6 At workshop 4, the Management Team were introduced to Flow Process Charting, a Work Study or Organisation and Methods Study technique. The purpose of charting is set out in the above quote; a copy of the full paper from which it is extracted is at Appendix 5.6. By charting the processes for which they were responsible, the participants were able to make explicit and share their understanding or models of how they worked and managed. Copies of the Charts produced by the group are at Figures 5.6.1, 5.6.2 and 5.6.3.

At the follow-up session to workshop 4, CSHL worked with the management team to help us reflect on how our personal models or understanding of managing people, ie the results of the repertory grid, related to how we saw control of operations and measures of productivity as defined by the Flow Process Chart.

WORKSHOP 5: GROUP LEARNING CONVERSATIONS

"Most groups which develop or are formed within an organisation have a work purpose beyond that of helping

PARCEL FORCE FLOW PROCESS CHART



PARCEL FORCE FLOW PROCESS CHARTS

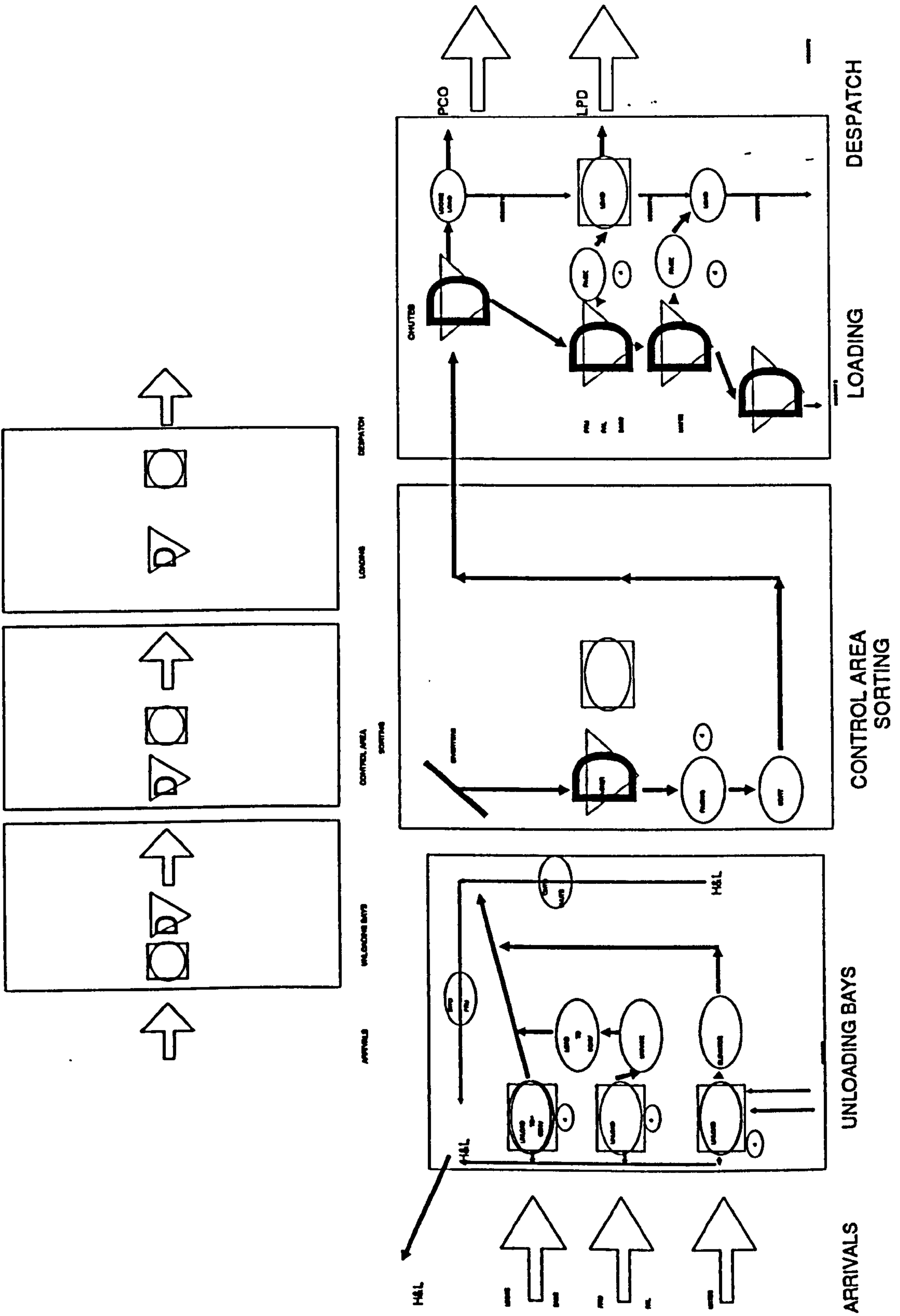


Figure 5.6.2

PARCEL FORCE FLOW PROCESS CH

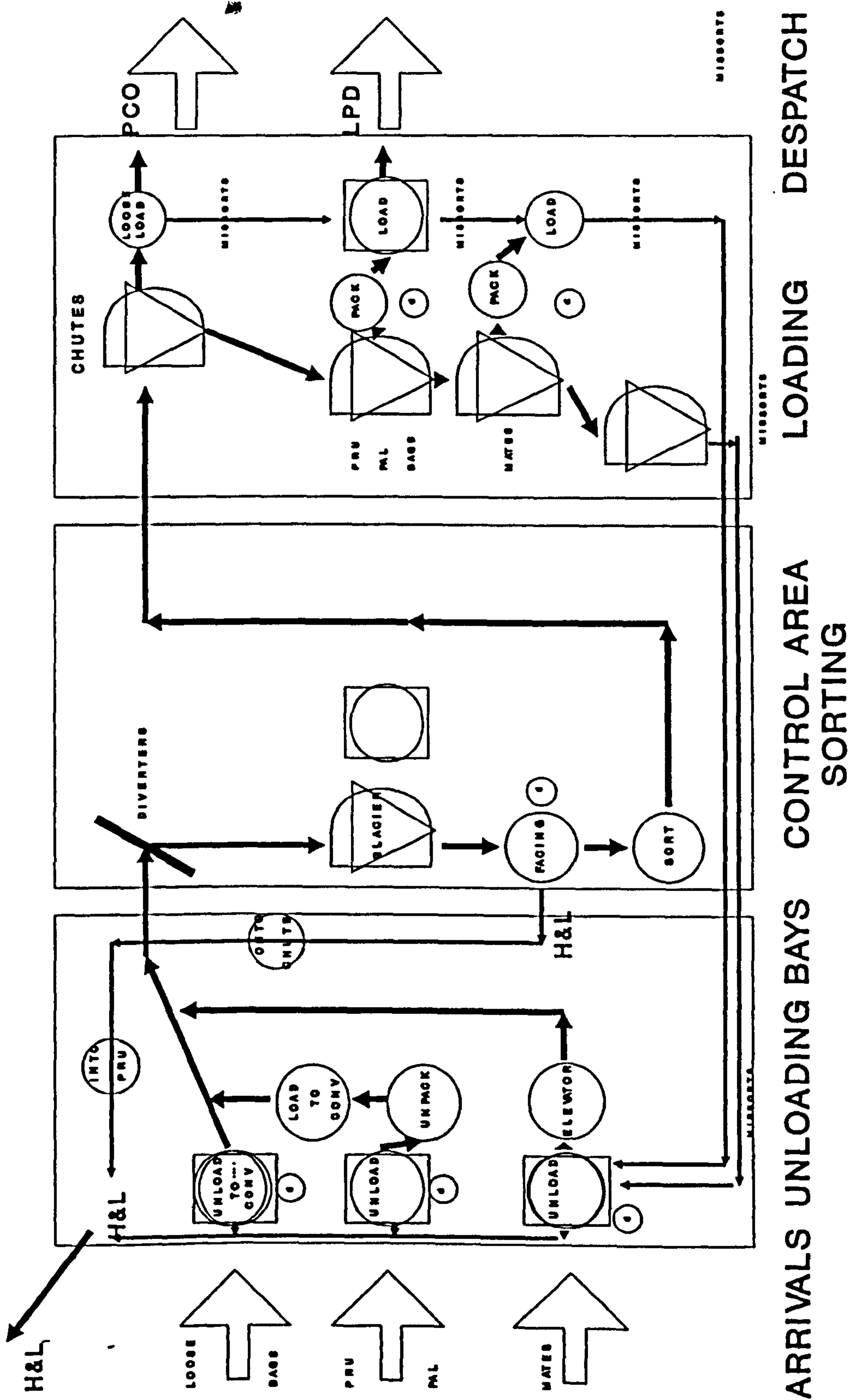


Figure 5.6.3

each of their members to become more effective at learning from experience on the job. Once the group has identified its purpose conversationally (and not just had it imposed by dictat from the outside, perhaps in terms which are at variance with the experience of its members) it is possible to initiate a Learning Conversation with the group as a whole. They can together learn to achieve their group purpose more effectively." (Harri-Augstein and Thomas 1991 p. 212)

5.7 If one extends the concept of a group to equate to an organisation, then the Group Learning Conversation can be seen as a paradigm of my Person-centred Model for Organisational Growth described fully in Chapter 7. The fifth workshop was used as an opportunity to bring together the techniques learnt at the earlier workshops and to consider the place of S-O-L in helping the management team develop as a group rather than as individuals. To do this CSHL introduced the team to the skills of conducting Group/Team based Learning Conversations. However, principally it took the form of a structured conversation about the way forward. During the conversation a number of ideas formed including a clearer picture of how I should behave as overall team leader.

After the fifth workshop, two further sessions with CSHL were programmed. The purposes of these two sessions, held on consecutive Mondays in September 1991, were agreed between myself and CSHL and then published in my minute to team members dated 17 July 1991 (see Appendix 5.7).

OUTCOMES OF A PROGRAMME OF ACTION RESEARCH PHASE 3

5.8 Although the workshops during 1991 were based around various awareness raising techniques, there were outcomes which were of direct benefit to individual team members, to the group and to the Sort Centre. In evaluation conversations with participants held during 1994, the impact on them of S-O-L has remained even, in some cases, when they have left Parcelforce employment; these conversations are covered in Chapter 6.

The impact of S-O-L on participants as individuals is very powerfully expressed in the statements they produced for the first of the two sessions with CSHL in September 1991. Copies of these statements can be found at Appendices 5.8.1 to 5.8.3. The following extracts illustrate the Learners' perceptions:

"increased self confidence"

"affected both working and personal life"

"raised self awareness"

"increased willingness to delegate responsibility"

"more relaxed"

"not trying to run others' lives for them"

"improved working relationships between team members"

"greater involvement of team members in total Sort Centre activities"

"strengthened conviction of the need for individuals to take on responsibility for their own learning and development"

"improved ability to sit back and observe"

"fuller planning of day"

"better listener"

"less self conscious at meetings"

"staff appreciation of increased help and use of knowledge"

"providing better quality"

"learning more quickly to be able to manage more effectively"

"more reflective and open minded"

"talk things through more"

"made more aware that there was more to thinking than just doing it"

"became more self critical and started to examine some of my thoughts"

"not just a gut feeling and now I find most things I do I ask the question why that way"

"charting helped with NEBSM book on Methods Study"

"talking to the tutors I found it very useful"

"feel quite happy to talk to my team about the way they wish to go and assist them in any way I can".

During the period of the workshops of 1991 and developing particularly from workshop 3, Repertory Grid, we established a series of meetings of the Office Objectives Group. It became clear during our conversations that my personal objectives were also those of the sort centre as a whole and yet I was the only member of the team accountable for their achievement. Here was highlighted the importance of clear accountability and shared responsibility which are key elements in my Person-centred Model for Organisational Growth (Chapter 7) and which is supported in my Literature Survey (Chapter 2.3). The objectives were ones that I agreed with my boss at the beginning of the financial year and which formed part of my annual appraisal; the objectives for 1991/92 are at Appendix 5.8.4. During the workshops it became clear that there was a need to involve all team members in the achievement of these objectives and in agreeing how this should be done; in S-O-L terms, Purpose and Strategy. As a result it was agreed to hold a separate meeting on 14 May 1991 to define how this might be done. The notes of that meeting are at Appendix 5.8.5 and show that it was run as a Group Learning Conversation with a PURPOSE, STRATEGY and OUTCOME. During the meeting we defined some of the ways we could ensure successful achievement of office objectives and the kinds of team behaviour that would be necessary. More specifically it was agreed to

hold weekly meetings each taking a specific topic drawn from the objectives. There were four topics:

- Budget
- Quality of service
- Teamwork and communication
- Eliminating barriers between the Sort Centre and dependent delivery Depots.

which would be taken in turn. When there was a fifth week in a month, we agreed to use it to review the whole process. At the second meeting on 21 May (notes at Appendix 5.8.6), the structure of these meetings was more clearly defined and a schedule for the meetings for the whole of 1991/92 was published; a copy of this is at Appendix 5.8.7. Notes of some subsequent meetings are at Appendix 5.8.8. On review of the process, it was felt that it was difficult to sustain weekly meetings and we, therefore, moved to fortnightly meetings each of which covered two of the original four topics:

- Budgets and Quality of Service
- Teamwork, communication and eliminating the barriers between the Sort Centre and dependent delivery Depots.

During the Autumn, always the busiest part of the year, the Sort Centre took on additional work resulting from the closure of another centre in NW London (Chapter 4.1), and this totally diverted management attention to day to day operations and the Office Objectives Group meetings ceased. On reflection they produced some good ideas and began to involve more people but they were not universally supported and, at times, lost direction. Other outcomes of these workshops can be seen in the form of Personal Learning Contracts agreed by myself, the most significant of which is at Figure 5.8.1.

This contract encapsulated what I had been trying to do from my first introduction to S-O-L in 1985 and before, in spirit. I believe it describes a simple structure which would be very powerful if adopted universally. It was also a key factor in the formulation of my model of organisational growth as described in Chapter 7. Whilst I believe that I endeavoured to live the underlying philosophy of the contract, I did not carry it out to the letter. I held some individual learning meetings and examples of early Personal Learning Contracts that resulted are at Figures 5.8.2 and 5.8.3. However, as with the Office Objectives Group, I was overtaken by the problems created by the increase in workload at the Sort Centre resulting from the closure of the centre in NW London. I also feel that it was difficult to sustain such

THE PERSONAL LEARNING CONTRACT FORM

BEFORE - NEGOTIATING THE CONTRACT

PURPOSE

WHAT IS MY PURPOSE?

1. To help Nigel, Ray, Dave, Alan, Steve and Pete to develop personally and to support their efforts in introducing SOL to the Team.
2. To improve the quality of the appraisal of the managerial team by collecting specific evidence of actual performance.
3. To win the support of team members in achieving office objectives.

STRATEGY

WHAT ACTIONS?

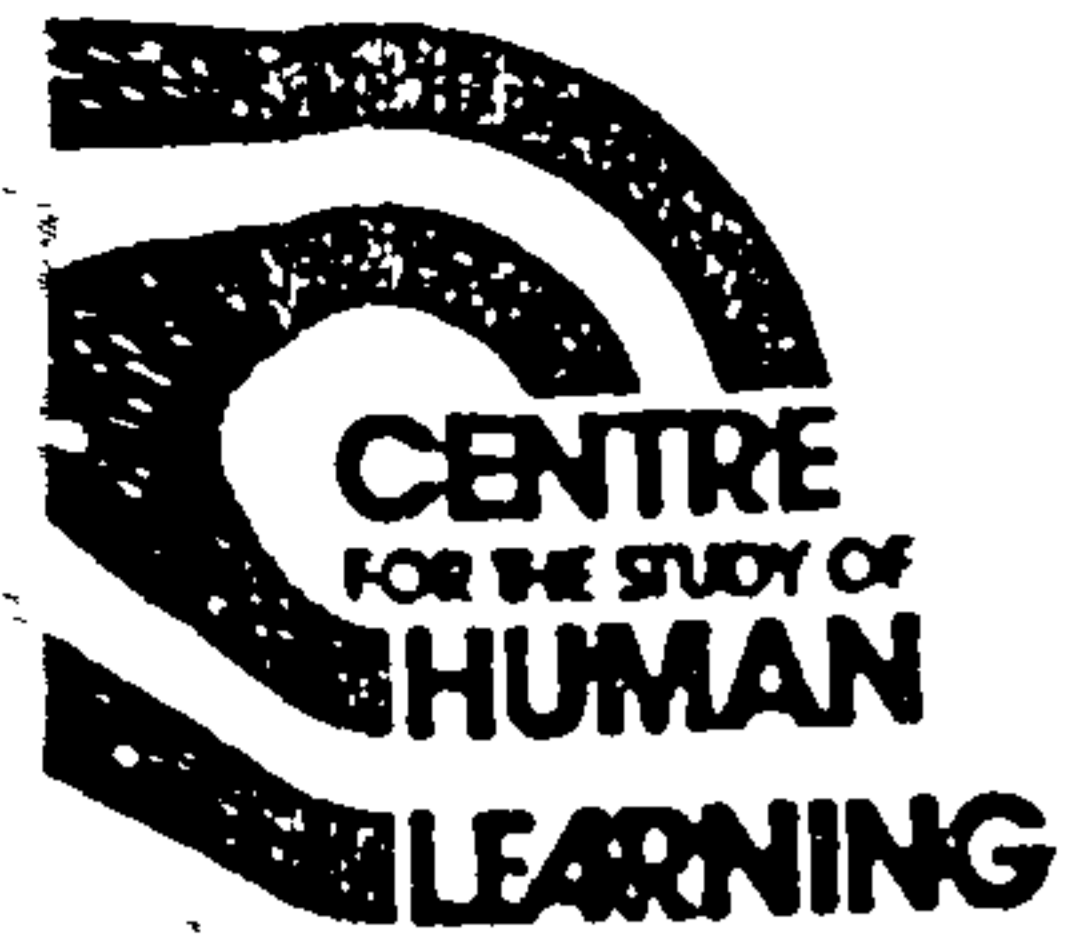
1. Regular, pre-scheduled, individual meetings. Probably once per month but Shift Managers may be each time they perform an early shift. I shall use the Learning Conversation and Commitment on a regular basis and the Repertory Grid, Task Interview/Analysis and Charting as necessary.
2. Team meetings to pool ideas, review general progress and agree action.

OUTCOME

HOW SHALL I JUDGE MY SUCCESS?

1. Monthly learning commitments and their outcome.
2. Learning activity going on through the team with feedback via my meetings.
3. Specific appraisal evidence.
4. Achievement of office objectives.

Figure 5.8.1



THE PERSONAL LEARNING CONTRACT FORM

BEFORE - NEGOTIATING THE CONTRACT

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OBJECTIVE

WHAT IS MY PURPOSE?

Avoid sidetracking from subject at meetings
Try to stick to subject
Stick to subject when speaking

STRATEGY

WHAT ACTIONS?

Make notes of subject before meetings.
Make notes of any other subjects
for discussion.
Use prompt cards
Use card to remind me to stick to subject

OUTCOME

HOW SHALL I JUDGE MY SUCCESS?

Response by others of any changes.

Figure 5.8.2



THE PERSONAL LEARNING CONTRACT FORM

BEFORE - NEGOTIATING THE CONTRACT

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WHAT IS MY PURPOSE?

My Purpose is to think, not to act -
first, Discuss these thoughts with Andrew
and other P.E.C., P.E.D.

WHAT ACTIONS?

To report daily / weekly to
Andrew.

HOW SHALL I JUDGE MY SUCCESS?

By the response back from Andrew,
and the action he takes

Figure 5.8.3

a process in a wider environment to which it was alien
and in which I was being offered no equivalent support.

This points to the need in all organisations and parts of organisations for a person-centred culture in which fulfilled, motivated and committed people can develop. Frequently after the workshops I had a Personal Learning Conversation with CSHL and examples of Personal Learning Contracts which resulted from these are at Figures 5.8.4 and 5.8.5. The Conversations were focused on me both as Task and Learning Manager and as an individual. The two Learning Contracts show examples of the two sides, one dealing with involving team members more and the other dealing with my own personal development and tackling an issue on which I wanted to improve or learn. Both had successful outcomes - the first with the establishment of the Office Objectives Group and the second as recorded at the foot of the Learning Contract.

The final noteworthy outcome was a discussion with my sponsor in Parcelforce HQ which had two outcomes; firstly, a failure to agree the way forward for the Business as a whole and secondly, a commitment to fund further sessions with CSHL during 1992. Correspondence recording this discussion is at Appendix 5.8.9.

The CSHL assessment of the outcomes of the use of S-O-L in the Reading Parcels Sort Centre are expressed in their

PERSONAL LEARNING CONTRACT - ANDREW TAYLOR

<p><u>PURPOSE</u></p> <p>To overcome my reluctance/ apprehension about speaking to people, seeking advice or asking for quotes/work to be done.</p>
<p><u>STRATEGY</u></p> <p>To tackle such situations, one at a time, starting with ones that appear less daunting and building up to more daunting. After each occasion to reflect upon what I did and how and to amend my approach if appropriate.</p>
<p><u>OUTCOME</u></p> <p>To have successfully completed each situation/event by having accomplished its purpose and to have gained confidence/overcome reluctance/apprehension and to have understood how.</p>
<p><u>REVIEW</u></p> <p>1 Speak to cousin David - done 26/3/91 - need to ring back when weekend arrangements clearer. <u>Got on with it, had to make myself actually press the keys on the phone.</u></p> <p>2 Speak to Tom Clay about my "low profile" - rang Tom who offered to come and see me (28/3/91). Tom came on 3 April, spoke for 2 hours. <u>Decided to speak to Tom after discussing situation with Lorna.</u></p> <p>3 Find out various costs of vehicle hire - rang 3 or 4 companies - decided on Eurodollar because only round the corner from our house.</p> <p>4 Rang around turf suppliers to find out costs etc of turfing bottom of garden (10/4/91).</p> <p>5 Rang contractors to arrange visits to discuss decoration of outside of house (17/4/91).</p>

Figure 5.8.4

PERSONAL LEARNING CONTRACT - ANDREW TAYLOR

PURPOSE

To find out from team members how they think they could become more involved in the management of productivity improvement/cost reduction in the PDC.

STRATEGY

To ask team members individually/as a group with a view to agreeing a strategy for getting them more involved.

OUTCOME

An agreed strategy for getting them involved.

REVIEW

1 Discussed with Dave Matthews - part of the problem difficulty in reconciling results with managers' own feelings. Agreed might be better to talk about 157 iph rather than 90 BSI. Dave began to talk about using 157 iph to assess staffing/clearance situation during shift. Dave already planning to delegate pre-listing to Shift Managers. Discussed use of EPC forecast for latter.

2 PEsC beginning to take a bigger interest in figures and demonstrated that EPC does not appear to be fully reflecting performance.

Figure 5.8.5

letter of 21 June 1991 to Parcelforce's Training Division
(see Appendix 5.8.10). The main comments made were:

*"each manager has seriously taken on board a
commitment to acquire the S-O-L techniques on offer,
in ways which are enabling them to practice these
as part of their on-going on-the-job activities."*

*"Not only have they taken these new (for them) S-O-L
skills on board for themselves, but they have also
practised them with the dedicated teams that they
are responsible for."*

"There have been some interesting outcomes."

*".....managers have most certainly become much
more informed and now understand better what is
actually meant by 'performance measures'."*

*"What's more they are working on translating their
office performance measures to each of their
specific areas of responsibility and are also
explaining how such new understandings of
performance measures are enabling them to improve
their management of their dedicated teams."*

"They are also seriously questioning their "managing people" skills and each has taken on responsibility to act as their own learning coach."

"There is a definite change in attitude and atmosphere - greater confidence, openness, a feeling of job ownership and general empowerment through S-O-L."

"..... one of the interesting findings from our point of view is how S-O-L can be installed in an office in a "coach-less environment" (ie there being no formally appointed learning coach.....)."

"There is no doubt that the project has been very successful in enabling managers to act as learning coaches themselves on-the-job."

LESSONS LEARNT FROM A PROGRAMME OF ACTION RESEARCH PHASE 3

5.9 The lessons learnt from the 1991 round of S-O-L workshops and follow-ups were:

5.9.1 confirmation that S-O-L can change the way individuals behave and perform.

5.9.2 coaching can be a line management function.

5.9.3 S-O-L sessions are more effective when they are clearly focused.

5.9.4 the introduction of techniques such as the repertory grid needs careful thought. For people not used to using techniques of this sort, they can be a daunting prospect which could put them off the basic S-O-L philosophy.

5.9.5 the sessions increased the sense of confidence, awareness and involvement of the participants.

5.9.6 group learning conversations can produce new and effective solutions and ways of managing.

5.9.7 ideas which resulted from S-O-L sessions need to be reviewed and updated.

5.9.8 crises tend to overwhelm the sort of activities that were initiated by the S-O-L

sessions, eg the Office Objectives Group and my one to one coaching sessions with team members.

5.9.9 there was a need for some further, undefined step(s) to lead to S-O-L becoming part of the day to day culture of the organisation.

5.9.10 learning is more than acquiring skills or knowledge and is about improvement and innovation.

On reflection, this group of five workshops and follow-up days was designed to heighten our awareness of the basic philosophy of Self Organised Learning and to show us some skills which could assist with two things:

- the analysis of what we do and how we learnt to do it.

- the identification of learning needs and how to turn these into effective action.

I judge the core of this to be the Personal Learning Interview or Conversation and the Personal Learning Contract and these form the basis of my Person-Centred Model of Organisational Growth as described in Chapter 7. The other techniques learnt during these sessions, ie Personal Learning Task Analysis, Repertory Grid and

Charting are all designed to support the process, in particular the analysis. The latter techniques would be very valuable in making a deeper analysis of personal constructs.

SETTING THE SCENE FOR A PROGRAMME OF ACTION RESEARCH PHASE 4 (1992)

5.10 As recorded in paragraph 5.8, at the conclusion of the series of S-O-L Workshops and follow-up days in 1991, Parcelforce HQ agreed to fund CSHL to spend a further five days working with the Sort Centre management team during 1992. In her minute of 23 January 1992 (see Appendix 5.8.9), the Parcelforce Head of Training confirmed that she was "happy to fund further sessions for you between January and September, to help you consolidate your gains." In my reply of 13 February 1992 (see Appendix 5.10.1), I proposed four dates for sessions, with a back-up date if required and subject to available funds. In the event the dates had to be revised, see my minute of 10 March 1992 to team members at Appendix 5.10.2.

In their letter to Parcelforce HQ of 5 March 1992 (see Appendix 5.10.4), CSHL set out what they proposed for

these additional S-O-L days. The PURPOSE of the days was defined as follows:

" To support the S-O-L initiative already in place at Winnersh for empowering managers to effectively lead their teams."

The STRATEGY was defined as:

"These days will be structured in the form of "Group Learning Conversations". Each manager will take on responsibility for actively exploring and demonstrating how S-O-L based strategies are being used by their team on-the-job....."

The planned OUTCOME was defined as:

".....heightening awareness of self-responsibility, leading to an enhancement of personal skills and to improvements in productivity, cost effectiveness and total quality."

The reference to "total quality" in the CSHL proposal reflected the fact that the Business was moving into the field of Total Quality Management (TQM) through an initiative called "Customer First". I saw S-O-L as an ideal vehicle for delivering TQM which is about

"empowering the frontline", "ownership" and "responsibility". As part of forging the link between S-O-L and TQM, I invited the Area Total Quality Manager to attend the sessions. The Area Total Quality Manager was responsible for the development and introduction of TQM in the area.

It was agreed between myself, as Learning Manager, and CSHL that we should try to retain the two themes of performance measurement and appraisal or feedback for learning which we had identified as key when we initiated S-O-L in Parcelforce as part of the Management Development and Productivity Improvement Programme in 1990.

The 1992 workshops took the form of Group Learning Conversations. They could also be defined as seminars with a mixture of lectures, discussions and exercises. There were five workshops on the following dates;

27 April

18 May

15 June

29 June

12 October

The sessions were all full days between the hours of 8.30am and about 4.00pm.

WORKSHOP 1: FEEDBACK FOR LEARNING

PART 1

5.11 For the first two workshops, CSHL prepared detailed agendas and a copy of those for the first workshop are at Appendix 5.11.1. The morning of the first workshop was largely taken up with a review of the 1990 and 1991 S-O-L activities, a re-statement of CSHL's aims and a discussion of how participants, as individuals and team members, had been getting on since the last workshop of 1991. In the afternoon the team was helped to elicit their own criteria of performance. In doing this they were invited to consider what criteria they would use for:

- selecting someone for promotion
- providing feedback
- assessing the performance of a work area or the whole Sort Centre.

They also took account of the current criteria laid down by Parcelforce in the form of appraisals and the key management information measures of:

Productivity

Quality of Service

Cost Effectiveness

The final step was to produce a "Total Criteria Set" combining the team's own criteria and Parcelforce's "official" criteria. At the end of the workshop we had produced three lists of criteria. There was a list of "commonly agreed performance criteria":

Willingness to learn

Dependability

Communication

Openness, honesty and integrity

Keeps people motivated

Confidence

Job knowledge

Gets good performance

Decision making

New insights/ideas.

A list of 17 feedback for learning criteria appropriate to the performance of a first line manager:

- Gets good productivity, quality and performance

- Gets his people motivated, ie sickness and absence
- Good judgement - decision making
- Job knowledge - passes it on
 - acts in light of knowledge
- New insights and ideas
- Makes sound judgements under pressure - keeps his cool
- Communicates - instruct/explain/understand
- Flair for the job/ability
- Willingness to learn - uses opportunities
- Dependability - will be here/do it well
- Implements changes in a supportive manner
- Openness, honesty and integrity
- Firm but fair - treat as you would wish to be treated
- Confidence - makes decisions with belief and accepts criticism
- Calm on outside
- Appearance/image/stature as seen by others
- Sense of humour.

A list of job requirements for each of the three main operational work areas of the Sort Centre, the Arrival Loading Bay, the Parcel Sorting Machines (PSMs) and the Chute Hall were also produced:

ARRIVAL BAY	PSMs	CHUTE HALL
Deployment of staff	Deployment of staff	Deployment of staff
Knowledge of work on hand/work to come	Availability of equipment	Communicate by use of radio & telephone
Provide advance information	Monitor & control of traffic flow	Keep records in writing
Respond to situations	Use of information aids	Judgements - warn Transport of trailer full
Correct use equipment (Radio & other equipment)	Awareness of implication of warnings & alarms	Monitor staff & patrol Chute Hall
Staff awareness of equipment	Communicate with Chute Hall, Arrival Bay & Engineers	
Organise traffic flow	Telephone - communicate with outside Numeracy & computer skills	

Figure 5.11.1

At the end of the workshop, participants were set two exercises to complete before the second session. the exercises involved using the forms at Appendix 5.11.2 to:

- to rate the team's own criteria and work area job requirements for relevance to Parcelforce's "official criteria" of Productivity, Quality of Service and Cost Effectiveness.

- to rate the team's own criteria and the work area job requirements for relevance to the five dimensions of effective management:

- 1 Supervising individuals
- 2 Getting people working as a team
- 3 Working in with surrounding areas
- 4 Offering support to people working with you
- 5 Improving the area.

WORKSHOP 2: FEEDBACK FOR LEARNING PART 2

5.12 The agenda for the second 1992 workshop (see Appendix 5.12.1) sets out what took place during it. As with workshop 1 it took the form of a seminar with lectures, discussions and exercises. It started with a review of workshop 1. Participants were then asked to annotate a copy of the feedback for learning criteria using the following categories:

ME - criteria suggested by the participant

**ME TOO - criteria not suggested by the participant
but with which he agreed**

NOT ME - criteria with which the participant did not agree

ADDITIONALS - additional criteria not thought of during workshop 1.

This was intended as a reflective process and in order to consolidate the criteria into a set which all participants could "own". It was found that most of the criteria were shared by the whole team and, where differences existed, they were found to be due to the different perspectives of people with different roles in the team. The remainder of the workshop, using a mixture of lectures, discussions and exercises and building upon the criteria defined by the team plus Parcelforce's objective measures (productivity, quality of service and cost effectiveness), was used to try to build up a "model" of how the sort centre operated both as a whole and in its constituent functions and how this could be measured in terms of individual, team and whole centre performance. This again related to the five dimensions of effective management referred to in above. These dimensions can be seen as relevant in terms of both managing and learning, as follows:

1 Supervising individuals - *individuals learning*

- 2 Integrating the performance - *group/team learning of individuals*
- 3 Integrating the performance - *whole team learning of teams*
- 4 Supporting individuals, teams - *supporting learning whole team*
- 5 Improvement/innovation which is the *"outward manifestation of learning"*.

Figure 5.12.1

WORKSHOP 3: SUPPORTING LEARNING IN THE WHOLE TEAM

5.13 At the third workshop, we concentrated upon how we might help individual members of the whole management team to learn and develop skills. In particular the three operational second line managers (Shift Managers) recognised the need to help their subordinate first line managers to broaden their outlook. It was recognised that many of the first line managers were ambitious and that, to some extent, their exposure to the various development

initiatives that had taken place in the Sort Centre over the preceding two years was leading to frustration as they were restricted to the supervision of a particular work area within the centre. From the "conversation" that took place during the third workshop, a "Group Learning Contract" was agreed; a copy of the Contract is at Appendix 5.13.1. The main elements of the Contract were:

"PURPOSE

To provide all operations PEsD (first line managers) with a broader perspective of shift management, more challenging and satisfying jobs and the opportunity to develop the qualities and skills required for promotion.

STRATEGY

To invite all PEsD (first line managers) to avail themselves of the opportunity to act as a Shift Manager (second line manager) for a week (minimum?) with a substantive or acting Shift Manager to act as a "shadow" or coach.

OUTCOME

We shall be looking for feedback on how each opportunity has gone.

REVIEW

Progress to be reviewed at our next get together on 29 June with a view to setting up a series of future review meetings".

Within the basic STRATEGY some specific activities were agreed and allocated to team members to carry out. These were:

- to work out and publish a plan for releasing first line managers to take part.
- to advise local union representatives of what was proposed.
- to write to all first line managers explaining what was proposed and inviting them to take part.
- to talk to team members about what was proposed.
- to work out strategies for preparing individual first line managers for the experience.

- to work out strategies for how the second line managers would perform the "shadowing" role.

- to effectively publicise the names of the second line (Shift) managers each week.

This proposal was the idea of the second line managers who were not prepared to allow my doubts to stop them going ahead with it. Of particular interest was their insistence that all first line managers should be offered the opportunity whereas previously they would have restricted such opportunities to those whom, they believed, could cope. I feel this was evidence of a developing Theory Y approach among members of my management team, many of whom started out with a much more autocratic outlook. A programme for the "shadowing" was drawn up and published, see Appendix 5.13.2. In drawing up the programme it became clear that:

a) "shadowing" should take place on the late (1400 - 2200) shift as it was possible to cover the absence of the released first line manager by use of overtime, if necessary, which was not the case on the other two (early and night) shifts.

b) "shadowing" should not take place during peak annual leave (holiday) weeks when it would not be possible to provide the necessary cover.

WORKSHOP 4: TEAM PERFORMANCE AND LEARNING

5.14 The fourth workshop allowed the team to review the Learning Contract agreed at the third. This "reflection" did not cause any of the team to doubt that it was the right course and it was agreed to proceed. The remainder of the session was spent discussing how the team could operate more effectively both in terms of performance and learning. It was agreed to organise a further session in October to review how things were going and CSHL were asked to provide feedback at that session on how they felt each team member was progressing.

OUTCOMES OF A PROGRAMME OF ACTION RESEARCH PHASE 4

5.15 There was a general outcome of the 1992 workshops which was a further increase in the effectiveness of the team and its individual members in terms of cohesion,

confidence, imagination and commitment and an increasingly participative approach to management. The "shadowing" had mixed outcomes but in terms of some first line managers, there was a definite "opening of the eyes" which I believe has had a lasting effect. It also made the second line managers reflect both on how they did their own jobs and on how they could support the first line managers in their learning.

The workshops reinforced my determination to proceed with my own Personal Learning Contract (see Figure 5.8.1), very much the prototype of my Person-Centred Model of Organisational Growth (see Chapter 7), described in paragraph 5.8, the purposes of which were:

- 1 To help Nigel, Ray, Dave, Alan, Steve and Pete (my direct team as it then stood) to develop personally and to support their efforts in introducing S-O-L to the team.

- 2 To improve the quality of the appraisal of the management team by collecting specific evidence of actual performance.

- 3 To win the support of team members in achieving office objectives.

I had already made clear that it was my intention to continue with these purposes at the beginning of 1992 and following the "disruption" caused during the preceding Autumn by the extra work taken on after the closure of the Sort Centre in NW London. I did this in my paper "Action for early 1992" dated 9 January (see Appendix 4.5.2). In particular I wrote:

"2.1 We need to re-activate our regular meetings which

I see as:

.....

2.1.5 Some version of the Office Objectives Group that we were running prior to the Autumn."

and

"2.2 S-O-L

I shall re-start the individual S-O-L sessions that I was having with you."

Under the guidance of the Area Total Quality Manager, I had also been thinking how we could begin to install TQM and establish Quality Improvement Teams. This resulted in a meeting with the operational second line managers (Shift Managers) on 7 September 1992. The outcome of that meeting was a recognition that what we did as a team needed to be more coordinated. We also agreed the "Key

Criteria" by which we might measure "Quality" performance, these were:

- Daily consistent clearance by phase
- Productivity
- Unit cost
- Missorts/missents
- Staff attitudes
- "Going for Gold" - a national Sort Centre recognition scheme
- Objectives.

We also identified a list of "issues" that we needed to tackle as a team, these were:

- S-O-L.
- Standard Plus (a new product).
- Objectives deployment - involving the whole management team.
- Cascading awareness of TQM.
- A revision of the postmen's duty structure and the necessary consequent training.
- The impact of the loss of some work (the DNC).
- The introduction of Monday - Friday, as opposed to Monday - Saturday working.

- Feedback from Team Briefings, meetings with the staff and attitude surveys.
- The possibility of some staff from a local delivery depot opting to work in the Sort Centre when the depot changed location.
- The Christmas rush.
- Privatisation of Parcelforce announced by the President of the Board of Trade in July 1992.
- Our contribution to improving the "Health" of Parcelforce.
- The use of the Admin. and Training support functions in the Sort Centre.
- Proposals to increase the processing capacity of the Sort Centre.
- The national recognition scheme "Going for Gold".
- Initiatives to improve Quality of Service.

It was also agreed (see my minute of 11 September 1992 at Appendix 5.15.2) at the meeting on 7 September that, to secure the effective coordination of the management team's activities, the three Shift Managers and I should meet every five weeks to:

"consider the key performance criteria and to agree how we should manage the key issues facing the PDC."

It was also agreed that our role:

"will not be to tackle the issues but to agree how they should be tackled and to sponsor and support those charged with doing so."

We had in mind the need to "empower" other people in the team and to encourage them to take "responsibility" for resolving issues. The first of the meetings took place on 5 October 1992 and a record of its outcomes is recorded in my minute of 8 October (see Appendix 5.15.3). The outcomes were of a mixed nature:

- 1 and 2 were requests for clarification of the process and of other people's involvement in it.
- 3 was the first instance of a decision of how an issue would be tackled and by whom.
- 4, 5 and 6 were agreements to discuss three specific issues at the next meeting and who should lead them.
- 7 and 8 were agreements to discuss two other issues but for which nobody was allocated the lead.

At the next meeting, held on 2 November 1992, I gave presentations on items 1, 2 and 6 from the October meeting and copies of the materials I used are at Appendix 5.15.4. I took the opportunity to expand 1 and 2 into a broader discussion of how we managed as a team. In this I covered:

Organisation and responsibilities
Teamworking
Management style
Staff attitudes.

In my presentation I endeavoured to put across:

- the concept of the "inverted triangle" organisation which emphasises the role of managers in supporting the "frontline" staff who are directly in contact with customers, external and internal.
- the roles and responsibilities of the operational and support managers.
- The "Customer First" or Total Quality Management approach to problem solving which has similarities to the Self Organised Learning Personal/Group Learning Contract:

<i>CUSTOMER FIRST</i>	LEARNING CONTRACT
<i>Take something we do</i>	PURPOSE
<i>Identify the customers Find out what they want Agree a quality specification</i>	STRATEGY
<i>Plan it, including quality measures Do it</i>	OUTCOME
<i>Measure how well we're doing Improve further</i>	REVIEW

Figure 5.15.1

In December 1992, Parcelforce announced another reorganisation, one of the effects of which was that I was asked to move from being Manager of the Reading Parcels Sort Centre to act as full time Project Controller for a proposal to increase the Centre's capacity by 80%. I was given two reasons for the change:

- the importance of the proposal and the contribution I could make to its planning and implementation.
- the fact that I had been in charge of the Sort Centre for six years and that both the centre and I needed a change.

Although my replacement did not, in the event, take over until April 1993, the change was expected to take place

earlier and I, therefore, pulled back on some of the initiatives I had been taking.

It is also worth recording that the first half of 1992 produced the most consistently high record of productivity performance in the Parcelforce Sort Centre. This higher performance was maintained even as parcel volumes seasonally fell until the impact of an unpopular duty revision and the effects of deteriorating machine performance reversed this trend in the Autumn. This performance is discussed in greater detail in Chapter 6.7 as part of my evaluation of my action research.

LESSONS LEARNT FROM A PROGRAMME OF ACTION RESEARCH PHASE 4

5.16.1 Team members continued to respond to their exposure to S-O-L, to act with greater confidence and to produce outcomes of greater quality.

5.16.2 There is considerable opportunity for synergy between Self-Organised Learning and Total Quality Management.

5.16.3 Managers can produce their own performance criteria.

5.16.4 My experiences during this period also contributed significantly to the development of my Person-centred Model for Organisational Growth (Chapter 7). In particular, it highlighted the value and benefits of:

- a person-centred approach to management
- clear accountability and shared responsibilities
- a structured approach to learning and its management.

REFLECTIONS ON A PROGRAMME OF ACTION RESEARCH

5.17 In Chapter 4.13 I reflected on Phases 1 and 2 of the Programme of Action Research in Parcelforce and concluded:

"Phases 1 and 2, then, did not produce the answer but highlighted the need to continue searching and to try Self-Organised Learning in a more structured and planned manner."

Phases 3 and 4 provided the opportunity to do this and produced evidence of the management team as individuals and as a group starting to learn in a Self-Organised way, take more responsibility and to show greater initiative.

Examples of this were:

- shift manager "shadowing"
- the Office Objectives Group
- effective coordination of team activities.

There was also evidence that team members recognised that they were changing and this was highlighted very clearly in the evaluation conversations I held with team members and which are recorded in Chapter 6.10 - 6.13.

In my description of the outcomes of Phase 4 in 5.15 I mentioned initiatives which were beginning to form into a cohesive set of individual and group Learning

Conversations:

- my Personal Learning Contract (Appendix 5.8.1) in which I committed myself to supporting my team as individuals.
- Team Coordination in which the team planned to control the key issues with which we were faced.

Unfortunately the decision at the end of 1992 to change my role denied me the opportunity to follow these through. They have, however, re-emerged in rather more sophisticated form in my Person-Centred Model of Organisational Growth which I describe in my concluding chapter, Chapter 7.

Overall I regard my Programme of Action Research in Parcelforce between 1986 and 1992 as period of learning and growth for my team and myself and this is the basis of the evaluations that I present in Chapter 6.

CHAPTER 6

CONVERSATIONAL EVALUATIONS

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A CONVERSATIONAL METHOD OF EVALUATION

6.1.1 In this chapter I aim to present an evaluation of the learning activities described in Chapters 3, 4 and 5 which took place in Reading Head Post Office in 1985 and 1986 and the Parcelforce Sort Centre near Reading between 1986 and 1992.

"To evaluate" is defined as "to determine the value of".

What was the value of the activities that took place ?

To whom were they of value and in what ways?

How am I to determine the value of my Action Research?

The traditional view of evaluation or assessment is similar to the traditional view of management or leadership. This view assumes that evaluation, the determination of value, is the prerogative of the leader, the teacher or the "expert" just as control and decision making in organisations are traditionally assumed to be the prerogative of the "boss". This expert based system of evaluation tends to disregard what the participants in an activity value. In my Literature Survey (Chapter 2) I argued that modern organisations needed to adopt a

person-centred, democratic and participative approach to management which:

- helped people satisfy their needs
- shared responsibility and control
- created an environment of trust
- developed person-centred behaviour
- encouraged learning for continuous improvement

Accepting that life is holistic, the logical corollary of this for evaluation, is that it should also have a person-centred component. Modern theories of management and learning advocate "empowerment" and "ownership". These same qualities should also apply to the methods of evaluating such activities. My evaluations will be "conversational" in that they will address the issues from different perspectives and will be based on the Theory Y type assumption that the participants' own evaluations are of, at least, equal value to those of people who have supported them, eg tutors, coaches, line managers and to the "expert system" evaluations. I will, therefore, bring together evaluations from:

- the organisations, eg performance criteria such as quality, productivity and unit cost.
- providers of learning activities.
- participants in the learning activities.
- myself as learner, manager and action researcher.

Another benefit of this multi-perspective approach to evaluation is that it recognises that things which are of value to individuals are likely to also be of value to the organisations. For example, the increased confidence and self-awareness of individual managers are likely to feed through into improved individual, group and organisational performance. Evaluation, like learning, like life, should be holistic and not compartmentalised.

6.1.2 In sections 6.2, 6.3 and 6.4 I will evaluate the trial of Self-Organised Learning in Reading Head Post Office by highlighting the value to the managers involved and the value to the Post Office, in particular, the Post Office in Reading. In sections 6.5, 6.6 and 6.7 I will provide similar evaluations for the learning and development activities at the Parcelforce Sort Centre near Reading. In section 6.8 I will offer an evaluation of the value that the whole experience has had for me as

the person who has been involved throughout in the roles of leader, Learning Manager and action researcher. In presenting my evaluations I shall refer again to the outcomes of the activities as described in the relevant chapters and which, in my opinion, are particularly helpful in determining the value of the activities. Additionally, I shall produce for the section on Parcelforce further evidence of organisational relevance based on agreed objectives, some statistical, to demonstrate how the Sort Centre's performance changed over the period.

Finally, in Sections 6.10 - 6.13, I will present the personal testimonies from those Parcelforce managers who were most involved over the years 1986 to 1992; this data was collected by personal conversations during 1994. I have tried to demonstrate in the earlier Chapters of this thesis, that Self-Organised Learning is "person-centred". It is about supporting individuals, groups and an organisation as a whole, enabling them to develop primarily by focusing on responsibility for their own learning, and to evolve their capacity for life-long learning. It follows that evidence of how the main participants in the S-O-L action research felt they had changed in attitudes and behaviours and what outcomes they valued, would be very important. Such data forms a major contribution to the evaluation of my project. I,

therefore, decided to obtain this evidence by holding follow-up evaluation conversations with participants in the Parcelforce Sort Centre elements.

EVALUATING THE TRIAL OF SELF-ORGANISED LEARNING IN READING HEAD POST OFFICE: AN OVERVIEW

6.2 The trial of Self-Organised Learning at Reading Head Post Office is fully described in Chapter 3. The trial was undertaken in order to test whether locally based, mainly on-the-job, learning, in which learners took greater responsibility, would help front line managers perform more effectively and whether it would prove more effective than the traditional training which usually took place away from the workplace. The activities which took place during the trial fell into two groups, firstly those which resulted from the initial planning for the trial:

- preparation of 29 new acting first line supervisors (PED) for learning on-the-job (Chapter 3.3)
- working with supervisors involved in the code/sort area to improve the use of the coding and automatic sorting equipment and coordinate it with manual sorting (Chapter 3.4)

- conducting individual and group learning conversations with managers, substantive first and second line supervisors and experienced acting first line supervisors (Chapter 3.5)
- weekly "open house" sessions in which individual supervisors could attend confidential learning conversations (Chapter 3.6)
- identifying and collecting appropriate evaluation measures (Chapter 3.7)

Secondly, there were activities that evolved during the trial, these were:

- weekend workshop at Basingstoke (Chapter 3.9)
- workshops for substantive first line supervisors and personal work methods (Chapter 3.10)
- feedback for learning on-the-job (Chapter 3.11)
- suggestions for improvement on-the-job (Chapter 3.12)
- the management of learning (Chapter 3.13)

THE VALUE TO MANAGERS IN READING HEAD POST OFFICE

6.3.1 As Chapter 3 describes, a large number of substantive and acting managers at various levels were involved in a wide range of activities during the trial

of Self-Organised Learning at Reading Head Post Office in 1985 and 1986. The impact on managers will have been as varied as the number of managers. Equally, most of the outcomes of activities which were of value to managers were also of value to the organisation.

6.3.2 The clearest value to the managers involved in the trial was in the form of promotion which appeared to be, in large part, attributable to Self-Organised Learning. As reported in Chapter 3.3, 12 of the 29 new acting first line supervisors who were prepared for learning on-the-job, were promoted by the end of 1986, with a thirteenth promoted in September 1987. This was in contrast to previous experience which was that staff could remain on the acting list for many years and then, in many cases, find themselves rejected or giving up out of frustration. Another example, described in Chapter 3.5, shows an experienced acting second line manager finding Personal Learning Contracts very effective learning tools to the extent that the respect that others had for him increased and he gained substantive promotion which had not been considered likely only a little earlier. The value that this man placed on S-O-L was clearly shown by the fact that he showed interest in becoming a full time learning coach and attended a national coaching workshop.

6.3.3 For other managers there were significant changes in the way they managed or in the role they played in the organisation. In Chapter 3.5 I describe how an experienced third line manager identified that he needed to improve his performance counselling skills. He had previously "told" subordinates what to do and how and had a reputation for being something of a bully. He was able to change so that subordinates were able to describe him as "more thinking, more dedicated, more confident and more consultative." A more recently promoted third line manager also adopted a more participative management style at the same time as developing a set of controls and monitors for the function for which he was responsible. Yet another third line manager developed a spreadsheet on which to monitor S-O-L as part of the Feedback for Learning package (Chapter 3.11). A first line supervisor who had not been especially well regarded by his superiors transformed his approach to his job as he very quickly learnt computer skills and developed a capability for implementing management information. Chapter 3.6 describes the activities which evolved from the "open house" sessions including the work undertaken by a first line supervisor in improving the operation of the railway station. This gave this man confidence and he became very involved in the trial as a full time coach. Also in Chapter 3.6 is the story of the "old school" second line supervisor who found that S-O-L removed the

obstacles to his own learning and who also became a full time coach.

6.3.4 Another way in which participating managers showed that they valued S-O-L was the way in which they sought and exploited opportunities to become more involved. I have already quoted examples of managers who having become involved went on to become coaches. Another example of this was one of the first line supervisors in the code/sort area who attended a national coaching workshop (Chapter 3.4). The demands made on experienced supervisors by the new acting first line supervisors as "learning resource" caused them to seek opportunities for themselves (Chapter 3.3). The impact of the work with the supervisors in the code/sort area (Chapter 3.4) was that second and third line managers became more involved as they saw it produce results.

6.3.5 The participants in the trial also benefited from the way in which S-O-L "opened their eyes" and increased their awareness. This manifested itself in the way in which the new acting first line supervisors adopted an enquiring approach to their new roles and the way they questioned accepted ways of doing things. They also produced many ideas for improved methods of work (Chapter 3.3). The outcomes of the trial of S-O-L and the suggestions put forward by participants was evidence that

they had become aware of both their ability and responsibility to be imaginative and innovative (Chapters 3.5, 3.6 and 3.12).

THE VALUE TO THE POST OFFICE

6.4.1 The activities at Reading Head Post Office were undertaken as a trial of Self-Organised Learning in order to assess whether it should be introduced throughout the Post Office. One measure of the success of the trial and of its value to the Post Office generally was that further trials were undertaken, initially at Edinburgh, followed by national implementation through the appointment of Learning Coaches in all areas. S-O-L was linked to the implementation of a process of efficiency improvement called the Revised Revision Procedure (RRP). When RRP ran into difficulties, in particular in negotiations with the trade union, and was abandoned, the national introduction of S-O-L died with it. This was unfortunate since the link with RRP was fortuitous and not originally envisaged nor in any way necessary.

6.4.2 As mentioned in Section 6.3, much of the value of the trial of S-O-L to the Post Office locally in Reading reflects the value to the participating managers and acting managers. As I have described in Chapter 1.2, the

culture of Reading Head Post Office was very autocratic which had produced a number of negative consequences:

- the office had been managed by a succession of autocratic managers and there was a lack of initiative and imagination being displayed. Typically, "senior managers" were expected to produce the solutions to most problems, "junior managers" expected to simply "do as they were told" and to take little or no responsibility.

- when appealing against not being promoted, appellants frequently claimed that they had had no feedback on their performance and that they had received little or no help or training in improving their performance.

- counselling was used as a euphemism for a formal telling off.

- the discipline code was used against staff who had simply made unintentional mistakes.

- relations with the main trade union, the Union of Communications Workers, were very confrontational and yet the local branch was lead by two able men who had, at least, as good and frequently a better

understanding of the issues than the managers involved.

It was whilst seeking ways to tackle these negative elements in the management of the unit that I was introduced to CSHL and Self-Organised Learning and I consider that the outcomes of the activities that took place during the trial demonstrate that significant, beneficial change occurred. The changes manifested themselves in four key areas:

- increased personal effectiveness of both experienced and new members of the management team (see 6.4.3).
- improved measurement and assessment of the performance and learning needs of individual managers (see 6.4.4).
- improved working methods and organisation (see 6.4.5).
- locally developed and, therefore, more relevant measures of operational performance (see 6.4.6).

6.4.3 In 6.3.2 I have described the value to individual members in terms of promotion. The value of this to the

organisation was, of course, that it had more effective and aware managers who would bring a more participative style and greater imagination and innovation. The courses for 29 new acting first line supervisors (Chapter 3.3) equipped 12 of the participants so well that they were promoted substantively by the end of 1986 and that the second and third line managers, on whose judgements such promotions were made, felt sufficiently confident to support their advancement. The course was also used in 1987 to prepare a further 14 new acting first line supervisors. There is also evidence in various parts of Chapter 3 of managers changing attitudes and approach, achieving promotion and choosing to become more deeply involved in Self-Organised Learning, many as coaches. Overall, the evidence of the outcomes of the activities which took place during the trial, points to a noticeable increase in the effectiveness of managers.

6.4.4 One of the key weaknesses I had noticed when I first moved to Reading was the inadequacy of the assessment of performance of individual managers and acting managers. This was an area tackled as the trial evolved. It came to light during the initial preparation of 29 new acting supervisors for learning on-the-job. The participants began to seek feedback from their superiors so that they could plan and carry out continuous improvement. As part of this exercise, the acting

supervisors assessed themselves against the same criteria that their own supervisors were due to be using. At the weekend workshop in Basingstoke (Chapter 3.9) second line managers agreed to try to be responsible for initiating self appraisal activity for each acting first line supervisor. Out of a recognition that the existing appraisal systems were not producing the best results, grew the Feedback for Learning project which:

- ensured that there was effective feedback vital to the reflection which is at the heart of SOL.
- highlighted the difference in commitment which comes about when people are involved in developing systems compared with when they are imposed from outside.
- provided a structure on which to build ongoing learning conversations.
- highlighted the importance of relevance to the success or otherwise of systems, activities or tasks.

A key output of the Feedback for Learning package and of S-O-L Personal Learning Conversations was the identification of personal and group learning needs and,

given that no method of identifying such needs previously existed, this was of significant value to the organisation locally.

6.4.5 Although the lack of pre-existing objective measures by which to evaluate the impact of S-O-L on a "before and after" basis was a disappointment, there was evidence that the importance to the achievement of continuous improvement of having measurement was being learnt and put into effect. Examples were:

- the first line supervisor in the code/sort or mech. area who generated his own measures of performance (Chapter 3.4).

- the first line supervisor in charge of the "meter" section generated measures by which to evaluate performance against his workplan, including productivity measures (Chapter 3.5.2).

- a recently promoted third line manager developed a number of controls and monitors for the function (letter delivery) in charge of which he was placed; (Chapter 3.7.2).

- more generally, there was evidence of supervisors becoming interested in tracking the flow of work

through the different work processes which it was anticipated could be developed into systems which would produce tighter control.

- among the outcomes of workshops run for experienced first line supervisors (Chapter 3.10) was the development of systematic personal workplans and ideas for ways in which they might measure their work area performance in terms of quality of service and cost effectiveness.

6.4.6 The ultimate objective of both my personal search and the trial of Self-Organised Learning was improvement in organisational performance and results. There were many instances of improvement suggestions and their implementation. In the case of the new acting first line supervisors (Chapter 3.3) I attribute this to managers looking at things with a "fresh pair of eyes" but also to the enquiring/learning approach that they had learnt and the confidence they had gained from a successful transition into supervision. Examples of improvement suggestions and implementations were:

- One of the new acting first line managers wrote several reports suggesting solutions to problems at the Railway Station and in the Foreign and outward letter sorting sections.

- One of the first line supervisors in the code/sort area attended a national S-O-L workshop and went on to establish objective performance measures relevant to himself and the work area.

- Another man promoted to third line manager in November 1986 developed a number of controls and monitors for the function to which he was appointed.

- Another first line supervisor was able to significantly improve the quality and consistency of the information detailing the duties of individual postmen. He also brought to attention weaknesses in a computer package being introduced nationally.

- Yet another first line manager promoted in June 1986, committed himself to improving the "meter" section of which he was in charge. This involved the development of a detailed workplan and measures by which to evaluate performance against the plan. He extended his activity to contact with customers who posted meter franked mail and as a result greatly improved the way in which such mail was presented to the Post Office.

Finally, there was measurable improvement in the performance of the main sorting office in Reading as shown below:

- Productivity raised by 24% over 18 months
- Costs reduced by 19% over 12 months
- Quality of Service improved over 13 months:

First Class from 97% to 99%

Second Class from 93% to 98%.

EVALUATING THE PROGRAMME OF ACTION RESEARCH AT THE PARCELFORCE SORT CENTRE IN READING: AN OVERVIEW

6.5.1 In this section I shall endeavour to present some evaluations of the activities that took place at the Parcelforce Sort Centre in Reading between 1986 and 1992. The activities can be summarised as:

- Phase 1: Self-Organised Learning in action between 1986 and 1989 (Chapter 4):
 - the appointment and use of a Learning Coach
 - reflections on the impact of my management style

- Phase 2: the major management development and productivity improvement programme in 1990 (Chapter 4):

- productivity improvement
- NEBSM
- Self-Organised Learning

- Phase 3: Self-Organised Learning in action in 1991 (Chapter 5):

- Phase 4: Self-Organised Learning in action in 1992 (Chapter 5)

The activities directly related to S-O-L were not as varied, deep or brought to such successful conclusions as those during the trial at Reading Head Post Office. On the other hand the managers were exposed to a variety of other activities, sometimes to the point where they felt overloaded, but which allows some comparison of the relative values of the activities. The outcomes of the activities as described in Chapters 4 and 5 give an indication of their value whether good, bad or indifferent. In presenting my evaluations I shall refer again to those outcomes which, in my opinion, are particularly helpful in determining the value of the activities. Additionally, I shall produce further evidence of organisational relevance based on agreed objectives, some statistical, to demonstrate how the sort

centre's performance changed over the period. Personal testimonies from those managers who were most involved over the years are also presented in Chapter 6.10 - 6.13. This data was collected by personal one to one interviews during 1994.

In order to measure or evaluate the activities that took place, it is necessary to have a standard against which to set them. I believe this can be found in Chapter 4.1.4 in which I said that on taking over as Manager of the Sort Centre:

"My plan was to encourage, support and develop the supervisory team with the expectation that this would lead to a more Theory Y based approach to people and improved performance for the whole unit."

The evaluations that I produce, therefore, need to demonstrate whether or not the supervisory team, as a group and as individuals, benefited from the encouragement, support and development they received, and whether or not the performance of the whole unit improved as a result. In the light of this I shall present the evaluations in three sections:

- the value to the supervisory team as a whole and as individuals, see Section 6.5 .

- the value to the organisation, see Section 6.6.

- I shall finish with a personal statement of my judgement as the senior manager of the value of what took place and how it has benefited me, see Section 6.7.

I am thus presenting a multi perspective evaluation system, designed to highlight process and product results over six years.

One note of a caution; what took place at the parcels sort centre in Reading between 1986 and 1992 was not an experiment within the traditional scientific paradigm. There were no controls as such or pre-set standards of comparison for checking the results. The activities took place in a dynamic environment - involving fluctuating volumes of work and major changes as described in Chapter 4.1 and summarised here:

- 1987:- cessation of the national contract with British Rail for the carriage of parcels. This meant that the proportion of the parcels processed in the sort centre which were carried by road increased from about 50% to 100%.

- 1988:- closure of the sort centre at Milton Keynes and the transfer of the parcels it processed for the counties of Buckinghamshire and Bedfordshire to Reading.

- 1989:- installation of some loose loading equipment. Traditionally parcels had been sorted to either mailbags or towable containers. This was expensive in manpower terms and did not make optimum use of the carrying capacity of the road vehicles used. The new equipment allowed direct sorting of parcels into the trailers where they were loaded loose rather than in containers. This allowed us to load twice as many parcels to each trailer compared with containerisation.

- 1990:- installation of further loose loading equipment.

- 1990:- closure of the sort centre at Southampton and the transfer of the parcels it processed for the counties of Dorset, Hampshire, Isle of Wight and the Channel Islands to Reading; this represented a 75% increase in workload.

- 1991:- the closure of the sort centre at Brent Cross, NW London and the transfer to Reading of the

parcels it processed for Middlesex and West and North West London. At the same time, parcels for Oxfordshire and Bedfordshire were transferred to sort centres in Birmingham and Peterborough respectively.

This is the very nature of action research, which allows systems and processes to be monitored and developed as part of the very process of research. It is in this context that I present my evaluation data. As a result it is not possible to "prove" that a particular effect resulted from a particular cause. Which activity produced a particular change in a group or individual's behaviour is not always clear. Why productivity or quality of service improved or deteriorated cannot always be definitely attributed to any specific influence. One exception to this, I would argue, can be found in the personal testimonies of those most involved and who, during the interviews I held with them in 1994 (6.10 - 6.13), clearly stated what had and had not influenced them and what they had valued at the time and subsequently. In many respects the evidence of value or worth produced by the interviews is the most telling available.

THE VALUE TO THE PARCELFORCE SORT CENTRE MANAGEMENT TEAM AS A WHOLE AND AS INDIVIDUALS

PRODUCTIVITY IMPROVEMENT

6.6.1 I shall refer in Section 6.7 to the changes in productivity performance identified during and after the period of productivity improvement training and counselling (see Chapter 4.10). During the early part of this period, the tutor from the Harry Mitchell College recorded in his diary many critical comments on the performance, attitude and behaviour of individual managers. However, his final comments were much more positive, for example:

"However, all operational managers were highly motivated and very innovative in their attempts to solve the situation. Even those considered lacking in management skills early in the summer project were prepared to make and justify decisions which they would have previously passed further up the management tree. It was also clear that the staff were achieving very good work rates."

"The overall standard of the Reading PDC PEsC and PEsD is now in general terms that of skilled managers instead of mere supervisors."

"Reading's problems would not have been as quickly solved without the fairly innovative and motivated action of its first line managers."

Clearly the tutor would wish to claim that the credit for this should go to the training and counselling which he carried out. Whilst this may be valid, it is interesting that during their interviews in 1994 (6.10 - 6.13), two out of three Shift Managers involved, considered that his activities had little or no impact on them.

NEBSM

6.6.2 As stated in Chapter 4.11 on the NEBSM programme the most tangible measure of the value to the managers of taking part in it, was their success in completing it and receiving the Introductory Certificate, 80% with a "good" or "very good" assessment, and, in the case of eight out of 15 team members, the Full Certificate.

Parcelforce Training Division carried out some evaluation of this part of the Management Development and Productivity Improvement Programme. This evaluation showed that a high percentage of participants felt

positively about the course and that there appeared to be narrowing of the gap between the "Business" view of how managers should feel about their jobs and how they actually felt. However, the gap prior to the course was only just over 5% and it reduced after the course to 2.5%. I am personally not convinced of the validity of this kind of measure.

During their interviews in 1994 (6.10 - 6.13), the three managers who completed the NEBSM course had very different views on it:

- one enjoyed and found it valuable,
- one found it hard work, found he had to "cheat" to keep up but ultimately felt he benefited from it, and
- one found it a chore that had to be completed but which he regarded as an imposition.

As recorded in Chapter 4.11 on the NEBSM programme, one clearly visible, or, perhaps more accurately, audible evidence of the impact of it was the change in language used by participants. For example, they talked of "group norms" and "organic" as opposed to "mechanistic" styles

of management and understood what they were talking about.

SELF-ORGANISED LEARNING

6.6.3 Self-Organised Learning can be particularly powerful in its impact on individuals and can play a significant role in helping groups to perform more effectively. As reported in Chapter 5 on S-O-L, members of the Sort Centre management team produced statements of how they felt S-O-L had affected them. I repeat the extracts below because I believe they very clearly demonstrate the value of S-O-L to those involved:

"increased self confidence"

"affected both working and personal life"

"raised self awareness"

"increased willingness to delegate responsibility"

"more relaxed"

"not trying to run others' lives for them"

"improved working relationships between team members"

"greater involvement of team members in total Sort Centre activities"

"strengthened conviction of the need for individuals to take on responsibility for their own learning and development"

"improved ability to sit back and observe"

"fuller planning of day"

"better listener"

"less self conscious at meetings"

"staff appreciation of increased help and use of knowledge"

"providing better quality"

"learning more quickly to be able to manage more effectively"

"more reflective and open minded"

"talk things through more"

"made more aware that there was more to thinking than just doing it"

"became more self critical and started to examine some of my thoughts"

"not just a gut feeling and now I find most things I do I ask the question 'why that way?'"

"charting helped with NEBSM book on Methods Study"

"talking to the tutors I found it very useful"

"feel quite happy to talk to my team about the way they wish to go and assist them in any way I can"

These comments reflect real and significant changes in attitude and behaviour and show what the participants valued.

The changes which took place in the management team were also seen and reported on by the CSHL tutors who in their letter of 21 June 1991 to the Parcelforce Training Division (see Appendix 5.8.10) said among other things:

"each manager has seriously taken on board a commitment to acquire the SOL techniques on offer, in ways which are enabling them to practice these as part of their on-going on-the-job activities"

"Not only have they taken these new (for them) SOL skills on board for themselves, but they practised them with the dedicated teams that they are responsible for."

"There have been some interesting outcomes."

".....managers.....have most certainly become much more informed and now understand better what is actually meant by 'performance measures'."

"What's more they are working on translating their office performance measures to each of their specific areas of responsibility and are also explaining how such new understandings of performance measures are enabling them to improve their management of their dedicated teams."

"They are also seriously questioning their "managing people" skills and each has taken on responsibility to act as their own learning coach."

"There is a definite change in attitude and atmosphere - greater confidence, openness, a feeling of job ownership and general empowerment through SOL."

".....one of the interesting findings from our point of view is how SOL can be installed in an office in a 'coach-less environment' (ie there being no formally appointed learning coach.....)."

"There is no doubt that the project has been very successful in enabling managers to act as learning coaches themselves on-the-job."

The measure of the on-going value of S-O-L to those involved can be found in the records of the interviews that I had with them during 1994 and which can be found in 6.10 - 6.13.

SUMMARY

6.6.4 Overall, the learning and development activities which took place in the Parcelforce Sort Centre near Reading between 1986 and 1992 proved of value to the participants. Reading 6.10 - 6.13 will confirm and strengthen this conclusion.

THE VALUE TO PARCELFORCE

6.7.1 First of all I would say that what the learning and development activities, and in particular S-O-L, did for the members of the management team as shown in section 6.6 above, was equally of value to the organisation. Because it was not possible to establish a "control experiment", it is not possible to say how things would have been if the activities had not taken place. However, I think it is legitimate to claim that the evidence of value put forward in section 6.6 is so strong that there must have been impact on the organisation. This does not mean, of course, that everything operated perfectly. Any business organisation ultimately measures itself with figures - income, expenditure, profit and customer satisfaction. In an operational unit such as the parcels sort centre in Reading, there was no direct accountability for revenue. Also the sort centre was one

link in a national network and could not, therefore, be held fully accountable for the quality of service to customers as measured in terms of parcel transit times from collection to delivery. The key measures of performance were:

Productivity

Unit costs

Despatch of parcels to schedule.

PRODUCTIVITY

6.7.2 Over the years there has been a progressive and significant improvement in productivity. This is illustrated in:

- the table at Figure 6.7.2.1 which shows productivity performance between 1988/89 and 1992/93.

- the graph at Figure 6.7.2.2 which replicates the table over the whole period as a single line.

- the graph at Figure 6.7.2.3 which shows the performance for each of the 5 years as separate lines and highlights seasonal trends.

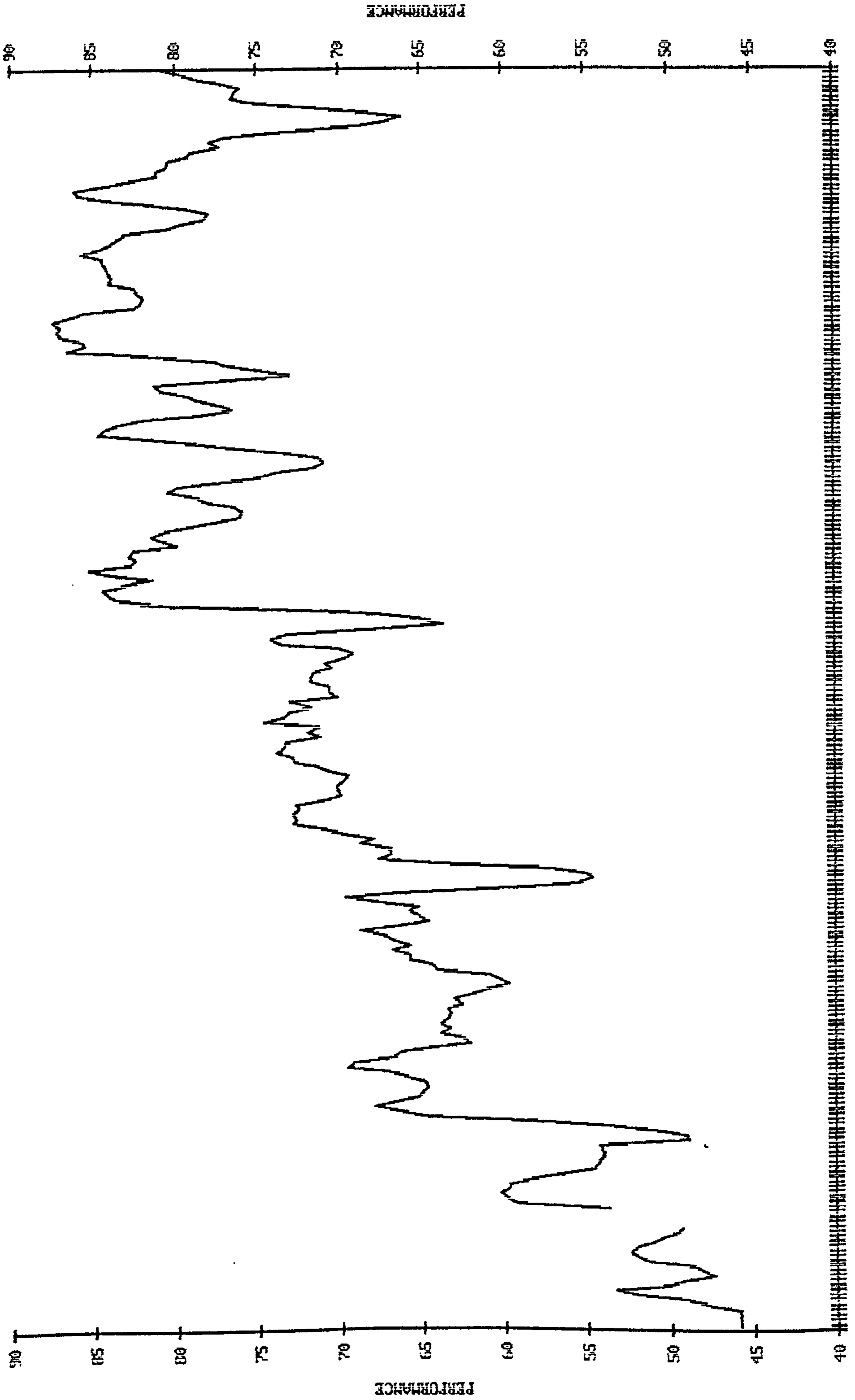
PARCELFORCE SORT CENTRE READING PRODUCTIVITY

WEEK NO.	1988/89	1989/90	1990/91	1991/92	1992/93
1		69	81	92.5	80
2	50.5	70	70.5	75.5	83.6
3	35	76	68	78	73.5
4	43	60.5	71	83.5	82.5
5	55	58.5	72.8	83	84.8
6	54	66.5	72	79.5	86.7
7	58.5	60.5	66	80.5	84.7
8	49	64.5	69	80.5	81.3
9	50	63	71	79	81.7
10	39	65	71	76	85.6
11	49	64	70.5	72.3	87.2
12	50	63	73	72.3	85.9
13	52	62.5	71.3	80	81.4
14	53	62	78	81.5	88.1
15	52.5	66	72	83.5	79.6
16	52.5	59.5	75	76.3	84.1
17	52	65.5	71	81	84.4
18	50	57.5	70.5	77	78.6
19	48	58	67.5	70.5	76
20	50	58	76	69.5	74.6
21	48	62	71.5	71	77.7
22	50.5	69	87.5	70.3	82.5
23	INDUSTRIAL	73.5	64.5	73.5	84.2
24	ACTION	60	66	72	88.3
25	BY UCW.	64.5	69.5	81	87.7
26	57	62	77.5	83.5	86.2
27	61.5	74	73.5	85	83.4
28	61	68.5	67	86.8	76.7
29	61.5	65	66	86.8	78.5
30	57.5	66.5	75	79	80.7
31	57	70	77.5	79.5	86.1
32	54	62.5	72.5	76.8	80.5
33	53.5	59.5	61.5	70.5	75.9
34	51	67.5	68	77	73
35	56.5	69.5	69.5	83	79.4
36	55.5	67.5	74.5	86.5	77.8
37	53.5	73.5	77	79	83
38	54	70.5	78.5	79	71.1
39	52	51.5	71.5	78.5	58.8
40	29.5	35.5	64.5	65.5	53.5
41	56	46.5	44.5	63	69.4
42	61	69.5	59.5	88.8	77.7
43	70	72	84	88.8	82.5
44	70.5	61.8	86.5	82	75.4
45	65.5	71	87	87.5	72.6
46	63.5	64	89	85.2	74.3
47	70	66	72	83.5	76.9
48	64	72	86	90	81.2
49	63.5	71	88	88.5	81.6
50	64	67	79.5	88.2	79.7
51	62.3	73	81.5	84.5	79.3
52	70.5	72	84.5	85.5	82.8

Figure 6.7.2.1

PARCELFORCE SORT CENTRE READING

PRODUCTIVITY 1988/89 TO 1992/93



1988/89 TO 1992/93
----- PRODUCTIVITY

Figure 6.7.2.2

PARCELFORCE SORT CENTRE READING

PRODUCTIVITY 1988/89 TO 1992/93

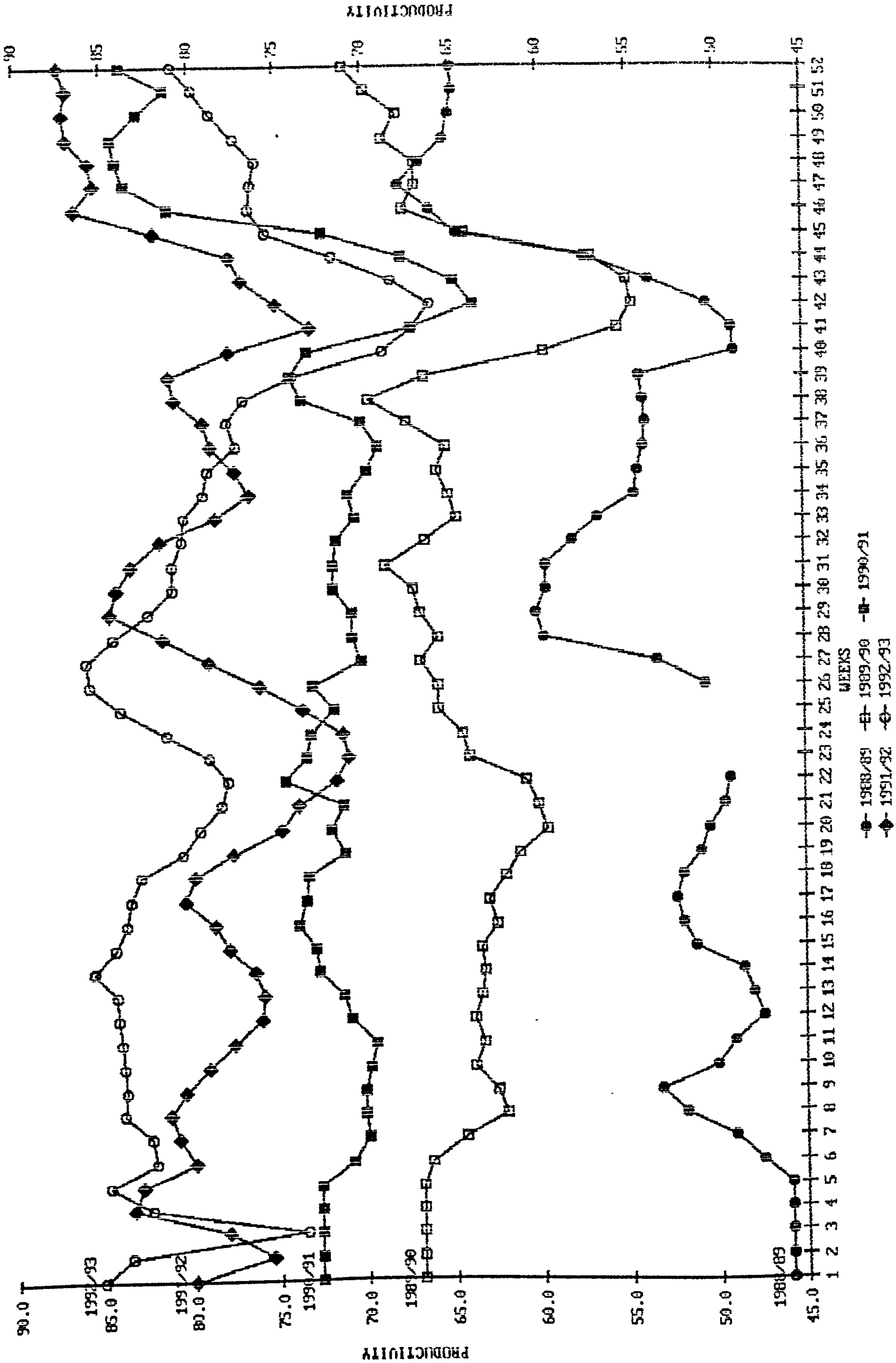
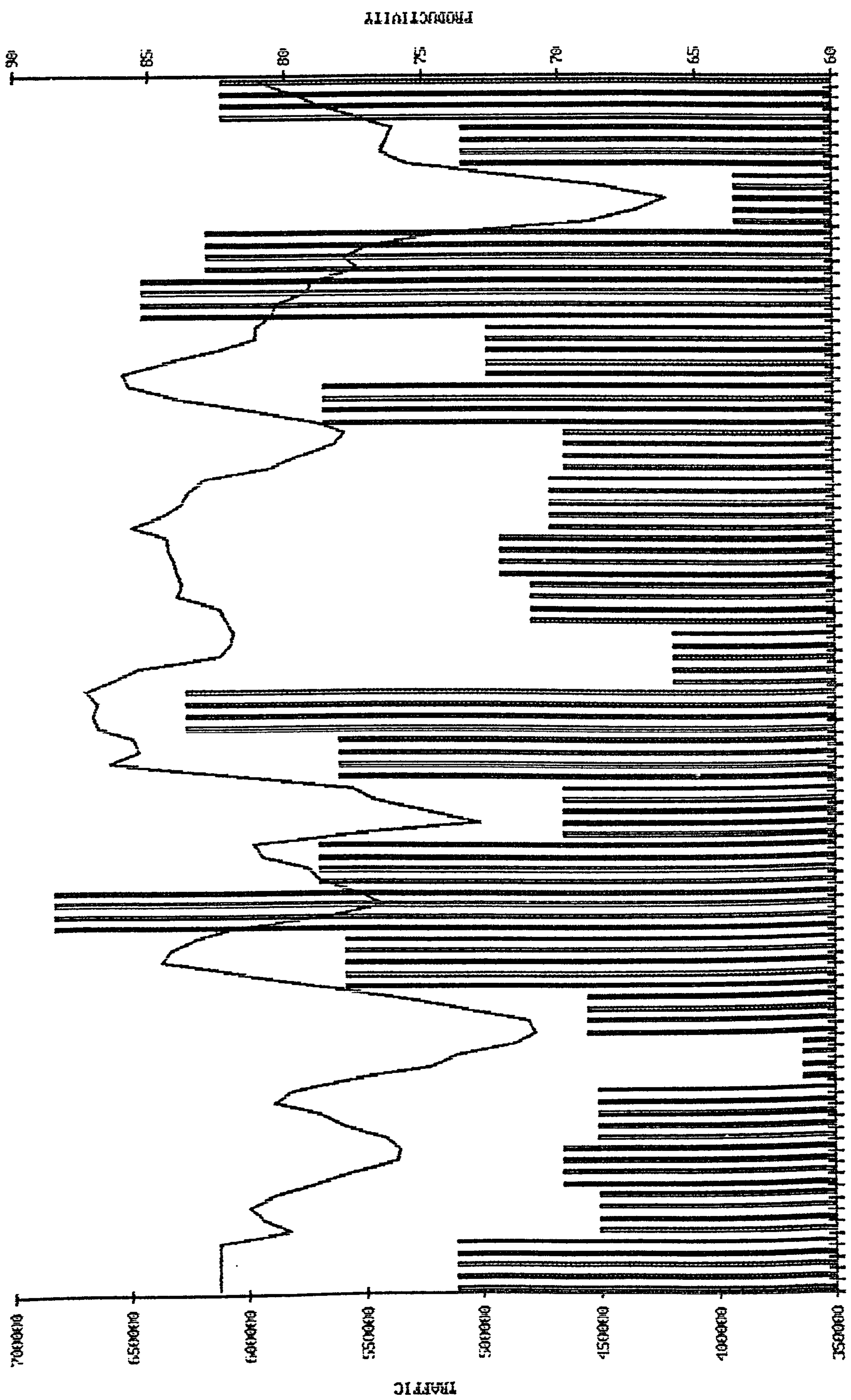


Figure 6.7.2.3

As described in Chapter 4.10, the measurement of productivity in Parcelforce Sort Centres was based on work measurement by which industrial engineers calculate a work value for every parcel handling activity. Productivity in the table at Figure 6.7.2.1 and graphs at Figures 6.7.2.2 and 6.7.2.3 is expressed in percentage terms against a throughput target which is set at 100%. This, therefore, reflects changes in real productivity as over the years the throughput target has increased to reflect changes in workload volumes and mix, and in handling methods which have meant that more parcels could be handled per manhour without any increased time and/or effort on the part of the workforce. In order to maintain or raise productivity, the task of the shift management teams was to try to align the manhours used to the number of parcels to be processed. The graph at figure 6.7.2.4 compares the weekly parcel volume or traffic levels with the productivity achieved in 1991/92 and 1992/93. The graph shows that there is some relationship between volumes and productivity although the early months of 1992 show productivity holding up whilst parcel volumes were at a relatively low level. I believe that this was a vindication of the improvement efforts of the previous 6 years. The progressive improvement in productivity illustrated in Figure 6.7.2.2 continued until the end of September 1992 (around week number 37). At this time a revision of working duties was introduced which was not

PARCELFORCE SORT CENTRE READING

TRAFFIC AND PRODUCTIVITY 1991 TO 1993



1991/92 AND 1992/93
 ■■■ TRAFFIC ——— PRODUCTIVITY

Figure 6.7.2.4

universally popular with the staff and which involved more of them working as keyboard operators on the Parcel Sorting Machines which involved a learning curve which was underestimated to a degree. It was also during the Autumn of 1992 when the machinery was under greatest pressure from peak volumes, that I was able to highlight that wear was resulting in poor performance and reducing capacity by about 18%. This resulted in a major programme of overhaul taking place during 1993.

The Productivity Improvement element of the programme run during 1990 was, of course, specifically aimed at raising the level of the productivity in the sort centre. As described in Chapter 4 on the Productivity Improvement element, the improvement achieved was well below that targeted but nonetheless there was a measurable effect. Before the project, the average level of productivity was 70.2% of target, compared with 72.6% during the counselling phase. This fell well short of the 10 percentage point improvement which was the objective set for the project. One of the main reasons for this relatively small improvement was that the counselling phase took place during the summer when the volumes of parcels posted traditionally fall (see figure 6.7.2.4 for a more general illustration of this point). Before the project started an average of 337000 parcels were being handled each week whereas the average for the counselling

phase was 293000 per week. The comparison of traffic at Figure 6.7.2.5 shows that the parcel volumes declined week by week to low of 254000 in the final week. At the latter level, it would have been necessary to reduce the number of direct hours used by about 25% in order to maintain productivity at the pre-project level of 70.2%. To counter the decline in parcel volumes, a significant reduction in direct hours used was achieved. The average number of weekly hours used prior to the project was 2981, whereas during the counselling phase the average was 2508, a difference of about 16%. The table headed "Comparison of Bonus Hours Used" at Figure 6.7.2.6 shows how the reduction in hours used increased through the counselling phase to a peak in the final week of 695 hours or more than 23%, ie only just short of that required to maintain productivity at pre-project levels. The ability of supervisors to reduce hours was limited, at least, in the short term, by the following factors:

a) there was only a limited amount of indirect work available,

b) it was not possible to reduce the hours below those for the normal, non-overtime attendances of the staff who had to be paid regardless of the amount of work to be done.

COMPARISON OF TRAFFIC

PRE PROJECT AVERAGE 336757

PROJECT WEEK	DATE W/E	TRAFFIC	DIFFERENCE FROM PRE PROJECT AVERAGE
1	6 MAY 1990	336958	+ 201
2	EXCLUDED B/H	-----	N/A
3	20 MAY 1990	325553	- 11204
4	26 MAY 1990	314824	- 21993
5	EXCLUDED B/H	-----	N/A
6	10 JUNE 1990	318046	- 18711
7	17 JUNE 1990	323246	- 13511
8	24 JUNE 1990	306536	- 30221
9	1 JULY 1990	319255	- 17502
10	8 JULY 1990	300856	- 35901
11	15 JULY 1990	296664	- 40093
12	22 JULY 1990	281996	- 54761
13	29 JULY 1990	291740*	- 45017
14	4 AUG 1990	254502	- 82250

* Includes approximately 15000 parcels diverted from East and West London PCO's.

Figure 6.7.2.5

COMPARISON OF BONUS HOURS USED

PRE PROJECT AVERAGE 2981 HOURS

PROJECT WEEK	DATE W/E	HOURS	DIFFERENCE FROM PRE PROJECT AVERAGE
1	6 MAY 1990	2913	- 68
2	EXCLUDED B/H	-----	N/A
3	20 MAY 1990	2922	- 59
4	26 MAY 1990	2761	- 220
5	EXCLUDED B/H	-----	N/A
6	10 JUNE 1990	2810	- 171
7	17 JUNE 1990	2774	- 207
8	24 JUNE 1990	2675	- 306
9	1 JULY 1990	2544	- 437
10	8 JULY 1990	2597	- 384
11	15 JULY 1990	2479	- 502
12	22 JULY 1990	2452	- 529
13	29 JULY 1990	2578	- 463
14	4 AUG 1990	2286	- 695

Figure 6.7.2.6

c) it was sometimes necessary to incur overtime to ensure the correct skills and numbers of staff were available to meet the quality of service requirements of each shift and phase.

The overall productivity performance hid the underlying work rate because of the factors described above. In week 13, 66 hours more hours were used than in week 12 to handle 9744 more parcels. This "marginal" performance equates to 91.7% of target. The highest performance was in week 9 when 78.3% was achieved. At the same time there was evidence of early finish resulting in direct hours which were not needed, having to be included in the calculation of productivity. It was the "professional" view of the tutor that, when parcels were available the actual performance was about 91 % of target.

An even more telling measure is whether or not this improvement in productivity management could be maintained once the Harry Mitchell College tutor was no longer on site. Study of the table and graphs at Figures 6.7.2.1, 6.7.2.2 and 6.7.2.3 suggests that in the very short term, during the autumn of 1990, the improvement was not sustained with the improvement over the same period of 1989 being either marginal or non existent. It was during this period that Southampton sort centre was closed and the Reading sort centre had some difficulty in absorbing a 75% increase in workload. However, early in

1991, as volumes returned to more normal levels and the change began to settle down, a significant year on year increase in productivity was achieved. During Autumn 1991 the increase in productivity slowed again as the sort centre absorbed another major change following the closure of the sort centre in North West London. However, in early 1992 we achieved the most consistent period of high productivity. As the table at Figure 6.7.2.7 and graph at Figure 6.7.2.8 show, the average throughput of parcels per manhour during the first 12 weeks of 1992, at 165, was 22% higher than in the same period of 1991.

UNIT COSTS

6.7.3 About 80% of the revenue costs of the Parcelforce Sort Centre near Reading were for labour. A key measure of the centre's performance was the labour cost of handling one parcel which is called the labour unit cost. The level of the unit cost was influenced by three factors:

- parcel volumes

- the number of labour hours used to handle the parcel volumes

READING PARCELS SORT CENTRE - PARCELS PER MAN HOUR

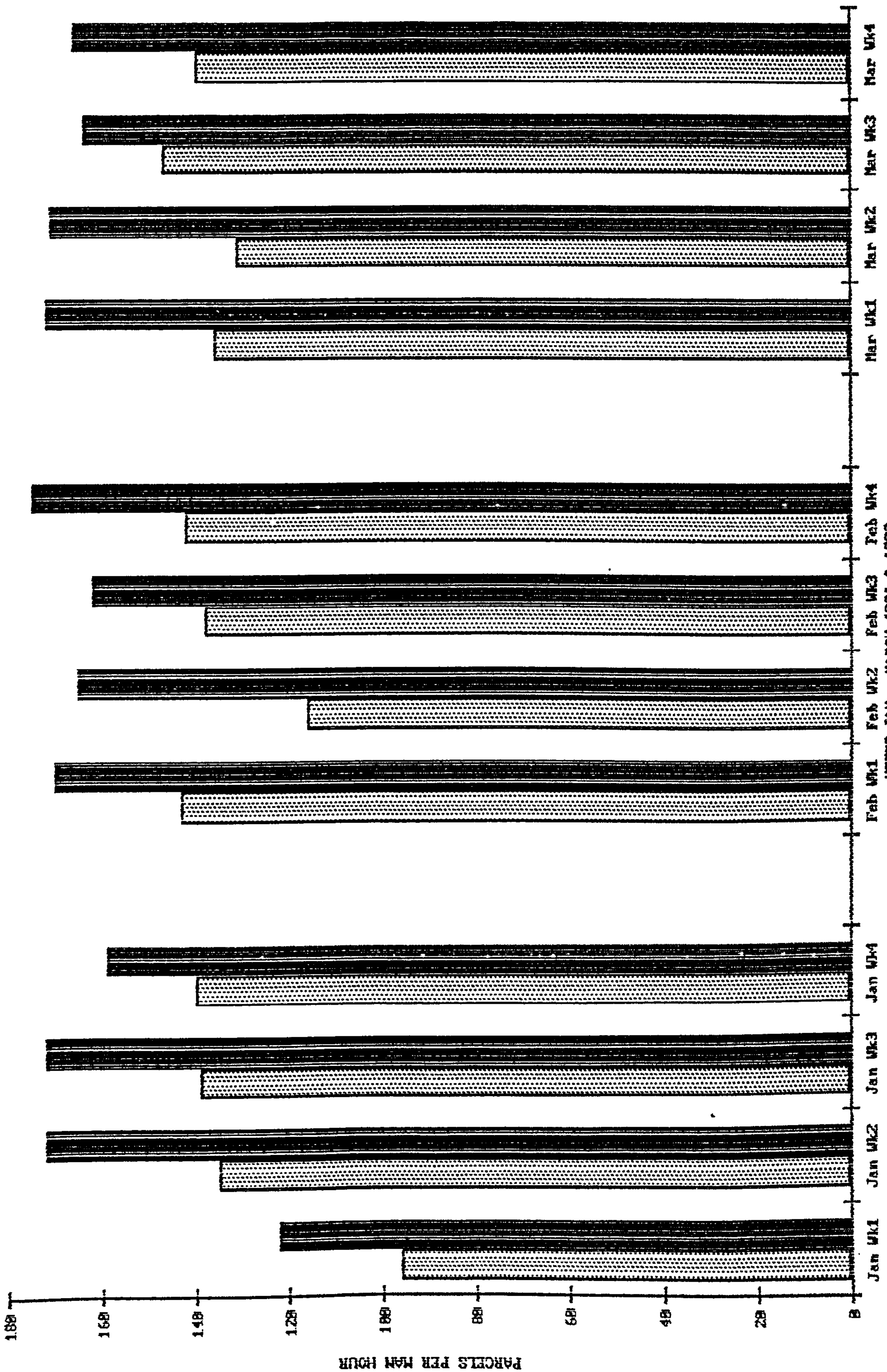
	1991	1992
January		
Week 1	96	122
Week 2	135	172
Week 3	139	172
Week 4	140	159
February		
Week 1	143	170
Week 2	116	165
Week 3	138	162
Week 4	142	175
March		
Week 1	136	172
Week 2	131	171
Week 3	147	164
Week 4	140	166
AVERAGE	135	165
AVERAGE WEEKLY TRAFFIC	517K	562K
AVERAGE WEEKLY HOURS	3837	3406

AVERAGE INCREASE IN THROUGHPUT = 30 OR 22%

Figure 6.7.2.7

PARCELFORCE SORT CENTRE READING

PARCELS PER MAN HOUR



WEEKS JAN - MARCH 1991 & 1992
 END 1991

PARCELS PER MAN HOUR

Figure 6.7.2.8

- the cost of the hours used which, in turn is influenced by factors such as overtime levels, levels of night working for which premium payments are made and bonuses earned.

The progressive improvement in productivity described above combined with the 75% increase in workload in the Autumn of 1990 when the sort centre at Southampton was closed, resulted in a 33% reduction in the labour cost of handling a parcel (the Unit Labour Cost) during 1990/91.

QUALITY OF SERVICE

6.7.4 The other key measure of performance in Parcelforce is Quality of Service. The principal measure of this measures how long it takes between collection and delivery of a parcel. The latter process involves a number of stages and the measure is not capable of accurately reflecting how well each stage has performed. The key task of a sort centre is to despatch parcels received to schedule. This is measured on a daily basis. Unfortunately records of this measure only exist back to 1991/92. The graph at Figure 6.7.4 shows the month by month achievement against a target of 100% clearance to schedule. The graph illustrates the seasonality of the performance and that during the peak volume months of September - December it declines. However, the final

PARCELFORCE SORT CENTRE READING

% SUCCESSFUL CLEARANCE 91/92 TO 93/94

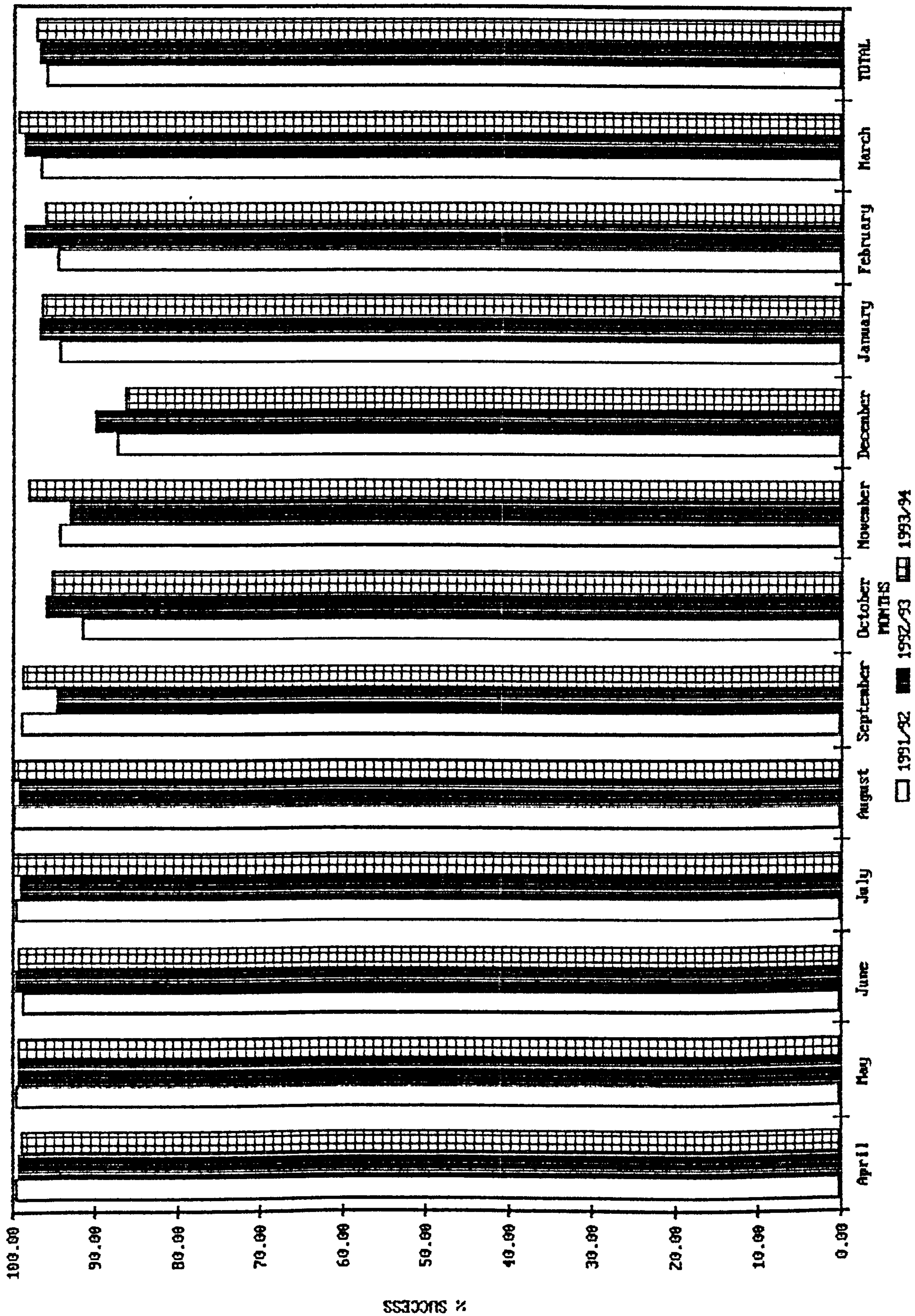


Figure 6.7.4

three bars of the graph show the annual performance over the three years and this indicates a steady improvement.

SUMMARY

6.7.5 In summary, there was clear evidence in the key measures of productivity, unit labour costs and successful clearance to schedule, of an improving trend in performance in the sort centre. Having said that, the performance was inconsistent and susceptible to being undermined by high volumes and major changes.

Furthermore, the achievements were not as good as targeted. There were signs in the first half of 1992 that a breakthrough into a more consistently high level of performance had been made only for a revision and deteriorating machine performance to result in another fall. As I have said earlier it is not possible to directly attribute causes to the improvements but in my judgement the evidence is convincing that one major cause was the greater effectiveness of the management team resulting from the learning and development activity in which they had participated.

In addition to these measurable benefits in performance, Parcelforce also gained the valuable experience of a "test bed" for development activities from which it has been able to go on and produce what in the view of those

producing them were better programmes. I would wish to contend whether or not the right lessons were learnt from the experience but that would form the basis of another thesis.

THE VALUE TO ME

6.8.1 In presenting my own evaluation of the development activities that took place in the Parcelforce Sort Centre in Reading, I shall concentrate on what they were worth to me personally. I have already given my judgement on the value to my management team, which I believe was significant, and to Parcelforce as an organisation, which I believe was measurable.

I hope that it is now clear to readers that I regard what I have written in this thesis as the story of a personal journey and a journey which has not ended and probably never will. I measure the value to me in terms of:

- how I felt I performed as a manager against which I can set the views expressed about me by my superiors, peers and subordinates.

- my personal learning process.

- personal outcomes.

When I took up the position of Manager of the Reading Parcels Sort Centre in 1986, I saw it as an opportunity to test and develop my personal theories on management, not simply as an academic exercise but in order to achieve positive results for the organisation and for the people who worked in it. I think that the evidence set out in the Chapters 4, and 5 on Parcelforce amply demonstrates that I made efforts to fulfil this objective. However, from a personal point of view, the outcomes were disappointing. Overall, cost and quality performance of the Sort Centre were never consistently as good as targeted or as I had hoped. Furthermore, I do not think that the potential benefits of the development activities were exploited to anything like their fullest extent possible; perhaps these two points are linked - had I managed to exploit the benefits of the development activities more, would performance have been better and vice versa? In the write up of the activities I have explained reasons why there had been less success than hoped for, and I still believe these to have been valid reasons but that does not remove my overall feeling of disappointment and a recognition that I wish I had done more. In particular, and on reflection, I did not pursue my Personal Learning Contract in which I committed myself to supporting my team by holding regular Learning

Conversations with them. This concept is at the heart of my model for organisational growth (see Chapter 7) and yet I have not given it a full personal test.

HOW OTHERS VIEWED ME

6.8.2 The evidence of how others viewed me as a manager comes from three sources:

- the annual performance appraisals written by my various immediate bosses.
- evidence I collected in completing my NVQ5 Accreditation of Prior Learning portfolio.
- the conversations which I recorded with members of my management team and which are more fully described in 6.10 - 6.13.

The comments in my annual appraisals (see example extract at Appendix 6.8.2) generally reflect a recognition that I am reasonably intelligent and can apply this in a practical way:

"Andrew's strengths are his constructive approach to problems, both on an intellectual and practical level...."

1990/91

"Andrew's major strengths are his good analytical brain and practical approach to problems"

1991/92

The appraisals also record that I have a distinctive and recognisable management style in particular in relation to the management of people. Opinions on the effectiveness and appropriateness of this style have varied over the years. Some views expressed on my management style were as follows:

"He has a friendly approach to others, using patience, tact and encouragement to get the best out of subordinates and influence his peers. His work on the local management/supervisory project highlights his own perception of his team leading role in the office."

1990/91

"He has highly developed inter personal skills which, combined with patience, contribute to effective team leadership and resolution of potentially difficult situations."

1991/92

"It is difficult to determine whether the change could have been smoother with a tougher manager in charge....A more assertive approach would help build confidence in his abilities."

1991/92

"Andrew's good brain and participative, almost democratic style, has ensured an enlightened and theoretically correct approach to many projects.....The lack of speed of improvement is perhaps not unexpected given the approach..."

1992/93

".....his approach to the Depot teams was supportive, visible and reasonably pro-active where necessary."

1993/94

6.8.3 During 1991 and 1992 I successfully produced portfolios of evidence to gain Accreditation of Prior Learning at NVQ Levels 4 and 5. The evidence had to be produced for various Units of Competence. For NVQ5 one of the Units was "Create, maintain and enhance effective working relationships." Three of the elements in this Unit were:

- "Establish and maintain the trust and support of one's subordinates."

- "Establish and maintain the trust and support of one's immediate manager."

- "Establish and maintain relationships with colleagues."

My approach to obtaining evidence in relation to these elements was to ask the people concerned to provide comments on how my performance met the criteria set for each element. In the case of my subordinates and my colleagues, I did this by means of a questionnaire on which they were invited to mark my performance out of five which allowed me to produce a quantitative measure; copies of these questionnaires are at Appendix 6.8.3.1 and 6.8.3.2. Statistically the overall results were:

Subordinates gave me an average score of 23 out of a possible 30, and

Colleagues gave me an average score of 27 out of a possible 30.

Copies of the completed questionnaires and the letter provided by my immediate manager are at Appendix 6.8.3.3, 6.8.3.4 and 6.8.3.5. The following Quotes are intended to give a flavour of the feedback I received:

"Andrew is always honest with his subordinates."

"Manager always encourages ideas and recognition is given."

"Any errors are pointed out quickly and not in an overpowering ways."

"Have a good relationship with my manager."

"Often your support is the lever to start things moving."

"All joint commitments have been honoured."

"I can talk to you about anything and you listen."

"Andrew has an enlightened approach to management which is based on getting the best from the people who work for him."

"Your general approach has filtered through to those who work for you."

"I have always found Andrew to be honest, open and helpful both as my line manager and as a colleague."

"Andrew's honest approach encourages others to be honest with him in return."

"His comments to colleagues on policy issues are the same privately to individuals as they are publicly to the management team."

"One of your strengths I find is your commitment to follow through."

6.8.4 When I undertook the evaluation interviews of participants in the Parcelforce development activities (6.10 - 6.13), one of the issues on which I was seeking feedback was the effects of my own management style. Given that I was not deliberately prescriptive in the way I carried out the interviews, not all participants provided such feedback. The general tenor of the interviews was positive, as were the comments on my style a sample of which are given below:

"Saw better, thinking side of boss at first appraisalment."

"Given a free hand to do things within reason."

"Things began to change. He tried to get our ideas rather than impose his own. More of a team."

"Left to run our own ship but boss always there for guidance."

"Felt part of the team from the start and much more than colleagues in other parts of the country."

"With the supportive environment in the sort centre, he had the confidence to help people develop."

"The group was a good thing, allowing team members to be more involved and committed to objectives. Evidence of the "inverted triangle", empowerment."

MY PERSONAL LEARNING PROCESS

6.8.5 I now see learning as an integral part of life and specifically the key to the effective management of people. As such it is difficult to see it differently from the way I saw my performance as a manager. However, I believe the evidence in Chapters 1 to 5 shows a process of growth and improvement which are the outcomes of real learning. The most valuable learning experience for me were the Learning Conversations which I had with Laurie Thomas and Sheila Harri-Augstein. Not only were these valuable as a result of their specific outcomes but they helped me to learn how powerfully effective were the Self-Organised Learning tools, the Learning Conversation and the Personal Learning Contract. They also helped me to understand better the importance of the attitudes adopted by those supporting learning. They were, and remain, honest and open, genuinely caring and empathetic. I believe these Rogerian qualities are required by all managers.

PERSONAL OUTCOMES

6.8.6 The principal outcome of my involvement in all the activities which form the basis of this thesis has been the extension and development of my learning. Additionally Laurie Thomas and Sheila Harri-Augstein

persuaded me to use my experience as the basis for this thesis in order that others could share in it and that I would receive some "recognition" for the work that I had done. This has been a very positive experience because:

- I have demonstrated to myself that I can persevere with a long term project of this nature.
- I have totally surprised myself by what and how much I have been able to write.
- I have gained a great deal from my tutorials and from the reading I have done which have broadened my understanding and outlook.
- I have been elected a Fellow of the Royal Society of Arts.

SUMMARY

6.9 Overall I believe that the evaluations presented in this chapter clearly demonstrate the positive benefits which resulted from the activities which took place during the trial of Self-Organised Learning at Reading Head Post Office in 1985 and 1986 and at the Parcelforce Sort Centre between 1986 and 1992. The benefits to the participants are further confirmed in 6.10 - 6.13 in which I record the outcomes of evaluation conversations

with members of my management team at the Parcelforce Sort Centre. The benefits to the organisations in which the activities took place were many and various. The evidence from both Reading Head Post Office and the Parcelforce Sort Centre demonstrates improvement in the "bottom line" measures of productivity, unit cost and service which were the ultimate objective of the exercise. The benefits to me are largely demonstrated by this thesis and the story of my learning journey which it tells. The contribution of these evaluations to the development of my Person-centred Model for Organisational Growth (Chapter 7) was principally in confirming its validity in the light of actual experience.

**EVALUATION CONVERSATIONS WITH
MEMBERS OF THE PARCELFORCE SORT
CENTRE MANAGEMENT TEAM:
AN OVERVIEW**

6.10 In Section 6.1 I described my multi-perspective, conversational approach to evaluation and argued that, within a person-centred paradigm, evidence of how the main participants in the S-O-L action research felt they had changed in attitudes and behaviours and what outcomes they valued, would be very important. I obtained this evidence by holding follow-up evaluation conversations with participants in the Parcelforce Sort Centre

elements. I developed a plan for gathering the evidence which was based on a modified form of the S-O-L Personal Learning Biography (PLB). The Personal Learning Biography was developed by Harri-Augstein and Thomas as a means of evaluating learning which recognised the need for

"....a pluralistic paradigm, ie a relativistic framework...." (Harri-Augstein and Webb 1995 p. 117)

Such a paradigm accepts that the learner's values have, at least, equal weight as the subjective views of the "experts" and others who support them and the relevant objective measures; in other words that:

"These are all legitimate perspectives which together provide evidence to evaluate learning." (Harri-Augstein and Webb 1995 p. 117)

Personal Learning Biographies with their multi-dimensional perspectives have the potential to become powerful tools for providing feedback, for appraisal of individual's performance and for planning and monitoring personal development. As well as taking account of the individual's own personal assessment the PLB provides for the recording of specific evidence rather than the more generalised assertions usually found in appraisals. They create a vehicle for meaningful dialogue or conversation rather than the monologue that appraisal counselling often entails. The PLB also encourages the process of individuals becoming their own action researcher collecting and comparing data and drawing conclusions and actions there from.

I tape recorded the conversations so that I, as action researcher, could analyse them in detail later using the MAR(4)S heuristic (Figure 2.6.5.2). This allowed me to concentrate on what was being said without having to attend to taking notes or attempting to more or less intuitively evaluate what was being said. I was then able to review the data retrospectively and interpret the key evidence from within the format of the PLB heuristic and relate it to the views of others and objective measures. This follow-up series of evaluation conversations took place between 18 months and two years after the completion of the Learning Conversation activities that took place between 1986 and 1992.

The managers I selected were those who had been most involved across the activities but, in particular, those who had participated in the Self-Organised Learning Workshops. Given the passage of time and the drastic changes taking place in the company, some of the participants had left Parcelforce on early retirement. In the end, out of the nine people I originally identified, I conversed with six, three still in Parcelforce employment and three who had taken early retirement. I wrote a letter to each of them (Appendix 6.10.1) inviting them to take part, to which they all enthusiastically agreed.

As part of the structure to the evaluation conversations, I produced a schedule of key events (Figure 6.10.2) that had taken place at the Sort Centre between 1985, when it opened, and 1993 when I ceased to be manager of it. Where appropriate I have cross-referenced these key events to the relevant sections of my thesis. The schedule was used to enable each manager to reconstruct and relive the learning events that they had taken part in.

I also devised a Personal Learning Biography format on which to record the main points from the taped conversations. The record was to be in chronological order and would show:

the activities,

any changes in attitude and/or behaviour resulting from them

outcomes that were valued by the learner

other people's observations, including my own, and

any relevant objective measures.

Each conversation proved to be constructive yielding a rich source of evaluation data. Whilst essentially

KEY EVENTS AT READING PCO BETWEEN 1985 AND 1993

- 1985 - New PCO opens CHAPTER 4 - 4.1
- 1986 - Royal Mail Parcels established as separate Business CHAPTER 3 - 3.3
- 1986 - Andrew Taylor appointed PCO Manager CHAPTER 3 - 3.3
- 1987 - Peter Hood appointed as Operations Manager
- 1987 - Peter Davies appointed as Transport Manager
- 1987 - Rail to road. CHAPTER 4 - 4.1
- 1987 - appointment of learning coach. CHAPTER 4 - 4.4
- 1988 - Ken Evans as PCO Manager
- 1988 - concentration of Beds & Bucks (closure of Milton Keynes). CHAPTER 4 - 4.1
- 1989 - Laury Callan as PCO Manager CHAPTER 4 - 4.6
- 1989 - first phase loose loading. CHAPTER 4 - 4.1
- 1990 - second phase loose loading. CHAPTER 4 - 4.1
- 1990 - Management Development and Productivity Improvement Programme: CHAPTER 4
 - PBIS appreciation training - 4.10
 - Activity Sampling - 4.10.6
 - On the job productivity counselling - two phases - 4.10.10
 - NEBSM Introductory Certificate-workshops - 4.11
 - workbooks - 4.11
 - SOL - introduction - 4.12
 - measurement - 4.12
 - feedback for learning/appraisement - 4.12
 - Control room - PED/Engineers - 4.12
- 1990 - supervisory teamworking: CHAPTER 4 - 4.12.3
- 1990 - concentration of Hants & Dorset (closure of Southampton) CHAPTER 4 - 4.1
- 1991 - Peter Davies leaves Reading.
- 1991 - SOL workshops and follow ups CHAPTER 5
 - 1 Personal Learning Interview and Task Analysis - 5.3
 - 2 Personal Learning Contract - 5.4
 - 3 Repertory Grid - 5.5
 - 4 Charting the processes of work - 5.6
- 1991 - Peter Hood takes EVR
- 1991 - Office objectives group CHAPTER 5
 - 1 Teamwork & communication - 5.8
 - 2 Barriers between LPDs & PDC - 5.8
 - 3 Budget - 5.8
 - 4 Q of S - 5.8
 - 5 Process Review - 5.8
- 1991 - Shift manager shadowing. CHAPTER 5 - 5.13
- 1991 - concentration of Middlesex, NW & W London (closure of NWLPCO). CHAPTER 4 - 4.1
- 1991 - NEBSM Full Certificate - workshops/workbooks CHAPTER 4 - 4.11
- 1992 - SOL workshops. CHAPTER 5 - 5.10 - 5.16
- 1992 - Management team coordination. CHAPTER 5 - 5.15
- 1992 - Autumn performance - duty revision/inhibits CHAPTER 5 - 5.15
- 1993 - Joe McGovern becomes PCO Manager CHAPTER 5 - 5.15

Figure 6.10.2

subjective, the adapted PLB format offered several perspectives from which the data could be validated. Each participant was able to talk fluently about their recollections and to produce good evidence for use in evaluating the activities; in the true sense of action research, they fully participated in this part, as in others, of the research . The conversations took between an hour and an hour and a half to record and three to four hours to review and summarise.

MY MARSed REFLECTIONS ON THE EVALUATION CONVERSATIONS

6.11 The overall and generalised impression given by the interviews is very positive towards the learning activities which took place in the Parcelforce Sort Centre in Reading between 1986 and 1992. There is, of course, some variation in the reactions of the participants, in the extent to which they feel their attitudes and behaviour has changed, in what they believe caused the changes and in which outcomes they valued and how much. The uniqueness and variety is in keeping with the philosophy of S-O-L, accepting that each individual constructs their personal meanings ie their own set of personal constructs. However, this was also partly due to the fact they each experienced the events at differing levels of organisational responsibilities:

- three Shift Managers (SM/A, SM/B AND SM/C) all now retired, experienced the full range of activities and were, therefore, able to comment on all and to make comparisons.

- the Transport Manager (TM) was able to comment on the managerial environment pre 1990 and was in post during the 1990 programme although he was only directly involved in S-O-L. He left Reading during 1991 and did not attend all the workshops during that year.

- the Administration Manager (AM) who joined the team in 1991, took part in the S-O-L workshops of that year and the next and completed the CMS Introductory Certificate, the administrative equivalent of NEBSM.

- the Engineering Manager (EM) who was in post through most of the period, took part in the S-O-L activities and some of the Productivity Improvement activities.

There are a number of common themes which emerge from my analysis of the conversations:

- a) a generally positive reaction to the philosophy of S-O-L and to the effects it had on the individuals concerned.
- b) a feeling that some of the S-O-L techniques, particularly the Repertory Grids, were unnecessary and got in the way.
- c) attitudes and behaviour had changed or, in some cases, been positively reinforced by involvement in the activities.
- d) an increased willingness to delegate authority and to take a more democratic approach to management.
- e) a lasting effect from involvement in S-O-L which has manifested itself clearly in participants' private lives.
- f) S-O-L sessions were good for team building.
- g) participants were challenged by S-O-L and were made to think about what they were doing and how.

On the other hand there were some divergent views expressed:

h) on the value of the Productivity Improvement element.

i) some found NEBSM/CMS useful and enjoyable, others struggled with it and one found it a chore.

Overall the individuals found the outcomes personally beneficial but there was an implied disappointment that more members of the management team had not been involved and that some of the initiatives resulting from the S-O-L workshops etc. had not been as fruitful as had been hoped or been sustained for longer.

Analysis of each individual Personal Learning Biography produced the following findings:

6.11.1 SM/A (Figure 6.11.1)

SM/A recorded very significant changes in his attitudes and behaviour:

"Started to change more Started getting others to find their own answers."

He was able to trace the starting point to very early in the research period in Parcelforce:

"That's when my thinking started to change. Started questioning my way of doing things."

PERSONAL LEARNING BIOGRAPHY - SM/A

ACTIVITY	CHANGES IN ATTITUDE AND BEHAVIOUR	OUTCOMES VALUED BY LEARNER	OBSERVATIONS OF OTHERS	OBJECTIVE MEASURES
Early days in new Sort Centre CHAPTER 4 - 4.1	I was very blinkered in my ways. Did the job the way I was told. Originated in Letters, not allowed to use initiative. First boss in Sort Centre was more or less the same.		My early experience of SM/A was of an obstinate inflexible man. His description resonates with what I found during my early days in Reading Head Post Office. (AT)	
New boss for Sort Centre CHAPTER 3 - 3.3	<u>That's when my thinking started to change.</u> <u>Started questioning my ways of doing things.</u>	Saw better, thinking side of boss at first appraisal	SM/A was a great support to me in the early days acting as both a sounding board and a source of ideas and solutions. (AT)	
Closure of Milton Keynes CHAPTER 4 - 4.1	Big thing, but never felt under pressure.	Given free hand to do things within reason.		Parcel volumes handled doubled as a result of this closure.
Management Development & Productivity Improvement Programme CHAPTER 5			Overall the Business felt that the Programme had been beneficial.	It was extended to other Sort Centres.
Productivity Improvement CHAPTER 5 - 5.2		Did not think much of it, thought it was a waste of time.	SM/A certainly understands what is required and will I believe, quickly adapt to looking at productivity improvement. (Productivity Improvement Tutor during first counselling sessions) Reading's problems would not have been as quickly solved without the fairly innovative and motivated actions of its first line managers. (Productivity Improvement Tutor after second counselling sessions).	Productivity improved from 70.2% of target to 72.6% while parcel volumes declined; highest performance 78.3%. Professional view of tutor that when parcels were available actual performance was about 91% of target.

Figure 6.11.1

PERSONAL LEARNING BIOGRAPHY - SM/A

NEBSM
CHAPTER 5 - 5.3

Thought I would only get out of it what I put in to it.
Learnt ways of solving problems other than "getting hammer and chisel."
Set aside time to do work at home and at work.
Books made me think differently and question "why".

Definitely beneficial and I enjoyed it. Plenty of support from others taking part. Always being discussed, good topic of conversation. See myself and others in situations in books. Tapes very beneficial. Tutor superb very helpful on end of telephone.

There is no hint in the tutor comments to link with the interpersonal skills challenges demonstrated in his grid during the programme. Apparently, for some reason, this was resolved according to the almost perfect match with the "model grid" one year later.
The NEBSM tutor was less cooperative with other providers, considering himself in some way "superior", and was dropped after this one project. (HQ evaluation of NEBSM)

Gained both Introductory, grade A and Full NEBSM Certificates.
Difference from "model grid" reduced from 3.5% to 0.4%.

SOL
CHAPTER 5 - 5.4

Started questioning everything,
simple things like driving a car.
Started to change more and could relate it to what I was trying to do.
Started getting others to find their own answers.
Still practice SOL with family. Tried role reversal with first line managers.

Liked the people.
Remember first conversation, lasted 4 hours.

Early ones were tedious, boring, hard work and a bit above my head.
Enjoyed every one after that. Some good ideas came out, eg "shadowing".
It works. Enjoyed the discussions. Learning Contracts good idea for some people but not for me.
Our teamwork got better.

In first 12 weeks of 1992 throughput of parcels was 22% higher than in the same period of 1991.
The unit labour cost reduced by 33% in 1990/91.
Despatch of parcels to schedule improved over the three years 1991-1993.

Reflections

The way I do things has changed. How I assess people has changed. I use S-O-L now -
first of all decide what you want to achieve, what should you do to get there, put in suggestions but not tell". A few years ago I would have reacted

I am more contented, a different type of chap.
If I went back to Bracknell now I would be a different type of second line manager.
Response from others a lot better than from my old way of telling -
never spoke to people, never got to know people

SM/A "matured" very significantly over the period of research. (AT)

Figure 6.11.1

PERSONAL LEARNING BIOGRAPHY - SM/A

;differently to	;at work or at home, did	;
;everything but I was	;not have conversations.	;
;looking for something -	;Much improved	;
;things happened to me at	;relationships with	;
;the right time.	;children.	;

Figure 6.11.1

Of the Management Development and Productivity Improvement, he did not value the Productivity Improvement element although the tutor for this element reported that he *"certainly understands what is required and will, I believe, quickly adapt to looking at productivity improvement."* SM/A valued the NEBSM element:

"Learnt ways of solving problems other than 'getting hammer and chisel'....Books made me think differently and question why."

He gained a top (A) grade for the Introductory Certificate, going on to complete the Full Certificate and showing a noticeable narrowing of difference from the "Parcelforce model grid". He attributed, at least, some of the value he placed on NEBSM to the tutor whom he regarded as *"superb, very helpful"*. This contrasted with the Parcelforce evaluation of the tutor who was considered *"less cooperative.... considering himself in some way superior, and was dropped after this one project."* SM/A enjoyed the S-O-L workshops, taking an early liking to the tutors. He found it difficult to relate to the techniques learnt in the workshops but benefited from the discussions that took place. SM/A reported that, even after taking early retirement, the impact had remained with him and that other people responded better to him as a result:

"The way I do things has changed....I use S-O-L now."

6.11.2 SM/B (Figure 6.11.2)

At the beginning of the period covered by the conversation, SM/B felt he lacked motivation, a view with which, as his line manager, I agree. SM/B recognised that he was being consulted more and being given a freer hand to run his shift:

"He tried to get our ideas rather than impose his own."

Like SM/A, SM/B did not greatly value the Productivity Improvement element of the Management Development and Productivity Improvement Programme:

"Cannot remember much about it."

The tutor for this element held a much poorer opinion of SM/B's ability than he did of SM/A's. Also in contrast to SM/A, SM/B did not value the NEBSM element, feeling that he:

"Did not learn from it and felt it was imposed and not relevant."

SM/B only just passed the Introductory Certificate (grade C) and that he recorded a widening, albeit small, difference from the "Parcelforce model grid".

Interestingly when, in 1992, SM/B was required to "top-up" his NEBSM, he found the opportunity of much greater value, particularly, and perhaps crucially:

"the opportunity to plan and implement a change and see the end result"

I think it was also the case that by this time the cumulative effect of all the activities had raised SM/B's

PERSONAL LEARNING BIOGRAPHY - SM/B

ACTIVITY	CHANGES IN ATTITUDE AND BEHAVIOUR	OUTCOMES VALUED BY LEARNER	OBSERVATIONS BY OTHERS	OBJECTIVE MEASURES
Opening of new sort centre. CHAPTER 4 - 4.1	Became bored and lacked motivation in contrast to previous job in Letter Delivery Section.	Lack of teamwork and boss had own way of doing things and always believed he was right.	This confirms my own observations. (AT)	
Appointment of new sort centre manager. CHAPTER 3 - 3.3	Still found it hard to get motivated for personal/family reasons. Took a long time to feel part of the team.	Things began to change. He tried to get our ideas rather than impose his own. More of a team.	SM/B seemed to have more difficulty than his colleagues in adjusting; he often reminisced about his days in the "RM Letter Delivery Office" We had difficulty communicating effectively for a long time. (AT)	
Closure of Milton Keynes sort centre. CHAPTER 4 - 4.1	Began to get into the "swing".	More of a challenge, more to do. Left to run own ship but boss always there for guidance.		Parcel volumes handled doubled as a result of this closure.
Management Development & Productivity Improvement Programme. CHAPTER 5			Overall the Business felt that the Programme had been beneficial.	It was extended to other Sort Centres.
Productivity Improvement. CHAPTER 5 - 5.2		Cannot remember much about it. Told the tutor what we thought he wanted to hear.	SM/B has, however, a tendency to be defeatist. It is evident that SM/B just throw men at the job. SM/B still has a misconception that staff here are not interested in the bonus scheme. Obviously still not getting through to SM/B. (Productivity Improvement Tutor during initial counselling sessions). The overall standard of the Reading PDC PEsC and PEsD is now in general terms that of skilled managers instead of mere supervisors. (Productivity Improvement Tutor at end of second counselling sessions)	Productivity improved from 70.2% of target to 72.6% while parcel volumes declined; highest performance 78.3%. Professional view of tutor that when parcels were available actual performance was about 91% of target.

Figure 6.11.2

PERSONAL LEARNING BIOGRAPHY - SM/B

<p>NEBSM CHAPTER 5 - 5.3</p>		<p>Did not get anything out of it, a waste of time and money. Begrudged doing it. A case of getting through the books and " calling it a day". Did not learn from it and felt it was imposed and not relevant.</p>	<p>A direct relationship appears to exist between "seems unwilling to tackle difficult issues" and "not my responsibility" causing the differences in the grid. (HQ evaluation of NEBSM)</p>	<p>SM/AD passed NEBSM with a C grade. Difference from "model grid" increased from 1% to 4%. (HQ evaluation of NEBSM).</p>
<p>SOL CHAPTER 5 - 5.4</p>		<p>Could not see what they were after; gave me a headache".</p>		
<p>Supervisory Teamworking CHAPTER 5 - 5.4</p>	<p>Developed idea from involving men in improvement project. Became a great believer in teamworking. Delegated more responsibility to first line managers. Became confident to let them take decisions, eg staffing; they knew how I worked and what I wanted. Stood back and did things should have been doing.</p>	<p>Beginning of the way forward. Got first line managers more involved. Worked better than previous system. Got used to each others ways.</p>		
<p>SOL Workshops. CHAPTER 5 - 5.5</p>	<p>Began to "get you". Used to come out thinking and seemed to gradually change. They would suggest and after a couple of days you found yourself doing it. Got more and more involved, responded more and more.</p>	<p>The way the tutors put it across; with enthusiasm and real belief. Learnt a lot from general discussion; got you motivated. Personal Learning Contract got you more organised. Do not think it got the three Shift Managers working in the same direction. Three old hands with their own ideas who changed a lot but not enough.</p>	<p>There is a definite change in attitude and atmosphere - greater confidence, openness, a feeling of job ownership and general empowerment through S-O-L. (CSHL 21/6/91)</p>	
<p>Shift Manager shadowing". CHAPTER 5 - 5.6</p>		<p>A good idea but we did not let the "learner" Shift Managers learn by their mistakes; we intervened to prevent a service failure.</p>	<p>I think SM/B is correct although feedback from some "learnees" was positive. (AT)</p>	

Figure 6.11.2

PERSONAL LEARNING BIOGRAPHY - SM/B

<p>992 NEBSM Top-up programme. CHAPTER 5 - 5.3</p>	<p><u>Took on responsibility and involved staff in working out best solution to problem;</u> HAL area project. <u>Wanted a team effort.</u></p>	<p><u>Valued the opportunity to plan and implement a change and see the end result.</u> Good response from the men who did the job; they came up with ideas, some "better than mine".</p>	<p>SM/B was much happier with the Top-up rather than the main NEBSM programme, perhaps because it had a greater "on the job" content. (AT)</p>	
<p>992 Management Team Coordination CHAPTER 5 - 5.6</p>	<p>Recognised that Shift Managers should know everything that was going on but not enough time - "how much can you get involved".</p>	<p>Good idea that did not work out.</p>	<p>The idea had insufficient time in which to become effective. (AT)</p>	<p>In first 12 weeks of 1992 throughput of parcels was 22% higher than in the same period of 1991. The unit labour cost reduced by 33% in 1990/91. Despatch of parcels to schedule improved over the three years 1991-1993.</p>
<p>994 Reflections</p>	<p><u>Have become more and more confident and less reserved. Learnt to consult first line managers and to trust them to make their own decisions.</u></p>	<p><u>S-O-L way has worked for me in many small ways.</u> <u>I now talk to people in ways that I would not have done 10/12 years ago.</u> I now work for an Employment Agency and am regarded as "cheeky" new boy but feel involved; this relates back to what we had done previously. <u>S-O-L did benefit me, it was well worth its money.</u></p>	<p>Over the period of the research there was a significant change in SM/B's attitude and confidence. (AT)</p>	

Figure 6.11.2

level of motivation. SM/B found S-O-L difficult to understand initially but began to relate to it more once there were some specific outcomes, eg Supervisory Team working. He felt he learnt and became motivated during the S-O-L workshops in 1991 and 1992 and recognised the benefits of the Personal Learning Contract:

"Learnt a lot from general discussion; got you motivated. Personal Learning Contract got you more organised."

When reflecting on the overall effect on him, SM/B

clearly regarded S-O-L as having been very beneficial:

"S-O-L did benefit me, it was well worth its money."

6.11.3 SM/C (Figure 6.11.3)

Like SM/A and SM/B, SM/C recognised that, when the Parcels Sort Centre opened in 1985, he was not allowed much freedom:

"Not allowed to make decisions - felt I was just a figurehead."

As he was asked to do more - with the closure of the Milton Keynes Sort Centre and the Management Development and Productivity Improvement Programme - SM/RW recorded his feelings that:

"we were trying to take on too much."

Unlike the other two Shift managers (SM/A and SM/B), SM/C valued the Productivity Improvement element of the Management Development and Productivity Improvement Programme:

PERSONAL LEARNING BIOGRAPHY - SM/C

ACTIVITY	CHANGES IN ATTITUDE AND BEHAVIOUR	OUTCOMES VALUED BY LEARNER	OBSERVATIONS OF OTHERS	OBJECTIVE MEASURES
85 Opening of new sort centre. CHAPTER 4 - 4.1		Not allowed to make decisions - felt I was just a figurehead.	This reflects my own observations. (AT)	
88 Closure of Milton Keynes sort centre. CHAPTER 4 - 4.1	Felt we were trying to bite off more than we could chew. <u>Became more aware and reflective.</u> <u>Realised we did not know all the answers.</u>	A nice challenge which proved that we could cope.		Parcel volumes handled doubled as a result of this closure.
89 Management Development & Productivity Improvement Programme. CHAPTER 5		Felt was being pushed into a corner - trying to take on too much.	Overall the Business felt that the Programme had been beneficial.	It was extended to other Sort Centres.
Productivity Improvement. CHAPTER 5 - 5.2	<u>Reflected, could see things not seen on own shift.</u> Could see how things worked and pick holes. Used a lot of ideas John brought in. <u>Realised must involve people who work on the floor.</u>	Activity sampling difficult to take in. Counselling very helpful. John (Tutor) was a great asset, he had the vision to ask "why?". Achieved more with John.	SM/C appears to be taking on board many of the concepts raised by the project. Apparent that he is not averse to accepting suggestions to improve productivity. (Productivity Improvement Tutor during initial counselling sessions). However all operational managers were highly motivated and very innovative in their attempts to solve the situation. Even those considered lacking in management skills early in the summer project were prepared to make and justify decisions which they would have previously passed further up the management tree. It was also clear that the staff were also achieving very good work rates. (Productivity Improvement Tutor at end of second counselling sessions)	Productivity improved from 70.2% of target to 72.6% while parcel volumes declined; highest performance 78.3%. Professional view of tutor that when parcels were available actual performance was about 91% of target.

Figure 6.11.3

PERSONAL LEARNING BIOGRAPHY - SM/C

NEBSM CHAPTER 5 - 5.3	<p><u>Learnt to speak up and ask questions at second round of workshops.</u></p> <p>Initially wondered what's it going to give me and why should I bother?. After study found it another challenge. Although not a great writer was able to put into words how I supervise.</p>	<p>Found the books unhelpful because not in PO language. Could do assignments in own language. Tutors very helpful. Everybody doing it together very helpful. Searching answers from others, helped each other greatly. Too much on plate at one time. Difficult to concentrate at night after a day's work, housework and looking after mother. Found Budget book very difficult - "cheated" by copying answers from others - but have since found what I had learnt about how to budget has helped me greatly.</p>	<p>The last comment by the tutor ("I hope he will do it") seems prophetic in relation to the tendency to "not my responsibility" attitude prevailing in the grid. (HQ evaluation of NEBSM) The NEBSM tutor was less cooperative with other providers considering himself in some ways superior and was dropped after this one project. (HQ evaluation of NEBSM)</p>	<p>SM/RW passed NEBSM with an A grade. Difference from "model grid" remained throughout.</p>
SOL CHAPTER 5 - 5.4, 5.5 & 5.6	<p><u>Learnt to think about what to do and how to do it before doing it.</u></p> <p>Learnt to plan my day.</p> <p>Learnt to finish one job before moving onto the next. Started to think about how the day went on, came into work with plans of how I wanted the day/night to go. Communicated more with Shift Manager colleagues. Made me more aware of information to be passed on.</p> <p><u>Made me think about how I do my job.</u></p> <p>Still have a copy of Personal Learning Contract on "sticking to the subject" - it is still working.</p>	<p>First thought "what a load of rubbish" and "what's it going to do for me?"</p> <p><u>Since then felt it has done me a power of good.</u></p> <p>Found general discussions more beneficial and enjoyable. Found out more about one another, started to get some uniformity. Other people noticed a <u>great change in me.</u></p>	<p>There is a definite change in attitude and atmosphere - greater confidence, openness, a feeling of job ownership and general empowerment through S-O-L. (CSHL 21/6/91)</p>	<p>In first 12 weeks of 1992 throughput of parcels was 22% higher than in the same period of 1991. The unit labour cost reduced by 33% in 1990/91. Despatch of parcels to schedule improved over the three years 1991-1993.</p>
Teamworking CHAPTER 5 - 5.4	<p><u>After SOL I let my team run the shift</u></p> <p>whilst I oversaw them</p> <p>Could not have done this before S-O-L,</p>	<p>Good idea but teams do not work together.</p>	<p>Certainly appears to be giving PEDs/TMs responsibility to run their own areas. (Productivity Improvement</p>	

Figure 6.11.3

PERSONAL LEARNING BIOGRAPHY - SM/C

94 Reflections

<p>would have jumped in with both feet. <u>I let them run their own work areas, sometimes asking questions or offering criticism.</u></p>		<p>Tutor during initial counselling sessions).</p>
<p>How plan my day and keep a diary. Have to set objectives for TVA team that work under me. <u>Have learnt to reflect on what I have done and learn from it. SOL has taught me what to pass on to others.</u> Plan my allotment on paper. <u>Have the confidence to preach to congregations of 60/70 people which I would not have had before SOL.</u></p>	<p>Have a P/T job, an allotment, am learning to play golf and very involved with local evangelical mission Thames Valley Alive. <u>I find every day very rewarding.</u> S-O-L/NEBSM are helping me in TVA.</p>	<p>The change in SM/C's confidence over the research period was very noticeable. (AT)</p>

Figure 6.11.3

*"Reflected, could see things not seen on my own shift...
Realised must involve people who work on the floor."*

The tutor for this element recognised this recording
that:

*"SM/C appears to be taking on board many of the concepts
raised by this project. Apparent that he is not averse to
accepting suggestions to improve productivity."*

SM/C found the NEBSM books *"unhelpful"* but he found the
fact that the whole team were doing NEBSM together
helpful. Like SM/A, SM/C also found the NEBSM tutor
helpful. SM/C passed the NEBSM Introductory Certificate
with a grade A and maintained his difference from the
"Parcelforce model grid" at a minimal 1%. Like the other
Shift Managers, SM/C's initial reaction to S-O-L was
doubtful:

*"First thought 'what a load of rubbish' and 'what's it
going to do for me?'"*

Eventually he believed that not only did it do him a
"power of good" but that others noticed a great change in
him. He produced strong evidence of transferring what he
had learnt into his private life:

"I find every day very rewarding."

Overall, SM/C valued that he had learned to reflect on
and learn from what he had done and that he had much
greater confidence:

*"Have learnt to reflect on what I have done and learn
from it.....Have the confidence to preach to
congregations of 60/70 people which I would not have had
before S-O-L "*

6.11.4 EM (Figure 6.11.4)

EM appreciated the extent to which he was involved, from his first day in post, in the management of the Parcels Sort Centre:

"Felt part of the team from the start and much more than colleagues in other parts of the country."

He found the Productivity Improvement element of the Management Development and Productivity Improvement Programme interesting and beneficial:

"Involvement very good. Built relationships with operational supervisors."

Later he went on to become a qualified Work Measurement Practitioner. EM learnt things about how he learnt and also to plan to a greater extent:

"Told me things that I did not necessarily believe in the sense of learning.... Before S-O-L used to analyse after events but did not plan before, do much more... planning"

He appeared to retain some doubts about the relatively "free" and, perhaps to him, unstructured nature of the workshops and other activities.

6.11.5 TM (Figure 6.11.5)

TM became a member of my management team in 1987 as an already experienced manager with the NAAFFI. His perspective on what he found was very perceptive and he was able to relate very well to the philosophy of S-O-L

PERSONAL LEARNING BIOGRAPHY - EM

ACTIVITY	CHANGES IN ATTITUDE AND BEHAVIOUR	OUTCOMES VALUED BY LEARNER	OBSERVATIONS OF OTHERS	OBJECTIVE MEASURES
Early days in Parcelforce.	First time in charge of staff. Learnt by my mistakes and "mellowed" in what I believed I could and should do for those who worked for me. Was able to apply what I had learnt on courses, from experience with previous line managers and from talking to other managers.	<u>Felt part of the team from the start and much more than colleagues in other parts of the country.</u> Involved in operational meetings and felt I was helping to run the office.	I deliberately involved EM, as I had his predecessor, despite this not being the norm. (AT)	
Management Development & Productivity Improvement Programme. CHAPTER 5	Made me think how we might measure engineering work; I am now a trained Work Measurement Practitioner.	Took part in PBIS training. Very interesting. Enforced feeling of being part of the team. <u>Involvement very good. Built relationships with operational supervisors.</u>	The Work Measurement appealed to EM perhaps because of its similarity to his speciality of electrical/mechanical engineering. (AT) Overall the Business felt that the Programme had been beneficial.	It was extended to other Sort Centres.
SOL CHAPTER 5 - 5.4, 5.5 & 5.6	Told me things that I did <u>not necessarily believe in the sense of learning.</u> Suggested that I did most of my learning from reading which is something I do not like doing. Read leaflets but not books. Convinced that I learnt from watching videos or going on courses. SOL showed that this was not what taught me most - a surprise to me. Worked on a couple of PLCs initially but not since; too formalised. Gave a structure and process which goes on in my mind but not in writing. <u>Before SOL used to analyse after events but did not plan before,</u>	Initial thought "great" like training courses. Remember the green and yellow cards, the process and how we learnt it. Heavy going, very difficult like "taking the top off your head, taking your brain out, putting it on a table and dissecting it". Remember vividly Laurie talking about driving his car into the car park, backing it in and lining it up; what we intend and plan, is not necessarily what we actually do. I was doing it like a training course only shorter and more intense. On occasions, dreaded going but enjoyed it when I got there. When I stopped, I did not miss	Each manager has seriously taken on board a commitment to acquire S-O-L techniques on offer in ways which are enabling them to practice these as part of their on-going on-the-job activities. (CSHL 21/6/91)	In first 12 weeks of 1992 throughput of parcels was 22% higher than in the same period of 1991. The unit labour cost reduced by 33% in 1990/91. Despatch of parcels to schedule improved over the three years 1991-1993.

Figure 6.11.4

PERSONAL LEARNING BIOGRAPHY - EM

do much more, perhaps too going; I was relieved.
much, planning. Has given
purpose to the way I was
working, explained in
some detail what I was
doing and why.

Used to believe some Mind broadening. Would
 subjects, eg accountancy prefer week by week
 were exact sciences and contact with teacher and
 found subjects such as fellow students rather
 sociology very difficult than the distance
 and "wooly". Now make my learning and workshops
 own judgements rather adopted by Parcelforce.
 than say what the book Have found it challenging
 says. and it will it stand me
 in good stead outside
 the business.

Has changed my mind to Local involvement.
an extent and confirmed Training. Having staff
a lot of what I was and getting them to take
doing. their own responsibility.

The procees goes
 on in my mind but I do
 not want to use it as a
 delaying tactic. Tend to
 go forward, reassess, go
 off to do something else
 and not finish things.
Always looking to improve
things.

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PERSONAL LEARNING BIOGRAPHY - TM

ACTIVITY	CHANGES IN ATTITUDE AND BEHAVIOUR	OUTCOMES VALUED BY LEARNER	OBSERVATIONS OF OTHERS	OBJECTIVE MEASURES
7 TM joins Parcelforce from the NAAFFI.		<u>Most striking memory is the very low opinion which supervisors had of the workforce and which I found shocking.</u>		
8 Closure of Milton Keynes Sort Centre CHAPTER 4 - 4.1		Did not handle this change very well. This appears to happen at each major change at Reading eg closure of Southampton, and although the outcome did not seem any better, <u>I felt the team did act more effectively.</u>	TM was quick to spot one of the key problems (trailer shortage) in connection with the Southampton closure. He also took prompt action to rectify. (AT)	Parcel volumes handled doubled as a result of this closure. (The Southampton closure caused a further 75% increase).
9 Management Development and Productivity Improvement Programme CHAPTER 5		The feedback from those taking part in the NEBSM programme was very positive at the time.	Overall the Business felt that the Programme had been beneficial.	It was extended to other Sort Centres.
SOL CHAPTER 5 - 5.4 & 5.5	<u>Felt it legitimized what I naturally felt right but which was not the way most managers dealt with staff. With the supportive environment in the sort centre, I had the confidence to help people develop. Recognise that changing culture in this way is a long term project. Experience has shown me that it is only possible to adopt the role of SOL "coach" as a boss; it is not possible to act in this way with peers or superordinates. Recognise that such an approach was difficult to sustain in an unsympathetic environment.</u>	Valued the opportunity to work with people in this way. Look back with satisfaction on the results achieved with some people. Had a sense of failure over one man who left the business because he could not face up to his real self which an SOL approach brought about. Valued the philosophy of supporting the learning of others but felt the techniques eg Grid, made the whole thing too complicated and tended to put people off.	I agree with TM's assessment. He fitted into this way of management/leadership quite naturally. I learnt a lot from TM at this time about involving others, agreeing objectives with them and helping them achieve them. (AT) Each manager has seriously taken on board a commitment to acquire S-O-L techniques on offer in ways which are enabling them to practice these as part of their on-going on-the-job activities. (CSHL 21/6/91)	In first 12 weeks of 1992 throughput of parcels was 22% higher than in the same period of 1991. The unit labour cost reduced by 33% in 1990/91. Despatch of parcels to schedule improved over the three years 1991-1993.

Figure 6.11.5

PERSONAL LEARNING BIOGRAPHY - TM

991 TM transfers
to Parcelforce SW
in Bristol.

Was able to continue to
adopt an SOL approach
to my relationships in
my new role. I was able
to do so to such effect
that one team member,
turned from
being regarded as a very
poor manager to one whom
the Area Manager tried
to persuade to stay with
the business when the
opportunity arose for him
to retire.

The satisfaction of
seeing people with whom
I worked benefit from
the way I dealt with
them.

I was very sorry to lose
TM at this time and
argued unsuccessfully
that he be retained in
Reading. (AT)

994 Reflections

Helps in my private life
to see behind the facade
behind which many people
try to hide. This has
lead to better
understanding with my
wife.
Can see clear links
between the SOL
philosophy and the
Parcelforce Mission and
Values and even Christian
ethics.

Values having been
exposed to
the SOL
philosophy which has had
an effect on how I
work and live although
he could not say to what
extent.
I believe I
tend to act in an SOL
way without being very
conscious of it.

Figure 6.11.5

and to what I was trying to achieve in the Parcels Sort Centre:

"Felt it legitimised what I naturally felt right but which was not the way most managers dealt with staff."

On reflection he considered that his exposure to S-O-L had had a lasting effect:

"....the S-O-L philosophy which has had an effect on how I work and live...."

He had been able to apply it successfully when he moved to Bristol in 1991:

"Was able to continue to adopt an S-O-L approach to my relationships in my new role."

6.11.6 AM (Figure 6.11.6)

AM was the last member of the management team to be appointed and, therefore, did not become involved in the activities until 1991. As a result, his main involvement was in the S-O-L workshops and their outcomes. The recorded changes in attitude and behaviour and the outcomes valued by AM clearly show the effect that exposure to S-O-L had upon him:

"It helped my thought processes, increased my ability to look further into things. I tended to open up whereas before I had been rather blinkered."

He felt that it increased his confidence in relationships, made him more reflective and improved team working in the management team:

"A lot of improvements in one to one relationships and teamworking."

PERSONAL LEARNING BIOGRAPHY - AM

DATE	ACTIVITY	CHANGES IN ATTITUDE AND BEHAVIOUR	OUTCOMES VALUED BY LEARNER	OBSERVATIONS OF OTHERS	OBJECTIVE MEASURES
1991	First series of SOL workshops CHAPTER 5 - 5.5	<p><u>It helped my thought processes, increased my ability to look further into things. I tended to open up whereas before I had been rather blinkered.</u></p> <p>My planning background meant that I was relatively organised but SOL helped me be more so by pushing me to put the process into practice.</p>	<p><u>Helped me as a relatively new team member to get involved with the team in a relaxed atmosphere.</u></p> <p>This meant that I was perceived as one of the team a lot more quickly.</p> <p>The thought processes required in workshops were quite demanding, came out with a headache. Recollection of techniques, grids etc, rather sketchy; have not used them again. The philosophy of SOL is very good but it was rather long winded; I prefer to get into something more practical.</p>	<p>AM was very quiet during the workshops.</p> <p>(AT)</p>	
1991	Office objectives group CHAPTER 5 - 5.5	<p><u>I became more open and thoughtful.</u></p> <p>The set up and environment allowed me to be more aware of the impact on others. It definitely made a change. <u>Made me think for others and for their benefit.</u></p> <p>Made me a better manager more quickly.</p>	<p>The group was a good thing, allowing team members to be more involved and committed to objectives. Evidence of the "inverted triangle", empowerment. Everybody able to focus on objectives and talk freely about good and bad parts, different perspectives and how things affect others.</p>	<p>A good idea which did not fulfil its potential.</p> <p>(AT)</p>	
1991/1992	Certificate in Management Studies	<p><u>As a relatively quiet guy, brought me forward to stand up and talk in front of others.</u></p> <p>SOL process helped plan the stages of process of making a presentation.</p>	<p>Exceptionally good</p> <p><u>It broadened my horizons and allowed me to have a detached look at areas where I saw my weaknesses in management skills.</u></p>		AM/SB passed the CMS.

Figure 6.11.6

PERSONAL LEARNING BIOGRAPHY - AM

2 Second series of SOL workshops
CHAPTER 5 - 5.6

Remember a heated discussion with one team member which resulted in improved perception of each other's role.

Different to the first series, more open without the specific techniques. A lot of improvements in one to one relationships and teamworking.

What's more they are working on translating their office performance measures to each of their areas of responsibility and are

In first 12 weeks of 1992 throughput of parcels was 22% higher than in the same period of 1991.

Taken away from normal environment and pressures to achieve particular objectives. Allowed us to pick up points which were previously swept under the carpet. Improved perception of each other's role.

also explaining how such new understandings of performance measures are enabling them to improve their management of their dedicated teams.
(CSHL 21/6/91)

The unit labour cost reduced by 33% in 1990/91. Despatch of parcels to schedule improved over the three years 1991-1993.

3 Appointed as temp. Operations Manager

Developing job knowledge and skills, cannot say whether SOL involved but must have been.

The learning process goes on, SOL has helped whether by 50% or 80% cannot say.

Reflect on things that have happened and deal with them differently next time.

Recent case of difficult negotiation with union, could consciously see myself reviewing where we were and how we were going to move it on. It worked and helped produce a result which was the best we could hope for.

94 Reflections

Get home at night and think about what I have to do the next day. Use the SOL process more at home for projects - decorating, gardening, re-arranging rooms. Would not have done this before S-O-L.

Not enough time or freedom at work to reflect effectively, whereas at home there is more time and less pressure. Found this

There has been a positive change in my attitude and behaviour without being able to say what specifically has caused it.

conversation "brilliant" in bringing it all back; tend to have it at the back of my mind and use it every so often. SOL allowed us to escape the day to day pressures. Lack of time and the major changes that have

Figure 6.11.6

PERSONAL LEARNING BIOGRAPHY - AM

| occurred in Reading have |
| not allowed us to |
| concentrate on SOL. There |
| has been some seeds sown |
| but it needs regeneration |
| Valued my involvement in |
| CMS, SOL and exposure to |
| the general atmosphere of |
| the office. Relationships |
| with other team members |
| have been extremely |
| beneficial in getting me |
| to where I am now. |
| SOL played a major part |
| and I doubt whether we |
| could have done it |
| without SOL. |

Figure 6.11.6

AM subsequently gained a promotion to Operations Manager and felt that S-O-L was helping him in his new role:

"The learning process goes on, S-O-L has helped...."

Overall he felt that there had been a positive change in his attitude and behaviour:

"There has been a positive change in my attitude and behaviour...."

CATEGORISATION OF STATEMENTS FROM THE EVALUATION CONVERSATIONS

6.12.1 In the matrix at Appendix 6.12.1, I have set out what I regard as the 69 most significant statements made by the managers during the conversations. These are the underlined statements in the PLBs. I have subjectively categorised these statements under the key issues which I identified in my Literature Survey (Chapter 2), ie:

- motivation (M)
- responsibility and control (R)
- assumptions and attitudes (A)
- learning and continuous improvement (L)

For the purposes of this exercise I have combined "assumptions" and "attitudes". Most of the statements can be categorised under more than one heading, a reflection of the integrated nature of the issues. In summary:

- 41% related to motivation
- 30% related to responsibility and control
- 45% related to assumptions and attitudes
- 55% related to learning and continuous improvement.

Given that the four issues define what I was aiming to achieve during the period covered by the action research described in this thesis, the above results suggest that I was successful, at least in the minds of the managers taking part in the learning and other activities. They show that the participants:

- were very conscious of the learning that was taking place.
- were able to identify and sustain changes in assumptions and attitudes both by themselves and by others.
- had a sense of increased motivation - a freedom to and willingness to make a greater personal contribution to the achievement of organisational goals.
- were aware of and could articulate increased sharing of responsibility and control.

Further analysis shows that the emphasis on the four issues varied across the six conversations, as the Figure 6.12.1 shows:

MANAGER	MOTIVATION	RESPONSIBILITY & CONTROL	ASSUMPTIONS & ATTITUDES	LEARNING
SM/A	30%	20%	60%	50%
SM/B	64%	57%	36%	43%
SM/C	31%	31%	31%	62%
EM	57%	29%	29%	57%
TM	36%	36%	82%	46%
AM	29%	7%	36%	71%
OVERALL	41%	30%	45%	55%
RANGE	35	50	53	28

Figure 6.12.1

In this analysis, learning was clearly the most significant issue as far as the participants were concerned. This is further emphasised by the fact that learning had the smallest range between highest and lowest percentage, whereas assumptions and attitudes had a range nearly twice as big with its overall percentage heavily influenced by SM/A (60%) and TM (82%). This suggests a greater unanimity over learning. There was also a fair degree of unanimity over motivation. This analysis highlights how far there was still to go in reaching my overall objective, as, I believe, changes in

attitudes and assumptions are the key. Interestingly, the two managers in my team who, in my opinion, best understood what I was trying to achieve were SM/A and TM who produced the highest percentages of statements related to assumptions and attitudes.

6.12.2.1 In Figures 6.12.2.2 to 6.12.2.5 I have further analysed the 69 most significant statements. I have analysed them under the four key issue headings and broken them down to further sub categories.

6.12.2.2 Figure 6.12.2.2 shows the 27 statements which I categorised under the motivation heading in Appendix 6.12.1. I have further analysed these under three further sub categories:

- motivation of self
- motivating other individuals
- motivating the team

Two thirds of the statements relate to how the participants felt their own motivation was affected by involvement in the programme of action research in the Parcelforce Sort Centre near Reading. This, perhaps, emphasises the fact that the programme had not begun to impact to any great extent on other employees within the Sort Centre. All the participants commented on their own.

PERSONAL LEARNING BIOGRAPHY STATEMENTS - MOTIVATION

SUB CATEGORIES	STATEMENTS	PARTICIPANTS					
		SM/A	SM/B	SM/C	EM	TH	AM
Motivation of Self	I use S-O-L now.....	X					
	Left to run own ship but boss always there for guidance.		X				
	Got more and more involved, responded more and more.		X				
	Learnt a lot from general discussion; got you motivated.		X				
	Valued the opportunity to plan and implement a change and see the end result.		X				
	Have become more and more confident and less reserved.		X				
	S-O-L has worked for me in many small ways.		X				
	Learnt to speak up and ask questions at second round of workshops.			X			
	Since then felt it has done me a power of good.			X			
	....the S-O-L philosophy which has had an effect on how I work and live although I could not say to what extent.					X	
	Helped me as a relatively new team member to get involved with the team in a relaxed atmosphere.						X
	As a relatively quiet guy, brought me forward to stand up and talk in front of others.						X
	There has been a positive change in my attitude and behaviour without being able to say what specifically has caused it.						X
	Have the confidence to preach to congregations of 60/70 people which I would not have had before S-O-L.			X			
	I find every day rewarding.			X			
	Has given purpose to the way I was working, explained in some detail what I was doing and why.				X		
	Always looking to improve things.				X		
With the supportive environment in the sort centre, I had the confidence to help people develop.					X		
Motivating Other Individual	Response from others a lot better than from my old way of telling.....	X					

Figure 6.12.2

PERSONAL LEARNING BIOGRAPHY STATEMENTS - MOTIVATION

	Delegated more responsibility to first line managers..... Stood back and did things should have been doing.	X				
	Took on responsibility and involved staff in working out best solution to problem.....Wanted team effort.	X				
Motivating the Team	Our teamwork got better.	X				
	He tried to get our ideas rather than impose his own. More of a team.	X				
	S-O-L played a major part and I doubt whether we could have done it without S-O-L.					X
	Felt part of the team from the start and much more than colleagues in other parts of the country.			X		
	Involvement very good. Built relationships with operational supervisors.			X		
	I felt the team did act more effectively.					X

Figure 6.12.2

motivation, The number of comments made by each participant reflects the extent to which they were motivated prior to their involvement in S-O-L. The greater the number of statements, the less motivated the individual was prior to the programme of action research and, therefore, the greater the impact on them in this area.

PARTICIPANT	NUMBER OF STATEMENTS
SM/B	8
SM/C	4
AM	3
EM	2
TM	2
SM/A	1

The difference between the 8 relevant statements made by SM/B and the one made by SM/A reflects the fact that SM/A never lacked personal motivation or confidence whilst SM/B was very demotivated from the start of the programme and only began to respond during the S-O-L workshops of 1991 and 1992. The impact on SM/B is highlighted in the following statements:

"Got more and more involved, responded more and more."

"Have become more and more confident and less reserved."

The latter reflects the ongoing nature of the impact as do the statements of SM/A:

"I use S-O-L now...."

and SM/C:

"I find every day rewarding."

One fifth of the motivation statements relate to the motivation of the team. These reflect the development of teamwork initiatives out of the S-O-L workshops - shift teams, the Office Objectives Group and the coordination of team activities. The statements on motivating other individuals reflect the tentative steps being taken by two of the shift managers, SM/A and SM/B, to delegate responsibility to members of their teams.

6.12.2.3 Figure 6.12.2.3 contains the 21 statements which reflect the participants recollections of the ways in which responsibility and control within the sort centre changed during the programme of action research. I have broken these statements into three further sub categories:

- sharing responsibility and control with subordinates
- teamwork
- acceptance of responsibility

PERSONAL LEARNING BIOGRAPHY STATEMENTS - RESPONSIBILITY AND CONTROL

SUB CATEGORIES	STATEMENTS	PARTICIPANTS					
		SM/A	SM/B	SM/C	EM	TM	AM
Sharing Responsibility and Control with Subordinates	Started questioning everything.....Started to change more and could relate it to what I was trying to do. Started getting others to find their own answers.	X					
	Delegated more responsibility to first line managers..... Stood back and did things should have been doing.		X				
	S-O-L has taught me what to pass on to others.			X			
	After S-O-L I let my team run the shift.....I let them run their own work area, sometimes asking questions or offering criticisms.			X			
	Realised must involve people who work on the floor.			X			
	Became more aware and reflective. Realised we did not know all the answers.			X			
	Learnt to consult first line managers and to trust them to make their own decisions.		X				
Teamwork	Our teamwork got better.	X					
	Became a great believer in teamworking.		X				
	He tried to get our ideas rather than impose his own. More of a team.		X				
	Felt part of the team from the start and much more than colleagues in other parts of the country. (EM)				X		
	Involvement very good. Built relationships with operational supervisors.				X		
	I felt the team did act more effectively.					X	
	A lot of improvements in one to one relationships and teamworking.....						X
Acceptance of Responsibility	Left to run own ship but boss always there for guidance.		X				
	Got more and more involved, responded more and more.		X				
	Felt it legitimised what I naturally felt was right but which was not the way most managers dealt with staff.					X	
	Experience has shown me that it is only possible to adopt					X	

Figure 6.12.3

PERSONAL LEARNING BIOGRAPHY STATEMENTS - RESPONSIBILITY AND CONTROL

	the role of S-O-L coach as a boss.						
	Valued the opportunity to plan and implement a change and see the end result.	X					
	Took on responsibility and involved staff in working out best solution to problem.....Wanted team effort.	X					

Figure 6.12.3

There are 7 statements in each sub category. Only the three shift managers commented upon sharing responsibility and control with subordinates. I attribute this to the fact that they had been brought up to manage in an autocratic manner and, therefore, the changes that happened to them in this area were of great significance. SM/C produced 4 statements in this sub category and he became particularly aware of the need to involve others:

"Realised must involve people who work on the floor."

Only SM/C did not comment on sharing responsibility and control by working more effectively as a team. The 7 comments are equally positive about the improvements in teamworking. Only two participants, SM/B and TM, commented on their own acceptance of responsibility. SM/B made four of these statements which I attribute to the way in which, through S-O-L, he threw off his lack of motivation and his earlier experience which had taught him to do as he was told rather than to initiate and innovate. TM's comments reflect the way in which he felt able to act as he believed he should:

"Felt it legitimised what I naturally felt was right but which was not the way most managers dealt with staff."

6.12.2.4 Figure 6.12.2.4 contains the 31 statements which show attitudes and assumptions by or about the participants in the programme of action research in

PERSONAL LEARNING BIOGRAPHY STATEMENTS - ASSUMPTIONS AND ATTITUDES

SUB CATEGORIES	STATEMENTS	PARTICIPANTS					
		SM/A	SM/B	SM/C	EM	TM	AM
Changes in Assumptions about Self	That's when my thinking started to change. Started questioning my ways of doing things.	X					
	Learnt ways of solving problems other than "getting hammer and chisel".	X					
	Started questioning everything.....Started to change more and could relate it to what I was trying to do. Started getting others to find their own answers.	X					
	I am more contented, a different type of chap.	X					
	Have the confidence to preach to congregations of 60/70 people which I would not have had before S-O-L.			X			
	Told me things that I did not necessarily believe in the sense of learning.				X		
	Has changed my mind to an extent and confirmed a lot of what I was doing.				X		
	With the supportive environment in the sort centre, I had the confidence to help people develop.					X	
	There has been a positive change in my attitude and behaviour without being able to say what specifically has caused it.						X
	I became more open and thoughtful.						X
	I tended to open up whereas before I had been rather blinkered.						X
	.....the S-O-L philosophy which has had an effect on how I work and live although I could not say to what extent.					X	
	I now talk to people in ways that I would not have done 10/12 years ago.		X				
	Have become more and more confident and less reserved.		X				
Changes in Assumptions about Others	How I assess people has changed.	X					
	Became a great believer in teamworking.		X				
	Most striking memory is the very low opinion which supervisors had of the workforce and which I found shocking.					X	

Figure 6.12.4

PERSONAL LEARNING BIOGRAPHY STATEMENTS - ASSUMPTIONS AND ATTITUDES

	Felt it legitimised what I naturally felt was right but which was not the way most managers dealt with staff.				X
	A lot of improvements in one to one relationships and teamworking.....				X
	Improved perception of each other's role.				X
	Value the philosophy of supporting the learning of others				X
	The satisfaction of seeing people with whom I worked benefit from the way I dealt with them.				X
	After S-O-L I let my team run the shift.....I let them run their own work area, sometimes asking questions or offering criticisms.		X		
	Realised must involve people who work on the floor.		X		
	Took on responsibility and involved staff in working out best solution to problem.....Wanted team effort.	X			
Changes in Assumptions by Others	Response from others a lot better than from my old way of telling.....	X			
	He tried to get our ideas rather than impose his own. More of a team.		X		
	Other people noticed a great change in me.			X	
Changes in more General Assumptions	Recognise that changing culture in this way is a long term project.				X
	Recognise that such an approach was difficult to sustain in an unsympathetic environment.				X
	Can see clear links between the S-O-L philosophy and the Parcelforce Mission and Values and even Christian ethics.				X

Figure 6.12.4

Parcelforce Reading. I have sub-divided the statements into four further sub categories:

- assumptions about self
- assumptions about others
- assumptions by others
- more general assumptions

Fourteen of the statements relate to assumptions about the participants themselves. SM/A, with four of the statements, produced the greatest contribution in this area. All of SM/A's statements reflect perceived changes in how he saw himself and these changes were very significant both to himself and those with whom he worked and lived. When we first met he was a very autocratic and stubborn man but he learnt to act more sophisticatedly and effectively. All the participants produced statements which reflected that they felt they had changed in significant ways, for example:

"I am more contented, a different type of chap."

"There has been a positive change in my attitude and behaviour...."

"Have become more and more confident and less reserved."

The participants produced 11 statements on their assumption and attitudes to others. All but EM produced such statements. TM produced four such statements which I believe reflects that he already had a greater

appreciation of the importance of managing through people at which he was, in my experience, very effective. The three shift managers all reflect the increasing change in their assumptions about the capacity of their teams to accept more responsibility which, itself, shows they were moving from Theory X to Theory Y. AM's statements show how he was at the stage of establishing relationships within the team and how he found better mutual understanding a beneficial experience. The three shift managers each produced one statement on assumptions about them by others. SM/A and SM/B both commented on how others with whom they worked and lived were responding to their more democratic and participative approach. SM/C's statement is a comment on his perception of my style and the fact that he made such a statement confirms that the change from what he had previously experienced was, perhaps, more significant for him than for others in the team. All the statements about more general assumptions were made by TM who understood better the wider environmental conditions in which the programme of action research took place both in terms of how difficult was to make the sort of changes we attempted but also how well S-O-L fitted with other issues:

"Can see clear links between the S-O-L philosophy and the Parcelforce Mission and Values and even Christian ethics."

6.12.2.5 Figure 6.12.2.5 contains the 38 statements about learning in the programme of action research. I have subdivided them into the three levels of Self-Organised Learning Conversations:

- life relevance
- learning-to-learn
- learning/task focused

Half the statements were at the life relevance level which demonstrates the significance of the change which the participants experienced during the programme of action research. This appears to have been particularly so for AM who produced 7 of the statements and who valued becoming more open and thoughtful. SM/B highlighted the way S-O-L had been of benefit to him in many ways. Both SM/A and SM/C reflected upon the way they acted differently. The 8 learning-to-learn level statements were spread across all the conversations except that with TM. They highlight different ways participants found they learnt:

"Books made me think differently and question why."

"Personal learning Contract got you more organised."

"Have learnt to reflect on what I have done and learn from it."

There were 11 learning/task focused level statements made by all participants but SM/B. They were more learning

PERSONAL LEARNING BIOGRAPHY STATEMENTS - LEARNING

SUB CATEGORIES	STATEMENTS	PARTICIPANTS					
		SM/A	SM/B	SM/C	EM	TM	AM
Life Relevance Level	That's when my thinking started to change. Started questioning my ways of doing things.	X					
	Started questioning everything.....Started to change more and could relate it to what I was trying to do. Started getting others to find their own answers.	X					
	The way I do things has changed.	X					
	Has given purpose to the way I was working, explained in some detail what I was doing and why.				X		
	Has changed my mind to an extent and confirmed a lot of what I was doing.				X		
	With the supportive environment in the sort centre, I had the confidence to help people develop.					X	
	The learning process goes on. S-O-L has helped whether by 50% or 80% cannot say.						X
	Found this conversation brilliant in bringing it all back tend to have it at the back of my mind and use it every so often.						X
	It broadened my horizons and allowed me to have a detached look at areas where I saw my weaknesses in management skills.						X
	I became more open and thoughtful.						X
	Made me think for others and for their benefit.						X
	I tended to open up whereas before I had been rather blinkered.						X
	Value the philosophy of supporting the learning of others						X
	Learnt to consult first line managers and to trust them to make their own decisions.		X				
	S-O-L has worked for me in many small ways.		X				
	I now talk to people in ways that I would not have done 10/12 years ago.		X				
	S-O-L did benefit me, it was well worth its money.		X				
Became more aware and reflective. Realised we did not know all the answers.				X			

Figure 6.12.5

PERSONAL LEARNING BIOGRAPHY STATEMENTS - LEARNING

	Realised must involve people who work on the floor.		X			
Learning-to-Learn Level	Books made me think differently and question why.	X				
	Learnt a lot from general discussion; got you motivated.		X			
	Personal Learning Contract got you more organised.		X			
	Before SOL used to analyse after events but did not plan before. Do much more, perhaps too much, planning.				X	
	Reflect on things that have happened and deal with them differently next time.					X
	It helped my thought processes, increased my ability to look further into things.					X
	Have learnt to reflect on what I have done and learn from it.			X		
	Learnt to think about what to do and how to do it before doing it.			X		
Learning/Task Focused Level	Learnt ways of solving problems other than "getting hammer and chisel".	X				
	S-O-L has taught me what to pass on to others.			X		
	Told me things that I did not necessarily believe in the sense of learning.				X	
	I felt the team did act more effectively.					X
	A lot of improvements in one to one relationships and teamworking.....					X
	Improved perception of each other's role.					X
	The satisfaction of seeing people with whom I worked benefit from the way I dealt with them.					X
	Experience has shown me that it is only possible to adopt the role of S-O-L coach as a boss.					X
	Reflected, could see things not seen on own shift.			X		
	Learnt to speak up and ask questions at second round of workshops.			X		
	Made me think about how I do my job.			X		

Figure 6.12.5

than task focused although much of the learning was about how to manage or work with people which the whole objective of this thesis has been to demonstrate is the task of managers.

SUMMARY

6.13 The process of recording evaluation evidence by means of a reflective conversation proved to be a rich source of data for validation of the S-O-L programme. The evidence produced was strong and showed clear benefits in terms of changed attitudes and behaviours and the on-going value placed by the participants themselves and others on the outcomes.

CHAPTER 7

<p style="text-align: center;">CONCLUSIONS : TOWARDS A PERSON-CENTRED MODEL OF ORGANISATIONAL GROWTH</p>

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TOWARDS A PERSON-CENTRED MODEL OF ORGANISATIONAL GROWTH

7.1.1 My professional and personal journey, which this thesis records, represents the search for an understanding of:

- why the full potential of people at work was not being harnessed to the goals of the organisations in which they worked , and,
- how this situation could be remedied.

I was prompted to commence this search by my personal experience as a Post Office manager. My ambition has been to bring about sustained improved performance of the organisation and to achieve this through the people who work in it - to be PERSON-CENTRED rather than TASK-CENTRED.

The diverse outcomes of this research have had an impact on:

- the organisation in which I carried it out
- the people with whom I have worked

- the Centre for the Study of Human Learning
- myself as a manager, a learner and a whole person,
and
- my family and significant others in my life space.

In this chapter, I propose to translate the lessons I have learnt into a Person-Centred Model of Organisational Growth which addresses the reasons I have found why the full potential of people at work is not being harnessed to the goals of the organisations in which they work and which offers a remedy for this. Although I have headed this Chapter "Conclusions" I do not intend to convey the impression that my search is finished. I believe my work is a continuing contribution towards achieving the full involvement of people at all levels both at work and in society more generally. My recommendations challenge existing practice, and introduce an alternative model for constructing a personally and organisationally productive future. In some respects I believe I have identified, through my action research, "what" needs to be done but, given the size of the challenge implied by what I set out to do, it has only been possible to move towards a comprehensive specification of "how" this should be achieved.

7.1.2 In constructing my Person-Centred Model of Organisational Growth, I have returned to the five main issues and five themes which I identified at the beginning of my Literature Survey (Chapter 2.1) and which run throughout my action research (Chapters 3, 4 and 5) and evaluations (Chapter 6). The five main issues are:

- the motivation of people to contribute to organisational goals
- responsibility and control
- assumptions about people
- attitudes towards people
- learning and continuous improvement

The five themes are:

- management theory and its development
- humanistic psychology
- the alternative autocratic and democratic approaches
- the extent to which the achievement of success is a conversational process
- the fact that all the main issues are relevant to most, if not all, aspects of life and not just work.

My model is designed to allow those who operate it to become "Self-Organised" and addresses organisational

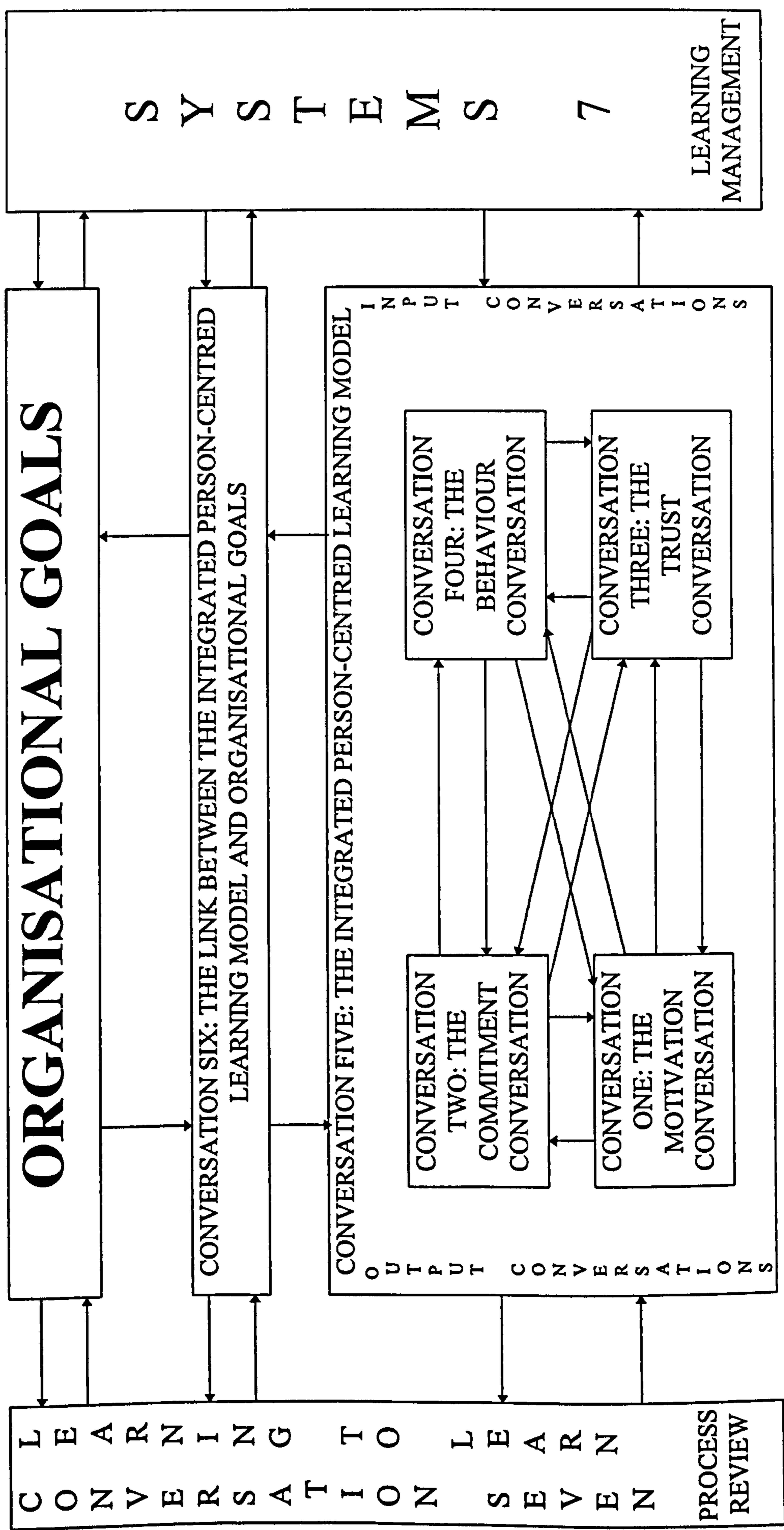
growth from a person-centred viewpoint in an integrated, systematic and conversational way. This produces a holistic picture of the management/leadership of people towards such growth. The model has seven fully integrated parts which I have designated as CONVERSATIONS and each of which exhibits features of other parts, so emphasising the inadequacies of "compartmentalised" or narrow theories. The model endeavours to show how each part, and the whole, can be operationalised or made to work. The seven CONVERSATIONS are:

- the five separate main issue CONVERSATIONS
 - the MOTIVATION conversation (Conversation 1)
 - the COMMITMENT conversation (Conversation 2)
 - the TRUST conversation (Conversation 3)
 - the BEHAVIOUR conversation (Conversation 4)
 - the LEARNING-TO-LEARN conversation (Conversation 7)
- an integrated person-centred, CONVERSATIONAL learning model (Conversation 5)
- the CONVERSATIONAL link between the person-centred learning model and organisational goals (Conversation 6).

The seven CONVERSATIONS and their inter-relationships are illustrated in Figure 7.1.2. Although, inevitably, my descriptions of the seven CONVERSATIONS in 7.5 are linear, this is not intended to suggest that they operate in any way chronologically. They are, in reality, multi-level conversations taking place simultaneously. The five main issue CONVERSATIONS can be further placed into three categories, INPUT, OUTPUT and PROCESS REVIEW. The TRUST and BEHAVIOUR conversations provide INPUT to the process as they are principally designed to support the improvement in the assumptions, attitudes and behaviour of leaders. In large organisations, such as the Post Office, the majority of managers are both leaders and followers and, therefore, it is appropriate to include consideration of the input issues in Learning Conversations in which they are the Learner; indeed the leader at the very top of an organisation has the same learning needs and a way of accomplishing this needs to be devised to suit the person and the organisation. The MOTIVATION and COMMITMENT conversations are about the OUTPUT of the process, motivated and committed people working to their optimum to deliver organisational goals. The LEARNING TO LEARN conversation provides an opportunity to REVIEW the whole PROCESS by considering the improvement to the conversations as processes rather than their content.

Figure 7.1.2

A PERSON-CENTRED MODEL OF ORGANISATIONAL GROWTH



LEARNING

7.2.1 Before moving on to describe my Person-Centred Model of Organisational Growth, and its component parts, in more detail, I think it would be useful to return to the key message about learning which runs through this thesis. In my Literature Survey (Chapter 2.6), I tried to demonstrate that learning is more than the acquisition of skills and knowledge. I argue that it is synonymous with continuous improvement and growth. Using this view of learning, my model and each of its parts are learning models or models of continuous improvement and growth. They are designed to facilitate clearer understanding of meaning and of the actions which result from them. The other key message to emerge from my research, both in my survey of the literature and my action research, is that learning is only truly effective when the learner is Self-Organised and, therefore, takes responsibility for what and how he/she learns. This principle is essential to the successful operation of the model and is what makes it person-centred.

7.2.2 In reporting my action research in Chapters 3, 4 and 5, I have described many activities and outcomes which demonstrate more than just the acquisition of skills and knowledge. Principally through individual and

group Learning Conversations, which I will discuss further in section 7.4, Self-Organised learning and growth occurred under all seven of the headings of my Person-Centred Model of Organisational Growth. For example:

- MOTIVATION - the newly appointed first line manager in Reading Head Post Office who set about raising the performance of the "meter section" to which he was appointed (Chapter 3.5.2)

- COMMITMENT - the establishment of the Office Objectives Group (Chapter 5.8) and Team Coordination (Chapter 5.15) in the Parcelforce Sort Centre.

- TRUST - the decision of the Parcelforce Sort Centre management team, against my advice at the time, to include all first line managers in the Shift Manager Shadowing scheme (Chapter 5.6.3)

- BEHAVIOUR - the third line manager in Reading Head Post Office who had been seen as something of a "bully" but who became in the words of others "more thinking, more dedicated, more confident and more consultative" (Chapter 3.5.2).

- LEARNING-TO-LEARN - the preparation of 29 new acting first line supervisors for learning on-the-job in Reading Head Post Office in which the participants addressed how they learnt and which produced such significant results (Chapter 3.3).

- INTEGRATED LEARNING - most of the activities and outcomes of my action research involved the construction or reconstruction of meaning for more than one person, often the organisation, and across two or more of the five main themes identified in my Literature Survey (Chapter 2.1)

- LINK TO ORGANISATIONAL GOALS - all my action research activities were intended to contribute to the achievement of organisational goals, whether they were improving the effectiveness of managers (Chapters 3.3 and 5.5), improvements in productivity (Chapter 5.4) or improvements in organisation (Chapter 5.6.3).

So, the model I have designed is intended to engender and sustain an increasing awareness of learning and growth and the process of learning and growth, in the interests of achieving and expanding organisational goals.

7.2.3 One of the key outcomes of the use of Self-Organised Learning in Reading Head Post Office (Chapter

3) and the Parcelforce Sort Centre (Chapters 4 and 5) was the development of the concept of the Management of Learning in a Self-Organised Learning environment. Harri Augstein and Thomas developed this into Systems 7 which is described in my Literature Survey (Chapter 2.7) and the illustration of which I repeat at Figure 7.2.3. Given that my Person-centred Model of Organisational is a learning model, where does it fit into Systems 7? The model, comprising an integrated set of Learning Conversations, is an expansion of System 3, the core Learning Conversation. However, System 3 is fully linked to the other 6 Systems and, as such, has influence on and is influenced by them. This applies throughout my model.

THE REFLECTIVE CONVERSATION

7.3 I have described my Person-Centred Model of Organisational Growth, and its component parts as CONVERSATIONAL. In section 7.2 I have defined the activity taking place within the model as Self-Organised Learning or the construction and reconstruction of personally relevant and viable meaning. I have based the use of conversations in the model on Learning Conversations as defined by Harri Augstein and Thomas and which I describe more fully in my Literature Survey (Chapter 2.6.5). To remind the reader they define

SOL ENVIRONMENT SYSTEMS 7

SYSTEM SEVEN

SUPER MA(R)4S

SYSTEM ONE

NODE 5
LEARNING
MANAGER

Copyright CSHL

SYSTEM SIX

COORDINATOR &
COMPARATOR
MA(R)4S

SYSTEM FIVE

MA(R)4S
ADVICE
INSTRUC'N

SYSTEM THREE

NODE 3
LEARNING
COACH

SYSTEM FOUR

MA(R)4S
TASKS
SUPER'N

NODE 4
TASKS
SUPERVISOR

MA(R)4S
LEARNING
CONV.

SYSTEM TWO

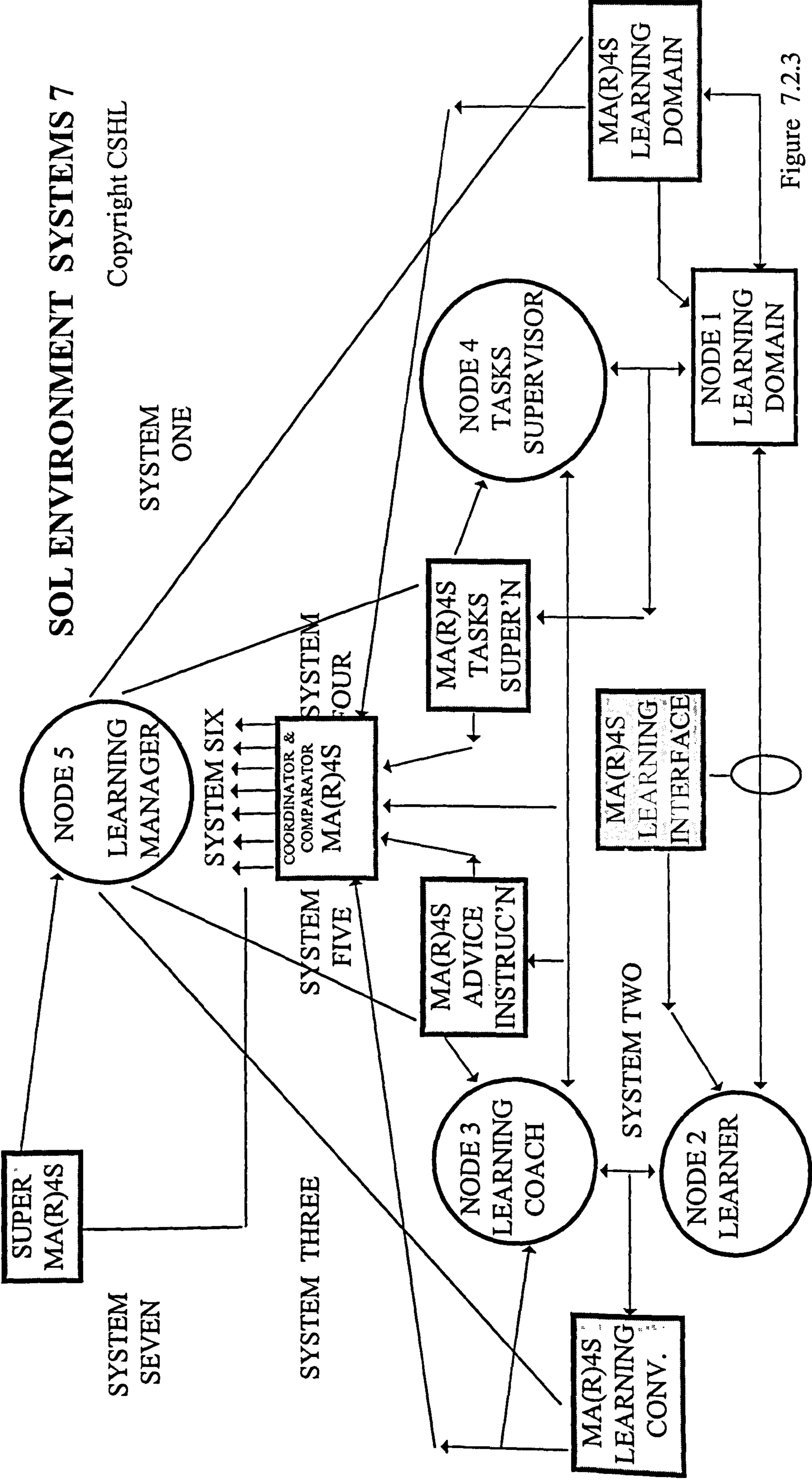
NODE 2
LEARNER

MA(R)4S
LEARNING
INTERFACE

MA(R)4S
LEARNING
DOMAIN

NODE 1
LEARNING
DOMAIN

Figure 7.2.3



Conversation, a two-way process involving giving and receipt of feedback, as:

"Conversation consists in the exchange of meaning....."
(Harri Augstein and Thomas 1991 p. 27)

and a Learning Conversation as:

".....puts learners in conversation with themselves, but it also enables them to converse more effectively withtheir.....coach, trainer..... manager....it is a sustained activity creating an increasing awareness of the whole experiential process of learning....." (Harri Augstein and Thomas 1991 p. 3)

In my model I have tried to identify the key issues which need to be the subject of learning conversations in organisations which are attempting to achieve growth or improvement through all the people who work in it. A Learning Conversation is a process to enable a learner to analyse and review his/her own learning. Most people require the support of someone else to help them externalise the conversation and make the nature of the learning explicit. In my model I envisage this supporting role as being that of the line manager.

To give the conversation added structure and to ensure that it remains Self-Organised, the Personal Learning Contract is a medium for helping learners to identify something they want to learn or improve, a way of doing so and anticipated and actual outcomes. After the event it provides a means of reviewing the actual outcome leading to the identification of new tasks or topics to become the subject or purpose of new contracts and so on.

Harri Augstein and Thomas have defined the process of reflecting on learning during Learning Conversations and through Personal Learning Contracts by the heuristic MA(R)4S which is illustrated in Figure 7.3. MA(R)4S stands for:

M - monitor
A - analyse
R - record
R - reconstruct
R - reflect
R - re-view
S - spiral

Use of this heuristic increases insight and raises awareness thereby "boot-strapping" the learning and growth.

Throughout the reports of my action research in Chapters 3, 4 and 5, there are many examples of the use of Learning Conversations and Personal Learning Contracts leading to Self-Organised learning, improvement and growth.

A PERSON-CENTRED MODEL OF ORGANISATIONAL GROWTH: THE SEVEN CONVERSATIONS

7.4.1 In this section I shall describe in more detail my Person-Centred Model of Organisational Growth and the

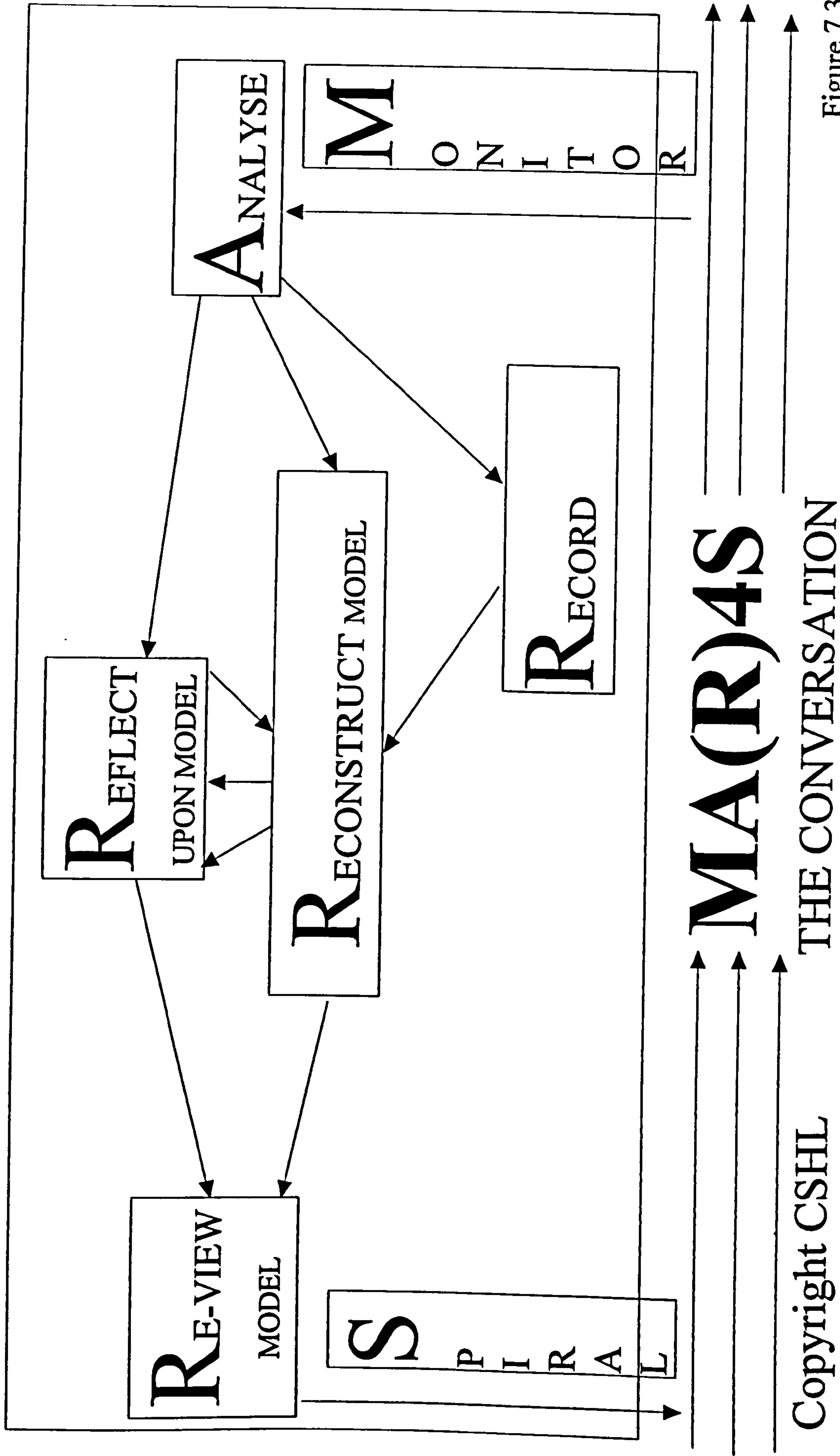


Figure 7.3

seven CONVERSATIONS of which it comprises, as illustrated in Figure 7.1.2. These descriptions will be set against the background of sections 7.2 and 7.3 in which I have defined the common features of all parts of the model - they are all Self-Organised Learning models and they are all Conversational. Because of the features they have in common and the nature of their integration, the conversations have a common conversational process which is as follows:

- the conversations should be regular, at least monthly, and probably as part of a larger conversation about the whole Person-Centred Model of Organisational Growth.
- the conversation should:
 - identify a PURPOSE
 - identify a STRATEGY
 - identify anticipated OUTCOMES of the STRATEGY so that success or otherwise can be assessed
 - agree when and how the OUTCOMES are to be REVIEWED
 - REVIEW previous outcomes having MA(R)4S'ed the whole process
 - on the basis of the REVIEW, re-commence the process.

My action research has been entirely with managers and not front line employees. The logistics of operating my model within and between management teams are, I believe, entirely practical. To extend this to front line employees on a monthly frequency would be much more difficult given the way most companies, which employ large numbers, are organised. A typical Parcelforce depot has 100 employees and only 3, or, in some cases 4, people who are formally designated as managers. To achieve my target of a monthly Learning Conversation with every employee would require each manager to hold one each working day and this is probably not currently feasible. This highlights another change urgently required in such organisations which is the introduction of "working team leaders" to be responsible for more realistic numbers of team members, no more than 10 to 15 in a team. I will firstly describe the four INPUT and OUTPUT conversations, then how they integrate into one person-centred learning conversation, how the latter links to organisational goals and, finally, the REVIEW PROCESS for the whole model in the LEARNING-TO-LEARN conversation.

CONVERSATION ONE: THE MOTIVATION CONVERSATION

7.4.2 One of the four CONVERSATIONS which make up my proposed integrated, person-centred, CONVERSATIONAL

learning model, the MOTIVATION conversation is an OUTPUT conversation and is the one in which individual and group needs are raised and strategies agreed for satisfying them. As described in my Literature Survey (Chapter 2.3), motivation theory as expressed by Maslow and Herzberg, states that people are motivated to strive to satisfy their needs and that there is a hierarchy of such needs, the most basic of which are:

- PHYSIOLOGICAL, for example the need for food and warmth.

followed by:

- SAFETY, for example the need for security, stability, freedom from fear and for order, law and limits.

- BELONGINGNESS and LOVE, for example the need for friends, family and "roots".

- ESTEEM, the need for a stable, firmly based, usually high evaluation of themselves, for self-respect or self-esteem and for the esteem of others.

- SELF-ACTUALISATION, the need to be doing what the individual is fitted for.

As one, lower need is satisfied, so the person, or persons, is no longer motivated by it but moves on to seek satisfaction of the next higher need. Equally, Herzberg has identified two types of factors in motivation, Hygiene factors and motivators. Hygiene factors or animal needs, such as pay and working conditions, do not motivate but their absence or negative impact lead to dissatisfaction. It is factors such as achievement and responsibility, which motivate people to contribute more. The MOTIVATION conversation is the vehicle for a leader to help his/her team and its individual members identify and satisfy their needs on an ongoing basis. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the MOTIVATION conversation, as with the other input and output conversations, will involve life relevance issues. My experience and research suggest that it is very rare for people in organisations to be consistently consulted about their needs. Satisfying those needs will lead to positive impact in the other person-centred conversations, for example, a motivated person or team will be more committed and will behave more appropriately. The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1.

The PURPOSE of the MOTIVATION conversation will be in the form of a need(s) to be satisfied and will identify a STRATEGY for satisfying the need(s). If the needs of the individual or group are hygiene factors, they should be dealt with quickly to demonstrate the value of the process. Having said that, it is likely that some leaders will not be in a position to meet some "animal" needs, for example, in Parcelforce, pay is negotiated centrally. In these circumstances, the conversation will have to seek legitimate ways of removing the dissatisfaction, by, for example, a change of role which may open up improved earning opportunities through bonus, or seek to move on to other needs, jointly accepting that the "animal" need cannot, at that time, be satisfied. The objective of the process is to move the focus of the individual's needs higher up the hierarchy of needs to those positive motivators such as achievement and responsibility. This does not necessarily mean promotion but, in most cases, is likely to involve the individual or team accepting more responsibility for what they do and being empowered to exercise that responsibility. This brings us to the second OUTPUT conversation in my proposed integrated, person-centred, CONVERSATIONAL learning model - the COMMITMENT conversation.

CONVERSATION TWO: THE COMMITMENT CONVERSATION

7.4.3 In Chapter 1 of this thesis I highlighted one of the negative features that I found on moving to Reading was the very autocratic way the Head Post Office appeared to have been managed. A consequence of this was that authority and control was not sensibly dispersed across and down the managerial structure resulting in a situation where it was not possible to hold managers accountable for what they were nominally responsible. A lesson I learnt from my survey of the literature (Chapter 2.5.5) was:

"There is a pressing need to spread responsibility by arrangements which make it more difficult, if not impossible, for a few to accumulate excess responsibility and, therefore, power and for the many to avoid taking up their due level of responsibility."

It is also the case that responsibility and empowerment are, for most people, motivating factors and, yet, this is a topic on which a considerable amount of "lip service" is expended. The COMMITMENT conversation is the vehicle for genuinely empowering individuals and teams. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the COMMITMENT conversation, as with the other input and output conversations, will involve life relevance issues. True empowerment will have a great impact on the ability of an organisation to achieve its goals and grow. The

more responsibility, and real authority to carry out that responsibility, each individual and team is given and carries, the more will the organisation be harnessing their full capabilities so that much more output can be achieved for no more input, particularly financial. This is not intended to be an "anarchists' charter", accountabilities have to be clear and a key purpose of the COMMITMENT conversation is to discuss and agree any extension, or reduction, of accountability and to keep it clear, flexible and continually under review. The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1. The conversation should identify a PURPOSE in the form of extended or reduced responsibilities to be exercised and a STRATEGY for exercising the revised responsibilities.

The COMMITMENT conversation is the part of the model in which the traditional task objectives would be discussed and agreed. The difference between my model and the more traditional appraisal model, is that the latter typically involves setting annual or half yearly objectives with no mechanism for review and revision, whereas the former is dynamic being able to adjust to changed circumstances. It is often from unfounded assumptions about how well, or otherwise, an individual or team is carrying out its responsibilities, that attitudes and behaviours are formed and this provides the link to the next two parts of the model, the INPUT conversations, the TRUST

conversation and the BEHAVIOUR conversation which are key to setting the tone of the whole model.

CONVERSATION THREE: THE TRUST CONVERSATION

7.4.4 A consistent theme through this thesis and my experience is that it is the assumptions we make about others which dictates the attitudes we adopt and the way we behave towards them. This is most clearly expressed by Douglas McGregor in his Theory X and Theory Y. Unfortunately my experience and my survey of the literature show that many managers, probably a majority, assume that those who work for them dislike work and will only work if closely controlled and coerced into doing so either by threats or financial inducements. These myths produce autocratic attitudes and behaviours which are inconsistent with ideas of motivation by satisfaction of needs and of empowerment. Theory Y says that making positive assumptions about the workforce will produce positive benefits for the leader and the organisation. In particular, I believe one of the great ills of British industrial life is lack of trust which I believe is what underlies a Theory X set of assumptions. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the TRUST conversation, as with the other input and output conversations, will

involve life relevance issues. The purpose of the TRUST conversation is to eradicate this and begin to produce more positive and effective relationships at work. This will be achieved by creating opportunities for open and honest discussion in which both the leader and the follower can express their feelings. This can be difficult to instigate because of historic assumptions. It may be necessary to start by means of some sort of confidential feedback system which allows people to express their true feelings in unthreatening circumstances. The Post Office now operates a process called Effective Leadership Feedback in which twice a year team members complete a confidential assessment of their team leader (see the form at Appendix 7.4.4.1). The results for the whole team are fed back to the leader, with team member comments (see example at Appendix 7.4.4.2), who then holds a team meeting at which the team are invited to help the leader draw up an action plan for improving his/her leadership. I see the latter as a TRUST conversation but the objective should be to establish relationships which allow the conversation to take place without the cloak of confidentiality. The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1. The conversation should identify a PURPOSE in the form of ways of improving the level of trust between leader and follower and a STRATEGY for improving the level of trust between them. The TRUST conversation

and its outcomes, as an INPUT conversation, will have an impact on the COMMITMENT conversation, trust is a prerequisite of empowerment. It will also impact on the way people behave, the topic of the fourth conversation, the BEHAVIOUR conversation.

CONVERSATION FOUR: THE BEHAVIOUR CONVERSATION

7.4.5 Behaviour is the external expression of a person's internal feelings, assumptions and attitudes and, as such, has significant impact on relations between people. Harri Augstein and Thomas define behaviour and experience as indicators of:

"a coherent personal process which is itself conversational." (Harri Augstein and Thomas 1991 p. 7)

Like the TRUST conversation, the BEHAVIOUR conversation provides INPUT to the process that drives the Person-Centred Model of Organisational Growth. Furthermore, the BEHAVIOUR conversation is dependent upon the TRUST conversation because the quality of trust, respect and other assumptions that exist in a relationship will impact on the behaviours displayed in the relationship. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the BEHAVIOUR conversation, as with the other input and output conversations, will involve life relevance issues.

In my Literature Survey (Chapter 2.5) I discussed the kinds of attitude and behaviour which most effectively lead to people making the fullest possible contribution to the achievement of organisational goals. I concluded from the literature and from my own experience (Chapters 1, 3, 4 and 5) and the feedback from those whom I have lead (Chapter 6.10 - 6.13), that the behaviours traditionally associated with leadership are no longer appropriate. I turned for my model of behaviour designed to support the learning or growth of others to the American psychotherapist Carl Rogers who developed a "person-centred" approach to therapy. Rogers ideas were a key influence in the development of Self-Organised Learning. He argued that there are three conditions which define appropriate behaviour in such relationships. These three conditions are:

- **CONGRUENCE** or genuiness or realness on the part of the facilitator, leader or manager who should put up no professional front or personal facade.

- **UNCONDITIONAL POSITIVE REGARD** or an accepting, caring, prizing, positive and non-judgemental attitude towards the managed or lead by the manager or leader.

- **EMPATHY** by which the facilitator, leader or manager accurately senses the feelings and meanings of the learner or worker.

This set of behavioural conditions should not be taken in isolation because this would open them up to sentimentalisation. Taken as part of a holistic model of person-centred organisational growth, they provide a powerful means of supporting people to become fully-functioning in terms of:

- openness to experience
- trust in one's own organism
- increasingly existential living
- willingness to be a process rather than a product
- internal locus of evaluation.

The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1. The conversation should identify a **PURPOSE** in the form of ways of moving the behaviour of the leader toward the follower nearer to Rogers three conditions and a **STRATEGY** for helping the leader to do so.

CONVERSATION FIVE: THE INTEGRATION CONVERSATION

7.5.6 The fifth conversation in my Person-Centred Model of Organisational Growth exists to ensure that the four INPUT and OUTPUT conversations do not take place in isolation but that they form part of an INTEGRATED whole. In 7.4.1 I have set out the common process for all the conversations in the model including:

- the conversations should be regular, at least monthly, and probably as part of a larger conversation about the whole Person-Centred Model of Organisational Growth.

The INTEGRATED conversation is what I envisage as the "larger conversation about the whole Person-Centred Model of Organisational Growth" as it relates to the LINK to organisational goals. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the INTEGRATED conversation will involve life relevance issues. A much simpler model would have just had this conversation with some quite broadly stated PURPOSES and STRATEGIES but I believe that such a model would fail to deliver. It is essential that all seven conversations are consciously held whilst accepting that they will, inevitably, overlap and merge. A key PURPOSE

of the LEARNING-TO-LEARN conversation is to improve this process of maintaining both separation and integration of the seven conversations. My model is based on the principle that it is Self-Organised and, therefore, it would be inappropriate to be prescriptive as to how the separation and integration are maintained. However, it is my view that, at least in the early days of operating this model in an organisation, it is likely that some formal mechanism will be required. The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1.

CONVERSATION SIX: THE LINK TO ORGANISATIONAL GOALS

7.4.7 The purpose of my research has always been to discover how the contribution individuals and teams make to the achievement of organisational goals could be increased. Although my model is "person-centred", this is because my experience and my research show that long term organisational success is primarily dependent upon the people contribution it can harness. As I have said elsewhere in this thesis, this is not a "soft" approach but it is one that recognises the real value of human resource and treats people with respect. The sixth conversation in my Person-Centred Model of Organisational Growth is designed to ensure that all the learning, improvement and growth which takes place within the other

six conversations is always linked to the achievement and

six conversations is always linked to the achievement and development of the goals of the organisation in which they take place. Without this LINK, the other activities are, in organisational terms, likely to be pointless and wasteful. For this LINK to be effective throughout an organisation, the Person-Centred Model of Organisational Growth in any part of the organisation must be part of a both horizontal and vertical network of such models which ensure that the sum of the parts equal or exceed the planned sum of the whole. The PURPOSE of this conversation is to link the main issue conversations, particularly the OUTPUT conversations - the MOTIVATION and COMMITMENT conversations - to the goals of the organisation so that the individuals and teams accept accountability for and are motivated to achieve shared goals using appropriate behaviour. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the LINK conversation will involve learning/task focused issues. The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1.

CONVERSATION SEVEN: THE LEARNING-TO-LEARN CONVERSATION

7.4.8 One of the main differentiating features of Self-Organised Learning is that it not only operates on the

level of the topic or task but also on the level of learning-to-learn. The LEARNING-TO-LEARN conversation is content free and concentrates upon the PROCESS of learning, improvement and growth. Taking the three levels of Learning Conversations as defined by Harri Augstein and Thomas - Life Relevance, Learning-to-Learn and Learning/Task Focused - the LEARNING-TO-LEARN conversation will, of course, involve learning-to-learn issues. This part of the model allows the leader and his follower(s) to REVIEW how the component parts of the model and the model as a whole are operating. The LEARNING-TO-LEARN conversation encompasses a whole series of cycles of the other conversations in the model. Harri Augstein and Thomas describe this conversation as

"learning focused" and define its PURPOSE as :

"....to challenge and improve how the learning is carried out." (Harri Augstein and Thomas 1991 p. 95)

its STRATEGY as:

"....it selects and mirrors not the task or topic activity but the learning activity which is improving how the task is done and how the topic is known. Thus it concentrates on the learner's model of the learning process." (Harri Augstein and Thomas 1991 p. 95)

and its OUTCOME as:

"....a more fully functioning awareness and control of learning...." (Harri Augstein and Thomas 1991 p. 95)

The conversational process will be based on the principles defined in 7.2, 7.3 and 7.4.1. The LEARNING-TO-LEARN conversation is the "keystone" of my Person-Centred Model of Organisational Growth as it is in this

conversation that the learning, improvement and growth PROCESS can be reviewed and itself improved and grown so that it does not become "robotic" but is constantly evolving.

PERSONAL REFLECTIONS

7.5.1 So, as I draw to a close the record to date of my personal journey of learning, what are my final personal reflections?

What has the story encompassed?

- in Chapter 1, my story so far and the stated purpose of my research:

- to diagnose why the full potential of people was not being harnessed, and

- to explore how the situation could be changed.

- a survey of the literature in Chapter 2 in which I learnt about key academic influences on the design of my Person-Centred Model of Organisational Growth:

- motivation theory as espoused by Maslow and Herzberg

- McGregor's Theory Y,
 - Rogers three conditions for facilitative relationships, and
 - Harri Augstein and Thomas' Self-Organised Learning.
- the opportunity in Chapter 3 to describe my action research during the very exciting trial of Self-Organised Learning in Reading Head Post Office in 1985 and 1986 and which clearly demonstrated that given the right support and the opportunity people could learn, improve and grow, but how was this to be sustained?
- further action research in Chapters 4 and 5 at the Parcelforce Sort Centre near Reading between 1986 and 1992 during which I had the opportunity to experiment with ideas for managing a "learning organisation" through many different activities.
- multi-perspective evaluation of my action research in Chapters 6 and which demonstrated benefit from the learning activities to:
- the participants as individuals and teams
 - the organisations in which they took place, and
 - me, as learner, manager and researcher.

- finally, in Chapter 7, the culmination of the whole enterprise, a Person-Centred Model of Organisational Growth based on seven integrated LEARNING CONVERSATIONS.

7.5.2 And where will my journey of learning take me in the future?

Since July 1996 I have been Employee Relations Manager at Parcelforce Headquarters. This is providing opportunities to influence the development of people management policies in a person-centred direction. The post is a new one and, of itself, suggests a shift in direction away from a predominantly task focused approach to management.

Re-emphasising the point I have made earlier of the need for a holistic approach to all aspects of life, I also see my ideas as entirely relevant to my belief that, to use the words of Charter 88 the campaign for constitutional reform, we need to "put people back into politics". It would be possible to write another thesis on this based on the five main issues which I identified in my Literature Survey (Chapter 2):

- the motivation of people to contribute to organisational goals
- responsibility and control

- assumptions about people
- attitudes towards people
- learning and continuous improvement

I believe it is essential to the future of this and other countries that responsibility for and control of the political process must be restored to the people through reform of the electoral system, delegation of responsibility and accountability to the most local level practicable and establishment of citizens rights through a written constitution. Democracy must become relevant and viable for the people it is intended to serve. Having said another thesis could be written on this subject, it is not my intention to do so, rather I shall seek to increase my involvement in campaigning groups such as Charter 88, the Electoral Reform Society and the Voting Rights Group.

Whilst writing up my thesis I have become a Christian and I feel that this has added a major new dimension to my journey. One of a number of factors which lead me to this decision was the research I have undertaken in producing this thesis. The development of my Person-Centred Model of Organisational Growth caused me to consider the teachings of Jesus and I recognised that what I was advocating was a Christian approach to management. The INTEGRATED PERSON-CENTRED LEARNING MODEL or first five

conversations of my model reflect the Christian philosophy and ethic:

- CONVERSATION ONE: THE MOTIVATION CONVERSATION is about meeting people's needs, leading to their fulfilment. The ultimate need, according to Christianity, is the unconditional love or grace of God which leads to spiritual fulfilment.

CONVERSATION TWO: THE COMMITMENT CONVERSATION is about sharing responsibility and control and individuals and groups assuming greater self-responsibility. A key tenet of Christianity is that humankind has free will, we have the right and the responsibility to choose.

CONVERSATION THREE: THE TRUST CONVERSATION is about the assumptions we make about others; positive assumptions will produce positive benefits. This reflects the hope which is a key element of Christian faith and also the respect for others and the importance of relationships which it teaches.

CONVERSATION FOUR: THE BEHAVIOUR CONVERSATION is about behaving to others in appropriate ways. I have advocated Carl Rogers' definition of such behaviour. Rogers himself was a Christian and the three conditions

- congruence, unconditional positive regard and empathy
- all reflect a Christian approach to relationships.

CONVERSATION FIVE: THE INTEGRATED PERSON-CENTRED LEARNING MODEL ensures that the previous four conversations are integrated and recognises the need for a holistic approach. Again this reflects Christianity which impacts on the whole person and their whole life.

THE SIXTH CONVERSATION, THE LINK TO ORGANISATIONAL GOALS is about applying the Learning Model and, of course, Christian philosophy and ethic are simply words unless they are applied and lived. Finally CONVERSATION SEVEN, THE LEARNING-TO-LEARN CONVERSATION is about reflection and acting upon the outcomes of that reflection. In Christianity prayer fulfils this role.

7.5.3 For the future my Personal Learning Contract involves:

PURPOSE: to apply my Person-Centred Model of Organisational Growth and through doing so persuade others to also do so.

STRATEGY: to do so in all walks of my life - at work, whether in my present job as Parcelforce Employee

Relations Manager or any future role, at home, in the community through my advocacy of greater involvement in and improvements to the democratic process and through living out my Christian faith.

OUTCOMES: improved organisational results and fulfilled people including myself.

REVIEW: ongoing although it is not really practical to be specific given the very general nature of this Personal Learning Contract.

The journey continues.....

**EXPERIMENTING WITH
SELF-ORGANISED LEARNING FOR
ORGANISATIONAL GROWTH:
A PERSON-CENTRED APPROACH**

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**EXPERIMENTING WITH
SELF-ORGANISED LEARNING FOR
ORGANISATIONAL GROWTH:
A PERSON-CENTRED APPROACH**

APPENDICES

Appendix No.

- 3.1.3 OPERATIONS BULLETIN FOR SUPERVISORS DATED
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- 3.3.2.1 ACTING LIST COURSE DAILY TIMETABLE
- 3.3.2.2 EXAMPLES OF ACTING LIST COURSE LEARNING
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- 3.5.1 PERSONAL LEARNING CONTRACT FORMAT
- 3.6.3.1 TIDINESS AND CLEANLINESS PROJECT OBJECTIVES
- 3.6.3.2 TIDINESS AND CLEANLINESS PROBLEM DESCRIPTION
- 3.6.3.3 RW'S PAPER ON FEAR
- 3.6.3.4 RW'S JOB DESCRIPTION FOR A SECOND LINE
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- 3.6.3.5 RW'S PROBLEM SOLVING ALGORITHM
- 3.6.3.6 RW'S PROPOSAL TO CHANGE THE PROMOTION SYSTEM
- 3.7.1 EXAMPLES OF PROJECT EVALUATION MATRICES
- 3.7.2.3 DELIVERY MANAGER'S MONITORS AND CONTROLS
- 3.9.2 BASINGSTOKE WEEKEND TIMETABLE
- 3.9.3 CSHL MEMO ON OUTCOMES OF BASINGSTOKE WEEKEND
- 3.10.2 SUBSTANTIVE SUPERVISOR WORKSHOPS TIMETABLE
- 3.11.2.1 FULL DESCRIPTION OF FEEDBACK FOR LEARNING
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- 3.11.2.2 EXAMPLES OF ANALYSES OF FEEDBACK FOR LEARNING
- 3.15.4.1 PAPER ON DEVELOPING PEOPLE IN ROYAL MAIL
PARCELS DATED MAY 1986
- 3.15.4.2 PAPER ON STAFF DEVELOPMENT SECTION DATED JUNE
1986
- 4.3.1 P. HEDGES LETTER OF 4 DECEMBER

- 4.3.2 DESCRIPTION OF ROLE OF LOCAL TUTORS
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- 4.5.2 ACTION PLANS 1991 AND 1992
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- 4.7.2 MINUTE OF 16 NOVEMBER 1989
- 4.7.3 CORRESPONDENCE WITH P HEDGES
- 4.8.1.1 AGENDA FOR MANAGEMENT DEVELOPMENT AND PRODUCTIVITY IMPROVEMENT PROGRAMME PLANNING WORKSHOP HELD ON 15 MARCH 1990
- 4.8.1.2 SCHEDULE OF ACTIVITIES FOR MANAGEMENT DEVELOPMENT AND PRODUCTIVITY IMPROVEMENT PROGRAMME
- 4.8.2.1 MINUTE OF 29 MARCH 1990
- 4.8.2.2 LETTERS OF 6 APRIL 1990 TO TRADE UNIONS
- 4.8.2.3 MANUSCRIPT PLANNING CHART
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- 4.10.3 CONTENTS OF PRODUCTIVITY SEMINARS
- 4.10.11 EXAMPLES OF COUNSELLING DIARY
- 4.10.12.1 P FARROW'S MINUTE OF 20 SEPTEMBER 1990
- 4.10.12.2 MINUTE OF 21 SEPTEMBER 1990
- 4.10.15 EXAMPLES OF PRODUCTIVITY TUTOR'S DIARY FOR EXTENSION
- 4.10.16 P FARROW'S MINUTE OF 24 JANUARY 1991
- 4.11.1.1 LIST OF 54 NEBSM UNITS
- 4.11.1.2 DESCRIPTIONS OF NEBSM UNIT OBJECTIVES
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- 4.12.2.1 MANUSCRIPT SCHEDULE OF CSHL APPOINTMENTS
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- 4.12.2.3 MINUTE OF 20 JUNE 1990

- 4.12.2.4 MINUTE OF 10 MAY 1990
- 4.12.2.5 MANUSCRIPT RECORD OF LEARNING CONVERSATION
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- 5.2.1 CSHL LETTER OF 8 NOVEMBER 1990
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- 5.2.3 S-O-L WORKSHOP HANDOUTS
- 5.2.4 REMINDERS OF TASKS TO BE UNDERTAKEN BETWEEN
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- 5.4.1 "FICTITIOUS" APPRAISALS
- 5.5 CSHL PAPER "ELICITING A KELLY REPERTORY GRID"
- 5.6 CSHL PAPER ON CHARTING
- 5.7 MINUTE OF 17 JULY 1991
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- 5.8.2 PERSONAL STATEMENT OF WORKSHOP PARTICIPANT
- 5.8.3 PERSONAL STATEMENT OF WORKSHOP PARTICIPANT
- 5.8.4 PERSONAL OBJECTIVES 1991/92
- 5.8.5 MINUTES OF OFFICE OBJECTIVES GROUP 14 MAY
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- 5.8.6 MINUTES OF OFFICE OBJECTIVES GROUP 21 MAY
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- 5.8.7 SCHEDULE OF OFFICE OBJECTIVES GROUP MEETINGS
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- 5.8.9 CORRESPONDENCE WITH P HEDGES JANUARY 1992
- 5.8.10 CSHL LETTER TO TRAINING DIVISION OF 21 JUNE
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- 5.10.1 MINUTE OF 13 FEBRUARY 1992
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- 5.10.3 CSHL LETTER OF 5 MARCH 1992
- 5.11.1 AGENDA FOR FIRST S-O-L WORKSHOP
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- 5.13.1 GROUP LEARNING CONTRACT ON "SHADOWING"
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- 6.8.2 EXAMPLE EXTRACT FROM ANNUAL APPRAISAL
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- 7.4.4.1 EFFECTIVE LEADERSHIP FEEDBACK QUESTIONNAIRE
- 7.4.4.2 EFFECTIVE LEADERSHIP FEEDBACK

Operations

A Bulletin for Supervisors

June 1986

READING AREA

Hour Expenditure and Traffic Levels

Cumulative results for the 5 weeks ending 4/5/86 are:-

Budget	Actual	± Difference	± %
43,250	50,211	+ 6,961	+16.09
72,430	64,933	- 7,497	-10.35
82,500	86,016	+ 3,516	+ 4.26
28,000	25,033	- 2,967	-10.60
20,000	26,376	+ 6,376	+31.88
34,600	26,423	- 8,177	-23.63
121,660	136,413	+14,753	+12.13
402,440	415,405	+12,965	+ 3.22
57,160	59,270	+ 2,110	+ 3.69
459,600	474,675	+15,075	+ 3.28

Appendix 3.1.3

712/190

Self organised learning

Looking back to the December issue of Operations I see that I contributed a very short article on supervisory training announcing the go ahead of the trial of the learning techniques developed by Dr Laurie Thomas and his colleagues at Brunel University. I am sure that those of you in the HPO who have since been involved with the trial will agree that in the light of what has actually happened this was a far from adequate introduction and I think it would be useful to record the main progress to date:

- we have got a full-time learning coach, Geoff Batstone and two part-time coaches, Ray Watson and John Steele. At the time of writing I am looking for a volunteer second full-time coach.
- we have put our new PED Acting List through a course which the majority concerned consider to have been of great benefit
- a project on improving code/sort performance has commenced
- work is going on with PEsC in helping them more effectively guide the acting PEsD, including better appraisal and counselling
- work is going on with the individual supervisors to help them improve their skills and competence
- a number of supervisors have set themselves improvement projects as a result of getting involved with self-organised learning
- a project on orderliness and its effect on performance has been started
- supervisors have demanded more help and guidance on a number of issues, eg man management, management information and how letter mech works
- work is going on to provide useful information and feed back for supervisors from which they can better judge their own performance. This is involving staff from both the Business Efficiency Team and the Stats Section.

Many supervisors are involved in one or more of these activities either because they affect their work area or because they have volunteered. In order not to spread the 'jam too thinly' not all work areas are being looked at but all postal supervisors in the HPO are free to seek individual help and guidance, just contact Geoff Batstone on Ext 3143 and he will make the necessary arrangements.

A T Taylor
Mails Manager

Airstream

Airstream was introduced on 1 April 1986 and is a new contractual discount service for international letters. It has been introduced to meet this threat and is intended for and worldwide ordinary airmail letter and is available for company's own use only. It has a simplified price structure and an added kilogramme each of the 4 zones.

The service offers substantial savings on public postage rates for qualifying items.

Details refer to PHQ Circular 16/86 or Head of Section.

Ray Watson
Manager

Missing posting dockets

A recent check in the Finance Section showed that over the last 6 months, a total of 1,440 posting dockets are missing.

These are Datapost dockets and, if missing, at the minimum rate of £10.90 apiece, resulted in a loss of £8,251.30 revenue per annum, £16,502.60 per annum.

Remember its the customer who pays your bill and not the Post Office - MAKE SURE YOUR TICKETS ACCOMPANY POSTINGS!!

Williams
Manager

People rely on us.

Royal Mail

TIMETABLE AND PLAN MONDAY (DAY 1)

LEARNING TO BE AN EFFECTIVE SUPERVISOR:A SELF-ORGANISED LEARNING COURSE FOR NEW ACTING PED'S:

TIME	LEARNING OPPORTUNITY	WHO	KIND OF EVENT	MATERIALS
1200	INTRODUCTIONS	GEOFF B & CSHL	ROUND ROBIN	TIMETABLE
1215	WHAT IS SUPERVISION	GEOFF B	GROUP DISCUSSION	
1245	THE CHANGING ROLE OF SUPERVISORS IN THE POST OFFICE	MAILS MANA- GER	A TALK	
1315	LEARNING ON THE JOB LEARNING TO BE A SUPERVISOR - HOW DO I LEARN LEARNING/TRAINING BRIEF ON OBSERVATION EXERCISE	GEOFF B	PAIRED ACTIVITY TALK DISCUSSION & BRIEFING	CLIPBOARDS NOTEPADS FOLDERS (LEARNING RESOURCES) CHART IDEAS TRAFFIC FLOW PROCESS CHARTS.
1430	- GRACE RELIEF -			
1450	MOVE TO.....			
1500	SORTING OFFICE KEY OFFICE SECOND FLOOR OBSERVATION EXERCISE CHARTING FRAFFIC FLOW	GEOFF B & CSHL	PRACTICAL EXERCISE IN PAIRS ONE PAIR IN EACH OF THREE AREAS - * NEWS * PRIMARY LETTERS * FACING	P318 & PRO FORMA CHARTS & GUIDE
1600	WHAT I EXPECT OF A PED	PEC		
1615	REFLECT ON CHARTING TRAFFIC FLOW			CHARTS & GUIDE + EXAMPLE
1700	- MEAL BREAK -			
1800	LEARNING CONVERSATIONS ON SECOND FLOOR OF SORTING OFFICE	GEOFF B & CSHL 2 GROUPS	TROUBLE- SHOOTING, OBSERVATION 2 GROUPS OF (3) LEARNING + WHAT THEY NEED TO KNOW	
1940	- GRACE RELIEF -			
2010	LONDON MAILS OBSERVATION EXERCISE	CSHL & GEOFF B	OBSERVATION	NOTE BOOKS

TIMETABLE AND PLAN TUESDAY (DAY 2)

LEARNING TO BE AN EFFECTIVE SUPERVISOR:

A SELF-ORGANISED LEARNING COURSE FOR NEW ACTING PED'S:

TIME	LEARNING EVENT	WHO	KIND OF EVENT	MATERIALS
2100	WHAT DID YOU LEARN ON MONDAY	CSHL	GROUP DISCUSSION	PERSONAL NOTES FROM MONDAY
2200	PREPARE FOR STATION EXERCISE	CSHL	TALK & DISCUSSION THE NOTES & TIME CHART	FORMS IN USE AT STATION, TIME CHART
2220	- GRACE RELIEF -			
2240	NOTING EVENTS & TIME OBSERVATION OF STATION ACTIVITIES	CSHL & GEOFF B	USING ALL YOUR LEARNING SKILLS - PRACTICAL IN PAIRS	CHART IN PAIRS
2340	REFLECTION STATION ACTIVITIES PED JOBS + STATION MOVEMENTS OF MAIL	CSHL	DISCUSSION & CHARTING OF STATION ACTIVITIES	LFTS CHART SKETCH (LAURIE)
0010	- MEAL RELIEF -			
0110	FIRST PERSONAL LEARNING CONTRACT	CSHL	LEARNING BY OBSERVATION	LEARNING CONTRACT PSOR FORM
0140	VISIT & LEARN ABOUT DISTRIBUTION	GEOFF B	WALK AROUND OBSERVE & QUESTION	PED FORMS DIARY
0300	REVIEW DISTRIBUTION PED JOBS & PREPARE FOR FOREIGN LETTER VISIT LEARNING CONTRACT	CSHL	DISCUSSION OF OBSERVE & QUESTION AS LEARNING SKILLS	318's FLO
0340	- GRACE RELIEF -			
0400	VISIT & LEARN ABOUT FOREIGN LETTER OFFICE	GEOFF B	WALK AROUND DEVELOP YOUR OBSERVING & QUESTIONING	SUPERVISOR PED FORMS DIARY
0530	REVIEW FOREIGN LETTER PED JOBS	CSHL	GROUP DISCUSSION	

TIMETABLE AND PLAN WEDNESDAY (DAY 3)

LEARNING TO BE AN EFFECTIVE SUPERVISOR:

A SELF-ORGANISED LEARNING COURSE FOR NEW ACTING PED'S:

TIME	LEARNING EVENT	WHO	KIND OF EVENT	MATERIALS
1600	PREP FOR PEB TALK (LEARNING CONTRACT)	CSHL & GEOFF B	TALK & DISCUSS	
1630	WHAT I EXPECT OF A PED	PEB	TALK	
1730	REVIEW OF PEB TALK		LEARNING BY LISTENING & LEARNING BY OBSERVATION & QUESTIONS	318's DISTRIBU- TION
1800	WHAT I LEARNED ON TUESDAY	CSHL	GROUP DISCUSSION	YESTERDAY'S NOTES
1900	BRIEFING FOR DLY. SECTION + TRANSPORT	GEOFF B	DISCUSSION	
1930	- MEAL RELIEF -			

TIMETABLE AND PLAN THURSDAY (DAY 4)

LEARNING TO BE AN EFFECTIVE SUPERVISOR:

A SELF-ORGANISED LEARNING COURSE FOR NEW ACTING PED'S:

TIME	LEARNING EVENT	WHO	KIND OF EVENT	MATERIALS
0600	WHAT I EXPECT FROM MY PED'S	PEC	TALK	
0630	OBSERVE & LEARN IN DELIVERY AREA	GEOFF B	OBSERVE & LEARN WITH COMMENTARY IN PAIRS	NOTE & TIME
0730	REFLECT ON OBSERVATION EXERCISE IN DLY.	GEOFF B	DISCUSSION	PRO-FORMAS & SPECIAL INSTRUCTIONS 552's
0800	WHAT DO I NEED TO KNOW ABOUT TRANSPORT	TRANS-PORT PED	QUESTIONING & DISCUSS	
0845	MOVE TO CLASSROOM.....			
0910	HOW DO I USE THE DISCIPLINE CODE	PERSONNEL MANAGER	QUESTIONING & DISCUSS	
1000	- MEAL BREAK -			
1100	PERSONAL UNDERSTANDING OF THE JOB OF A PED	CSHL	GROUP PRACTICAL COMPARE & CONTRAST JOBS OF PED	PED JOB LIST 318's & BLANK CARDS SIGN BOOKLET
1200	WHAT ARE CUSTOMER SERVICES	CUSTOMER SERV. REP.	QUESTIONING & DISCUSS	
1300	WHAT I EXPECT OF A PED	LETTERS MANAGER	WATCH POINTS TALK	
1400	WHAT IS SUPERVISION OPEN SESSION BRIEFING FOR FRIDAY	CSHL & GEOFF B	GROUP DISCUSSION	
	PERSONAL LEARNING CONTRACT FOR FRIDAY	GEOFF B & CSHL	INDIVIDUAL PRACTICAL	P.S.O.R. FORMS

FRIDAY DAY 5

SELF ORGANISED LEARNING IN ASSIGNED AREA

LEARNING CONVERSATIONS ABOUT ASSIGNED PED JOB.

DEVELOPING PRACTICAL LEARNING ON THE JOB.

CARRYING OUT PERSONAL LEARNING CONTRACTS.

MEMORANDUM FOR PEO 4 14/10/86

PURPOSE	WHAT IS MY PURPOSE To perform PEO 4 to the best of my ability	WHAT ACTUALLY WAS MY PURPOSE To perform PEO 4 to the best of my ability	DESCRIBE ESSENTIAL DIFFERENCES
STRATEGY	WHAT ACTIONS SHALL I TAKE Use all resources available	WHAT DID I DO Had to go outside the yard area to get the resources	DIFFERENCES Resources I had expected to be in the yard were not there
OUTCOME	HOW SHALL I JUDGE MY SUCCESS ?	HOW WELL DID I DO Continual clearance of the yard made the job easier suggestions passed up to chief inspector	DIFFERENCES WEAKNESSES Need more time on the same duty

WHAT ARE MY STRENGTHS
?

MERRER COY CEO 31 21/14/86

DESCRIBE ESSENTIAL DIFFERENCES

WHAT ACTUALLY WAS MY PURPOSE

WHAT IS MY PURPOSE

PURPOSE

To learn more about the duty before I start

STRATEGY

WHAT ACTIONS SHALL I TAKE

To go to the P.H.C at the pay counter to pick up whatever tips about the Job I can get

OUTCOME

HOW SHALL I JUDGE MY SUCCESS

If all collections are covered and if all the collections are back and out on time

WHAT DID I DO

I also used the Book office to find out overtime guidelines, procedure and SS2's

HOW WELL DID I DO

I did as well as could be expected at the first attempt and learned a lot more about the work area

DIFFERENCES

There was much more information available than I first thought and the Book office proved it

DIFFERENCES

The job is not as simple as I first thought!

WEAKNESSES

Need more time on the same duty

WHAT ARE MY STRENGTHS

Passing information on to Gordon Humphreys and other REVS

METROPLEX COX PEO 16 28/4/86

PURPOSE	WHAT IS MY PURPOSE	WHAT ACTUALLY WAS MY PURPOSE	DESCRIBE ESSENTIAL DIFFERENCES
<p>PURPOSE</p> <p>To find a better way of doing PEO 16</p>	<p>WHAT IS MY PURPOSE</p> <p>To find a better way of doing PEO 16</p>	<p>WHAT ACTUALLY WAS MY PURPOSE</p> <p>To gain more <u>experience</u> and <u>knowledge</u> of PEO 16</p>	<p>DESCRIBE ESSENTIAL DIFFERENCES</p> <p>More experience and knowledge gained of the area</p>
<p>STRATEGY</p> <p>Use Gordon Hempleigh plan and discuss this with him. Use Graham Parkers knowledge of PEO 16. Use my own notes and ideas from PEO 4</p>	<p>WHAT DID I DO</p> <p>I used my original strategy and included all staff in the area ie drivers</p>	<p>WHAT DID I DO</p> <p>I used my original strategy and included all staff in the area ie drivers</p>	<p>DIFFERENCES</p> <p>I used the knowledge of drivers to learn more about the job. There are more ways of gaining knowledge than I first realised!</p>
<p>OUTCOME</p> <p>If the yard area is clear and tidy.</p>	<p>HOW WELL DID I DO</p> <p>Yard area greatly improved (commented on)</p>	<p>HOW WELL DID I DO</p> <p>Yard area greatly improved (commented on)</p>	<p>DIFFERENCES</p>
	<p>WHAT ARE MY STRENGTHS</p> <p>Passing information and assisting others, trying to change old working methods</p>	<p>WHAT ARE MY STRENGTHS</p> <p>Passing information and assisting others, trying to change old working methods</p>	<p>WEAKNESSES</p> <p>Lack of <u>experience</u></p> <p>What does this mean? Think about it more! - Coach.</p>

REV 10 17/5/83

PURPOSE	WHAT IS MY PURPOSE	DESCRIBE ESSENTIAL DIFFERENCES
<p>WHAT ACTIONS SHALL I TAKE</p> <p>I will use substantive CEOs for job knowledge an experience, also visiting men who have done the duty, and my own knowledge of the second floor</p>	<p>WHAT DID I DO</p> <p>I spoke to Frank Goulding Acting CEO, and other CEOs The REC, PMG's and Postmen for their experience and knowledge; And programs.</p>	<p>DIFFERENCES</p> <p>I found more sources of information and used them to my advantage</p>
<p>HOW SHALL I JUDGE MY SUCCESS</p> <p>A good 7/23 at the end of the week. If all the letters meet their despatches</p>	<p>HOW WELL DID I DO</p> <p>According to the REC I had a very good week. I learned a lot more about the job</p>	<p>DIFFERENCES</p>
<p>PURPOSE</p> <p>To find out as much about CEO 10 as I can before starting the duty</p>	<p>WHAT ARE MY STRENGTHS</p> <p>I have learned a lot more about CEO duties and realise there is a lot more to learn</p>	<p>WEAKNESSES</p> <p>Lack of <u>experience</u> <u>led's work on this one</u> — coach</p>

PURPOSE

STRATEGY

OUTCOME

<p>TO RUN THE STATION EFFICIENTLY</p>	<p>TO BE ABLE TO COPE WITH STAFF WHO ARE NOT ALWAYS WITHIN YOUR GRASP OR SIGHT</p>	<p>A RECALC WALT ARCO THE PLATFORMS IS A GOOD GUIDE TO HOW THE STATION IS RUNNING YOU CAN SPOT ANY PROBLEMS BUILDING UP</p>
<p>WHAT ACTIONS SHOULD TAKE CHECK FOR CORRECT AMOUNT OF PHG'S AND POSTMEN ON DUTIES CHECK THE DIARY</p>	<p>WHAT PHG / DO CHECKED BUTY - OT SHEETS - DIARY AND DAILY RAILWAY TIME CHANGES</p>	<p>BE READY FOR ALTERNATIVE CUTLETS WHEN LARGE CARRIERS, PPT'S ARE CANCELLED ALSO LAST MINUTE PLATING CHANGES</p>
<p>HOW STAFF SUCCESSFULLY IF THE STATION WAS RUN EFFICIENTLY WITHOUT MANY PROBLEMS, NOT HAVING THE PHG'S STAFF MOVED TO MANY TIMES FROM THEIR NORMAL DUTIES</p>	<p>HOW WERE PHG / DO APART FROM A CHANGE OF A P.P.T. FROM PLATFORM 10 TO 3 WHICH WAS OVERCOME, THE STAFF WERE MOVED TO A MINIMUM THE PURPOSE I SET OUT TO DO, WAS ACHIEVED</p>	<p>YOU MUST JUDGE WHEN A SITUATION IS OR WILL BE ARISING THAT YOU WILL NOT BE ABLE TO COPE WITH YOUR NORMAL STAFF AND HOW MANY EXTRA STAFF YOU WILL NEED AND FOR HOW LONG</p>
<p>WHAT WERE MY STRATEGIES TO BE ABLE TO HANDLE THE UNEXPECTED SITUATION</p>	<p>WHAT WERE MY STRATEGIES TO BE ABLE TO HANDLE THE UNEXPECTED SITUATION</p>	<p>WE ARE ASSESSED NOT KNOWING ALL THE STAFF BY THEIR SURNAMES</p>

ST 122

S HI 2)b.

B. Cox

12.1.87

OBJECTIVE

WHAT IS MY PURPOSE?

TO ACHIEVE ALL 1ST CLASS LETTER COLLECTIONS THROUGHOUT MY PERIOD OF DUTY - WITH THE MAIN DESPATCH AT 2000 HOURS
TO STAMP ALL 1ST AND 2ND CLASS MAIL
IF POSSIBLE SORT 2ND CLASS MAIL WITHOUT JEOPARDISING 1ST CLASS MAIL
TO KEEP WORK FLOWING SMOOTHLY WITHOUT DELAYS
TO SEE IF A FASTER AND MORE EFFICIENT METHOD OF SORTING PRIMARY LETTERS COULD BE USED

STRATEGY

WHAT ACTIONS?

FIRSTLY OBSERVE THE AREAS IN WHICH I AM TO SUPERVISE EMPLOY STAFF ON CHUTES, SEG, ALF, PRE-PAID SCM, FACING TABLE AND PRIMARY (CHUTES, SEG AND ALF PRIORITY)
EMPLOY STAFF TO FIND TRAYS, TROLLIES AND LAY-OUT LETTERS
MAKE SURE ALL DUTIES ARE COVERED
EMPLOY STAFF TO CLEAR OUT COMPLETELY ANY 2ND CLASS SORTED IN EARLY AFTERNOON
CONSULT WITH PEC AND OTHER PED'S TO FORM A WORK PLAN

OUTCOME

HOW SHALL I JUDGE MY SUCCESS?

IF WITHOUT EMPLOYING TOO MANY EXTRA STAFF I ACHIEVE MY TARGET
IF I CLEAR X AMOUNT OF 2ND CLASS WITHOUT JEOPARDISING 1ST CLASS
THAT THE PRIMARY LETTERS ARE CLEARED FOR THE 2000 HOURS AND 21.30 HOURS DESPATCHES.
TO KNOW A FASTER AND BETTER WAY OF SORTING PRIMARY LETTERS



COPYRIGHT

THE PERSONAL LEARNING CONTRACT FORM

AFTER - REVIEWING THE CONTRACT

BEFORE-AFTER DIFFERENCES		
WHAT ACTUALLY WAS MY <u>PURPOSE</u> ?	COMPARE PURPOSE	WHAT ARE YOUR STRENGTHS?
WHAT DID I <u>DO</u> ?	COMPARE STRATEGY	WHAT ARE YOUR WEAKNESSES?
HOW WELL DID I <u>DO</u> ?	COMPARE OUTCOME	WHAT SHALL I DO NEXT? MAKE A PLAN FOR LEARNING.



THE PERSONAL LEARNING CONTRACT FORM

BEFORE - NEGOTIATING THE CONTRACT

COPYRIGHT

PURPOSE

WHAT IS MY PURPOSE?

STRATEGY

WHAT ACTIONS?

MEASUREMENT

HOW SHALL I JUDGE MY SUCCESS?

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SELF ORGANISED LEARNING - APP. 1.

MY PROJECT TIDINESS AND ORDERLINESS

OBJECTIVES- FOR THE FUTURE

SHORT TERM - To interview and hold conversations with A/PE's D and PE's D as first line supervisors in all departments, in order to create an awareness of tidiness and orderliness.

MEDIUM TERM - To incorporate the PE's C as a back up to the PE's D

LONG TERM - To include and hold conversations with PE's B on tidiness and orderliness, as Assistant Managers they are able to observe the section or sections under their control and see that tidiness is maintained, pointing out any area that may have been neglected.

The FUTURE - To hold further interviews and conversations with all grades when transferring to the new MLO. New surroundings and a clean beginning can cause a less diligent approach to the subject. Prevention is better than the cure so to speak.

UNTIDINESS 7

CAN CREATE

OBSTRUCTION

MESSINESS

CAUSED BY:-

CONSISTING OF:-

- PACKET TROUGH/ALTS
- FULL LETTER BAGS (BADLY STACKED)
- WLA. LETTER TRAYS
- LETTER MOBILE TRAYS/TROLLEYS
- WARDS
- PEOPLE NOT PROPER TO SECTION

1. RUBBISH ON FLOORS (INCL. EMPTY WAGE PACKETS)
2. PLASTIC CUPS
3. DRINK CANS
4. LETTERS SCATTERED ON SORTING
5. EMPTY LETTER BAGS ON FLOOR

GIVING EFFECT TO:

- HAZARDS
- ACCIDENTS TO STAFF
- EMERGENCY EVACUATION
- DELAY TO FLOW OF WORK
- DIFFICULT TO ESTIMATE WORK ON HAND
- CLEANER PREVENTED FROM DOING HIS JOB

1. DAMAGE (SOILING) LETTERS/PACKETS
2. DIRTY WORKING CONDITIONS
3. SLOWS DOWN OUTPUT
4. STAFF BECOME DISCONTENTED
5. ACCIDENTS TO STAFF

IT SHOULD ALSO AFFECT

YOU

THE RESULT OF UNTIDINESS IS:-

1. A POSSIBLE LOSS IN 'Q OF S'
2. A BAD REFLECTION ON THE SUPERVISION

SELF ORGANISED LEARNINGTHE ENEMY OF S O L

It is hard to imagine that Self Organised Learning, which can only be of benefit to the individual can have an enemy, but it is true.

How many times I wonder, does the SOL coach here the words "Its just a gimmick" or "Its just one big con" - somebody trying to teach us our job, and so on and so on it goes.

It is common knowledge that many people are adverse to change, particularly when it affects them personally, we are all aware of the drastic changes that are taking place at Reading PO and how things are going to differ in the future, particularly the Supervisory grades. The new acting personnel it has been found have been more responsive to SOL simply because they are eager to receive as much help as they can to be successful in the job.

I have noticed over the years, that established Supervisors of many years seem to shy away from anything that differs from the norm, they prefer to carry on the same as they have always done, the set pattern must not alter, if it should, then you will hear a barrage of reasons as to why it will not work even before it has been introduced.

The established supervisor, set in his ways, finds it hard to change. SOL becomes something he does not understand, resents anyone telling him it will help him to improve, or to question himself about how he does his job etc. There is only one way to learn this job, they will tell you, and thats with experience! He is really afraid that he may reveal certain weaknesses by taking part in SOL, "A brainwashing technique" I have heard one say, and "We dont need SOL with our experience we know it all" another has said.

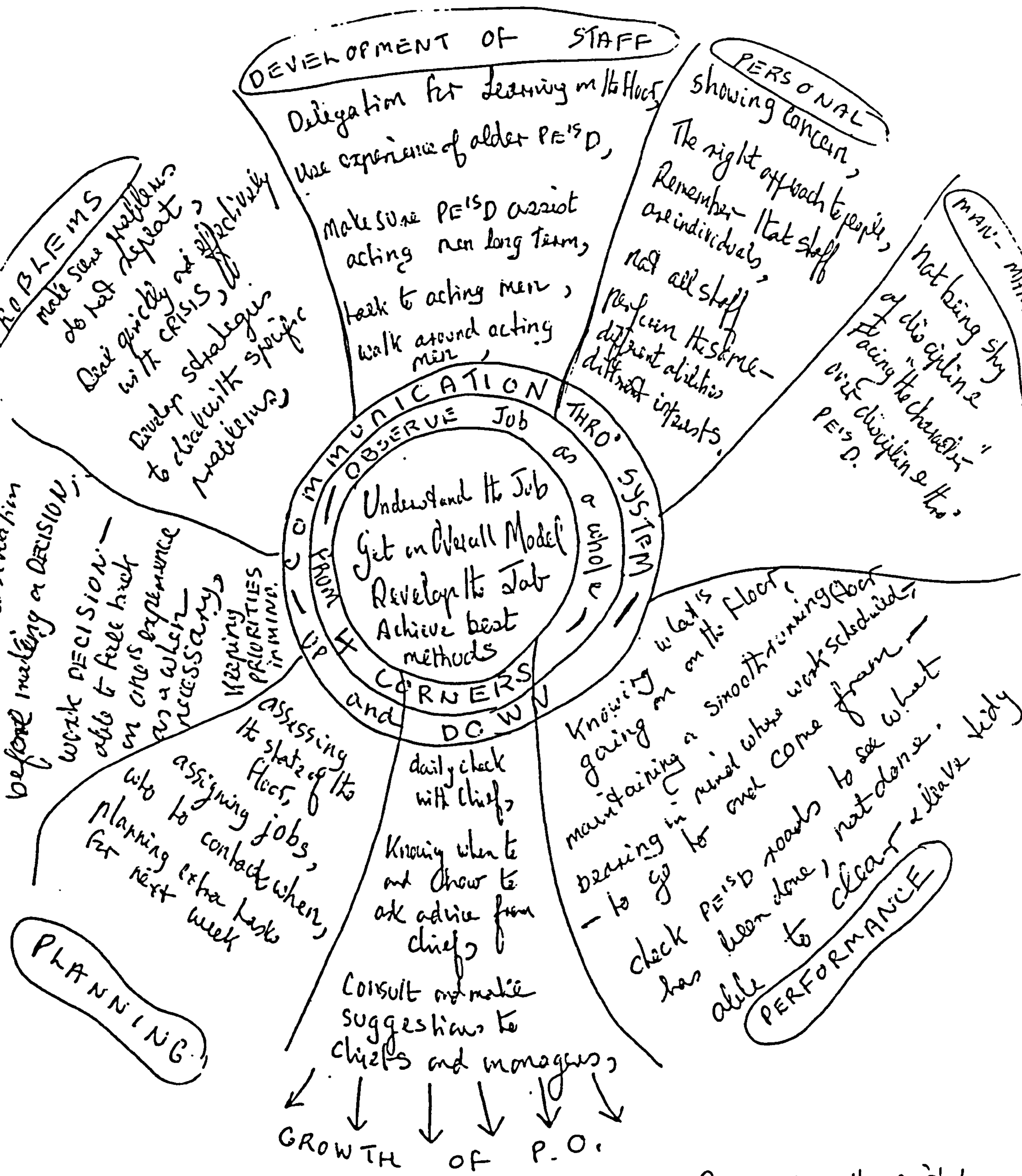
It is not an easy task convincing the established supervisor that SOL can only be of benefit to him, in fact in some ways he may already be practising it but not aware of it.

THE ENEMY OF SELF ORGANISED LEARNING IS FEAR IN THE INDIVIDUAL

THE JOB OF A PEC-HELICOPTER VIEW

54-II

3



Conversationally elicited
 from R.W. by
 Sheila Harri Anglin
 May '86.



40 ITEMS
GROUPED
&
SEQUENCED.

CONTACT
UNION 1

START
↓

GIVEN PLANNING
'TWO BAG' JOB

THE PROBLEM.

THINK ABOUT IT
IDENTIFY POSSIBLE SOLS.

PRELIMINARY THOUGHTS.

DISCUSS WITH
TEAM

OBSERVATION BEGINS

DEVELOP A METHOD
OF ATTACK
PLAN

NOT IN
TWO BAG

REVISE
PLAN

COLLECT EVIDENCE

DEVELOP DETAILED
SOLUTION

UNION JOIN
OBSERVATION
OF DEMO.

TRY OUT
EXPERIMENT

UNION NEG.

AGREE/IDENTIFY
SOLUTION

SELL

REVERT TO OLD METHOD

MAINTENANCE

IMPLEMENT NEW
SOLUTION

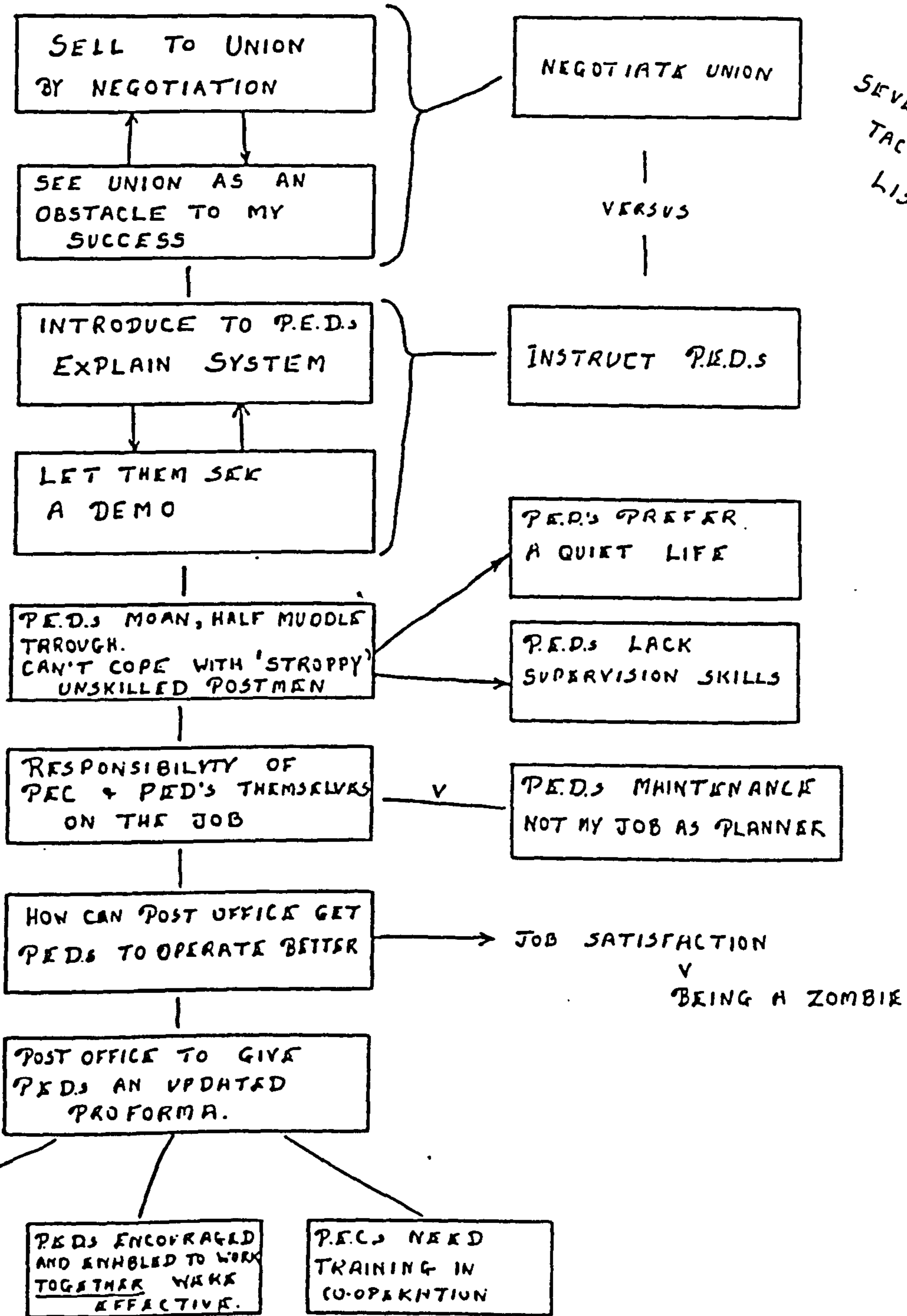
CONSIDERABLE
SATISFACTION
FROM THIS
JOB.

PEC PLANNING - PROBLEM SOLVING
ALGORITHM

FINAL PHASE OF TWO-BAG PLANNING JOB

PUTTING PLAN INTO ACTION

PATTERN THAT EMERGED ON REFLECTION UPON PRECEDING ITEMS AND ALGORITHM



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Deputy Director: Dr. Susan Northampton
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App. 6.

POSTAL OFFICERS

REWARD = JOB SATISFACTION & SUPERVISORY GRADES.

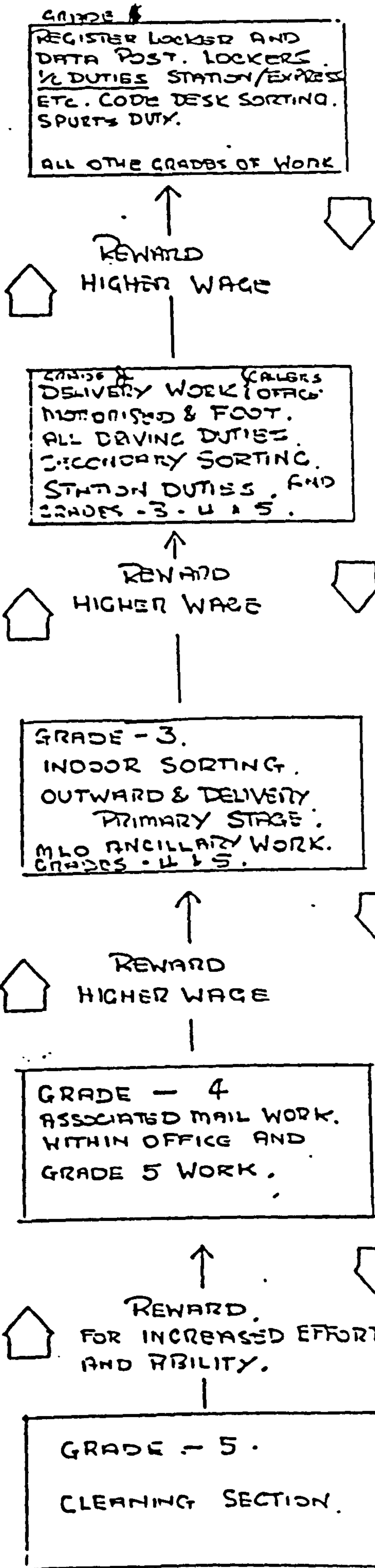
FLOW DIAGRAM OF PROMOTION/DEMOTION

PE/B ADMIN & PERSONNEL
 APPLICATION
 PREVIOUS RECORD OF ABSENCE - SICK
 DISCIPLINE, INTERVIEW.
 RECOMMENDATION. (TRAINEE)

PE/B ADMIN & PERSONNEL
 APPLICATION
 STABILITY AND ABILITY
 EXAMINATION & INTERVIEW.
 RECOMMENDATION

PE/B ADMIN.
 APPLICATION
 SORTING AND ABILITY
 EXAMINATION
 RECOMMENDATION.

PE/B ADMIN.
 APPLICATION AND
 ABILITY TEST.
 RECOMMENDATION FROM
 SUPERVISOR.



FULL UNIFORM ISSUE .
 ..
 DISCIPLINE . CODE .
 ABSENCE . - UNSUITABILITY .
 —

FULL UNIFORM ISSUE

DISCIPLINE . —
 FAILURE TO WEAR UNIFORM.
 DRIVING ACCIDENTS
 DELIVERY FAULTS.
 ABSENCE FROM DUTY DETAILS
 SICK . RECORD

SMOCK / OVERALLS / IND. SHOES .
 ISSUE . ONLY . & GLOVES .

DISCIPLINE
 UNABLE TO MAINTAIN SORTING
 SPEEDS .
 ABSENCE & SICK RECORD .

— / OVERALLS / IND. SHOES
 & IND. GLOVES . ISSUE . ONLY .

DISCIPLINE
 ABSENCE - SICK RECORD .
 BAD WORK RATE .

OVERALLS / IND. SHOES & GLOVES .
 ISSUE ONLY .

UN-SUITABLE .

DISMISSAL

S-O-L PROJECT EVALUATION: MATRIX ILLUSTRATING SOL ACTIVITIES, CHANGES AND OUTCOMES

GRADE	SUPERVISOR NAME ACCORDING TO LENGTH OF SERVICE AS AT JAN 86	INVOLVEMENT IN SOL ACTIVITIES FROM JAN TO DEC 1986					TYPES OF SOL ACTIVITIES	EVIDENCE OF LEARNING; CHANGES IN ATTITUDE, UNDERSTANDING & JOB PERFORMANCE	OUTCOMES ASSOCIATED WITH S-O-L
		JAN TO MAR	APR TO JUN	JUL TO SEP	OCT TO DEC	DEGREE OF VALUED CHANGE; SIGNIF. SOME / LITTLE			
PEC	S J BRONKER						WKSP-AD. SOL-S-PROJ 9		VERY SUPPORTIVE TO L.COMVS. WITH ACTING PEDD DURING/AFTER SOL-ACTING WORKSHOP
PEC	P PEERS						GLCC		
PEC	F M WHITE						ILCO-CSHL, ILCSF AO, ILCSF0, GLCC, WKSP-WB, OMLC, SOL-S-PROJ 9,11,15 SOLMT.4		AFTER MANY YEARS AS PEC, OFFERED PROMOTION (IN JAN '87) TO PEB (AS ORGANISING CHIEF). HE REFUSED DUE TO PERSONAL JUDGEMENT ABOUT UNSUITABILITY OF POST. SAW HIMSELF MORE AS OPERATIONS CHIEF. CONTRIBUTED IDEAS ABOUT LEARNING 'ON THE JOB', DEVELOPED FURTHER HIS SKILLS AS COACH 'ON THE JOB', CONTRIBUTED CRITERIA FOR MK 11 FDBK-LEARNING PK. SUPPORTED CSHL TEAM & COACH IN MANY SOL PROJECTS & WKSPS. MADE SEVERAL SUGGESTIONS FOR IMPROVING ORGANISATION & WORK AIDS ON STATION & DD.
PEC	P B HOOD						ILCO-CSHL, WSP-WB, SOL-LO Tr 2, SOLMT.4		SUPPORTIVE OF CSHL TEAM IN GENERAL & CONDUCTED ANCILLARY TRAINING IN MECH AREA.
PEC	R D WATSON						ILCO-CSHL, SOL-S-PROJ 3,2. SOLMT.3,4,5,6. LC National WKSP		MOTIVATED SENIOR FULL-TIME COACH IN DEC.86. BECAME DEEPLY INVOLVED IN SOL COACHING SKILLS, PRODUCED FULL REPORT OF HIS SOL-ORDERLINESS PROJECT. VERY SUPPORTIVE OF CSHL TEAM & FULL-TIME COACHES.
PEC	R N C WAFLEL								
PEC	J GARDNER								
PEC	M A WOODFORD						ILCO-CSHL, GLCC, OMLC, SOL-S-PROJ 9 WKSP-WB, GLDWC.C.0, ILCSAC, SOL-A-PROJ 4, SOL-S-PROJ 5,9,11,12, 14,17,22, SOLMT.4, 14.		PROMOTED TO TEMP.PEB NOV.86 & PEB IN 87. TRANSFORMED HIS APPROACH TO STAFF ON THE FLOOR. DEVELOPED HIS OWN REPORTING SKILLS FOR MANAGEMENT. DEVELOPED NEW DIAGNOSTIC PROCEDURES FOR FAULTS IN DELIVERY. SET UP REGULAR SUPPORTIVE L.COMVS WITH PESC & D ON THE FLOOR. SUPPORTIVE OF FULL-TIME COACHES. USED MK 11 FDBK-LEARNING PK AS SELF-ASSESSMENT DEVICE FOR PERSONAL SELF-DEVELOPMENT & FOR SETTING UP SELF-APPRAISAL SYSTEM FOR ACTING PESC. CONTRIBUTED CRITERIA FOR MK 11 FDBK-LEARNING PK.
PEC	C M HOLDER						GLC.C, WKSP-WB, SOL-S-PROJ 9,10, SOLMT.4		VERY SUPPORTIVE OF FDBK-LEARNING PACKAGE.
PEC	J E STEELE						ILCO-CSHL, GLCC, SOL-S-PROJ 1,2,3, 4,5,6,9,11,12,13,14,19. LC National WKSP-WB, SOLMT.1,3,4,6,8.		PROMOTED TO PEB SEPT 86. DEEP PERSONAL INSIGHTS INTO DAN LEARNING OF THRO' SOL. MORE AWARE OF HOW HE ORGANISED HIS PERSONAL LEARNING OF NEW PEB DUTY. SEEKING WAYS OF USING SOL ACTIVITIES WITH STAFF IN NEWBURY. AS PEC IN OLD:- PROVIDED SUPPORT FOR PED ON METER PROJECT SUPPORTED PED ON MECH PROJECT (ESP. SALISBURY) VERY SUPPORTIVE TO L.COMVS ON THE FLOOR MADE SEVERAL USEFUL SUGGESTIONS FOR IMPROVING ORGANISATION OF FLOOR.

GRADE	SUPERVISOR NAME ACCORDING TO LENGTH OF SERVICE AS AT JAN 86	INVOLVEMENT IN SOL ACTIVITIES FROM JAN TO DEC 1986				TYPES OF SOL ACTIVITIES	EVIDENCE OF LEARNING: CHANGES IN ATTITUDE, UNDERSTANDING & JOB PERFORMANCE DEGREE OF VALUED CHANGE: SIGNIF. SOME LITTLE	OUTCOMES ASSOCIATED WITH S-O-L
		JAN TO MAR	APR TO JUN	JUL TO SEP	OCT TO DEC			
PEO	G BOND							
PEO	A R K DRIVERS							
PEO	C E SKYVINGTON							
PEO	A R DICKENS				•	GLCC, ILCFB, SOL-S-PROJ 12		TOO SOON TO COMMENT, BUT HAS ACTIVELY TRIED TO INVOLVE HIMSELF IN SOL.
PEO	C A W BEAN							
PEO	P J TREASURE				•	WKSP.D, ILFCO	•	DEEPLY INVOLVED IN SOL WORK METHODS PROJECT AND SUPPORTIVE OF ACTING PEO IN DELIVERY, BUT MADE DECISION NOT TO INVOLVE HIMSELF TOO MUCH IN SOL FOR PERSONAL REASONS.
PEO	P B MARCHANT							
PEO	F E CULVERHOUSE				•	WKSP.D	•	VERY INVOLVED IN SOL WORK METHODS PROJECT & PRODUCED A GOOD PERSONAL WORK PLAN.
PEO	K F C JENKINS		•	•	•	GLCC, ILCFB, WKSP-4B, SOL-S-PROJ 9,11,12, SOLMT.4	•	PROMOTED TO PEC IN SEPTEMBER 1986. PROVIDED CRITERIA FOR MK 11 FDBK-LEARNING PACK. SUPPORTED COACHES LEARNING CONTRACTS ON THE FLOOR. INITIATED HIS OWN LEARNING CONTRACTS ON THE FLOOR.
PEO	P A REYNOLDS				•	WKSP.D	•	VERY INVOLVED IN SOL WORK METHODS PROJECT AND PRODUCED A GOOD PERSONAL WORK PLAN
PEO	D G ALFORD				•	GLCC, SOL-S-PROJ 9, WKSP-4B	•	PROVIDED CRITERIA FOR MK 11 FDBK-LEARNING PACK
PEO	M M DARTUS							
PEO	G F HINGTON		•	•	•	GLCC, ILCFB, WKSP-4B, SOL-S-PROJ 9, SOLMT.4	•	PROMOTED TO PEC IN JAN 1987 AFTER SEVERAL YEARS AS ACTING PEC. PROVIDED CRITERIA FOR MK 11 FDBK-LEARNING PACK. SUPPORTED COACHES LEARNING CONTRACTS ON THE FLOOR INITIATED COACHES LEARNING CONTRACTS ON THE FLOOR WORKED WELL WITH NEW PEO IN DELIVERY IN SUPPORTING DEVELOPMENT OF PEO. MADE USEFUL SUGGESTIONS FOR DIAGNOSIS OF FAULTS.
PEO	G J SMITH							
PEO	G M HOLLAND				•	WKSP.D	•	VERY INVOLVED IN SOL WORK METHODS PROJECT AND PRODUCED A GOOD PERSONAL WORK PLAN

GRADE	SUPERVISOR NAME ACCORDING TO LENGTH OF SERVICE AS AT JAN 86	INVOLVEMENT IN SOL ACTIVITIES FROM JAN TO DEC 1986				TYPES OF SOL ACTIVITIES	EVIDENCE OF LEARNING: CHANGES IN ATTITUDE, UNDERSTANDING & JOB PERFORMANCE		OUTCOMES ASSOCIATED WITH S-O-L
		JAN TO MAR	APR TO JUN	JUL TO SEP	OCT TO DEC		DEGREE OF VALUED CHANGE: SIGNIF. SOME LITTLE		
PED	J C WILLIAMS								
PED	P R BURMAN					WKSP-4B			WORKED WELL WITH NEW PEB IN DELIVERY ON DIAGNOSIS OF FAULTS.
PED	M B MEMMOOD					BLCC, WKSP-4B			WITHDREW HIMSELF FROM ACTING PEC IN SEPT 86. AS ACTING PEC, COMPLAINED ABOUT LACK OF FEEDBACK FOR HIS O&M DEVELOPMENT.
PED	L G WATERS								
PED	J C BATCHELOR								
PED	V W CALLENDER								
PED	R H MORRIS					WKSP-4B			INTENDS TO APPLY SOL FOR YTS.
PED	R SALTSBURY					WKSP-0, SOL-PROJ 1			MUCH MORE AWARE OF INFORMATION AVAILABLE FOR ASSESSING PERFORMANCE OF MECH SECTION. USED THIS TO SIGNIFICANTLY IMPROVE THE PERFORMANCE OF THE MECH DOMAIN. SEARCHED FOR AND FOUND OBJECTIVE MEASURES, EG. DISPARITY, COOLING RATES AND THROUGHPUTS.
PED	L SMITH					WKSP-0			PRODUCED PERSONAL WORK PLAN FOR STATION.
PED	G A FULLER					WKSP-0			PRODUCED PERSONAL WORK PLAN FOR P40 SECTION
PED	M SINGH					WKSP-0, SOL-PROJ 1			POSITIVE TO SOL BUT NOT REALLY UNDERSTOOD SOL NOT IMPROVED HIS UNDERSTANDING OF MECH AREA.
PED	P M CAIRNS								REMOVED FROM ACTING PEC RESPONSIBILITIES IN AUGUST
PED	S T BRUCE					ILC-ESHL, ILCFSAD, ILCFSD, RLCC, WKSP-4B, SOL-S-PROJ 9,11,12, LC National WKSP, SOLMT.4			PROMOTED ACTING PEC MAY 86 & PEC IN SEPT 86. ELICITED LEARNING CONTRACTS ON HIMSELF AS ACTING PEC. INITIATED LEARNING CONTRACTS ON THE FLOOR. SUPPORTED 723 BASED SELF APPRAISAL FOR ACTING PEd. USED HIS EXPERIENCE ON NATIONAL COACHING COURSE AS AN OPERATIONAL PEC. APPLIED FOR SECOND FULL-TIME COACHING JOB. COMMANDS MUCH MORE RESPECT ON THE FLOOR & FROM HIS PEB
PED	B J WOOLDRIDGE					ILC-COACH, WKSP-4B			INTENDS TO ADOPT SOL APPROACH FOR NE TRAINING
PED	M OSBORNE					ILC WITH L COACH			SHIFTED HIS DEVELOPMENT GOAL FROM CODE DESK TRAINING TO 'MANAGEMENT PLANNING'. QUICKLY LEARNED NEW COMPUTER OPERATION SKILLS. AIDED BY SOL TEAM, TOTALLY TRANSFORMED QUALITY OF 318 INFORMATION IN READING SINGLE-HANDED. DEVELOPED A SURPRISING FLAIR FOR DETAILED IMPLEMENTATION OF MANAGEMENT INFORMATION. CO-OPERATED WITH DLO PEB ON SPECIAL PROJECT TO PRODUCE NEW PROGRAMS. IDENTIFIED WEAKNESSES IN LDCS SYSTEM OF SIGNIFICANCE TO IMPLEMENTATION OF RRP. TRANSFORMED HIS APPROACH TO HIS JOB, ACCORDING TO MID MANAGER & CHIEFS. ATTEMPTING TO CREATE AN OPPORTUNITY TO PROGRESS HIS CAREER IN RRP & MANAGEMENT PLANNING.

GRADE	SUPERVISOR NAME ACCORDING TO LENGTH OF SERVICE AS AT JAN 86	INVOLVEMENT IN SOL ACTIVITIES FROM JAN TO DEC 1984												TYPES OF SOL ACTIVITIES	EVIDENCE OF LEARNING: CHANGES IN ATTITUDE, UNDERSTANDING & JOB PERFORMANCE DEGREE OF VALUED CHANGE: SIGNIF. SOME LITTLE	OUTCOMES ASSOCIATED WITH S-O-L		
		JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG	SEP	OCT	NOV	DEC					
PEO	B BATSTONE (FULL-TIME COACH)																	PROMOTED ACTING PEC (AS COACH) JAN 86 & TO PEC SEPT 86. TRANSFORMED HIS ATTITUDE, UNDERSTANDING & JOB COMPETENCE. INCREASED RESPECT FROM PECO, PESC, PESB, MI & LY. GAINED DEEP UNDERSTANDING OF SOL COACHING THROUGH NATIONAL WORKSHOP & WORKING CLOSELY WITH CSM 'ON THE JOB'. PARTICIPATED ACTIVELY IN MOST SOL ACTIVITIES AND LEAD PED WORKSHOP (ACTING & SUBSTANTIVE) WITH ASSISTANCE FROM CSM. SUPPORTED SOL TEAM IN EVERY POSSIBLE WAY. MADE A PRESENTATION FOR NATIONAL STEERING COMMITTEE.
PEO	P BEAMISH-WRIGHT																	IMPRESSED WITH PROFOUND EFFECT OF SOL ON SOME COLLEAGUES BUT NOT REALLY INTO IT HIMSELF. LOOKING FOR OPPORTUNITIES TO USE SOL APPROACH IN LOCAL OFFICE AS AREA DELIVERY MANAGER.
PEO	P J DILLON (2nd FULL-TIME COACH)																	SUGGESTIONS FOR REVISION OF DUTIES IN STATION & INTRODUCED THESE SUCCESSFULLY. DEVELOPED GOOD UNDERSTANDING OF SOL APPROACH & CONTRIBUTED TO RUNNING OF 2 ACTING PED WORKSHOPS AND SUBSTANTIVE PED WORKSHOPS. CONTRIBUTED TO EXTENSION OF SOL APPROACH TO SLOUGH PD. SUPPORTED INDIVIDUAL L.COACHS. WITH ACTING PECO OFF FLOOR & DEVELOPED HIS OWN LEARNING INTERVIEW TECHNIQUE. KEPT RECORDS OF COACHING LEARNING CONTRACT ACTIVITIES. SUPPORTED CSM. TEAM IN MANY WAYS, EG. APPOINTMENTS, DATA COLLECTION.
PEO	R F JONES																	PRODUCED A PERSONAL WORK PLAN FOR STATION.
PEO	J W TRING																	
PEO	K S CULVERHOUSE																	PRODUCED A GOOD PERSONAL WORK PLAN (FWD SECTION)
PEO	K GOMH																	PROMOTED TO PED IN JUNE & REFUSED TO GO ON ACTING LIST, NOV 86 TO COMPLETE HIS SPECIAL PROJECT. HAS SYSTEMATICALLY REORGANISED METER SECTION & CONSTRUCTED A DETAILED WORK PLAN & NUMERICAL MEASURES BY WHICH TO EVALUATE HIS PERFORMANCE HOUR BY HOUR, SHIFT BY SHIFT. HAS DEVELOPED A MUCH CLOSER LIAISON WITH METER CUSTOMERS TO PRODUCE SIGNIFICANT IMPROVEMENTS IN QUALITY OF METERED MAIL PRESENTED TO PD. USED SOL APPROACH TO TRAIN ACTING PED WORKING WITH HIM ON METER CUSTOMER PROJECT. USED SOL APPROACH WITH SUBSTANTIVE PED IN HIS SECTION TO ENABLE THEM TO QUICKLY FAMILIARISE NEW STAFF ON DUTY IN HIS SECTION.
PEO	K MILES																	PRODUCED 6000 PERSONAL WORK PLANS (FWD SECTION)
PEO	A MACKIE																	PRODUCED 6000 PERSONAL WORK PLANS (STATION)
PEO	P PITHERS																	INVOLVED IN NEW ENTRANT TRAINING, AND APPLIED FOR 2ND COACH POST
PEO	M COX																	PROMOTED PED JUNE 86. VERY QUICKLY LEARNED SUPERVISORY SKILLS & RAPIDLY PROMOTED (AFTER 12 WEEKS ACTING). USES SOL APPROACH FOR SPECIAL DUTY IN NE TRAINING.

GRADE	SUPERVISOR NAME ACCORDING TO LENGTH OF SERVICE AS AT JAN 84	INVOLVEMENT IN SOL ACTIVITIES FROM JAN TO DEC 1984				TYPES OF SOL ACTIVITIES	EVIDENCE OF LEARNING: CHANGES IN ATTITUDE, UNDERSTANDING & JOB PERFORMANCE	OUTCOMES ASSOCIATED WITH 9-0-1
		JAN TO MAR	APR TO JUN	JUL TO SEP	OCT TO DEC			
PED	F MOOD	•	•			WKSP.AO	•	PROMOTED TO TEMP PED IN DELIVERY IN JUNE, TO PED IN DEC. 86.
PED	T C LODGE	•	•				•	PROMOTED TO PED IN JUNE 86.
PED	B T PARKER	•	•			WKSP.AO	•	PROMOTED TO PED IN SEPT 86.
PED	M HOUSTON	•	•			WKSP.AO	•	PROMOTED TO PED IN SEPT 86 - AFTER CRISIS; SOME PESC agreed TO WORK AS A COACHING TEAM AIDED BY FULLTIME COACH TO DEVELOP HIM, AFTER PEC WEEKEND WORKSHOP IN JULY.
PED	R WALDRON	•	•				•	PROMOTED TO TEMP PED IN SEPT 86 AND TO PED IN DEC 86.
PED	P KERRY	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED PED DEC 86
PED	B LAMPLUGH	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	STRUGGLING WITH MGMT-MANAGEMENT SKILLS AND SOME JOB PERFORMANCE SKILLS DESPITE CONSIDERABLE COACHING EFFORTS.
PED	B S WILLIAMS	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED PED SEPT 84
PED	R CHADWORTH	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	DEVELOPING WITH SUPERVISORY SKILLS & INVOLVED IN LEARNING CONVERSATIONS WITH COACH & PESC
PED	L DAVIS	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED IN DEC 86
PED	A ROACHE	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED DEC 86
PED	G S BHATTI	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	DEVELOPING WITH SUPERVISORY SKILLS INVOLVED IN L.CONVS WITH COACH & PESC
PED	N WALKINS	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED TO TEMP PED SEPT, PED DEC 84
PED	P JAMES	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	DEVELOPING SUPERVISORY SKILLS & INVOLVED IN L.CONVS. WITH COACH & PESC
PED	J SHELTON	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED SEPT 87
PED	P WILSON	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	DEVELOPING SUPERVISORY SKILLS & INVOLVED IN L.CONVS WITH COACH & PESC
PED	B O COX	•	•	•	•	WKSP.AO, ILCFCO, ILCOCO	•	PROMOTED SEPT 86 AFTER 2 MONTHS AS ACTING PED.

TRAFFIC AND THROUGHPUT INFORMATION

OFFICE; _____

WEEK ENDING; _____

INWARD TRAFFIC; _____

TOTAL HOURS; _____

WEEKLY THROUGHPUT; _____

TO BE RETURNED WEEKLY TO; M. WOODFORD
READING DELIVERY MANAGER
DISTRICT HPO
READING RG1 1AA

ERLEIGH / LOWER ERLEIGH / WOODLEY

DAY AND DATE	A TOTAL ITEMS SORTED TO 1300 HRS DAILY FROM FORM T87(a)	- B =	C	D +	E +	F -	G -	H +	I +	J	STATE RELATIVE CAUSE FOR EITHER HIGH OR LOW THROUGH PUT RATE: RATE OF TELEPHONE BILLS HEAVY REBATES ETC.
	TOTAL ITEMS DELIVERED FROM HPO	REDUCE TOTAL ON DELY BOARDS	AWD HOURS PREP AND DELIVERY	PRESSURE PREP AND DELIVERY HOURS	BORROWED HOURS TO PREP AND DELIVERY	LAPSED PREP AND DELIVERY HOURS	LOANED HOURS FROM PREP AND DELIVERY	TOTAL PREP AND DELIVERY HOURS	THROUGH-PUT COLUMNS C + J		
MONDAY											
TUESDAY											
WEDNESDAY											
THURSDAY											
FRIDAY											
SATURDAY											

NAME:

Completed form to be submitted to:-

M A Woodford
PEB Postal Operations

S-O-L
IN
READING POST OFFICE



LEARNING FROM EXPERIENCE ON THE JOB

A RESIDENTIAL WORKSHOP FOR PEs(C)
with Learning Coaches, PEs(B) and Managers

Appendix 3.9.2

CONVENED BY THE CSHL TEAM

Participants are encouraged to view themselves from three perspectives:-

- as operational managers
- as learners themselves
- as supporters of others' learning

to reflect upon the implications of S-O-L for improving supervisor effectiveness.

AIMS

- To exchange ideas for seeding a system of S-O-L in Reading Post Office
- To explore the functions of the PE(C) in promoting this endeavour
- To further develop the S-O-L APPRAISAL package
- To use this package for evaluation of staff performance and as feedback for learning
- To initiate and follow-up 'on the job' Personal Learning Contracts with PEs(D)
- To set up a working link between PEs(C) and the full time coach
- To create strategies for sustaining and expanding S-O-L in Reading as the CSHL team withdraws.

TIMETABLE

<u>FRIDAY 25th July 1986</u>	
DINNER 8 pm to 10 pm	INTRODUCTORY SESSION: Where we have got to and where we want to be
<u>SATURDAY 26th July</u>	
9 am to 10.30 am COFFEE	S-O-L: What is it?
11 am to 12.30 am LUNCH	LETTER OPERATIONS and S-O-L: The Two Roles of the PE(C)
2 pm to 3.30 pm TEA	APPRAISAL FOR PROMOTION: Improving the Criteria in the Package
4 pm to 5.30 pm DINNER	APPRAISAL FOR LEARNING: Developing Supervisory Effectiveness
8 pm to 10 pm	SUPERVISING THE SUPERVISORS: The PE(C) as Learning Coach
<u>SUNDAY 27th July</u>	
9 am to 10.30 am COFFEE	WORK PLANS, LOCS, 318s, 0 of S, SPRTS and MECH STATS: AIDS for S-O-L
11 am	OPEN SESSION: ACTION PLANS



Director: Dr. Laurie F. Thomas
Deputy Director: Dr. Sheila Harri-Augstein
Direct telephone line: Uxbridge 30269

Appendix 3.9.3

Brunel

THE UNIVERSITY OF WEST LONDON

Uxbridge, Middlesex UB8 3PH
United Kingdom
Telephone Uxbridge (0895) 37188
Telex 261173 G

MEMO

CSHL PROJECT AT READING POST OFFICE

COPY TO: R Wilson
B Boyle A Taylor
I Haldon P Reed
T Powell L Cannon

For PEsB, PEsC and PEsD involved in Special Projects and the Coaching Team

To follow-up our "Basingstoke Encounter":-

1. We shall continue to talk to you informally 'on the job' about:
 - a) your management of PED learning contracts initiated by yourselves on the floor
 - b) your reactions to the 723-based self-appraisal sheet which is designed to help your acting PEsD to get into dialogue with you during your appraisal sessions with them
 - c) your own developing views of the operational and coaching aspects of your own job
2. We want to support you to set up on a regular basis your own PEC - PEsD (acting and substantive) 'pyramid group' to:
 - a) effectively exchange ideas and techniques for an SoL approach 'on the job' in your area of responsibility
 - b) meet in PEsD sub-groups to exchange information about SoL activities in your area
3. We have used your suggestions for improving the criteria to be used in the follow-up SoL-Appraisal and Feedback for Learning Package, and in a couple of weeks you will be asked to participate in another pilot.
4. Geoff Batstone is now launching a substantive PED SoL-Induction Course as a result of your suggestions. Ask him for details about this.
5. Remember that the CSHL team at Reading (Laurie, Sheila, Beryl, Ian) and your own coaching team (Geoff Batstone (full time), Pete Dillon (temporary full time), with Ray Watson, Sid Bruce and John Steele (part time on-the-job)) are here to help you to develop your SoL activities. MAKE USE OF US AS MUCH AS YOU CAN.

Thanks again for your constructive participation at Basingstoke. Remember SoL at Reading is intended to help you and your team achieve a better performance and to become more effective and fulfilled 'on the job'. Copies of the new Learning Contract Form and the self-appraisal form are attached.

Good Luck.

Sheila Harri-Augstein

PED WORKSHOP - SUBSTANTIVES
TIME TABLE



MONDAY

0830 - 0950 INTRODUCTORY SESSION
0950 - 1010 COFFEE
1010 - 1200 SUPERVISOR'S ACCOUNTABILITY
1200 - 1300 LUNCH
1300 - 1530 CONTROL SYSTEMS INFORMATION (1)
1530 - 1550 COFFEE
1550 - 1706 CONTROL SYSTEMS INFORMATION (2)

Appendix 3.10.2

TUESDAY

0830 - 0900 REVIEW MONDAY
0900 - 1030 INTRODUCTION TO A LEARNING INTERVIEW
1030 - 1050 COFFEE
1050 - 1150 A S.O.L. PROJECT AT READING
1150 - 1300 V.L.A.
1300 - 1400 LUNCH
1400 - 1600 TRAFFIC FLOW INFORMATION
1600 - 1706 APPRAISAL FOR PROMOTION AND LEARNING

WEDNESDAY

0830 - 0900 REVIEW TUESDAY
0900 - 1000 PEOPLE MANAGEMENT
1000 - 1020 COFFEE
1020 - 1200 PEOPLE MANGEMENT - CONSTRUCTS FOR LEARNING
1200 - 1300 LUNCH
1300 - 1440 PERSONAL WORK METHODS
1440 - 1500 COFFEE
1500 - 1600 PERSONAL LEARNING CONTRACT
1600 - 1706 REVIEW AND EXPECTATIONS

THURSDAY AND FRIDAY

PERSONAL WORK METHODS ON THE JOB



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APPRAISAL AND FEEDBACK FOR LEARNING:

A COVERING NOTE

Following the discussion at the Basingstoke Weekend we have sifted through the suggestions for improving the criteria to be used in the next 'Appraisal Package'.

In addition to the suggestions made by the work groups at Basingstoke we have used:-

1. an analysis of all written comments made by PEs(C) on 723's since January 1985
2. the questions in the 723's
3. the headings and criteria presented in the annual counselling (appraisal) form
4. performance criteria and other categories of supervisor effectiveness.

We have organised all this information and summarised it to include all the ideas from these resources.

As you will see from the attached list this analysis of "Feedback for Learning" criteria has produced seven major categories and something between three to eight sub-categories under each major heading; giving a total of 32 sub-categories. This is now a comprehensive list which can be used as a checklist in negotiating learning contracts. However it contains too many items for practical use in the package.

We must therefore forego completeness and set priorities.

Would you please use a 3-point scale to assign your view of priorities for including sub-categories in the package.

A Rating of '1' means:- Is absolutely essential to include

A Rating of '2' means:- Is important to include but could be left out if absolutely necessary to reduce list

A Rating of '3' means:- Could be left out without losing too much that is important to the assessment.

Please mark rate each sub-category on the attached list as a 1, 2 or 3 and return to Geoff Batstone by Monday 15th Sept.

Also please indicate any of the items which you feel are unclear or may be difficult to use. Suggest amendments, changes and improvements in the wording of any subcategory that troubles you; but please do not change the meaning too much. A plain sheet is provided for this purpose.

E Sheila Harri-Augstein
and Laurie F Thomas

COMPLETE SET OF CRITERIA FOR PERFORMANCE RATING AND FEEDBACK FOR LEARNING

(Number of sub-categories to be reduced for use in appraisal package)

MAJOR CATEGORIES

- A JOB PERFORMANCE (5 Sub-categories)
(this category calls for overall assessments of the PED's performance in five parts of his job)
- B MAN - MANAGEMENT SKILLS (7 Sub-categories)
(assessments to be used to diagnose needs for a learning contract)
- C ORGANISATIONAL SKILLS (6 Sub-categories)
(assessments to be used to diagnose needs for a learning contract)
- D COMMUNICATIONS SKILLS (7 Sub-categories)
(assessments to be used to diagnose needs for a learning contract)
- F PERSONAL SKILLS (7 Sub-categories)
(assessments to be used to diagnose needs for reviewing motivation and attitudes)
- F S - O - L (3 Sub-categories)
(assessments to be used to help the PED review how he learns from experience, on the job)

It is also suggested that we try to evolve some more measurable criteria for evaluating performance. E.g. measures using items from Post Office Management Information (e.g. traffic, man-hours, overtime etc....) relating to:-

ACHIEVED OUTCOMES

A. JOB PERFORMANCE

- A.1 Gets the best out of individual Postmen and PHG's working under his supervision.
- A.2 Gets his control area working effectively.
Gets the people in his area to work well as a team.
- A.3 Communicates effectively with (i.e. sends information to, & thoroughly understands information, instructions etc. from) his PEC and other FEsD.
- A.4 Provides (and checks the provision of) Support and Resources for Postmen and PHG's in his area
- A.5 Actively seeks to improve the resources, organisation and methods of work in his area

B. MAN-MANAGEMENT SKILLS

- B.1 Commands Respect and Cooperation of Staff
(e.g. Polite, Tactful, Fair - but Firm)
(Does not lose his cool)
- B.2 Gets staff to work well. Controls staff effectively.
Good interpersonal relations. Understands his staff and appreciates what is not being said or is not being asked
- B.3 Encourages and Supports Effective Learning
- B.4 Team building. Knows how to get his postmen and PHGs to work as a team
- B.5 Briefing and Debriefing. Makes sure that everybody working for him knows how to do his/her job, and knows what the performance targets are.
Acknowledges when a job has been well done but also points out all examples of poor performance and offers constructive advice and criticism
- B.6 Deals well with difficult Staff
- B.7 Ensures that Health and Safety regulations are fully carried out

E. ORGANISATIONAL SKILLS

- C.1 Organisational Ability (effective use of resources; efficient deployment of staff)
- C.2 Anticipates, sees beyond the obvious, makes sound judgements
- C.3 Good knowledge of work procedures
- C.4 Good knowledge of work areas
- C.5 Understands the Post Office organisation and his position in it
- C.6 Good decision making: meets targets and deadlines

F. COMMUNICATION SKILLS

- D.1 Seeks, receives and understands the information he needs to do his job
- D.2 Provides, sends, instructs, explains and/or clearly expresses the information that others need
- D.4 Speaks well and is easily understood in meetings and in talking with PFC, PER, etc.
- D.5 Writes clear and concise reports
- D.6 Is fast and accurate in carrying out numerical calculations; and can understand and make operational sense of figures, statistics, diagrams, etc.
- D.7 Can deal effectively with customers. Can be relied on to represent the P.O. at Outside Meetings, Conferences, etc.

E PERSONAL SKILLS

- E.1 Smart appearance
- E.2 Works well under pressure and in difficult situations
- E.3 Flexible and adaptable in his approach
- E.4 Inventive and Imaginative
- E.5 Not afraid to make decisions
- E.6 Reliable, sensible, stable, honest and loyal to the P.O.
- E.7 Enthusiastic in his approach to the job.

F SELF-ORGANISED LEARNING

- F.1 Accepts responsibility for his own Learning
(Seeks job knowledge, seeks to improve his skills, keeps up-to-date, continues to learn from experience on the job)
- F.2 Learns quickly, thoroughly and well from experience on the job (and from others and courses, etc.)
- F.3 Is quick to identify a potential problem and is good at solving problems when they cannot be prevented

ACHIEVED OUTCOMES

(Measures to be very carefully developed from Post Office Management Information to provide more 'objective' and directly comparable indicators of supervisory effectiveness)

- O.1 Productivity, e.g. measures of throughput relating to the PED's control area
- O.2 Quality of Service, e.g. measures of missorts, double handling, delays etc that relate directly to the PED's work area
- O.3 Cost Effectiveness. Overtime, waste, poor use of resources etc.

5.4. TABLET Page 1. SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	FEE 201 043	ELEMENTS												CONSTRUCT POLE RATED - 2 -								
		E	E	E	E	E	E	E	E	E	E	E	E									
		1	1	1	0	1	1	2	0	1	1	0	0		0	1	1	0				
THEM WORK WELL AS TEAM	C3	999	6	6	6	6	5	4	4	4	4	4	3	4	4	4	4	3	2	2	C3	CANNOT ORG INTO A TEAM
BEST OUT OF PS & PHGS	C2	999	6	6	6	5	5	4	4	4	3	3	3	4	5	5	4	3	2	2	C2	FAILS GET THEM WORK'G WELL
WELL WITH DIFF STAFF	C1	999	6	6	6	5	5	4	4	4	4	4	5	5	6	3	3	2	2	C1	CANNOT DEAL WITH DIFF STAFF	
SKILLED AS SUPERVISOR	C9	999	6	5	5	5	5	5	5	4	4	4	3	4	5	5	3	3	2	2	C9	NOT SKILLED AS SUPERVISOR
NOT CONCERNED WITH LEARNING	C15	999	6	5	5	5	5	4	5	4	4	3	4	3	3	4	3	3	2	2	C15	NOT CONCERNED WITH LEARNING
GOOD PROBLEM SOLVER	C11	999	6	5	5	5	5	4	4	4	3	3	4	3	4	4	3	3	2	2	C11	DOES NOT REC OR SOL PROBLEM
POOR JUDGE & LITTLE ANTIC'N	C12	999	6	6	5	5	5	4	4	4	3	3	3	4	4	4	3	3	2	2	C12	POOR JUDGE & LITTLE ANTIC'N
GOES TO PIECES UNDER PRESS	C13	999	6	6	5	5	4	4	4	3	3	3	3	4	4	4	3	2	2	2	C13	GOES TO PIECES UNDER PRESS
LITTLE JOB KNOWLEDGE	C10	999	6	4	5	5	4	4	4	2	3	3	3	3	4	5	3	2	2	1	C10	LITTLE JOB KNOWLEDGE
LEARNS ONLY VERY SLOWLY	C14	999	5	4	4	4	4	4	4	3	3	3	3	3	3	3	2	3	2	2	C14	LEARNS ONLY VERY SLOWLY
JUST FOR PROMOTION	C7	999	5	5	4	4	5	5	4	3	3	4	4	4	3	5	2	2	2	1	C7	JUST FOR PROMOTION
IS NOT HONEST	C4	999	3	3	2	2	3	2	2	2	3	2	2	2	2	1	2	1	1	1	C4	IS NOT HONEST
IS NOT LOYAL TO P.O.	C5	999	4	4	3	3	4	4	3	2	3	3	3	3	2	2	2	2	1	1	C5	IS NOT LOYAL TO P.O.
IS APATHETIC	C8	999	4	4	4	3	4	4	3	3	3	3	3	3	2	3	2	2	1	1	C8	IS APATHETIC
IS NOT RELIABLE	C6	999	5	4	4	3	4	3	3	3	3	4	3	3	2	2	1	2	1	1	C6	IS NOT RELIABLE

*K.GOM (11) LT
 *K.P.J.MILES (13) LT
 *P.PITHERS (14) LT
 *M.L.COX (6) 3
 *P.J.KERRY (5) 3
 *B.C.BEAUCHAMP (7) 3
 *G.PARKER (9) 1
 *A.L.MACKIE (13) LT
 *K.H.CRITCHER (10) 1
 *F.B.HOOD (10) 1
 *D.FIELD (9) LT
 *R.A.WALDRON (11) 2
 *T.C.LODGE (8) 1
 *N.HOUSTON (7) 2
 *F.G.GOULding (5) 3
 *G.LAMPLOUGH (6) 2
 *D.MOSELEY (7) 2
 *AJIT SINGH (10) 3
 *NOBODY
 *L.G.DAVIES (0)
 *G.J.WILLIAMS (0)





CONTRACT

SCM S-O-L PROJECT AT READING POST OFFICE

S4 II - MICK WOODFORD FEB and A.R. DICKENS (Actg) SHEET DELIVERY CONVERSATIONAL APPRAISAL FEEDBACK FOR LEARNING

REVISED INFORMAL SUPERVISOR APPRAISAL PACK... PRIMARY FORM

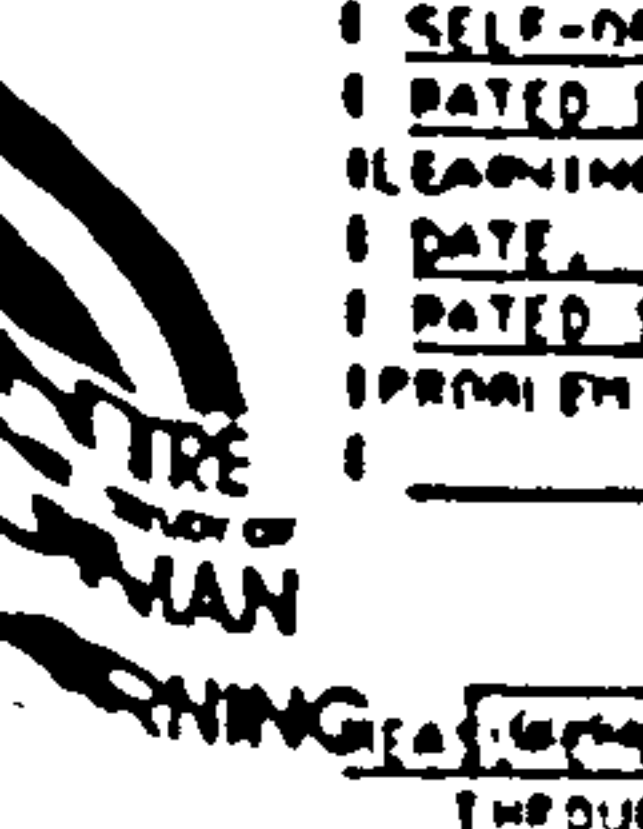
Developed from THE CHIEF'S APPRAISAL CRITERIA AMENDED ON THE BASIS OF ideas generated during THE BASINGSTOKE WEEKEND WORKSHOP

PART A. MY PERSONAL EXPERIENCE OF HIM ON THE JOB

Table with columns for 'KNOW HIM VERY WELL AS A SUPERVISOR ON THE JOB' and 'UNKNOWN TO ME AS A SUPERVISOR ON THE JOB'. Includes a grid for ratings and a list of names at the bottom.

PART B. MY RATINGS OF EACH MAN ON THE AGREED CRITERIA

Main appraisal table with columns for criteria (e.g., Job Performance, Management Skills, Organisational Skills, Communication Skills, Personal Skills, Self-organised Learning) and a grid for ratings. Includes a list of names at the bottom.



ACHIEVED OUTCOMES WILL BE ADDED TO THE CONSENSUS OF PE(C)'S & PE(C)'S RATINGS AS VALID MEASURES OF THROUGHPUT, QUALITY OF SERVICE and COST EFFECTIVENESS ARE DEVELOPED FOR EACH PE(C) DUTY

SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS													CONSTRUCT POLE RATED - 9 -		
F FEEEEEE		E E E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
2 21000112		1 0 0	1	1	1	1	0	2	2	2	1	0	0	0	1		
4 2A948483		3 2 1	2	1	5	0	7	4	5	1	9	4	3	5	7		
FLXIBLE IN HIS APPROACH	C19	7 7 7	7	4	3	6	3	3	2	2	1	1	1	4	5	C19	UNABLE TO ADAPT
WORKS WELL UNDER PRESSURE	C18	7 7 7	3	6	6	6	4	3	3	1	1	1	1	3	4	C18	PANICS UNDER PRESSURE
ACKNOWLEDGES JOB WELL DONE	C8	7 7 7	4	6	5	2	3	2	3	4	1	1	3	1	2	C8	GIVES NO PRAISE
MAKES SOUND JUDGEMENTS	C10	7 7 7	3	5	5	4	4	4	3	3	2	1	2	1	2	C10	FAILS TO MAKE JUDGEMENTS
GOOD AT SOLVING PROBLEMS	C22	7 7 7	4	4	5	4	3	3	3	3	2	1	2	2	2	C22	NOT GOOD PROBLEM SOLVER
GOOD WORKING KNOWLEDGE	C11	7 7 7	3	6	3	3	3	3	4	2	2	1	2	2	2	C11	LACK OF WORKING KNOWLEDGE
GOOD DECISION MAKER	C12	7 7 7	2	4	4	3	3	2	4	2	1	1	2	1	1	C12	BAD DECISION MAKER
UNDERSTANDS JOB EFFECTIVELY	C14	7 7 7	3	4	4	3	3	3	2	2	1	1	1	1	1	C14	BAD EFFECTIVE PERFORMANCE
ENTHUSIASTIC IN HIS WORK	C20	7 7 7	4	4	6	4	3	4	2	2	1	1	1	1	2	C20	CAN APPEAR UNINVOLVED
ENCOURAGE STAFF LEARNING	C7	7 7 6	6	4	5	3	3	3	2	1	1	1	1	1	2	C7	FAILS TO IMPROVE SKILLS
ACCURATE CALCULATIONS	C17	7 7 6	6	5	4	4	3	2	2	2	1	1	1	1	1	C17	BAFFLED BY NUMBERS
EFFECTIVE WORK AREA	C2	7 7 6	5	5	4	3	4	3	3	2	1	1	2	1	4	C2	INEFFECTIVE WORKING AREA
COMMUNICATES WITH STAFF	C3	7 7 7	6	6	5	3	5	3	3	2	1	3	1	1	4	C3	FAILS TO COMMUNICATE
SUPPORTS & INFORMS STAFF	C4	7 7 7	7	4	6	3	3	2	2	2	2	1	1	1	4	C4	FAILS TO INFORM STAFF
LEARNING FROM EXPERIENCE	C21	7 7 7	6	4	6	6	3	4	2	3	3	1	1	1	2	C21	NOT INTERESTED IN LEARNING
SEKS TO IMPROVE METHODS	C5	7 4 5	3	4	7	6	3	2	2	1	3	1	1	1	1	C5	FAILS TO IMPROVE METHODS
TIDY AND ORDERLY MINDED	C13	6 6 4	2	3	3	2	2	2	3	2	1	1	1	1	1	C13	DISORDERLY & UNTIDY SECTION
WRITES CLEAR REPORTS	C16	5 5 5	5	3	3	2	2	3	2	3	1	1	1	3	1	C16	INCOMPLETE REPORT WRITING
SPEECH EASILY UNDERSTOOD	C15	7 7 7	5	3	3	3	3	4	2	5	1	2	1	1	1	C15	FAILS TO EXPRESS HIMSELF
GETS THE BEST OUT OF STAFF	C1	7 7 7	7	5	5	4	3	4	3	5	2	3	2	2	4	C1	TENDS TO ALIENATE STAFF
DEALS WITH DIFFICULT STAFF	C9	7 7 7	7	6	6	4	3	2	5	6	4	4	3	3	3	C9	HAS TROUBLE WITH STAFF
COMMANDS RESPECT FROM STAFF	C6	7 7 7	6	5	4	4	5	5	4	3	6	2	2	1	4	C6	NOT RESPECTED BY STAFF

*G T PARKER
 *G A FULLER
 *K CULVERHOUSE
 *K GOMH
 *R SALSBURY
 *H SINGH
 *P WILSON
 *R WALDRON
 *N HAWKINS
 *N HOUSTON
 *A MACKIE
 *P JAMES
 *R F JONES
 *G S BHATTI
 *R CHAUDHARY
 *G LAMPLUGH
 *P J TREASURE
 *A REYNOLDS
 *T C LODGE
 *G W HOLLAND
 *L DAVIS
 *P HOOD
 *G MILES
 *L SMITH
 *J WELTON

SPACED FOCUSED GRID

RESTRICT POLE RATED - 1 -	ELEMENTS	CONSTRUCT POLE RATED - 9 -															
		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E
WRITES CLEAR REPORTS C16	9 9 9	9	9	9	9	9	9	9	9	9	9	9	3	2	1	1	1
TROUBLE WITH DIFFICULT STAFF C9	5 9 9	2	3	2	2	1	2	2	3	3	3	3	3	3	1	1	1
POOR WORKING KNOWLEDGE C11	4 4 4	1	2	2	2	2	1	1	1	4	3	1	1	1	1	1	1
POOR DECISION MAKER C12	6 5 6	2	2	2	2	3	2	2	3	4	3	3	1	2	2	1	1
COMMUNICATES WITH STAFF C3	5 5 5	2	3	3	3	3	2	3	4	4	2	1	1	2	2	1	1
INEFFECTIVE WORK AREA C2	5 5 5	2	2	2	1	2	2	3	4	4	3	2	2	3	1	1	1
TENDS TO ALIENATE STAFF C1	5 5 5	2	2	2	1	3	3	3	4	4	3	3	2	4	2	2	1
FAILS TO INFORM STAFF C4	5 5 3	3	3	3	2	3	3	3	4	4	4	3	1	2	2	2	1
FAILS TO IMPROVE METHODS C5	5 4 4	3	3	2	2	2	1	3	3	2	4	1	1	3	3	2	1
GIVES NO PRAISE C8	3 3 3	3	3	3	3	3	2	2	3	2	3	3	2	1	2	1	1
NOT RESPECTED BY STAFF C4	3 3 3	2	2	1	1	1	2	2	2	2	3	2	2	1	1	1	1
FAILS TO EXPRESS HIMSELF C15	4 4 3	3	2	1	2	2	2	2	4	3	3	3	3	1	1	1	1
DISORDERLY & UNTIDY SECTION C13	4 4 4	2	3	2	2	3	3	2	3	3	3	2	3	2	1	1	1
FAILS TO IMPROVE SKILLS C7	4 4 4	3	3	2	2	2	3	2	3	3	3	3	2	2	2	2	2
FAILS TO MAKE JUDGEMENTS C10	4 4 4	1	2	2	2	2	2	2	3	3	3	3	2	2	2	1	1
NOT GOOD PROBLEM SOLVER C22	4 4 3	2	2	1	2	2	2	3	3	2	3	3	2	2	2	1	1
UNABLE TO ADAPT C19	4 3 3	2	1	1	2	2	2	4	2	3	3	3	2	2	2	2	1
BAD EFFECTIVE PERFORMANCE C14	4 3 3	1	1	2	2	2	2	3	3	3	2	3	2	2	1	1	1
PANICS UNDER PRESSURE C18	4 3 3	1	2	2	2	3	3	3	3	3	3	3	4	3	2	2	1
BAFFLED BY NUMBERS C17	4 3 1	2	2	1	2	3	2	2	2	3	4	2	3	2	2	1	1
CAN APPEAR UNINVOLVED C20	2 3 2	2	1	1	2	2	3	2	3	3	2	3	2	2	2	2	1
NOT INTERESTED IN LEARNING C21	2 3 1	2	1	1	3	3	3	3	3	1	3	3	2	3	2	2	1

S.F. TABLE XX P.15(F)

CSHL POST OFFICE 5-0-L PROJECT AT READING

CHIEF'S INFORMAL SUPERVISOR APPRAISAL PACK.... JUDGEMENT COMPARISON FORM

Developed by Frank Wilson, Ray Winchcombe and Peter Hood; in conjunction with Barney Boyle, Sheila Harri-Augstein and Laurie Thomas

	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24
B																							
C																							
R																							
E																							
A																							
U																							
C																							
H																							
A																							
H																							
P																							

RATINGS OF EACH MAN ON THE CHIEF'S CRITERIA

THE BEST OUT OF PEOPLE	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24
G. PATSTONE	4	4	2		2	5	2	6	4	6	4		2	6	5	3	6	2					
P. BEAMISH-KNIGHT	5	4	4		3		4	6		6	3	3	2	6		4	7			5			
A. BROOKER					2							2			3	2					2		
S. BRUCE		6	1			4	4	4		6	5	2	2		5	1	7	7					
P. EVERS					2			3		3	2	1	4	4	2	5	3						
M. HENWOOD	4	4	3		2	4	2					3	2	4		3	5	2		3			
G. HINTON					3							5	3	4		3	6						
C. HOLDER			2		3		2				4	3	3	5		2						6	
K. JENKINS	4	2	3		1	5	5	6		5		3	2		4	2	6	4		4			
D. SIMPSON	5				5		5	7			7	7	2	7		6	7	7					
J. STEELE		3	3		1	6			6	6	7	4	1		5	2		6					
F. WHITE					1		2		5		1	2	1		3	3		1		4			
R. WINCHCOMBE			4				4					3	1		4	3	7	4		3			
F. WILSON	4		4				4			5		3	3			3	6	4		4			
M. WOODFORD	6		6		3			5				6	4	7	5	4	7	4		5			

TABLE ++ (Page 15) Example of Feedback. MARKI



SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -		ELEMENTS														CONSTRUCT POLE RATED - 7 -					
		E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	E	
		0	1	1	1	0	0	0	1	1	0	0	0	1	0	0	1	1	1	1	
		2	5	6	4	9	6	5	1	8	7	1	3	7	8	2	4	0	3	3	
IS COMPLETELY HONEST	C4	9	1	1	1	1	1	2	3	2	2	1	3	5	5	9	9	9	9	C4	IS NOT HONEST
COMPLETELY LOYAL TO P.O.	C5	9	2	1	1	2	3	2	3	3	3	4	4	6	6	9	9	9	9	C5	IS NOT LOYAL TO P.O.
IS COMPLETELY RELIABLE	C6	4	1	1	2	2	3	2	3	3	4	4	5	5	5	9	9	9	9	C6	IS NOT RELIABLE
IS VERY ENTHUSIASTIC	C8	3	2	1	1	2	2	3	3	3	4	5	7	7	6	9	9	9	9	C8	IS APATHETIC
HAS REAL COMMITMENT	C7	9	2	2	3	3	3	3	3	4	5	5	7	7	6	9	9	9	9	C7	JUST FOR PROMOTION
GETS ON WELL WITH DIFF STAFF	C1	9	2	2	2	3	2	5	4	4	2	5	7	7	7	9	9	9	9	C1	CANNOT DEAL WITH DIFF STAFF
HAS LITTLE JOB KNOWLEDGE IN AREA	C10	3	1	1	4	3	4	3	4	4	3	5	5	7	7	9	9	9	9	C10	LITTLE JOB KNOWLEDGE
THEY DO NOT WORK WELL AS TEAM	C3	3	1	1	2	3	5	4	3	4	4	6	7	7	7	9	9	9	9	C3	CANNOT ORGANISE INTO A TEAM
DOES NOT GET THE MOST OUT OF PS & PHGS	C2	4	1	1	2	3	2	4	4	4	4	6	7	7	7	9	9	9	9	C2	FAILS GET THEM WORK'G WELL
POOR AT ANTICIPATING & JUDGING	C12	4	1	1	2	3	3	4	4	4	5	5	7	7	6	9	9	9	9	C12	POOR JUDGE & LITTLE ANTICIPATION
DOES NOT HOLD UP WELL UNDER PRESSURE	C13	3	1	1	2	2	3	4	4	4	5	5	7	7	6	9	9	9	9	C13	GOES TO PIECES UNDER PRESSURE
LEARNS ONLY VERY SLOWLY ON JOB	C14	3	2	2	2	2	3	4	4	4	4	5	7	7	7	9	9	9	9	C14	LEARNS ONLY VERY SLOWLY
IS NOT A GOOD PROBLEM SOLVER	C11	4	3	3	3	3	3	4	4	4	4	5	7	7	6	9	9	9	9	C11	DOES NOT REC OR SOL PROBLEMS
IS NOT CONCERNED WITH HIS SUBORDINATES LEARNING	C15	4	4	2	5	2	3	4	4	5	3	6	7	7	7	9	9	9	9	C15	NOT CONCERNED WITH LEARNING
IS NOT SKILLED AS SUPERVISOR	C9	4	9	2	3	2	3	4	4	5	5	6	7	7	7	9	9	9	9	C9	NOT SKILLED AS SUPERVISOR

TABLET (Page 15) Example of Feedback MARK I



SPACED FOCUSED GRID

CONSTRUCT POLE RATED - 1 -	EFFF 21012 13470	ELEMENTS													CONSTRUCT POLE RATE			
		F 0 A	F 1 S	F 1 A	F 0 A	F 1 0	F 1 4	F 1 1	F 0 3	F 1 9	E 1 7	E 0 1	E 0 2	E 0 7		E 0 4	E 0 5	
HAS REAL COMMITMENT C7	99999	7	4	5	3	3	5	5	7	3	1	1	1	1	1	7	C7	JUST FOR PROMOTIO
LEARNS QUICKLY ON JOB C14	99999	5	4	1	4	5	4	4	4	2	2	1	1	1	1	1	C14	LEARNS ONLY VERY
IS COMPLETELY HONEST C4	99999	5	5	1	3	1	2	3	1	1	1	1	1	1	1	1	C4	IS NOT HONEST
PIETELY LOYAL TO P.O. C5	99999	6	6	4	1	2	2	3	2	1	2	1	1	1	1	1	C5	IS NOT LOYAL TO P
IS VERY ENTHUSIASTIC C8	99999	6	4	4	1	1	4	3	1	1	1	1	1	1	1	1	C8	IS APATHETIC
S COMPLETELY RELIABLE C6	99999	4	4	4	2	2	3	3	2	2	1	1	1	1	1	1	C6	IS NOT RELIABLE
DO AT ANTIC'G & JUDG'G C12	99999	5	5	5	5	4	3	1	3	2	2	1	1	1	1	1	C12	POOR JUDGE & LIT
GOOD PROBLEM SOLVER C11	99999	5	5	5	5	4	3	3	3	3	2	2	2	2	1	1	C11	DOES NOT REC OR :
JOB KNOWLEDGE IN AREA C10	99999	6	5	6	6	5	3	2	3	4	1	2	2	3	1	1	C10	LITTLE JOB KNOWLI
WELL UNDER PRESSURE C13	99999	6	7	7	5	5	5	4	4	2	2	3	2	2	1	1	C13	GOES TO PIECES U
WELL WITH DIFF STAFF C1	99999	5	6	6	4	5	5	4	2	2	3	3	3	1	2	2	C1	CANNOT DEAL WITH
OUT OF PS & PHGS C2	99999	6	6	6	5	6	5	4	2	2	3	4	4	2	2	2	C2	FAILS GET THEM WI
TEAM WORK WELL AS TEAM C3	99999	6	6	6	5	6	6	4	2	2	3	4	4	2	2	2	C3	CANNOT ORG INTO
SKILLED AS SUPERVISOR C9	99999	6	6	6	6	5	6	5	5	5	2	4	4	3	2	1	C9	NOT SKILLED AS S
TS LEARN'G IN SUBORDS C15	99999	7	7	7	7	4	5	5	4	5	2	2	3	4	3	1	C15	NOT CONCERNED WI

.....

..... *P.J.KERRY (3)

..... *K.GOMM (3)

..... *K.P.J.MILES (4)

..... *F.B.HOOD (1)

..... *M.L.COX (1)

..... *B.C.BEAUCHAMP (1)

..... *P.PITHERS (4)

..... *R.A.WALDRON (1)

..... *K.H.CRITCHER (2)

..... *T.C.LODGE (2)

..... *G.PARKER (1)

..... *G.LAMPLOUGH (1)

..... *F.G.GOULDING (1)

..... *AJIT SINGH (1)

..... *D.MOSELEY (3)

..... *H.HOUSTON (3)

..... *G.J.WILLIAMS

..... *A.L.MACKIE

..... *L.G.DAVIES

..... *NOBODY

..... *D.FIELD

RIGHT CENTRE FOR THE STUDY OF HUMAN LEARNING Table xx (page 15) Example of Feedback. MARKET

Rating of 9 = Not known well enough to rate

Numbered numbers after name = Rating of "How well known to me"

LEARNING COPYRIGHT



REVISED INFERIOR SUPERVISOR APPRAISAL PACK... SUMMARY FORM

Developed from THE CHIEF'S APPRAISAL CRITERIA AMENDED ON THE BASIS OF ideas generated during THE BASINGSTOKE WEEKEND WORKSHOP

PART A. MY PERSONAL EXPERIENCE OF HIM ON THE JOB

Table with 24 columns (1-24) and 10 rows of criteria. Criteria include 'KNOW HIM VERY WELL AS A SUPERVISOR ON THE JOB' and 'UNKNOWN TO ME AS A SUPERVISOR ON THE JOB'. Each cell contains a percentage value.

PART B. MY RATINGS OF EACH MAN ON THE AGREED CRITERIA

Table with 24 columns (1-24) and 7 rows of criteria. Criteria include 'GETS THE BEST OUT OF INDIVIDUAL POSTMEN & PHGS', 'WORKING EFFECTIVELY AND GETS HIS PPM & PHGS WORKING WELL AS A TEAM', etc.

Table with 24 columns (1-24) and 6 rows of criteria. Criteria include 'ENCOURAGES AND SUPPORTS EFFECTIVE LEARNING ON THE JOB AMONG HIS PPM & PHGS', 'MAKES SURE EVERYBODY IS WELL BRIEFED', etc.

Table with 24 columns (1-24) and 5 rows of criteria. Criteria include 'PREDICTS AHEAD AND MAKES SOUND JUDGEMENTS IN HIS USE OF RESOURCES AND DEPLOYMENT OF STAFF', 'HAS A THOROUGH KNOWLEDGE OF RELEVANT WORK AREAS AND OF WORK PROCEDURES', etc.

Table with 24 columns (1-24) and 3 rows of criteria. Criteria include 'SEES, RECEIVES AND UNDERSTANDS THE INFORMATION HE NEEDS TO DO HIS JOB EFFECTIVELY', 'SPEAKS WELL AND PROVIDES INFORMATION THAT IS NEEDED IN A FORM THAT IS EASILY UNDERSTOOD', etc.

Table with 24 columns (1-24) and 2 rows of criteria. Criteria include 'IS FAST AND ACCURATE IN CARRYING OUT CALCULATIONS AND UNDERSTANDS THE OPERATIONAL SIGNIFICANCE OF NUMERICAL INFO', 'WORKS WELL UNDER PRESSURE AND IN DIFFICULT SITUATIONS', etc.

Table with 24 columns (1-24) and 3 rows of criteria. Criteria include 'IS FAST AND ACCURATE IN CARRYING OUT CALCULATIONS AND UNDERSTANDS THE OPERATIONAL SIGNIFICANCE OF NUMERICAL INFO', 'WORKS WELL UNDER PRESSURE AND IN DIFFICULT SITUATIONS', 'HE IS FLEXIBLE AND ADAPTIVE IN HIS APPROACH TO HIS WORK', etc.

Table with 24 columns (1-24) and 2 rows of criteria. Criteria include 'ACCEPTS RESPONSIBILITY FOR HIS OWN LEARNING, SEEKS JOB KNOWLEDGE & KEEPS UP-TO-DATE', 'IS QUICK TO IDENTIFY A POTENTIAL PROBLEM AND IS GOOD AT SOLVING PROBLEMS WHEN THEY CANNOT BE PREVENTED', etc.

MARKINGS OF ACHIEVED OUTCOMES WILL BE ADDED TO THE CONSENSUS OF PECC'S & PECC'S RATINGS AS VALID MEASURES OF EFFECTIVENESS OF SERVICE AND COST EFFECTIVENESS ARE DEVELOPED FOR EACH PECC DUTY

CHIEF'S INFORMAL SUPERVISOR APPRAISAL PACK... SUMMARY FORM

Developed by Frank Wilson, Ray Winchcombe and Peter Hood; in conjunction with Barney Boyle, Sheila Harri-Augstein and Laurie Thomas

PART A. MY PERSONAL EXPERIENCE OF HIM ON THE JOB

Know him very well as a Supervisor on the job	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24	Unknown to me	
RATED 1																									RATED 7
RATED 1																									RATED 7

PART B. MY RATINGS OF FACTORS ON THE CHIEF'S CRITERIA

FLAIR FOR MAN MANAGEMENT	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24		
Deals well with difficult staff																									Cannot deal with difficult staff
Gets the best out of Postmen and PHGs																									Fails to get people to work well
Gets people to work well as a team																									Cannot organise people into a team
PERSONAL CHARACTERISTICS	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24		
Is completely honest																									Is not honest
Is completely loyal to the Post Office																									Is not loyal to the Post Office
Is completely reliable																									Is not reliable
Has real enduring commitment																									Just trying for promotion
Is very enthusiastic																									Is apathetic
EXPERIENCE	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24		
Skilled as a Supervisor																									Not skilled as a Supervisor
Good job knowledge in at least one area																									Little job knowledge
COMMON SENSE	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24		
Very good practical problem-solver																									Does not recognise or solve problems
Very good at anticipating and judging in specific situations																									Poor judgement and little anticipation
Applies himself well under pressure																									Goes to pieces under pressure
SELF-ORGANISED LEARNING	1	2	3	4	5	6	7	8	9	10	11	12	14	15	16	17	18	19	20	21	22	23	24		
Learns very quickly and effectively on the job																									Learns only very slowly
Encourages and supports effective learning in their subordinates																									Is not concerned with subordinates' learning



COMPLETED BY AND SIGNED TABLE xx (Page 14)
- Chiefs Issues For APPRAISAL

IMPROVING SUPERVISORY EFFECTIVENESS IN ROYAL MAIL PARCELS

1. Starting from the generally accepted premise that increased supervisory effectiveness is a very significant factor in our efforts to create a successful Business, the question of how we achieve the former is obviously important.
2. We need to get our supervisors more involved in the management of Sorting Offices and to extract a greater personal contribution from them. In my experience most supervisors see their job purely in terms of clearing the work on hand on their shift and they do not give much, if any, consideration to other components of effective sorting office management, ie

Quality of Service in its widest sense

Cost

Productivity

Performance and Method improvement

Staff Development

Impact of supervisors own work area on that of others and vice versa

Most supervisors see most of these other components as the responsibility of other 'specialists', eg planners, trainers and the Statistics Section and this prevents them being fully effective.

3. The above is not intended as a criticism of supervisors in general, although undoubtedly we have some who are incapable of reaching the standard required. I do not think that we give supervisors the necessary opportunity or guidance to fully understand their job and to then carry^{it} out in the wider context described in 2 above. One approach to providing these opportunities and guidance would be through external media such as training, work aids produced by 'experts' and the 'carrot and stick' approach to motivation. However, in my experience these external media do not have a sustained impact on most people because they do not feel committed to their outcome.
4. I have long held the view that we must get our supervisors thinking more for themselves, broadening their outlook and accepting the wider responsibilities of their job, but have not until recently found a medium for doing so. However Reading is the trial site for Self Organised Learning as advocated by the Centre for the Study of Human Learning at Brunel University and this appears to offer a potential solution. By the use of various techniques but principally what are called Learning Conversations supervisors are guided into a better understanding of their role and into acquiring the skills, knowledge and information to carry^{it} out more effectively. More significantly in the longer term they are learning how to be self organised so that more and more they will seek their own solutions to the problems of their work area and not expect

to be 'spoon fed' by others. As their understanding increases and they recognise the benefits of self help, I believe our supervisors will become more effective and as a consequence more motivated. If this system is properly nurtured it will become self-perpetuating and a part of normal office life, rather than something separate such as training courses.

5. Some may see the above as a recipe for anarchy and it is essential that it is carried out within the context of the overall business and local office objectives and standards which need to be clear and that included within the understanding gained by supervisors is a statement of the boundaries of their authority.
6. It is not possible to lay down a specific programme for the introduction of Self Organised Learning as its whole essence is to be flexible and in the ultimate, which is unlikely to be reached, all supervisors would be totally self organised and no programme as such would be necessary. In the trial at Reading so far improving supervisors effectiveness through self-organised learning has been tackled in a number of ways:-
 - (a) A new PED Acting List has been put through a weeks 'course' of learning the role of the PED.
 - (b) PEsc are being helped to develop their skills in supporting the inexperienced acting PEsd and this is being extended to encouraging more experienced supervisors to review and improve their skills and competence. This activity takes the form of individual or small group sessions of brief duration over a number of weeks.
 - (c) Stemming out of 'b' improvements are being developed in the way supervisory performance, particularly that of acting PEsd is assessed.
 - (d) A project involving the relevant supervisors for improving code/sort performance has been commenced. This again comprises small group sessions spread over a number of weeks.
 - (e) A number of supervisors, as a result of individual learning conversations, which could have involved one or more sessions of an hour or so, have set themselves practical improvement projects which we have felt able to support.
 - (f) As Self Organisation begins to take 'root' in the office, supervisors are making learning demands. The supervisors want to know more about:-
 - Man Management
 - Management information including Quality of Service
 - Letter Mechanisation

and it is the intention to develop learning courses on these topics.

7. In summary I believe greater supervisory effectiveness will come from increased acceptance by supervisors of personal responsibility in the widest sense but this will not come about by itself or by simple instruction but will need to be drawn out of the supervisors themselves.

[Handwritten signature]
A T TAYLOR
Mails Manager

15 / 5 / 86

Memo

STAFF DEVELOPMENT

1. As we get further into the trial of Self Organised Learning for Postal Supervisors at Reading our thoughts must turn to how we sustain the impetus created once the trial is concluded and CSHL withdraw. At the same time the questions of the need for more support and guidance for PNE's and the causes of the continued high staff turnover at Reading are being addressed both locally and at PHQ. In discussion with the various interested parties on these subjects the idea is evolving of bringing them together under one person, probably at PE'B' level, whose job would encompass staff development and counselling in the widest sense. There are indications that PHQ would be prepared to provide the budget for this.

2. THE NEEDS OF SELF ORGANISED LEARNING

Some of the success of the trial of SOL in Reading must be attributed to the fairly concentrated Management effort which has been put behind it locally. This is often the case with trials which then "run out of steam" once the effort has to be diverted to a new subject. If this is allowed to happen with SOL then I fear that it will eventually wither, although there are those who will say that I am unnecessarily pessimistic in this respect. I believe the first step in seeing that SOL is sustained and this applies both locally and nationally is to ensure that the debate on, and interest in, Supervisory Effectiveness is continued at all levels of the Business. Returning to the local scene, although this proposal may need to be mirrored throughout the Business, looking at the question as one of Supervisory Effectiveness rather than just SOL begins in my mind to demonstrate the need for a Supervisory Development Manager. So far the role of Learning Manager under SOL has been vested jointly in the Mails Manager and the Letter Office Manager. Whilst involvement at this sort of level must be maintained, it is becoming clear that many of the matters on which the Learning Coach(es) need the help of a Manager are practical in nature and much more readily dealt with at a lower level. In an office like Reading PE's'B', particularly Postal ones, have a considerable amount of authority and influence and it would seem sensible to pitch the Supervisory Development Manager at this level. Having said that he

will require a line manager to whom he reports and the question of whether this should be an Operational Manager or a Personnel Manager needs to be resolved. Equally we need to decide whether or not Development of Administrative (formerly C&W) Supervisors should be part of his, and the Learning Coaches brief. This Development Manager would also play a major role in the Appraisal/Counselling of staff including Acting List officers. One of the principal vehicles on which we see SOL being carried forward is the quarterly completion of the locally devised appraisal package linked to a programme of individual counselling and coaching as a follow-up. Whilst we see this as a potentially powerful tool it will need to be driven and the Development Manager would seem to be the appropriate person to do so.

3. THE NEEDS OF PNE's

There is a general consensus in Reading that there is a need for some sort of PNE Counsellor who will act similarly to a Postal Cadet Counsellor in supporting and guiding new entrants and hopefully reduce wastage. In 1985/86 we recruited over 500 postal staff and had wastage of over 300. We guesstimate that it costs £750 - £1,000 to recruit and train a Postman and therefore if we could only reduce wastage to 250 in a year ie one less per week, we would save £37,500 - £50,000 which would represent a good return on this sort of investment. When analysed this appears to be mainly another learning need and if this and some other functions were brought together ie:

PNE Training

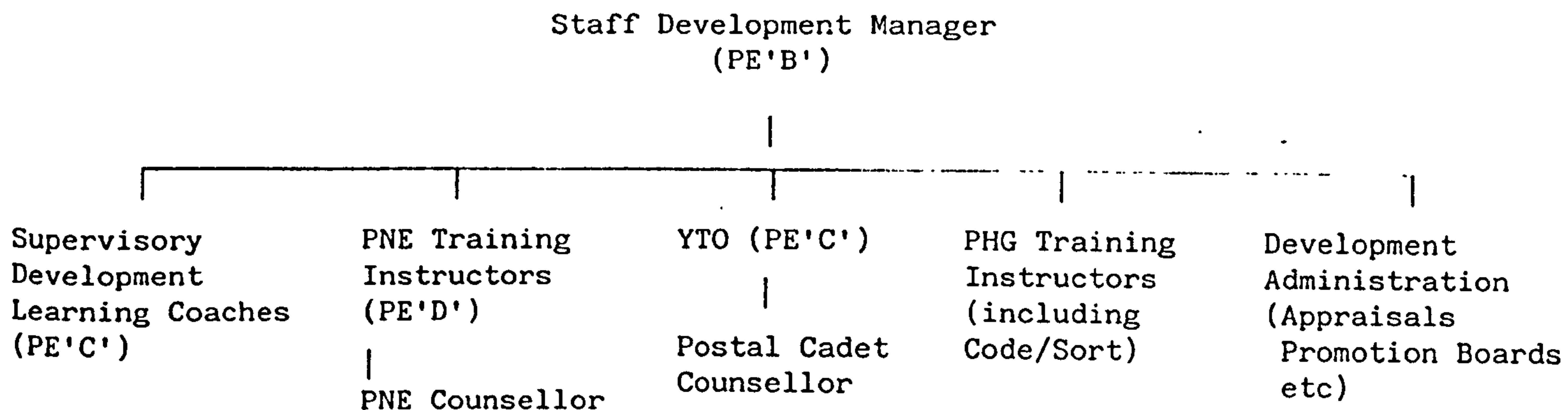
Postal Cadet/YTS Training

Postal Cadet Counselling

PHG training (including Code/Sort)

and associated with the Supervisory Development needs there appears to be scope for a coherent approach to Staff Development as a whole. Again the question of the responsibility for the development of Administration PO/PA's would need to be resolved.

4. If the ideas in this paper were pursued we would produce a Staff Development Section on something like the following lines:



A T TAYLOR
Mails Manager

June 1986

The Post Office

Headquarters

Royal Mail Parcels

PM/RC
Saliz
L Clifford Esq
District Manager Parcels
South Central District Office
Winnersh Triangle
READING
RG11 5DZ

Headquarters
33 Grosvenor Place
LONDON
SW1X 1PX

Telephone 01-235 8000

Telex 888746 (PO PHQ LDN)
Girobank account 501 0101

Date 4 December 1986

Your reference

Our reference

Dear Mr Clifford

Thank you very much for your hospitality and for letting me see around your office on Tuesday. The last PCO I looked around was Peterborough and that was some time ago, things have changed!

Tom and I were interested in the response to Self Organised Learning in Reading, obviously a great deal of effort has been expended in bringing about the heightened motivation and willingness of the Supervisors to think more deeply about the work and their personal contribution to it.

With your enthusiasm and support and that of Andrews' combined with the help that Geof is willing to give, Reading is the natural choice to take the Parcels Business forward to reap the benefits that can be gained from the different approach.

Tom would like you to introduce Self Organised Learning as soon as possible and as it develops we intend to encourage other PCOs to adopt the approach, learning as much as possible from Reading. This is an opportunity very early in the life of the New Business for Reading to lead the field in what could prove to be a very useful tool of efficiency.

We will keep in touch.

Pat Hedges

P A HEDGES (MRS)

PARCELS SUPERVISORY TRAINING - ROLE OF LOCAL TUTOR

ROLE OF LOCAL TUTOR

Main Responsibilities

1 To draw up a training programme to meet the needs of

1.1 PHGs appointed to the Acting List for PED

1.2 Newly promoted PEsD

1.3 Established PEsD

1.4 PEsC

where practicable taking account of their individual needs.

2 To manage that training programme ensuring that all such staff attend and receive the training intended, locally or centrally as appropriate.

3 To obtain through POMC/POEC, adapt or prepare training briefs and present

- induction training for Acting List PEsD and newly promoted PEsD.
- to all acting list and substantive PEsD and PEsC, appropriate courses and off-the-job training for various job skills, job knowledge and topics. For example, discipline and health and safety at work.

4 To organise off the job project work.

5 To monitor, in consultation with line managers, the effectiveness of the training given and take any necessary action to correct shortfalls.

6 To promote communication and develop local expertise amongst supervisors by the use of critical approach techniques.

TO: ALL POSTAL PEsc and PEDs

Dear Colleague,

SELF ORGANISED LEARNING

Those of you who maintain contact with your colleagues in the Letter Office will probably know that for the last 12 months there has been a trial of a different form of Supervisory Training and Development known as Self Organised Learning (SOL). In my former post as Mails Manager I was very much involved in the trial and believe SOL has a great deal to offer individual supervisors and the Organisation as a whole. I am pleased to say that we have now got agreement from Parcels HQ to try SOL in Reading PCO.

You may well ask what is SOL and why do we need it?

There are basically two schools of thought in education in its broadest sense. One says people are taught and the other says people learn. In the Post Office we have followed both schools of thought, ie we send people on training courses but we also 'throw them in the deep end' and hope they will learn. Training courses are well organised but questionable in their effect because the students often do not see what they are being taught as relevant to them. Learning on the job is usually relevant to the learner, but not always organised and therefore effective. SOL is designed by means of various techniques and methods to organise local learning. And why do we need SOL? Effective supervision is the key to a successful operation and SOL is a means by which supervisors can make themselves more effective.

One of the most important elements of SOL is the Learning Coach whose job is to help the learners. A more detailed description of what the coach has to do and the qualities required is attached. My main purpose in writing is to seek volunteers to take on the position of learning coach for Reading PCO. This will not be a full-time position and the coach will continue to do normal duties when not withdrawn for coaching. The work is considered to be PEC level and therefore if a PED is selected he will be temporarily promoted while coaching. The appointment will be on the basis of selection and any volunteers may be interviewed to assist in the selection.

I would appreciate applications by Friday 16th January. The person selected is likely to attend a 3 day Coach's Workshop sometime in February. Anybody who would like to know more should feel free to come and discuss it with me or with Geof Batstone the principle learning coach in the Letter Office whom I am sure will be only too happy to be of assistance.


A TAYLOR

7th January 1987

THOSE INTERESTED:

RAY WORTMAN.

D. T. MATHEWS.

P. J. LORING.

READING PDC - ACTION PLAN 1991**INTRODUCTION**

For Reading PDC, 1990 was dominated by three main issues:

- a) the extension of loose loading
- b) the Productivity Improvement and Management Development Package.
- c) The concentration of Hants/Dorset traffic

This paper sets out the issues which it is planned to tackle in 1991. All our actions need to be taken in the context of the Business' Mission Statement:

Through successful partnerships Royal Mail Parcelforce will always be our customers' first choice for worldwide distribution.

Making the connection work every time between our customers and theirs, all of us are committed to the success of Royal Mail Parcelforce as a Quality company".

and also need to take account of the Development Plan which is intended to "let the Operators operate" by giving us increased authority and responsibility.

The actions are divided into three categories:

- a) Managerial/Organisational
- b) Operational
- c) Physical

Managerial/Organisational**3.1 Team Working**

3.1.1. consolidate the managerial teams which have now been established, i.e.

PDC Senior Management Team: Andrew Taylor
Peter Davies
Peter Hood
Nigel Hodgson
Pete Lovegrove
Steve Bambridge

Transport Management Team: Peter Davies
Dennis McGuinness
George Cripps
Trevor Flight
Peter Buckler

Operations Management Team: Peter Hood
Alan Dart
Dave Matthews
Ray Workman

Shift Management Teams:

Alan Dart
Dave James
Dominic Kelly
Jim Wharton
George Cripps

Dave Matthews
Bob Broom
Steve Butler
Martin Topping
Trevor Flight

Ray Workman
Ian Coles
Peter Price
John Steadman
Peter Buckler

- 3.1.2 integrate reserve PESD, Clive Sharman and Eddie Bridgewater and the PED Acting List, Pete Lawrence, Dave Sedge, Ted Crick, Paul Willis and John Smith into the managerial team structure.
- 3.1.3. align the level 1 and 3 (ex PHG) rotations with those of the Shift Management Teams.
- 3.1.4 increase accountability of teams and individuals through PEPS targets and in particular Enhanced Production Control.
- 3.1.5 improve communication through effective shift reports.
- 3.1.6 make Team Briefing a more effective tool of communication.

3.2 Development

- 3.2.1 complete the two Full NEBSM Certificate Courses starting on 21 January and 18 February.
- 3.2.2 obtain Introductory NEBSM Certificate Courses for Messrs Sharman, Bridgewater, Crick, Willis and Smith.
- 3.2.3. with the assistance of CSHL, introduce Self Organised Learning skills and techniques into Team management.
- 3.2.4 introduce an effective City and Guilds course for Indoor Parcel Handlers.

3.3. Administration

- 3.3.1 review, rationalise and reorganise the Admin Section with a view to making best use of resources, providing an effective service to operational managers and producing useful management information.

Operational

4.1 Cost reduction

- 4.1.1 raise indoor productivity so that 90 BSI is regularly achieved.
- 4.1.2 make more effective use of the Enhanced Production Control.
- 4.1.3 reduce overtime by maintaining a full staff, high productivity and a tight control over the scheduling of special road services.
- 4.1.4 improve the utilisation of the vehicle fleet and our control of fuel consumption.
- 4.1.5 maintain a tight control on non staff expenditure.

4.2 Quality of Service

- 4.2.1 achieve regular and full clearance of traffic, posted by 0015 and distribution by 1300.
- 4.2.2 raise productivity and maintain a full staff in order to safeguard the PDC capacity, both sorting and transport.
- 4.2.3 ensure collections from customers, LPDs and RM are carried out effectively and on time.
- 4.2.4 improve the control and recording of traffic arrivals particular during the posted phase.
- 4.2.5 reduce missorting by more effective training, sorting checks and chute end information boards.
- 4.2.6 mark out specific areas on the chute hall floor for "marshalling" traffic for particular destinations to avoid any "missing" due course despatch.

4.3 Dorset

- 4.3.1 complete the final concentration of traffic from Southampton on the opening of Bournemouth LPD.

4.4 Cleanliness/Tidiness

- 4.4.1 continue to improve the standard of cleaning.
- 4.4.2 by use of the Compactor and other means arrange the prompt and effective clearance of rubbish.
- 4.4.3 pursue with UCW the idea of including a half hour tidy up on the end of all indoor P318s.

4.5 Smoking

- 4.5.1 start to enforce no smoking in operational areas.

Physical

5.1. Mechanisation

- 5.1.1 complete the extension of loose unloading.
- 5.1.2. carry out the alterations to the HAL chutes and the "BP" conveyor.
- 5.1.3 install improved bridging plates at loose load dock stances.
- 5.1.4 revise the chute utilisation including dedicated areas for the LPD and DNC.

5.2 Accommodation

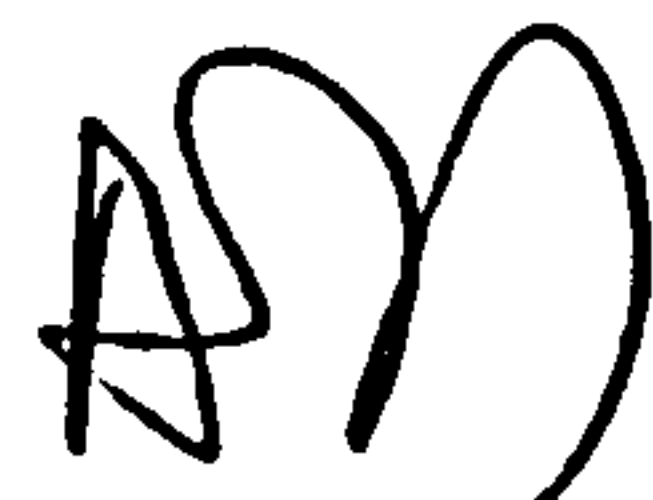
- 5.2.1 construct a new locker room
- 5.2.2. install additional ventilation for the PSM floor
- 5.2.3 carry out the refurbishment of the Staff Restaurant Kitchen and servery.
- 5.2.4 install improved cleaning equipment, e.g. vacuum plant, as advised by ROMEK.
- 5.2.5 plan and, if authorised, construct a new Gatehouse/Callers Office.
- 5.2.6 carry out adaptations to Supervisors Office in the Chute Hall.

5.3 Radios

- 5.3.1 purchase a new, improved radio communication system.

5.4 Transport

- 5.4.1 replace hired 40 ft trailers with Parcelforce trailers.
- 5.4.2 make a case for replacement shunting vehicles.
- 5.4.3 make a case for a pedestrian fork lift truck.



ANDREW TAYLOR
January 1991

To: Alan Dart
Dave Matthews
Ray Workman
Pete Lovegrove
Steve Bambridge

Copy: Nigel Hodgson

9 January 1992

From: Andrew Taylor

ACTION FOR EARLY 1992

1 As is my usual practice I have taken the opportunity of the New Year and now that the dust of a very busy Autumn has settled, to review what I see as the action we need to take in the early months of 1992. In general terms I hope to see us continue on the road of increasing professionalism in the way we manage Reading PDC.

I have broken the actions down into four categories:

Management

Training

Operations

Physical

2 MANAGEMENT

2.1 We need to re-activate our regular meetings which I see as:

2.1.1 0830 daily report meeting ✓

2.1.2 Monthly Management team meeting for all team members which might usefully be preceded by a meeting of the addressees at the head of this minute (including Nigel) and me

2.1.3 Team Briefing ✓

2.1.4 A weekly meeting timed so that the early and late Shift Managers can attend with Steve, UCW Secretary and myself to discuss staffing and productivity.

2.1.5 Some version of the Office Objectives Group that we were running prior to the Autumn

2.2 SOL

I shall re-start the individual SOL sessions that I was having with you.

2.3 PED Vacancies

The two PED vacancies need to be filled and I am working on this. ✓

2.4 PE Objectives

We need to re-activate the idea of individual personal objectives/responsibilities for all PEs.

2.5 PEPS

In view of the misunderstandings pre-Christmas I have undertaken to review PEPS with CMA.

2.6 EPC/SHIFT MONITORING

We started looking at producing a shift monitoring system that helped monitor performance during the shift rather than solely at the end as EPC does. I would like to see this project revised.

3 TRAINING

3.1 CITY AND GUILDS

We need to complete the clearance of the C&G backlog and then ensure that future coaching and assessing is performed as part of the Shift Team's activities.

3.2 PSM

The transferees from NWL and any other new recruits will require PSM training. We also need to develop our ideas for refresher training.

3.3 PNE

As we already have vacancies there will be a requirement to fit in some induction training.

4 OPERATIONS

4.1 AUTUMN/CHRISTMAS

We need to review the lessons learnt from Autumn/Christmas 1991 in order to be able to apply them to 1992. I envisage a meeting with Shift Managers prior to meeting UCW. It would be helpful if the Shift Managers could bring along any views, ideas etc. from their Team members.

4.2 CHUTE HALL LAYOUT

We need to introduce Dave James's ultimate plan as soon as possible.

4.3 DUTIES/PBIS

We shall be reviewing the indoor duties again once the Industrial Engineers produce a new PBIS target. This will give us a further opportunity to look at some of the finer points and to raise the issues of team working and splitting PSM duties into half PSM and half other work.

4.4 MISSORTS

I intend to press on with trying to reduce missorts both for its own end and as a vehicle for introducing Customer First.

5 PHYSICAL

5.1 ARRIVAL BAY DOCK LEVELLERS

Some work to reduce the noise of the above is due to be carried out on 9 January. We shall also be trialling an electrically operated one in due course.

5.2 GATEHOUSE

Terry Dougan has asked me to resurrect the case for a Gatehouse

5.3 BFPO WEIGH/COUNT MACHINE

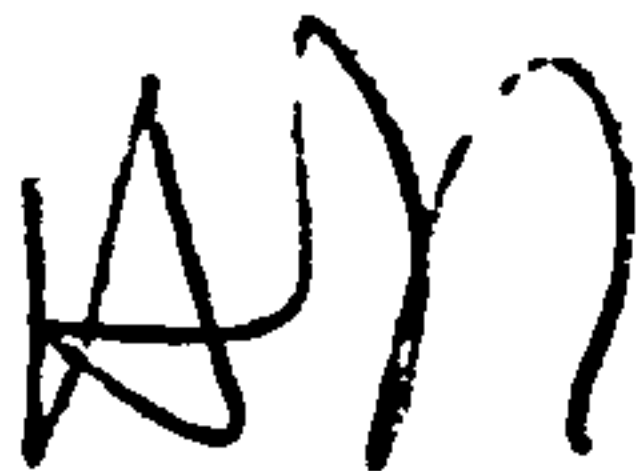
Authority is being sought to install a weigh/count machine on the BFPO selection (probably moved to loose load 12).

5.4 RADIOS

Authority for a replacement radio system is being pursued.

5.5 CLEANING

We are looking at equipment which might improve the cleaning of the PDC.



ANDREW TAYLOR

TO: All Managers
Reading PCO

REF: AT/2/840

FROM: Andrew Taylor
Parcel Manager

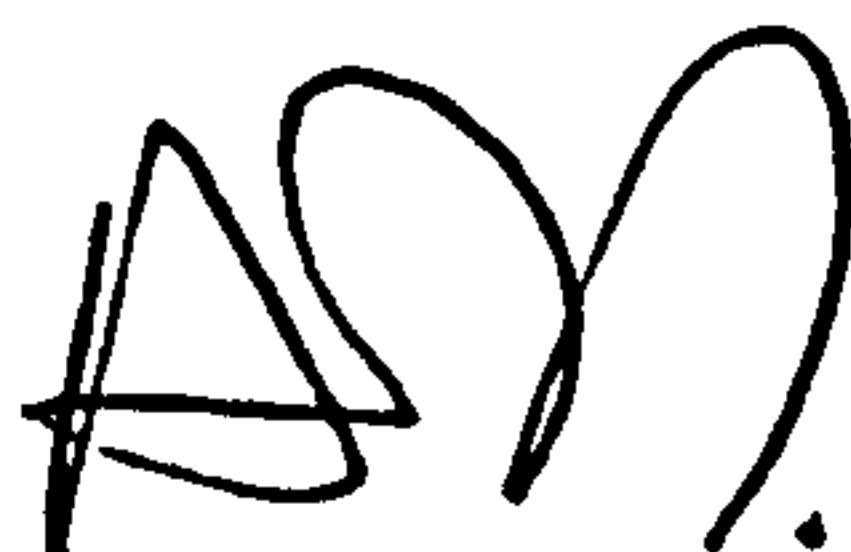
DATE: 17 November 1989

IMPROVING THE PERFORMANCE OF READING PCO

At the monthly Supervisors meeting held on 13 November we discussed Total Quality Management and the question "can we improve the performance of Reading PCO, if so how?". I think it would be fair to say that the answer to the question was "yes we can" by developing the management team and the individual members of it. In the light of this, I suggested an approach and some activities which we could pursue and these were:

- 1 The Approach - an acceptance by everybody of our personal responsibility for learning - if we do not see the need or want to learn it is most unlikely that we can be taught.
- 2 The Activities:-
 - a) all new first line managers will have to successfully complete the Introductory Certificate of the National Examination Board in Managerial and Supervisory Skills (NEBMS) before substantive appointment.
 - b) it will be possible for managers to volunteer to take the full NEBMS certificate.
 - c) we have some interactive videos on subjects such as effective teamwork and learning to listen which I would like us all to use.
 - d) I intend to create opportunities for individual managers and groups of managers to work on individual, group and office performance problems. The opportunities will take the form of:
 - Learning Shifts - when we will have the opportunity to observe how things are run without the pressure and responsibility of running them.
 - Learning Conversations - when, as individuals or groups and with someone to help and guide, we will be able away from the day-to-day pressures to think through problems and issues and decide how they are to be tackled.
 - Individual and group projects for which time would be provided for us to work up and implement solutions to problems and improvement plans.
 - e) where training needs are identified which require external courses, these will be met as far as possible.

Both the Approach and Activities that I have outlined will require a great deal of commitment and support from us all but I am sure that we shall all benefit from them. Please discuss these ideas among yourselves and with me so that we can begin to identify areas to be tackled particularly under d).



TO: District Manager *17/11*
 FROM: Parcels Manager
 Reading

COPY: DPIRM

DATE: 16 November 1989

MANAGEMENT DEVELOPMENT AT READING PCO

Reading PCO has just completed a very difficult 12 months and, at the end of it, I believe has come out of it well. Morale is quite good and my management team from first line upwards has gained in confidence. However, there is little prospect of a 'quiet life' over the next 18 months to 2 years, at least. During that time we are likely to have to tackle the following major projects:

- the installation of further loose loading facilities
- the concentration of Hants and Dorset traffic
- the remodelling of the PSMs to provide additional capacity
- the adaption of our transport operation as a consequence of the above.

We will only accomplish these tasks and maintain the PCO on an improving track in terms of Q of S and productivity, if we put time and effort into involving the whole management team and in strongly supporting the development of the team and the individuals who are members of it. You may, by now, have recognised a familiar theme of mine much of it stemming from my involvement in Self Organised Learning. You may recall that three years ago Tom Clay and Pat Hedges agreed that we should introduce SOL at Reading. Since then there has been very little activity and I have found it too easy to find reasons/excuses to do nothing. I would now like to rectify that.

At my monthly supervisors meeting held on 13 November I sought and received the team's support for development activity leading to improved performance at Reading in the context of Total Quality. I am now developing a structure within which management development can take place but I am concerned that we do not fail simply because of resourcing difficulties. I believe the Business will benefit in the medium and long term from such activity which should not be sacrificed to short term expedient and difficulties.

The structure I have in mind will combine elements I have picked up from SOL and some of the initiatives being pursued by Pat Hedges and her team and which, by the way, I do not believe are receiving as much PMC support as they deserve. My initial broad ideas envisage:

1 I understand that a pre-requisite of substantive appointment to first line manager will be successful completion of the NEBSM Introductory Certificate. I already have four acting list officers and am likely to appoint three more shortly.

2 I further understand that it will be open to all Supervisors to volunteer to go for the full NEBSM certificate course.

3 We have been issued with some interactive videos some of which, and in particular one on effective teamwork, I would like all Supervisors to try.

4 Intend introducing some of the SOL learning techniques such as learning shifts, individual and group learning conversations and individual and group efficiency and effectiveness improvement projects.

5 As needs are identified I would intend sending Supervisors on appropriate courses at POEC/POMC or elsewhere.

6 I intend to make the training of R & F staff more effective and this would cover:

PNE - City and Guilds Certification

PSM

Specialist duties, eg Callers Office, COD etc

Delivery - covering issues such as Trakback and P739s

HGV - covering issues such as Waybills and Tachographs

Most of these activities require time to be spent off normal duties and in my experience this is often difficult to accomplish because the duties concerned cannot be adequately covered. It is my proposal that I create an additional PED post to provide some of this cover. I would not expect an increase in budget for this as I believe such activities should be self-financing through improved performance. To give some indication of the justification for the post I have made broad estimates of the time I would expect to put into some of the development activities identified:

1 NEBSM Introductory Certificate:

7 Acting List Officers x 15 weeks x 5 hours	= 525 hours
plus 5 full days at Workshops	= <u>301</u> hours
	826 hours

2 Learning Shifts assuming 25 Managers and Acting Managers

4 shifts per person per annum	= 860 hours pa
(1 x Early, 1 x Late, 1 x Night and 1 x Operational)	

3 Learning Conversations

Individual assuming 4 per person pa @ 1 hr each	= 100 hours
Group assuming 12 per person pa @ 2 hrs each	= <u>600</u> hours
	700 hours

4 Individual and Group Projects

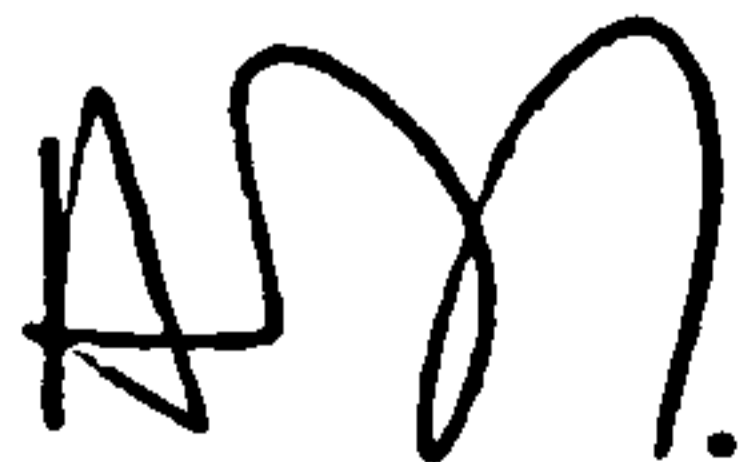
Assuming 20 hours per person pa	= 500 hours
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5 Interactive Videos

Assuming 4 hours per person twice pa	= 200 hours
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Just these items add up to over 3000 hours pa, which is, by the way, less than 1% of my budget, and although it would not be possible to programme the development activity so that the new duty could cover all of it, I believe it shows that it could be well used.

Do you agree to the creation of a new PED post on the basis that its cost will be more than covered by general improvements in performance?



ANDREW TAYLOR

PT/RE

Agreed as discussed.



TO: Pat. Hedges
Asst Director
PIRPS

COPY: Len Clifford
Laury Callan
Pete Lovegrove

FROM: Andrew Taylor
Parcel Manager
Reading

DATE: 12 December 1989

SUPERVISION/MANAGEMENT DEVELOPMENT AND TRAINING

On 2 November I had a very interesting and useful meeting here at Reading with Martyn Lewis and Chris Vandeleur. We discussed what I saw as the learning needs of my management team and the initiatives which you are developing centrally. I was very encouraged by what I heard of what you are doing and expressed an interest in getting Reading involved.

As you may recall I was party to the trial of Self Organised Learning in Reading and it has always been my intention to apply such an approach to the PCO. However, you know what they say about "good intentions" and, so far, I have failed to effectively carry them out. I am currently trying to rectify this and have generated some enthusiasm for it among my supervisors. From what I know of them I see the involvement with City and Guilds, NEBSM and the ACODS exercise at NWLPCO as being very relevant to what I have in mind and I would be very keen for Reading to be used if you are looking for a further location for trialling, developing or introducing any of them. In particular, we have recently received our PBIS Unique Values which I see as a powerful management tool and I am keen to help my supervisors understand them and how they can use them to improve performance.

So, if, as I understand you may be, you are looking for somewhere to further develop your supervisory development initiatives, Reading is ready, willing, and hopefully, able to be that location.



ANDREW TAYLOR

MEMORANDUM

To: Andrew Taylor
Personnel Manager Reading

CC: Mr Clifford
Laury Callan
Peter Lovegrove

Tel: 01-245 (5700) 7763

From: Pat Hedges

Date: 3 January 1990

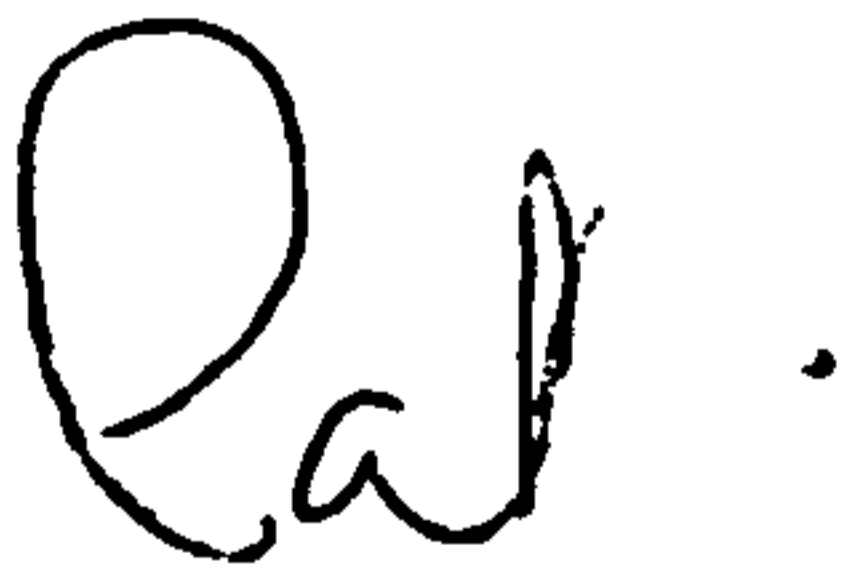
Subject: SUPERVISION/MANAGEMENT DEVELOPMENT AND TRAINING

Andrew, you will realise that your minute of 12 December 1989 was music to my ears!

I am presently working on a scheme for trial, which combines all the elements mentioned in your note with a view to raising productivity, improving management/supervisory skill (leading to a qualification) and embracing self organised learning.

I am arranging a meeting with all interested parties as soon as possible and will let you know when that is due to happen so that initially you and Laury can be involved.

Best wishes for 1990.



P A HEDGES (MRS)

PARCELFORCE PRODUCTIVITY TRAINING - PILOT PROJECTOne Day WorkshopMarch 15th at Reading'Flexible' Agenda

- 11.00 Welcome
Introduction
Background
Overall Objectives
Objectives of the Workshop
- † 11.15 Management Development and Productivity Improvement Programme
Overview of Discussion Document
Key Objectives - HMC package
- † 11.45 Overview of Areas of the Pilot and Individual Key Objectives
- (i) N.E.B.S.M. Introduction Certificate
 - (ii) P.C.O Simulation
 - (iii) R.M.P Production Control
 - (iv) Total Quality Management
 - (v) Self-Organised Learning
- † 12.45 Lunch
- † 13.45 Discussion of Overall Objectives
- † 14.15 Formulation of Pilot Programme
Timetable
Who does what when?
Co-ordination
- † 15.30 The way forward/next stage
Discussion
Dispersal

APPENDIX EOUTLINE PROGRAMME

<u>Week One</u>	<u>Management Trainers</u>	<u>Productivity Trainers</u>
Day 1	Introductory Workshop NEBSM Group A	Staff seminars and preparatory work for Activity Sampling.
Day 2	Introductory Workshop NEBSM Group A	
Day 3	Introductory Workshop NEBSM Group B	
Day 4	Introductory Workshop NEBSM Group B	
Day 5	Parcelforce video/computer Management tools Group A (am) Group B (pm)	
<u>Week Two</u>		
Day 1	Introductory Workshop NEBSM Group C	Staff seminars as required
Day 2	Introductory Workshop NEBSM Group C	
Day 3	Introductory Workshop NEBSM Group D	
Day 4	Introductory Workshop NEBSM Group D	
Day 5	Parcelforce video/computer Management tools Group C (am) Group D (pm)	
<u>Week Three</u>		
Day 1		2 groups am and pm* Activity Sampling Training
Day 2		2 groups am and pm* Activity Sampling Training
Day 3		PCO Wide Activity Sample
Day 4		PCO Wide Activity Sample
Day 5		PCO Wide Activity Sample
		<u>Note</u> Operational disruption could possibly be minimised by pre and post shift overtime.
<u>Week Four</u>		
Day 1 to 5		PCO Wide Activity Sample

Week Fourteen

Day 1 and 2

Final Workshop
NEBSM Group C

Commencement of Production
Control System Implementation

Day 3 and 4

Final Workshop
NEBSM Group D

To: All Managers (incl. Acting list).
Reading Distribution Centre.

From: Andrew Taylor
Parcel Manager

Date: 29 March 1990

Management Development and Productivity Improvement

On several occasions since last November I have communicated both verbally and in writing my plans for offering members of the Distribution Centre Management Team opportunities for personal and team development. So far I have:

- obtained authority for an additional PED reserve in order to help ensure team members can be released for such opportunities.
- got John Steadman, Ian Coles, Bob Brown and Steve Butler on the NEBSS Introductory Certificate.
- got those team members who missed out last year onto PBIS Appreciation Courses for Line Managers.

My purpose in writing now is to tell you about a very major initiative which is going to take place in Reading and about which I would like to tell you more at the next monthly meeting which is scheduled for 12.00 on Monday 2 April in the Training Room.

With the support of Parcelforce HQ, I have been able to obtain the services of three groups of people who I believe, will be able to offer great assistance to the management team as a whole and as individuals. With the help of these people it is intended to undertake a 14 week development programme starting at the end of April. The programme will consist of:-

- a) the NEBSS Introductory Certificate for all first (including Acting) and second line managers;
- b) productivity improvement training from the Harry Mitchell College;
- c) introduction of Self Organised Learning with the help of Brunel University who developed the idea.

An outline of the programme covering a) and b) is attached and I will be able to tell you more about it on 2 April.



ANDREW TAYLOR

6 April 1990

Mrs V A Bennett
Secretary
South Central District Branch
CMA

Dear Mrs Bennett

MANAGEMENT DEVELOPMENT AT READING PCO

I wrote to you on 21 November 1989 about my plans for management development at Reading. In discussion with Parcellforce HQ I have been able to put Reading forward as the location for the trial of a Management Development and Productivity Improvement Programme. The objective of the Programme will be to improve the performance of the PCO through improved performance by the management team. It is currently hoped to start the Programme at the end of April and it will take 15 weeks to complete.

The programme will have two linked aspects:

a) Management Development:

- all acting list, first and ~~second~~ line managers will undertake the NEBSS Introductory Certificate.
- additional training using computer and video management tools.
- the use of self organised learning techniques as described in d) of my letter of 21 November.

b) Productivity Improvement

- training, provided by the Harry Mitchell College. aimed at improving the overall performance of the PCO in BSI terms through a mixture of formal training sessions and "on the job" counselling and coaching. The detailed programme is still being put together and I will let you have a copy in due course.

At one point during the programme it will be the intention to introduce the Production Central Systems being developed by Terry Haley at Peterborough.

I have briefed all members of the management team about the Programme in writing and at the monthly management meeting held at 1200 on Monday 2 April. I shall be inviting UCW to participate in the Productivity Improvement Training and the Harry Mitchell College will undertake "shop floor" seminars to more fully explain PBIS and the Production Control System to the staff.

I believe this initiative should produce great benefit to the management team of the PCO both as a whole and as individuals. I know from my talks with them that there is a great deal of enthusiasm among the team for this kind of initiative and I trust I can rely upon the CMA's support for it.

I have written along similar lines to UCW and have copied this letter to Martin Collins Chairman, Reading Pouc.

Yours sincerely

ANDREW TAYLOR
Parcel Manager

6 April 1990

W.H. Fleming Esq
Secretary
UCW
Reading PCO

Dear Mr Fleming

MANAGEMENT DEVELOPMENT AND
PRODUCTIVITY IMPROVEMENT

I am pleased to be able to advise you that Reading has been chosen by Parcellforce HQ as the location for the trial of a Management Development and Productivity Improvement Programme.

The programme will have the twin benefits of increasing the skill levels of members of the management team, including acting list officers, and of providing training in the operation of the PBIS scheme with a view to ensuring improved performance. The latter was something we agreed was necessary during our discussions which lead to the implementation of the recent duty revision and will, I am sure, assist greatly in achieving our mutual goal of increasing productivity and bonus payments. As part of the programme it is likely that we shall be introducing a Supervisors Production Central System similar to that which David James has been working on recently but based on very detailed work undertaken at Peterborough. One of the benefits of such a system will be more accurate recording of movement of hours between work areas and in particular between direct and indirect hours which is something about which I know you are concerned.

Recognising that the operation of PBIS and the level of productivity in the office is of very direct interest to you and your members I would like to invite you or one of your colleagues to participate at all stages of the Productivity Improvement part of the programme. This will commence with half day seminars on Activity Sampling on Monday and Tuesday 14 and 15 May to which you are welcome to send delegates. Furthermore, I have invited the Harry Mitchell College who will be running this aspect of the programme to hold shop floor seminars to fully explain its objectives to the staff. These seminars which will take place in week commencing 30 April are likely to have two main parts:

- 1 PBIS - "Whats in it for me?"
- 2 Production Control - "Why it is required."

In addition to the Productivity Improvement part of the programme, all first (including Acting list) and second line managers will be undertaking the National Examination Board for Supervising Studies Introductory Certificate (NEBSS). The topics covered in this will be:

Supervising with authority
Communicating
Managing Time
Team Leading
Taking Decisions
Training Plans
Health and Safety

The full programme is scheduled to start on April 30 and to last for 15 weeks. However, we shall only really benefit from this if we can maintain and enhance the improved performance which will result. At this stage I foresee doing this by three means. Firstly by providing the opportunity for managers to study for the full NEBSS Certificate which involves a further 20 topics chosen from 35. Secondly by use of various computer and video aids which have been developed by Parcelforce and thirdly by introducing Self Organised Learning which has met with some success in the Letters Business including Reading MLO.

I hope you will agree that a programme of this nature will be of great benefit to Reading PCO and all who work it it. In particular I hope you will feel able to fully participate in the Productivity Improvement aspects. In relation to the latter It would be helpful if you could let me know, as soon as possible, whether and by whom the UCW will be represented.

I have written along similar lines to CMA and have copied this letter to Martin Collins Chairman Reading Pouc.

Yours sincerely



ANDREW TAYLOR
Parcel Manager

B. Workman	3	3	1	2	3	3	1	3	2	3	1	3	2	1	3
D. Matthews	2	3	2	3	1	3	3	2	3	2	1	3	3	2	1
A. Dart	3	2	3	2	3	2	3	2	3	2	3	2	3	2	3
P. Lovegrove	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
D. James	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
P. Price	6	R	4	4	6	4	R	2	2	5	R	2	2	5	3
P. Kelly	4	6	3	3	4	3	3	3	R	6	3	3	R	2	5
I. Coles	3	4	4	5	2	2	R	6	6	3	5	3	ALL FILE	R	2
J. Swarton	5	3	4	R	6	3	3	4	4	6	2	3	4	6	R
P. Bryant	3	1	1	1	1	1	1	1	1	1	1	1	1	1	1
J. Steadman	2	2	5	4	6	R	4	2	5	3	4	6	5	2	3
G. Cripps	4	4	2	1	4	3	1	2	1	3	2	2	3	2	1
M. Topping	4	3	2	4	4	3	4	1	4	3	2	2	4	2	4
T. Flight	3	2	1	4	3	2	3	2	3	2	1	3	2	1	4
P. Buckler	2	3	4	3	2	1	4	3	2	1	4	3	2	1	4
D. Hopper	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
R. Broom	V	A	R	1	A	1	A	1	1	1	1	1	1	1	1
S. Butler	V	A	R	1	A	1	A	1	1	1	1	1	1	1	1
P. Lawrence	V	A	R	1	A	1	A	1	1	1	1	1	1	1	1
D. Foshie	V	A	R	1	A	1	A	1	1	1	1	1	1	1	1

MASTER

To: All Managers (including acting list)
Reading Distribution Centre

Copy: Lawry Callan

From: Andrew Taylor
Parcel Manager

9 April 1990

MANAGEMENT DEVELOPMENT AND PRODUCTIVITY PROGRAMME

Planning is proceeding for the above and it is still scheduled to start on 30 April. I hope to let you have a full programme shortly but there are a number of key group activities already scheduled to which I need to put names. As I am sure you can imagine this is pretty complicated but with the able assistance of Peter Davies, Dave Mathews and Dominic Kelly, I have produced some proposals which are attached. We have attempted to take account of the rotations, the maintenance of adequate cover, annual leave commitments and not causing you too much disruption.

As you study the proposals, you will see that in some cases you will be attending when you would otherwise be off duty in others when you would be on duty for which we believe cover can be provided and in a few cases it may involve you in going home early off a shift or coming in late on to shift to allow you a reasonable time off duty and attend the Group exercises.

Please look at the proposals with an open mind, discuss them among yourselves and if there are changes you would like to be made let me know as soon as possible and certainly by 23 April so that we can re schedule. Ideally and as far as possible I would want to keep the groups to more or less equal numbers.



ANDREW TAYLOR
Parcel Manager

MANAGEMENT DEVELOPMENT AND PRODUCTIVITY
IMPROVEMENT PROGRAMME - 30 APRIL - 9 AUGUST 1990

GROUP ACTIVITIES - PROPOSED GROUPS

1. NEBSS INTRODUCTORY WORKSHOPS

Group A

Monday 30 April & Tuesday 1 May
Alan Dart ✓
Peter Bryant ✓
Peter Price ✓
George Cripps ✓

Group B

Wednesday 2 May & Thursday 3 May
Pete Lovegrove ✓
Dave James ✓
Martin Topping ✓
Dave Sedge

Group C

Tuesday 8 May & Wednesday 9 May
Ray Workman ✓
Jim Wharton ✓
Trevor Flight ✓
Dominic Kelly ✓

Group D

Thursday 10 May & Friday 11 May
Dave Mathews ✓
Peter Buckler ✓
Peter Lawrence

2. ACTIVITY SAMPLING SEMINARS

Group A

Monday 14 May 0900-1230
Alan Dart
Dave Mathews
Ray Workman
Trevor Flight
Peter Buckler

Group B

Monday 14 May 1330-1700
Peter Davies
Pete Lovegrove
Jim Wharton
Martin Topping
Ian Coles

Group C

Tuesday 15 May 0900-1230
Peter Hood
John Steadman
Steve Butler
Peter Lawrence
Dave Sedge

Group D

Tuesday 15 May 1330 - 1700
Nigel Hodgson
George Cripps
Dave James
Dominic Kelly
Bob Broom

Unavailable due to annual leave Peter Price

3. PRODUCTIVITY IMPROVEMENT DISCUSSION GROUPS

Group A

Monday 11 June AM
Alan Dart
Dave Mathews
Ray Workman
Peter Buckler
Steve Butler

Group C

Tuesday 12 June AM
Peter Hood
Jim Wharton
Dave James
Peter Lawrence

Unavailable due to annual leave

Group B

Monday 11 June PM
Peter Davies
Pete Lovegrove
Peter Price
Martin Topping
Dominic Kelly

Group D

Tuesday 12 June PM
Nigel Hodgson
George Cripps
John Steadman
Dave Sedge

IAN COLES.

Trevor Flight
Bob Broom

4. NEBSS INTERMEDIATE WORKSHOPS

Group A

Monday 25 June & Tuesday 26 June
Alan Dart
Peter Price
Martin Topping

Group C

Monday 2 July & Tuesday 3 July
Dave Mathews
Peter Bryant
George Cripps
Peter Lawrence
Jim Wharton

Unavailable due to annual leave

Group B

Wednesday 27 June & Thursday 28 June
Ray Workman
Dave James
Trevor Flight

Group D

Wednesday 4 July & Thursday 5 July
Pete Lovegrove
Peter Buckler
Dominic Kelly

Dave Sedge

5. NEBSS FINAL WORKSHOPS

Group A

Monday 30 July & Tuesday 31 July
Alan Dart
Peter Bryant
George Cripps
Dominic Kelly

Group B

Monday 1 August & Tuesday 2 August
Pete Lovegrove
Martin Topping
Dave Sedge

Group C

Monday 6 August & Tuesday 7 August

Ray Workman
Peter Price
Jim Wharton
Trevor Flight

Group D

Wednesday 8 August & Thursday 9 August

Dave Mathews
Dave James
Peter Buckler
Peter Lawrence

Appendix 4.10.3

4. HMC PRODUCTIVITY IMPROVEMENT TRAINING - CONTENTSTAGE ONEPBIS BRIEFING SESSIONSIntroduction

Welcome group to session
Set out sequence of
Briefing session

Aim

An understanding of PBIS
and how it works

- A. Work Measurement - Time Values
- B. Factors taken into account
- C. Calculation of standard
hours for 10,000 parcels
- D. Calculation of throughput target
- E. Hours input for f's bonus earnings
- F. Variation of output with performance
- G. National agreement
- H. Bonus calculation

Questions/Discussion/Conclusion

Thursday 21 June 1990

06.00 - 14.00

MAIN SUBJECT Dave James A/PEC Earlies

SECONDARY SUBJECTS All PED's/TM's Early Shift

Traffic low and an early finish apparent, very early in the day. 1 lane therefore pulled off PSM at 10am and the two workers + two other moved to maintenance tasks. Actual finish still very very early. Mail search at 12.15 all workers stood down by 12.30, even taking into account meal relief this still represented 1 1/2 hr per man of wasted time. It is ridiculous to contemplate what the finish time might have been if the hours had not been pulled out of parcel handing work. Although clearly effort is being made to fine tune the hours, more hours need to be lapsed before real productivity improvement can be achieved.

Still much scepticism from PED's who themselves seem more interested in the early finish than correct management. It will be interesting to see their reaction. If their bonus is based on performance. Particularly negative reaction from Ian Coles who is showing very little interest.

Monday 25 June 1990

9am - 12noon	In college	-	Report Conference A/S
8pm - 8am	MAIN SUBJECT	-	Ray Workman Night PEC
	SECONDARY SUBJECT		Jim Wharton A/PEC Lates Dominic Kelly PED Nights

Conversation with Jim Wharton and TM's. Very short of staff and quite a large amount of hours lapsed, however, TM's sheets still showing "not seen" against drivers hours. I stressed that all hours should be accounted for with reasons, still the A/PEC lates although short of staff, tends to want to put in more lanes on the PSM. This culture will be difficult to break down. I stressed the need is to balance the PSM lanes with both arrivals and chutes. Managers appear concerned at the amount of recording they will have to do on the production control system, and seem to think that like the present system it will make extra demands on their time over and above what they already see as heavy work load. However they pay lip service at least to the importance of the forms and seem to have taken on board that their personal bonus could be affected.

Several long conversations with Ray Workman who again clearly stated the activity sampling exercise had "opened his eyes" to where hours are being wasted. He can clearly see and accepts that booking in/out of hours is crucial to managers and staff alike, took on board the premise that if the staff bonus is good, life is easier for managers as the staff will become used to the money and want to earn the same every week. Still sees problems with shift managers actually being "allowed" to control their own hours. Not with the "mechanics" of controlling staff time, but with higher management fully delegating this task and the UCW accepting this task as the shift managers responsibility. Evidently there were murmurings against this from the UCW Rep last week. Ray still feels the Reading project is too much at one time for managers to absorb and feels the NEBSM training should have been run separately.

Friday 29 June 1990

22.00 - 06.00

MAIN SUBJECT PEC NIGHT Ray Workman
 TM Pete Buckley
 PED Martin Topping

Posted completed 11.30hrs but, tonight Quasis' kept on shift until 00.15hrs to clear Distribution/town end chutes. Although still leaving 1hr early this was useful work to give a good start to the Distribution phase. Why is it not standard practice every night? To be followed up over the remainder of this project

Heartening to see night shift control sheets all completed, but very disappointing that the late shift sheets had still not been completed. Some pressure will have to be put on PEC Alan Dart, particularly with the new system imminent (12 July meeting organised to discuss same). Conversations with all night shift managers but, no new relevant points arose. However, reinforcement of principles is a continuing process if successfully productivity gains are to be achieved.

Interesting discussions on the value of NEBS seminars. Generally found to be rather boring, particularly going over again the sections already completed. PEC's particularly feel the NEBS whilst very useful to the young PED's and acting list personnel, is not really totally relevant to them.

Wednesday 4 July 1990

06.00 - 16.00 PEC Dave Mathews

Discussion with Andrew Taylor, performance for week ending 24 June disappointing low, although hours used are significantly lower, so was the traffic. Performance calculated at 72BS approximately. However, the fact the hours are down was in its self encouraging but, there is considerable scope to do better.

Long discussion with Dave Mathews in general terms as to what is needed at Reading, he certainly understands what is required and will, I believe quickly adapt to looking at productivity improvement.

Unfortunately Dave was very involved with SOL for a large part of the morning. His PED's did not fill out the control sheets. This will however, prove very useful as an example of hours not being properly logged as Dave Mathews UCW was listed as being on the despatch bay but was on UCW business all morning (duty revision for Southampton). As no control sheet action was taken, his hours will now go into the bonus calculation. Knowing this is happening is one thing, now it can be proved. I am convinced that this not booking out of hours is infact the cause of the missing hours on our activity sampling (see interim report para 13.1). No area again completed the control sheets for the early shift.

Wednesday 18 July 1990

06.00 - 14.45 Early shift PEC Dave Mathews
P/PED Steve Butler

Continued conversation with Dave Mathews. Traffic lower therefore, he needs to cut hours. Took one lane out at 10am on to non parcel handling work for 1 1/2 hours lapsed other hours in overtime. actual traffic 29,500 actual finish 13.30 (but as staff worked through meal break effective finish at 14.10 (ie. 28 mins Job & Finish).

Discussion also prompted Dave to consider whether he should also have reduced the arrivals bay by one man as well as the full staff could easily cope with feeding 2 lanes (Note normally chutes also need to be reduced) but were already operating short, due to PEC lapsing one duty failure from overtime.

Time also spent collating traffic hours and performance over project period and the preceding fourteen week period.

Clear trend that during project the hours used are reducing. Average of 305 hours down on previous period but average traffic also falling down on average 27,500. Therefore performance not yet rising significantly.

Discussed with Dave Mathews and with Alan Dart late PEC on the lines of "well done but we need more".

Discussion with Steve Butler A/PED early shift at 14.00, he expressed concern that moving men into non parcel handling work therefore, reducing the possibility of Job & Finish time would lead to non co-operation of the work force. That is they would deliberately not try to obtain an early finish. I pointed out that as a manager he would need to take steps to ensure this did not happen but, also as a manager he needs to take steps effectively employ staff and there was no justification for huge amounts of Job & Finish. We agreed Job & Finish is an excellent incentive but I need to convince Steve that current levels are untenable.

Friday 18 July 1990

06.00 - 14.00 PEC Dave Mathews

Continued reduction on the number of lanes used and men employed on non bonus work. All hours now seem to be being accounted correctly. Job & Finish still excessive but, is improving 13.15 finish + meal relief (approx 45 mins given today).

Monday 23 July 1990

<u>IN COLLEGE</u>	09.00 - 12.00	Meeting with Tony Carter and Ron Lloyd.
TRAVEL	12.00 - 15.00	
LATE SHIFT	15.00 - 20.00	Late PEC Ray Workman

Discussed traffic situation with Ray, he expects light traffic and an easy clearance tonight, some hours lapsed but recognised the need to lapse where ever possible if forecast traffic for remainder of this week does not change.

Tuesday 24 July 1990

06.00 - 14.00 PEC Alan Dart
PED's Bob Broom & Jim Warton
TM Trevor Flight

Night shift PEC Dave Mathews seen before going off shift. Last night Posted clearance approximately 12.30am. Distribution traffic cleared by night shift 12,000. Two loads approximately 40 MATES & PRU's of Posted traffic diverted by East London arrived after phase change. It will now be handled by early shift after completion of Distribution.

Discussion with Alan Dart & Bob Broom, some minor lapsing of hours but close to a full shift. We agreed this will be necessary particularly with diversions (approximately 3,000 parcels). They expect to be handling these diversions approximately 12.00 - 12.30pm (close of Distribution). Alan acknowledged that without these diversions even on a Tuesday he would have been struggling to keep his staff employed.

09.15am Conversation with Alan, now only 2 services to come and Distribution work clearing quickly.

Good action by managers to enhance utilisation, by loading Posted traffic to fill the "A" side ready to quickly switch phases when Distribution is finished on the "B" side.

Stress made at this stage of the need to consider staffing levels required to the traditionally lighter days later in the week.

Conversation with OP's manager Peter Hood, more diversions expected today from East London (equipment failure), also diversion expected from West London (staffing problems), he is expecting up to 12,000 parcels in all. This is exactly what Reading needs at the moment, a boost to its traffic. Hopefully the managers can be relied upon to clear this traffic, without undue extra hours which will again prove they can achieve higher productivity.

Late conversation with Alan stated he has listed 3 extra chutes this afternoon, this seems very reasonable the hope is that they don't list more than 4.

Conversation with Jim Wharton re recording of unmachinables/HAL/hand sorts. Not yet being properly carried out, he suggested that this is an ideal subject to bring up on tomorrow's "team briefing" as it is obviously in the interest of workers to ensure this is properly carried out.

Brief comment from Peter Hood OP's manager that he could see the benefits of the project in the attitudes of his subordinate managers, they had virtually all improved considerably.

Wednesday 1 August 1990

06.30 - 14.30 PEC Ray Workman
PED's Steve Butler, Ian Coles
TM Dave Sedge

Continuation of Report preparation.

But with frequent visits to all managers to continue productivity counselling, Traffic is still low but Ray is continuing to reduce PSM lanes and move staff on indirect work where possible. This is however at a premium and there is certainly a limit to how much can be done. Managers will complain that they have pre-listed overtime which they do not really require. It is evident that this must be change to make the shifts responsible for their own hours. Note During the Project I have been continually advised that pre-listing (of indoor work) would only be at the direct request of the Shift Manager but the PEC's all state they are being given pre-listed overtime which they do not require.

Considerable discussion at end of early shift on "Webbs Benching" of hours. Shift Managers appear to believe they can "Webbs Bench" all Job & Finish. I advised them that vide presentation, by Terry Hailey of Peterborough, this was expressly forbidden.

Manager expressed the view that "Job & Finish" was not their fault and therefore they should not be penalised on their personal performance.

Whilst I have sympathy with this view as long as they are being forced to accept unwanted pre-listed overtime, I could only stress that current instructions do not allow this to happen. I stressed again they must identify hours they wished to "Webbs Bench" prior to any period of Job & Finish".

Days traffic still very low.

To: Pat Hedges cc: Ron Lloyd
Andrew Taylor ✓

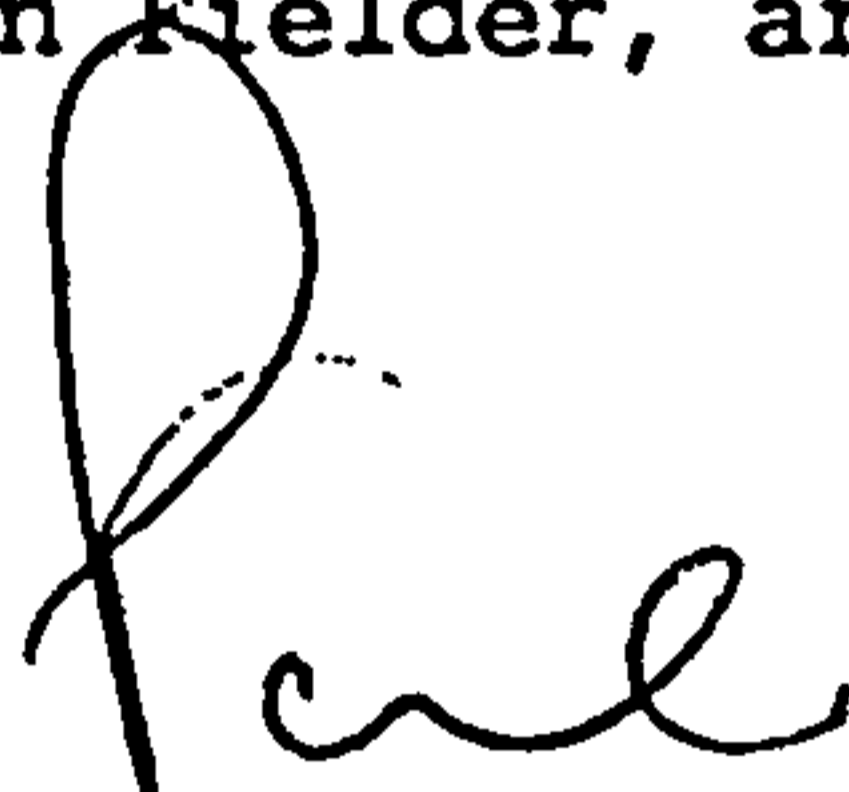
From: Paul Farrow Date: 20 September 1990

PERFORMANCE IMPROVEMENT TRAINING

Pat

1. We met this morning with Ron Lloyd and Andrew Taylor, along with Tony Carter of the Harry Mitchell College, to discuss the way ahead on the Performance Improvement Training course, following the pilot at Reading.
2. Quite apart from the other benefits pointed out in the report and by Andrew Taylor, I am very impressed at the substantial performance benefits that came through: I gave you a graph showing the much tighter alignment of staff to traffic which had been achieved after the Harry Mitchell people moved in. Your earlier feedback on the course had indicated a similarly optimistic view from your side of the house.
3. We were both anxious to extend the course to other suitable PCOs provided costs could be reduced. The stripped-down version we explored with Tony Carter had the following outline:-
 - week 1 - introduction and briefing, set up activity sampling;
 - week 2 - activity sampling undertaken by PCO managers (we will not go to the lengths of rated activity sampling as in the pilot);
 - week 3 - analyse activity sample and set objectives for the rest of the course:-
 - performance and unit cost objectives, set against the backdrop of achievable performance gains and likely traffic movements;
 - operational objectives (e.g. following up problems identified in the activity sample);
 - personal objectives for the managers on the course;
 - weeks 5-7 - on-the-job counselling for PCO managers.
 - up to two further weeks follow-up as necessary.
4. The above would apply to a group of 25 managers or so but would need to be varied according to the analysis undertaken in week 3. Weeks 1 and 2 would involve 2 Harry Mitchell tutors, the remaining weeks being done by just one. I am anxious that each individual course is undertaken on a project basis with clear objectives being set at the week 3 analysis stage and monitoring both during the subsequent duration of the course and after the Harry Mitchell people have left.

5. On the above basis, a course for a group of 25 PCO managers would take some 11 man weeks of HMC tutor time, at a cost of around £15K plus VAT. Given the very promising prospects of a good financial return, you were keen to support the course and could provide budgetary cover in this year and next: I guess the commitment is for around £60K in 90/91 and around £150K in 91/2: the exact figures will be clearer when Tony Carter sends in his proposals.
6. It will generally be necessary to run a PBIS refresher course (the 3 day Harry Mitchell course already developed) to precede the main course, and for Mick Flack's production control system to be in place before the HMC people move in. So that we can get going quickly, you are happy to pick up any NEBSS linkages after the performance improvement course had run its course, rather than try to integrate them at the same time.
7. We discussed various options of the PCOs where we might start first: Redhill is the favourite and subsequent discussions suggest Newcastle and Bristol.
8. Please let me know if I have got anything wrong: Tony Carter will send you his proposal and I would aim to start the ball rolling hopefully when the HMC tutors, Jim Neilson and John Fielder, are available in November.



P C FARROW

To: Paul Farrow

Copy. Len Clifford
Pat Hodges

From: Andrew Taylor

21 September 1990

READING PDC - PRODUCTIVITY IMPROVEMENT PROJECT

At the meeting with Tony Carter on 19 September you asked me to let you have my "anecdotal" view of the outcome of the project run by Harry Mitchell College. I hope the attached is what you are looking for, if not please let me know.

A handwritten signature in black ink, appearing to be the initials 'AT' followed by a stylized flourish.

ANDREW TAYLOR

PRODUCTIVITY IMPROVEMENT TRAINING PROJECT - 'PILOT'

READING PDC - 30 APRIL - 3 AUGUST 1990

1 The project formed part of a larger Management Development and Productivity Improvement Package trialled at Reading. The other parts involved:-

- a) all acting, first line and second line managers taking the NEBSS Introductory Certificate.
- b) the introduction of the Enhanced Production Control System.
- c) Self Organised learning, a method, developed by the Centre for the Study of Human Learning at Brunel University, for helping individuals and groups to establish their own learning needs and to accept responsibility for meeting them.

As far as possible the parts of the package were integrated and all those responsible for delivering the different parts highlighted the inter-relationships. In the light of this it is not possible to wholly attribute any benefits that have been gained to any one part.

2 I think a pre-requisite of undertaking a project like this is an acceptance that we have a responsibility to help our subordinates to develop and acquire the necessary job skills and that we should not dismiss them as incompetent if we have not done so. To be successful such projects require commitment and support from those responsible for the managerial unit.

3 Turning to the outcome of the project and in particular the benefits from the Productivity Improvement element, there is good statistical evidence that despite falling traffic levels as we entered the summer trough, the managers achieved a much better alignment of hours to traffic. In July and August P2 productivity in Reading was 18-19% higher than the year before. Other benefits were:

- a) Through undertaking their own activity sample of the office they identified and more readily accepted where productivity could be improved.
- b) They acquired the skill to carry out activity samples which they will be able to use in the future.
- c) They gained an increased understanding of PBIS and the scope for switching hours between direct and necessary indirect work as a way of reducing costs.
- d) They began to give greater thought to staffing and overtime scheduling decisions and to their likely impact on subsequent shifts.

e) A demand for greater delegation of authority: Shift Managers wanting the authority to decide the hours they require, rather than the 'book room' or the Operations Manager and PEsD demanding to be left to control their work area without direct interference from above.

f) An acceptance of e) particularly by Shift Managers, and the development by the PEs of a scheme to group themselves into shift teams so that better understanding and performance can be achieved.

g) Proposals, which have been adopted, from the PEs to change their duties to better align them to the work needs of the office.

4 Finally underlying all the above benefits is a definite increase in confidence and morale. The Managers have tried new approaches to problems and found they worked, have realised that they have got managerial skills and that they can successfully influence performance. Furthermore and, really for the first time in Reading, they feel that somebody has recognised their importance and has been prepared to invest in them.

ANDREW TAYLOR

21 September 1990

PRODUCTIVITY IMPROVEMENT COUNSELLING
READING PDC

WEEK ONE

3/4 OCTOBER 1990

3 OCTOBER 11.00 - 1600

Discussion with Andrew Taylor Re managerial duty changes, performances achieved and current Reading situation.

EARLY SHIFT TEAM

PEC

PEDS

TM

- Ray Workman
- John Steadman
- Mark Topping
- Peter Buckley

Current Reading situation very difficult due to a backlog of approx 60,000 parcels from Southampton on closure. Transport very much at a premium and therefore chute hall total snarled up. Many of loose load routes have had to mated then loose loaded when vehicles are available. Obviously this double handling does not help productivity, but at this stage is unavoidable. Good efforts made by PEC to motivate his PEDS and evidence of considerable efforts to resolve the situation. However until trailers are available immediately when required the situation will get worse.

Recirculation very high at over 3,000 on distribution phase as at 1400 obviously this also has the effect of slowing PSM rates, by removing tray from the system. PEC rightly closed down PSM's between 1340 - 1515 as chute hall was by this time virtually unworkable.

1600 - 1700 AND 2100 - 2300

LATE SHIFT TEAM

PEC
PEDS

TMS

- Dave Mathews
 - Ian Coles
 - Jim Wharton
 - Peter Lawrence
 - Dominic Kelly
 - Trevor Flight
 - George Cripps
-) Overtime duties

Situation on posted phase only slightly improved. considerable staff available including 6 agency staff and 5 postal offices from district office, together with virtually "open docket" for PDC staff. Still trailers are the problem and therefore double and triple handling very much the norm. Recirculation still growing.

PEC used two men solely to transfer part loads trailer to trailer (4 part trailers loaded into one, thereby freeing 3 trailers to be reloaded) whilst necessary in a crisis situation, it was 9 hours of unproductive time in PBIS terms, yet will in the long term reduce unproductive time of sorting to mates then re loading from the mates to loose loads.

4 October 0600 - 0800

NIGHT SHIFT TEAM

PEC	Alan Dart
PEDs	Jim Wharton
	Peter Lawrence
	Dominic Kelly

Posted phase was halted at approx 0115hrs with an estimated 14,000 outstanding parcels. Distribution phase reported by PEC to have gone better than previous nights having cleared about 3,000 more parcels, but trailers still a major problem re circulation causing considerable concern. Some 70 mates (approx 5,000 parcels) held in chute hall all are re circulated which have been already put through the system, and most double handled from chute to floor and then floor to mates.

Note 1 Observed worker on re circulation chute keeping it completely clear but working in a "mountain" of parcels on the floor around him. All of these will have to be double handled into mates before it can be re input into the system.

Note 2 Observed 3 workers in loose loading booms two emptying mates onto the boom and one stacking in trailers. Again unproductive double handling.

0800 - 1400

EARLY SHIFT

PEC	Ray Workman
PED	Ian Coles
	Peter Price
	John Steadman
	Peter Lovegrove (PEC covering PED duty)

Situation unchanged PEC intends to transfer 2/3 part loads trailer to trailer to clear trailers. Improvement in conditions in chute hall becoming noticeable but a considerable backlog in distribution traffic. On suggestion of PEC decision made by senior management to remain on distribution phase throughout 24hr period and divert posted. This is a very sound decision as really improvement cannot be made until double handling ceases.

Summary

Obviously, in the existing situation productivity improvement counselling has not been feasible during this two day period.

However I am firmly of the opinion that the time has been very usefully spent. Contact has been re-established with all PECs, with the majority of PEDs, with the local UCW and with a number of the longer serving shop floor staff. All have had the opportunity to point out how different the PCO is now. It has however, also been possible to push the line that when this crisis situation is solved productivity improvement must still be a prime consideration of all. Wherever possible, the point has been made to the managerial grades of the financial benefits of the work force of moving Reading into the 90+ BS performance, and that with the increased traffic, this is feasible and must be the aim of all.

This weeks performance figures clearly will not be a true reflection of the effort put into Reading by management and workers alike. Indeed, due to the high incidence of unmeasured and normally unnecessary double or triple handling of traffic, the final figure may well have to be subject to negotiation. Whatever course is taken the performance figure for this week should be excluded from any calculation of the success of Productivity Improvement Counselling at Reading.

Regardless of the success in performance terms of the Reading project, I am firmly of the belief that there has been a very considerable and very important change in the attitude and management skills of the shift and first line managers. When the project commenced in April 1990 many of the managers were lethargic in both thought and actions, believing nothing will ever change in the "Post Office" and that this project is just another scheme which will "fizzle out". Now there is in my view and in that expressed by Andrew Taylor that they are now much creative in their approach to problems and far more willing to take decisions and justify them.

To: Pat Hedges
Andrew Taylor

Copy: Ron Lloyd

From: Paul Farrow

Date: ~~16~~²⁴ January 1991

Subject: PRODUCTIVITY IMPROVEMENT TRAINING AT READING PDC: CONCLUSIONS

Paul Farrow

I said I would drop you a note about the conclusions we reached about the value of the Harry Mitchell course at Reading and the lessons to be learnt in future exercises.

The main course had been held between 30 April and 3 August. The response at that time had been encouraging: against a declining traffic profile, unit costs had been contained and your note of 21 September pointed to a number of other significant benefits.

However, the events surrounding the Southampton concentration appeared to have blown the project off course. Specifically:-

the concentration had been delayed into the pressure period, the consequent operational disruption had meant that absolute priority had been given to restoration of service rather than maximising the cost/saving potential at Reading;

"Black Book" values had become out of date and, with the operational disruption, the production control system had been suspended.

John Fielder's report had identified areas where the lessons learnt during the original course had proved to be valuable in terms of the ability of PDC Management to react to the operational disruptions. Nevertheless, some of the basic performance control measures had fallen by the wayside: John pointed to substantial over-staffing in the chute hall, a symptom of the amount of insurance taken out as a safeguard against further service failures. He had also identified reluctance on the part of your Operations Manager to undertake basic staff hour recording systems.

Against this it was necessary to recognise that, once the basic service reliability had been restored towards the end of the pressure period, Reading was operating at a performance approaching the 80BSI mark and handling over 700,000 items a week, some 15% above the performance of last year and achieving a capacity increase of 70%. The main prize, the network savings from the closure of Southampton PCO had effectively been achieved. While poor performance in the chute hall area had contributed to additional costs at Reading, this, by itself, had not inhibited the overall capacity of the unit.

In terms of getting the original performance improvement aims back on course:-

new "Black Book" values would shortly be issued;

the production control system will be updated accordingly;

you will ensure the application of the performance control system at all levels throughout the PCO;

you are confident that the target performance of 90BSI could now be reached by the end of March 1991 whilst maintaining quality standards.

Until a production control system has settled down again and we can assess the prospects of attaining the target performance, it is a bit premature to sign off the project. However, we discussed a number of very useful pointers to ensuring success in other applications and I attach a list of my first thoughts. Please come back to me if you disagree with anything above or have anything to add to the list.



Paul Farrow

PRODUCTIVITY IMPROVEMENT TRAINING

Guidelines for PDC Managers

1. The Productivity Improvement Training Course represents a substantial investment, both in terms of the expense of external training consultants and the time and effort of PDC Management. It needs to be treated as an investment project. It is structured so that, at the end of the first three weeks of involvement, specific project objectives can be set in three areas:-

performance improvement - to be quantified in BSI terms, along with other potential savings and timescales for realisation;

specific projects aimed at improving service and performance;

personnel development plans, aimed at identifying the development needs of individual PDC Managers.

2. At the three week review stage, in addition to quantified savings and their recovery timescale, the cost of the course will be quantified and the overall payback assessed.
3. In deciding whether to proceed, the achievability of savings needs to be coolly assessed. What are the blockages to achievement?

At the end of the course will all key management personnel operate the production control and associated systems effectively? If not, what development action is possible to remove blockages?

Will supporting systems - in particular PBIS values and Enhanced Production Controls - be up to date and maintained, including the effect of any operational changes?

Can clear personal objectives be set throughout the management structure to encompass the overall objective of the course?

Will projected traffic level sustain planned productivity improvement? What contingencies are available if the traffic falls?

4. If the course proceeds beyond the initial three week review period, the PDC Manager must accept accountability for ultimate delivery of financial targets, against cost of HMC staff.
6. During the formal course, HMC staff will need support from key PDC management personnel:-

supporting training;

reviewing progress of course against objectives and sounding alarms if progress is off course.

7. More important is sustaining impetus once HMC staff have left. To avoid the "flavour of the month" syndrome, what regular procedures will be initiated:-

to ensure control procedures are applied on a daily basis (PDC Manager to hold daily review sessions with key staff?);

sustaining key messages identified by HMC tutors and PDC Management during course;

continuous monitoring of achievement against course objectives?

THE SUPER SERIES

4 Covered in introductory NBSM/CMS (also available singly)
 proposed for inclusion in full NBSM/CMS of NBSM/CMS ditto
 covered in full NBSM/CMS
 All other modules available.

PRINCIPLES AND PRACTICE OF SUPERVISION

- 100 Needs and Rewards
- 101 Enriching Work
- 102 Workteams
- ✓ 103 Team Leading
- 104 Leading Change
- 105 Organisation Systems
- 106 Supervising in the System
- ✓ 107 Supervising with Authority
- ✓ 108 Solving Problems*
- ✓ 109 Taking Decisions
- 110 Delegation*

TECHNICAL ASPECTS OF SUPERVISION

- 200 Looking at Figures
- 202 Using Graphs
- ✓ 203 Method Study
- 204 Easy Statistics
- 205 Quality Control
- 206 Introduction to Information Technology*
- 207 Controlling Output
- 208 Value Analysis
- 209 Quality Circles
- 210 Computers
- 211 Stores Control
- ✓ 212 Managing Time
- 213 Descriptive Statistics
- 214 Efficiency in the Office*
- ✓ 215 Supervisors and Marketing

COMMUNICATION

- ✓ 300 Communicating
- 301 Speaking Skills
- 302 Writing Skills
- 303 Communication Systems
- 304 Orders and Instructions
- 305 Project Preparation
- 306 Interviewing*
- 307 Meetings*

ECONOMIC AND FINANCIAL ASPECTS

- 400 Accounting for Money
- ✓ 401 Control via Budgets
- ✓ 402 Cost Reduction
- 403 Wage Payment Systems
- 404 The National Economy
- 405 Cost Centres

INDUSTRIAL RELATIONS

- ✓ 500 Training Plans
- 501 Training Sessions
- 502 Discipline and the Law
- ✓ 504 Health and Safety
- 505 Industrial Relations in Action
- 506 Equality at Work
- 507 Hiring People
- ✓ 508 Supervising and the Law

*Additions to the original 42 Super Series Units.

SKILLS ARE TO BE COVERED ON WORKSHOPS AND DEMONSTRATED IF NECESSARY BY SHORT MODULES
 PRESENTATION SKILLS
 RESPONSIBILITY
 COMMUNICATION
 PROBLEM SOLVING
 DECISION MAKING

Unit objectives

Intro

Supervisors are by definition leaders and decision makers. The quality of your decisions as a supervisor is probably the most significant factor in determining your success and that of your team.

It's all too easy to make rash and thoughtless decisions, but less easy to live with the consequences. In this unit we will concentrate, therefore, on developing a strategy for thoughtful, well-informed decisions.

Before you start work on this unit, listen carefully to Side one of the audio cassette which sets the scene for your examination of *Taking Decisions*.

In this unit we will:

- discuss how decisions are made;
- develop a systematic step-by-step process for making decisions;
- describe ways in which problems and desired outcomes can be defined;
- consider how well-informed decision makers can make the best choice between options;
- look at the implementation of decisions.

Objectives

When you have worked through this unit you will be *better able to*:

- take a systematic, thoughtful approach to making decisions;
- understand how good and bad decisions are made;
- choose between options by careful analysis of their possible consequences;
- implement your decisions and learn from your mistakes.

Unit objectives

Intro

Supervisors at work have responsibilities for health and safety:

- as individual employees, in taking steps to ensure the safety of themselves and others;
- as representatives of management, in implementing the employer's policies and procedures; and
- as team leaders, in helping to ensure that their members take a positive attitude towards health and safety.

In this unit, we will examine a number of aspects of health and safety, particularly from the supervisor's viewpoint.

Before you start work on this unit, listen carefully to Side one of the audio cassette, which sets the scene for your examination of *Health and Safety*.

In this unit we will:

- consider the importance and the impact of health and safety issues on the working environment;
- look at the responsibilities and duties of people in making and maintaining safe and healthy places of work;
- examine the law related to health and safety;
- investigate the role of the supervisor.

Objectives

When you have worked through this unit you will be *better able to*:

- recognize the impact of health problems and accidents on working life, and the importance of taking steps to minimize them;
- explain your duties and responsibilities, and those of your team members, in health and safety matters;
- identify the most important legislation related to health and safety and explain the duties imposed by the law on everyone at work;
- play an active part in helping the people in your workplace to remain safe and healthy.

Unit objectives

Intro

This unit is concerned with how you, as a supervisor, can develop the authority you have, and use it effectively.

Before you start work on this unit, listen carefully to Side one of the accompanying audio cassette which sets the scene for your examination of *Supervising with Authority*.

In this unit we will:

- explain the relationship between authority, power and responsibility;
- discuss the various kinds of authority in the workplace, and how each is derived;
- describe how the authority of the team leader can be reinforced through the techniques of sound leadership;
- set out some guidelines on the application of authority to achieve and implement effective decisions.

Unit objectives

When you have worked through this unit you will be *better able to*:

- explain what authority is, and how it relates to power and responsibility within a work organization;
- identify how authority is established and used in your workplace;
- distinguish between different kinds of authority;
- use your authority effectively to the benefit of the team and the organization.

Unit objectives

Intro

Team leaders are special people. They have the key task of making things happen – of implementing the plans of higher management by organizing and motivating the teams they represent.

What we will try to do in this unit is to examine ways in which you, as a team leader, can improve your leadership skills and techniques, and so become more effective.

Before you start work on this unit, listen carefully to Side one of the accompanying audio cassette which sets the scene for your examination of *Team Leading*.

In this unit we will:

- look at the role of the team leader in the organization;
- examine and analyse the management aspects of team leading;
- identify the qualities and attributes of a good leader;
- discuss the formation and development of a team.

Objectives

When you have worked through this unit you will be *better able to*:

- identify your role in the organization and your relationship with others;
- recognize and develop the management skills you need to lead a team;
- assess your own leadership qualities and potential;
- lead your team effectively.

UNIT OBJECTIVES

As supervisor, you have responsibilities, some to do with your own behaviour, and others to do with the behaviour of your workteam.

The purpose of this unit is to look at your responsibility for training at the work place. We consider the importance of training in that it affects quality, output and safety as well as other features of work.

The unit covers some common problems we all face at work and shows how a planned approach can be used to help you meet your responsibilities.

IN THIS UNIT WE WILL:

- Develop a planned structure for training;
- emphasise the practical approach in identifying training needs and in preparing suitable plans to meet these needs;
- help you to be an effective trainer — whether the training task is small or large;
- consider the contribution that the training you do makes to the efficiency of the organisation as a whole.

Before you continue through the unit, you should now listen to Side 1 of the audio tape that accompanies the unit. You will find it useful if you refer to the unit objectives shown below whilst you listen to the tape. You may wish to make the objectives clearer to yourself by making a note or two on the page as you listen.

OBJECTIVES

When you have worked through this unit you will be **BETTER ABLE** to:

- Understand the contribution that training can make to your workteam and their output;
- describe the **FOUR** stages of a planned approach to training;
- write clear and measurable training objectives;
- choose suitable methods to train your workteam.

You are largely responsible for the behaviour and productivity of your workteam. So whatever your job involves, you will achieve results through communicating.

This unit shows that this seemingly simple activity which we undertake every day deserves our attention as much as any other aspect of supervision. Good communication means being effective at translating ideas into a message which can be understood correctly by another person and then acted upon. It also means being an attentive listener so that you can interpret other people's messages accurately.

In this unit we will:

- work out why communication is so important;
- think about what is involved in the communication process;
- look at how to plan communications;
- examine the actual skills involved in communicating effectively in speech and writing, in the way we behave and in listening.

Before you start work on this unit, listen carefully to Side one of the audio cassette, which sets the scene for your examination of communicating.

Objectives

When you have worked through this unit you will be *better able to*:

- identify the benefits to you of being a good communicator;
- design your communication to achieve the results you want;
- communicate more effectively in speech, writing and behaviour;
- listen effectively.

Andrew
Please find below

to the Reading project - can you please confirm that I have quoted accurately the 'outcome' please? Thanks Martin.

BRIEF HISTORY:

The Post Office became a state corporation - or nationalised industry - in 1969, after 200 years as a Government Department. In 1981 British Telecom left to become a business in its own right, and four years later Girobank became a limited company within the Corporation. In 1986 the remainder of the Post Office restructured into three product based Businesses - Letters, Parcels and Counters - supported by Corporate and central service departments.

Royal Mail Parcelforce was launched on 27 February 1990. The Parcelforce mission statement for the new business declared:-

'Through successful partnership Parcelforce is our customers' first choice for worldwide distribution.

Making the connection between our customers and theirs work every time, all of us are committed to the success of Parcelforce as a quality company.'

This would be achieved by:-

Getting it right first time, every time. By working in partnership with our colleagues as well as our customers. By looking as efficient as we are. By dealing with everyone as a customer, different departments, different locations, serving those who depend on us inside our business as well as those outside.

Clearly, from the history of the business, it would be a major task to move the established workforce towards the approach to working reflected in the mission statement. This was part of the challenge to be addressed in the project described.

OUTLINE OF PARCELFORCE SERVICES:

The Parcelforce product range offers the customer parcel collection and delivery services to meet their needs in terms of speed of transit and cost. The range extends from 'same day' delivery for datapost contract customers, through a range of timed delivery services to the economical standard service which has a three day cycle.

THE CHALLENGE FOR PARCELFORCE:

The distribution industry is highly competitive. Effective performance and responsiveness to change is vital to survival. This entry demonstrates how well structured training can contribute to improved job performance and how appropriate evaluation can indicate what is needed for future success.

IDENTIFYING THE NEED:

The new business identity, launched in February 1990, called for more than an improvement in performance, it called for what amounted to a cultural change. To meet the challenge of a competitive market and to deliver the requirements of a 'quality' organisation called for major change in the approach being adopted at the major parcel sorting and distribution centres. The Reading distribution centre, the subject of this submission, was no exception.

Further, the business needed to rationalise the number of major 'hubs' in the system. The Southampton parcel distribution centre would need to close and the Reading distribution centre would need to deal with the additional parcel traffic which would result from the closure. The product of these two organisational developments was a need for improved performance in a range of areas, from the workforce at Reading.

PLANNING THE TRAINING:

The Reading distribution centre manager recognised the size of the challenge facing him and his workforce. Parcel traffic would increase by 75%, a new range of destinations would need to be catered for. There would be an opportunity to improve performance following the increased parcel flow, but this should not be at the expense of the service quality standards required to match customer expectations.

The manager called in the training department and a plan was developed jointly to meet his needs.

OPTIONS CONSIDERED:

It was decided that to deliver the major change in performance which was required for a successful transfer of the Southampton work to Reading an integrated programme of management/staff development would be needed.

A productivity raising scheme alone would not be sufficient. It would be necessary to prepare the management team with a range of skills and the confidence to address future change with an understanding of how best to find solutions to the problems change would bring.

THE PLAN:

The focus of the training programme would be on the first and second line managers in the Reading office. They would all be involved. They would all undertake a three month supported distance learning programme leading to the National Examination Board for Supervisory Management, (NEBSM), Introductory Certificate.

During the three months NEBSM study they would also be trained in the fundamentals of productivity measurement and coached, at work, to encourage them to put their learning into practice.

Both during and after the NEBSM study, to help the group to gain an understanding of their individual learning processes and to encourage them to apply the processes in new situations, they would receive individual tuition and coaching in the concepts and practice of self organised learning(SOL). The objective of this element of the programme was increased individual confidence and competence to deal effectively with future change, through the application of processes which they have learned to be effective for them.

SHORT TERM/LONG TERM OUTCOMES:

The extensive nature of the development programme dictated that the benefits would take time to become evident. The organisational change dictated that long term performance improvement be achieved.

METHODS OF EVALUATION:

Where possible the measures would be objective. Some of the measures would be provided from existing weekly/monthly monitors of business performance. These would provide an objective measure of productivity, quality of service, overtime hours granted to deal with pressure of work, and the unit cost of moving parcels through the Reading office.

In addition to these measures, repertory grid analysis would be used to gauge the development of individual insights into teamwork and leadership.

A photographic record was made of the physical appearance of the centre.

At regular intervals and following all the workshop days delegate views were sought and considered, to provide a measure of their 'customer' satisfaction.

WHO AND WHAT DID THE TRAINING PROGRAMME INVOLVE:

The full group of first and second line managers were included in the training. The four days of workshops which supported the distance learning management development material were completed on a rolling programme, to ensure that there was no disruption to the work of the distribution centre.

The standards set by NEBSM, the accrediting body for the introductory certification, did not match the higher standard demanded by Parcelforce. By working closely with Thames Valley College a higher standard was set for the work related assignments than would normally be expected.

The workshops included special attention to the development of teamworking and team leadership skills. The objective was to introduce to the office a common language for debriefing teamworking difficulties. The award winning generic training material contained in the interactive video 'Effective Teamwork' was employed to promote the desired learning.

The interactive video had been developed during 1989/90 by a team which included a subject matter expert from Parcelforce, for use on just such a project.

The effectiveness of the training was established in two ways. The package has its own test of understanding, which everyone had to pass. Also, at regular intervals before, after and twice since the training the delegates have completed repertory grids. The grids were developed to measure change in the perceptions of the individual delegates over the period.

The grids confirmed that the delegates were moving closer to the teamworking perceptions desired by Parcelforce. However, the grids also revealed that they were having difficulty with an appropriate construction for effective team leadership. This information, coupled with progress reports on the productivity raising element of the training programme, confirmed that special action would be needed to overcome the difficulty the evaluation had objectively revealed.

The productivity training and associated counselling also confirmed that further help would be needed to achieve the desired improved level of productivity performance. The opportunities associated with the increased parcel traffic levels which would result from the Southampton closure would need to be maximised, the evaluation of this part of the programme called for an extension to the training and counselling to achieve the required performance improvement.

THE BENEFITS TO PARCELFORCE:

The Reading project started in April of 1990. It was originally scheduled to be completed within three to four months. The detailed evaluation of the programme revealed that further work would be needed to achieve the desired outcomes.

Despite the fact that the project continues with an extended range of outcomes it is possible to measure the progress made to date.

1. All the delegates completed their NEBSM programmes at the higher standards set by Parcelforce and Thames Valley College. Many of them volunteered to continue their studies to attain full certification and they are currently engaged in a supported distance learning programme to that end.

The centre manager has identified a 10% -15% managerial performance improvement in the annual appraisal round. He was especially happy with the group decision to form into teams to manage the centre more effectively and their commitment to making a success of the changes.

2. The Reading centre now handles 75% more parcel traffic than it did within the same premises twelve months ago.

3. The BSI measure of the performance of the centre shows a ten point improvement over the twelve month period since the start of the project. The performance has moved from the low 70's to the low 80's, a 14% improvement, with signs of further improvement within reach.

4. The unit cost of moving a parcel through the Reading centre has reduced over the twelve month by 33%. With a 10% reduction in the percentage of pressure overtime hours included in the calculation.

5. The process of SOL continues to be a valuable tool for encouraging communication within the management team.

The improved performance statistics speak for themselves. The range of outcomes that were planned and delivered make this a very special training exercise. The detailed evaluation of progress towards the desired outcomes enabled adjustments to be made where a need was identified. Of particular significance was the identification of action needed in relation to leadership at the centre. Early voluntary retirement provided the appropriate solution where an experienced manager found the cultural changes difficult to accommodate.

THE READING PROJECT AND PARCELFORCE FUTURE PLANS:

The Reading project has confirmed the valuable contribution that a well planned training programme can make to improvements in job performance. The cultural changes required by Parcelforce for success in a competitive market are needed throughout the country. The project at Reading can be largely duplicated in other parts of the country, with appropriate adjustments to cater for local needs.

Since the start of the Reading project, Parcelforce has made the achievement of the NEBSM introductory certificate a mandatory requirement for all newly promoted managers, prior to their confirmation in post.

Certification of competence is not limited to the first and second line operational managers. Special City & Guilds schemes have been designed for the major groups of basic grade workers in Parcelforce. The NCVQ guidelines have been followed in the design of the schemes. All new appointees must prove their competence on their scheme before they can be confirmed in post. Established staff are also encouraged to seek certification through the schemes.

Managers who work in administrative environments are encouraged to complete the Certificate in Management Studies (CMS) programme. For newly appointed people the introductory CMS certificate is a mandatory requirement prior to confirmation in post.

Higher managers are encouraged to undertake the Diploma In Management Studies special introductory certificate scheme. There are also limited opportunities to pursue a Masters in Business Administration if this is appropriate. Experienced managers will soon have the opportunity to demonstrate their continued competence through the Accreditation of Prior Learning (APL) process. 'Crediting Competence' will have an increasing part to play in the repertoire of performance improvement strategies employed by Parcelforce.

SUMMARY:

The Reading project has demonstrated that an integrated programme can achieve a range of performance enhancements. The detailed evaluation has confirmed that the investment in training has been cost effective and has contributed to the improved future profitability of Parcelforce in a fiercely competitive environment.

SELF ORGANISED LEARNING. - PROGRAMME

FRIDAY 27 APRIL.

10.30AM PETER HOOD - OPERATIONS MANAGER (PER)
 JOHN FIELDER - HARRY MITCHELL COLLEGE
 MARTIN LEWIS. - RMP HQ

1430 ALAN DART. - ASST. OPS. MANAGER (PEC)

1800

WEDNESDAY 2 MAY.

10.00AM ANDREW TAYLOR - PCO MANAGER
 MARTIN LEWIS - RMP HQ

Ops / Transport
 PBZS / Prod Control
 Performance Review
 TQM.

1400 PETER DAVIES - TRANSPORT MANAGER (PER)

1800 BARRY UNDERWOOD - THAMES VALLEY COLLEGE
 JAN CHAPPEL - - -

FRIDAY 4 MAY

1000 PETE LOVEGROVE - TRAINING MANAGER (PEC)

1400 NIGEL HODGSON - ENGINEERING MANAGER (EER)

1800 DAVE MATTHEWS - ASST. OPS MANAGER (PEC).

NOT YET PROGRAMMED - JIM NIELSON - HARRY MITCHELL COLLEGE
 RAY WORKMAN - ASST OPS MGR
 (PEC)

To: Peter Davies
 Peter Hood
 Nigel Hodgson
 Alan Dart
 Dave Mathews
 Ray Workman
 Gordon Swanborough
 Peter Lovegrove
 Dave James

Copy: Sheila Harri-Augstein
 Martin Lewis
 John Fielder
 Jim Neilson ✓

25 May 1990

From: Andrew Taylor

SELF ORGANISED LEARNING

In discussion with Sheila, I have agreed a programme of dates when CSHL will be at the Distribution Centre for individual and/or group SOL activities. As some of you may know Laurie and Sheila are going to Australia for July and August. This does not, however, mean we shall be "abandoned" for that period because we shall be receiving support from one of their associates, Ian Webb, who will probably be joined by a further associate later. I have set out the dates below, and I have also indicated whether specific people are required to attend. On those occasions categorised as "General", the CSHL representative(s) will be seeking to hold Learning Conversations of 30 minutes to an hour with any of us who are available unless as things develop more specific arrangements are made. It may also be that as things develop PEDs and Traffic Managers will become involved. The "All Day" sessions will generally begin at about 10.00 am.

<u>Date</u>	<u>Time</u>	<u>CSHL Rep(s)</u>	<u>Those to Attend</u>
30 May	All day	Ian	Individual sessions with Peter Davies, Nigel Hodgson, Gordon Swanborough
6 June	All day	Laurie & Sheila	Individual sessions with Andrew Taylor and Peter Hood
13 June	1400	Laurie, Sheila & Ian	Performance Measurement follow-up meeting - if possible all to attend E
15 June	1400	Laurie, Sheila & Norman	Meeting on staff appraisal - if possible all to attend E.
18 June	All day	Ian	General
29 June	All day	Laurie, Sheila & Ian	Peter Davies & Peter Hood
4 July	All day	Ian	General to include some involvement with NEBSS Workshops
12 July	All day	Ian	General

continued/.....

<u>Date</u>	<u>Time</u>	<u>CSHL Rep(s)</u>	<u>Those to Attend</u>
20 July	All day	Ian	General
1 August	All day	Ian	General to include some involvement with NEBSS Workshop
10 August	All day	Ian	General
17 August	All day	Ian	General
24 August	All day	Ian	General
10 Sept.	All day	Laurie, Sheila & Ian	Andrew Taylor - am. Pm - meeting for all to attend to review overall progress of project

Please make a note of these dates or keep this paper handy. I hope that all of you who have had contact with Laurie and Sheila will agree that they are providing us with a wonderful opportunity for personal and team development and that to waste this by not taking every chance to be involved would be wrong; please make yourselves available to the greatest extent possible.



ANDREW TAYLOR

To: Peter Davies
 Peter Hood
 Nigel Hodgson
 Alan Dart
 Dave Matthews
 Ray Workman
 Gordon Swanborough
 Peter Lovegrove
 Dave James

Copy: Sheila Harri-Angstein
 Martin Lewis
 John Fielder
 Jim Neilson

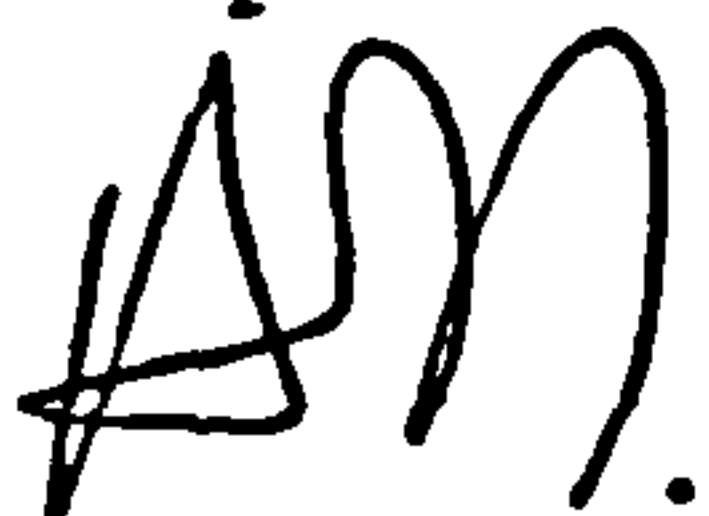
20 June 1990

From: Andrew Taylor

SELF ORGANISED LEARNING

As those of you who were at the meeting on Friday 15 June will know, Norman Chell has now joined the CSHL team who will be supporting the introduction of SOL in Reading. This means the list of dates in my minute of 25 May has been revised and now reads as follows:

<u>Date</u>	<u>Time</u>	<u>CSHL Rep(s)</u>	<u>Those to Attend</u>
29 June	All day	Laurie & Sheila Ian	Peter Davies & Peter Hood Dave James - AM
4 July	All day	Ian & Norman	General to include some involvement with NEBSS
11 July	All day	Norman	General
12 July	All day	Ian	General
20 July	All day	Ian	General
25 July	All day	Norman	General
1 August	All day	Ian & Norman	General to include some involvement with NEBSS Workshops
10 August	All day	Ian	General
15 August	All day	Norman	General
17 August	All day	Ian	General
24 August	All day	Ian	General
29 August	All day	Norman	General
10 Sept.	All day	Laurie, Sheila and Ian	AM - Andrew Taylor PM - meeting for all to attend to review overall progress of project.
12 Sept.	All day	Norman	General



ANDREW TAYLOR

to: Peter Hood
Peter Davies
Alan Dart
Dave Matthews
Peter Lovegrove
Gordon Swanborough

cc: Jim Nielsen
Laurie Thomas
Martin Lewis
Nigel Hodgson

From: Andrew Taylor

10th May 1990

SELF ORGANISED LEARNING -

In my conversations with Laurie Thomas and Sheila Harri-Augstem, I have identified the area of performance measurement as one in which we probably do not all share a common team view.

However, if we are to measure any improvements that result from all the activity on which we have now embarked, this is clearly a very important area.

In the light of this I have set up a meeting for 2.00pm for about two hours on Wednesday 16 May in Conference Room B for us all to consider this issue with the assistance of Laurie and/or Sheila. With the exception of Ray who is on nights and whilst welcome to attend may not feel able to do so, I would expect all of you to be present.



ANDREW TAYLOR
Parcels Manager

Peter Davies - 3 hour Interview.

Arrived at 10.00 a.m. and saw Peter Davies P.E.A. Transport Manager who agreed to be interviewed by me today.

Peter drew out an Organisation Chart for my subsequent visits and I gave him all my visit dates.

Peter has 5 Traffic Managers, all of whom are studying for the NEBSS course:-

- T. Flight
- M. Topping
- P. Buckler
- G. Cropps

I will be seeing them during my coming visits.

I asked Peter how he assesses his effectiveness on the job:-

- a) Intuitively.
- b) Explicitly.

Peter said that there is a simple measure of his Department's effectiveness:-

Have we delivered or collected all P.O. requirements. If the answer is yes we have succeeded, if no then there are problems.

I further commented that I could understand this measure, however, if for any reason business was stuck & he had met this criteria, this would show a level of effectiveness, but if business had never been running and still they met this criteria then the level of skills ^{required} to do so would be of a different order. This opened up our discussion

Pete then went on to say that there were a number of measures of performance to be looked at:-

Workshop - Time Targets for Servicing and Breakdown tasks

↓
I asked whether quality came into this & he said yes there was a correlation between breakdowns and quality of servicing and since being in post (2 years) he has brought breakdowns down to 1-3 a month as opposed to 10-15. This has been achieved by his foremen (P.E.D.'s) working with the mechanics to improve quality.

The Foreman also carries out a quality control check on a random sample of vehicles.

Pete also said that he has developed a 'sixth sense' regarding knowing when something is wrong with a vehicle and invariably he is right. We discussed unconscious models as well as the parapsychology. With unconscious models we said that when looking at a lorry he may sense it has a broken spring and on checking would find it has. With deep probing he said that this could be something to do with the state of the underside - if it looked untouched he thinks this may make him suspicious if it looks as if it has been worked on he would not be suspicious.

Peter said that he would not consciously go around the yard checking the underside of vehicles, it would be almost involuntary. Still our conversation did prompt him to re-examine what is happening when he takes this action and we may be in the process of recovering a robotic unconscious model.

Good housekeeping, Peter is convinced that a 'dirty' workshop leads to sloppy practices so he has regular clean-up times regardless of the work program. He organizes this & he will pick up debris himself in order that staff know he has seen the state of the workshop. Peter is convinced of good housekeeping influencing work standards but has not carried out an experiment to prove his theory.

Peter also receives figures on how time has been spent by his workshop staff -
Hours unaccounted for and hours on 'nut and bolt' work. Nut & bolt' work is essentially what they are paid to do, WE NEED TO QUANTIFY WHAT HIS ASPIRATIONS ARE FOR 'NUT & BOLT' HOUR.

Critical Peter receives feedback on accuracy of paperwork completed by his staff. His operation was initially poor and when compared with the other offices around the country it was in the worst quarter (~~lower~~ Upper Quartile). Now at 5 1/2% his operation is second from top. This has been achieved by discussing the errors and having meetings on how to overcome them.

Peter has his activities audited by Head Quarters of the Post Office. This is a big Audit and checks out his Department (particularly him) in numerous areas in the following categories: -

1) Workshop activities.

2) Fleet utilisation i.e. - Admin., Tachographs
'O' licences
Setting fleet criteria.

The result is a bound manual of the findings, and Peter could lose his job if he makes certain mistakes or even gets to Jail for others.

Peter is also appraised by Andrew - although he uses the technique of getting others to see how they can improve & occasionally, where shifts make it necessary, telling them he does not like the self analysis part of the P.O.'s Appraisal system - he would prefer a 'shining light' to tell him - his reason for this is the 'wood for the trees' syndrome. We then went on to discuss on-going & developmental objectives, with the possibility of frequent meetings during the year with Andrew to discuss progress with 'learning Interviews'. Peter is not doing the NEBSS Course but his 4 PEW's are.

I asked Peter what he is currently doing to improve performance and he said that he has

arranged visits to Workshops for his Staff
1. Windsor Workshop (in a terrible state) & Reading
Workshop (in a tip top state) this has had a
measurable effect on the thickness of the work areas.

I asked Peter how he intuitively ~~knows~~
knows how things are going. He said
that (apart from the state of the tools),
it depends on the way people go about their
work. "You cannot define what to look
for because people are all different, but behaviour
that is out of the ordinary alerts me either to
take action (talk to the person) or feel that
things are going well. The things I look for
can be broadly classified as:-

Body Posture - Stooped - upright etc and
compared with their normal posture.

Facial expressions
Tone of voice
Physical Actions.

The Next meeting should involve getting
down to specific measures Peter is looking
at to improve performance.

I will work with his PED'S on the NEBSS
programme.

To: Peter Hood
Nigel Hodgson

From: Andrew Taylor

10 August 1990

SOL: - CONTROL ROOM

Further to our conversation about whether or not Control Room PEsd should override the computer, the same topic came up today in a chat I had with Ian Webb. Apparently in a learning conversation with Dominic Kelly they had discussed this and Dominic undertook to give further thought to how he did the Control PED job. I have suggested to Ian that when he is next here on Friday 17 August we try to set up a small meeting between some PEsd who do Control and the Engineers (Nigel and Dave Barlow perhaps) to see if agreement cannot be reached on what is the requirement for controlling the flow of parcels and how best this can be met - manual or computer. Luch time or early afternoon seems appropriate.

Can I leave you to try to set up such a meeting?



ANDREW TAYLOR

To: Peter Davies
Peter Hood
Nigel Hodgson
Alan Dart
Dave Matthews
Ray Workman
Peter Lovegrove

cc: DM
DPIRM

28 September 1990

SELF ORGANISED LEARNING - THE WAY FORWARD

I think the time spent with us by our friends from Brunel University left a definite and positive effect and the belief that Self Organised Learning could be of great benefit. But now that Laurie, Sheila, Ian and Norman have moved on, how do we build on what they left behind and make SOL an integral part of how we manage Reading PDC? I think I can see a way forward which will require a lot of commitment and hard work from all of us. Read what I have got to say and then make up your own mind whether you support my approach or not.

What I have in mind is based on what I believe has already been produced by SOL. I think we have agreed that:

- appraisal, or feedback for learning as Brunel would call it, is essential to improving performance.
- annual appraisal is totally inadequate and that it should be a more regular ongoing feature.
- performance needs to be measured if it is to be appraised or used as feedback for learning.
- appraisal needs to be consistent which points to the same people being involved and has lead to the creation of shift teams very much at your suggestion.
- managers need to be given the freedom to manage their work area with the appropriate delegated authority, monitoring the use of which becomes part of the performance measurement and feedback for learning.
- The Production Control System is one, very important, means of measuring performance which can be used for feedback for learning.

With the creation of the Shift Teams on the introduction of the new manager's duties on 1 October, all of us are members of teams and, except Pete Lovegrove, team leaders.

continued/.....

For the record the teams are:-

TEAM LEADER:	<u>Andrew Taylor</u>	<u>Peter Davies</u>	<u>Peter Hood</u>	<u>Nigel Hodgson</u>
	Peter Davies	Dennis McGuinness	Alan Dart	Dave Barlow
	Peter Hood	George Cripps	Dave Matthews	the Engineers
	Nigel Hodgson	Trevor Flight	Ray Workman	
	Pete Lovegrove	Peter Buckler	Dave James	
TEAM LEADER:	<u>Alan Dart</u>	<u>Dave Matthews</u>	<u>Ray Workman</u>	
	John Steadman	Jim Wharton	Peter Price	
	Ian Coles	Martin Topping	Bob Broom	
	AN Other	Dominic Kelly	AN Other	

Outside these teams, at present, are the two reserve PED duties and the Acting List, and I know some of you advocate linking these to specific shift teams, an idea which I certainly support in principle. If each Team Leader accepts responsibility for helping his team, as a group and as individuals, to learn and develop, we should all become SOL coaches. Carrying out this responsibility will need to be structured with regular group and individual learning conversations and with documented learning contracts. There will also be scope for learning across teams such as that involving PED and Engineers on improving the operation of Control. I can think of other topics which would benefit from the latter approach, e.g. office cleanliness and tidiness.

As well as accepting responsibility for coaching our teams we have to be prepared to create the opportunities for individuals and groups to learn and develop their ideas for improving performance. This will need us to avoid finding reasons why things cannot be done, we must seek ways of ensuring that they can.

In summary, I want to establish a structure, mainly based on the teams, of regular group and individual sessions which lead to development, progress and improved performance. Are you with me and can we do it?



ANDREW TAYLOR

Mrs Pat Hedges
 Personnel & Industrial Relations Department
 Royal Mail Parcel Force Headquarters
 Solaris Court
 Davy Avenue
 Knowle Hill
 MILTON KEYNES MK5 8PP

8 November 1990

Dear Pat,

Following upon our recent interesting discussions concerning the synergistic role of S-O-L within your Parcel Force 'competence development' programme, we have now formulated a draft proposal. This builds on our six months S-O-L activities at Winnersh and on the feedback offered by Andrew Taylor and his team, as well as by yourself. We have borne in mind the following four agreed needs:-

1. S-O-L skills input for the seven recently formed 'dedicated' management teams at Winnersh.
2. Integrating a Learning Conversation approach:-
 - a) As part of the action-orientated NEBS Assignments - simplified within the format of the Personal Learning Contract or commitment (PLC).
 - b) as part of the Harry Mitchell College Work Study based 'counselling' sessions, concentrating on the Process-Support-and-Referent Dialogues for reflection and review of performance.
3. Inviting users (individuals and teams) to approach the Post Office OPPS simulator (recently installed at Winnersh) as a resource for enhancing their learning skills, hence becoming more adaptive and innovative on-the-job.
4. An ongoing series of S-O-L meetings involving senior managers i.e. Parcels Managers focusing on learning to manage change in their offices, thus creating a more dynamic and productive work environment.

We recognise that the time schedule for these four interlinked CSMIL initiatives would need to be synchronised with the rest of your 'Training Package' and must also take into account the organisational changes currently taking place at Parcel Force. However, we need to arrive at a mutually convenient S-O-L action plan which would enable us to commit staff including ourselves to the project early next year.

We look forward to receive your reaction to this draft proposal as soon as possible, so that we can then refine it into an appropriate form for your contracts department.

My best wishes,

Yours sincerely

Sheila Harri-Augstein

Proposal for a CSHL-PARCEL FORCE Self-Organised Learning
Programme for Promoting Managerial Effectiveness
'on-the-Job'

Individuals, teams on office and an organisation as a whole need to become more skillful at managing change. To achieve this, they need to acquire a healthy balance between competency in the 'here and now' performance of specific tasks and the strategic development of skills involving thinking skills, decision-making and planning, leading to innovative action and quality-in-job performance.

The proposed S-O-L programme integrates four initiatives within a systematic series of Learning Conversations designed to enhance effectiveness on-the-job, at various levels of management responsibilities.

Proposal 1.

Further Development of Self-Organised-Learning Skills
for the Management Teams at Winnersh

It is proposed to launch a series of 1-day S-O-L inputs, involving 'Learning Practitioner' skills for the Team Leaders. These will focus on two related office needs as identified by the Parcels Manager, Andrew Taylor.

- a) To develop a greater awareness of the role of performance measure on-the-job (quantitative and qualitative), and of how these can be best used to improve productivity and quality of service.
- b) To implement an office-based "Feedback-for-Learning" system for enabling individual development on-the-job, linked with the annual PARCEL FORCE Staff Appraisal Scheme.

The implementation of a will depend on 5 separate days learning such specific skills as:-

- I) The Personal Learning Interviews (PLI) and the Personal Learning Task Analysis (PLTA).
- II) Personal Learning Contracts (PLC) on-the-job.
- III) Understanding the Job of Managing Individuals and Teams using the CSHL FOCUSED Repertory Grid.
- IV) Charting a Task in Action - The Flow Process Chart.
- V) Conducting Team based Learning Conversations using the Purpose-Strategy-Outcome-Review (PSOR) approach.

With 5 separate 1-day 'Follow-ups' reviewing how these newly acquired skills are being applied in practice.

NOTE CSHL are prepared to issue certificates of competence for those who successfully apply skills I-V.

COST

<u>10 DAYS</u> involving <u>TWO</u> CSHL tutors at a minimum 'Course' charge of £500 per day per tutor.	£10,000
<u>3 PREPARATION DAYS</u> and Materials This includes secretarial costs and travel	£ 2,000
TOTAL COSTS	£12,000

The implementation of b depends on 10 separate days involving:-

- i) The elicitation of office-based criteria of performance and related skills.
- ii) The production of office-based Feedback-for-Learning Forms for completion by the Team Leaders at regular intervals to be agreed with the Parcels Manager.
- iii) Computer Analysis of the results in a form which can be used for systematic feedback of performance.
- iv) Co-ordination of individual feedback with a Personal Learning Contract-based self-development programme on-the-job.
- v) Installation of S-O-L spread sheets for systematically recording progress.

NOTE Successful implementation will depend on one manager electing to take responsibility for overseeing this package.

COST

<u>10 DAYS</u> involving <u>TWO</u> CSHL staff at a minimum 'course' charge of £500 per day per tutor.	£10,000
Computing costs	£ 5,000
TOTAL COSTS	£15,000

NOTE-OPTIONAL

Should Winnersh decide to continue with this S-O-L Initiative, CSHL are prepared to install the IBM compatible software package at the Winnersh Office and to agree a License the use of this Feedback-for-Learning Computer Package at this office for a stipulated period or in perpetuity. This would involve an additional licensing charge to be agreed.

Proposal 2.

Integration of the Learning Conversation Approach with NEBS
and The Harry Mitchell College Productivity
Improvement Training

a) NEBS Assignments

The NEBS assignments are designed to be action orientated, but there is no guarantee that these are pursued by action through experience, nor is there any record of the processes involved. The CSHL S-O-L based Personal Learning Contract (PLC) procedures provide a means whereby participants can track their implementation of each set assignment.

This has a two fold advantage:-

(1) The NEBS tutor can use the completed PLC's to gain insights of the personal processes involved and to diagnose areas of strengths and those that require further support.

(2) The PLC record can also be used by the NEBS tutor to enable each participant to get to grips with the quality of their learning, and to target not only task-focused - but also learning-focused competence.

Implementation

A 2 DAY course plus 1 DAY follow-up for nominated NEBS tutors, to understand the principles of S-O-L and to gain practical skills in the implementation of PLC's.

ONE CSHL tutor for 3 DAYS at £600 per day £1,800

Materials and Preparation £ 800

TOTAL COSTS £2,600

NOTE The named NEBS tutors will have to sign a CSHL Agreement that any use of the PLC procedures outside the Parcel Force would require a separate negotiation.

b) The Harry Mitchell College Counselling Sessions

As part of their Productivity Improvement Programme, weeks 8, 9, 10, 11 and 12 involve their staff in 20 Improvement Counselling sessions. Enlarging the boundaries of these sessions to give greater emphasis to process (as well as content) would heighten self-responsibility and improve the enduring effects of learning on-the-job, after their course has been completed, and the tutors have withdrawn their services. CSHL have demonstrated that this is a much more cost-effective approach to training.

Implementation

A 2 DAY course plus 1 DAY Follow-up for nominated Harry Mitchell tutors, to understand the principles of S-O-L and the practical skills involved in conducting Learning Conversations.

<u>ONE</u>	CSHL tutor for 3 days @ £600 per day	£1,800
	Preparation and Materials	£ 800
	TOTAL COSTS	£2,800

The named tutors will have to sign a CSHL Agreement that any use of Learning conversations techniques outside the Parcel Force would require a separate negotiation.

Proposal 3

Simulators that Invite Users to Engage in Learning Conversations

CSHL have had over ten years action research experience with the Ministry of Defence in advising on both the development of an effective simulation of a complex task, and on how best to use a computer-driven simulator for effective learning. Traditional training methods, or unguided learning at best only achieves effective practise. To effectively engage in Learning Conversations, requires a systematic exploration of task and learning-focused processes, within a variety of scenarios in which certain variables remain unpredictable.

It is proposed to use the Royal Mail (OPPS) simulator, recently installed at Winnersh to maximise both individual and team-based exploration of how tasks are best done under a variety of conditions; Learners are enabled to construct their own scenarios, to identify dimensions involved, to monitor their actions and to review their progress.

This can be achieved in two ways:-

I. Modelling the events/tasks which make up a Shift

- i) To use the CSHL Repertory Grid PEGASUS elicitation program and the FOCUS grid analysis program for exploring how the OPPS events addressed by the simulator and construed by each individual within a team, for heightening awareness of their model (or understanding) of the working of a whole shift.
- ii) This experience can be recruited to develop a repertoire of scenarios for 'what if' team-based Learning Conversation sessions.

COST

5 DAYS on site preparing all team leaders for the implementation of (i) and (ii), involving TWO CSHL staff plus 3 DAYS CSHL staff preparation for (i) and (ii) plus 1 DAY Follow-up on site.

Cost per day on site for <u>TWO</u> computer-trained CSHL staff at £600 per person day	£7,200
Cost for computer preparation days	£1,000
TOTAL person days	£8,200

NOTE - optional

Installation and computing costs with a License for use at Winnersh (and othr offices?) over a stipulated period beyond this initial 'training' to be agreed separately.

II. Using the Simulator to Experiment with Alternative Strategies for Performing Tasks

Personal Learning Contracts (PLC's) can be elicited for exploring how individually formulated task-based purposes are best achieved. The quality of PLC's can be monitored by self, peer and 'expert' debriefs of actions taken on the simulator. Computer logs, and REPLAY facilities can be used for this purpose. Should these be unavailable, then records can be personally logged by each learner. Individuals within a team can exchange their completed PLC's to arrive at negotiated 'best ways' of achieving tasks.

NOTE

CSHL are not informed of the capabilities of the existing simulator. CSHL are prepared to advise on the installation of additional software driven 'learning aids' to be addressed by the simulator. Such aids could include:-

- a) RECORDS of Action in the form of computer LOGS, HARD COPY and REPLAY facilities.
- b) VARITIME for introducing a flexible 'time element' into task performance
- c) Various DISPLAYS for optimising feedback of performance
- d) COMPUTER-DRIVE SOLUTIONS.
- e) FILING of completed scenarios as a resource for Learning Conversations.

COSTS

To supply paper and pencil formatted guides specifically for the use of PLC's with the PO Simulator	£1,000
2 DAYS PREPARATION	£1,000
<u>5 DAYS</u> on site preparing all team leaders for the implementation of PLC's (as a 'learning skill') for use with the Simulator plus <u>1 DAY</u> Follow up involving <u>TWO</u> CSHL staff Cost per day for <u>TWO</u> CSHL staff @ £600 per person -day.	
Total person days on site	£7,200
TOTAL COSTS	£9,200

NOTE OPTIONAL

Advisory days for the installation by Royal Mails computing staff of the various 'learning aids' to be addressed by the Simulator to be costed separately.

Proposal 4

Senior Manager Seminars for Promoting Effective Change in their Offices

Individuals, teams offices and an organisation as a whole demonstrably exhibit resistance to change. This is particularly problematic in the Post Office, with its deeply rooted traditional past, yet with a very real need to develop a vigorous NEW LOOK to meet the uncertainties of TODAY and TOMORROW.

The CSHL approach this problem within a Learning Conversation framework. Managers need new skills for continuously updating their own competence on-the-job and equally importantly for enabling such continuous learning within members of their team.

Proposed Topics for the Seminars

- I Researching the Nature of your Job.
- II The Functions of a Learning Manager-Supporting others Learning-on the-Job?
- III Constructing a Systematic Learning Environment.
- IV Performance Measures - What are They and Who are They For?
- V Appraisal and Feedback-for-Learning - An Integrated System.

COST

Separate DAYS to be based at a Post Office Site, involving Professor Laurie F Thomas and Dr Sheila Harri-Augstein (Director and Deputy Director of CSHL.

(To include Preparation DAYS, Materials, Travel and Secretarial Costs

£7,500

NOTE - OPTIONAL

- i) Advisory support for each Parcels Manager on the implementation of specific S-O-L based procedures at each office to be costed separately.
- ii) Advisory Support for developing a 'Learning Manager' Network throughout the PARCEL FORCE, plus a Computer data base and on line resources and an exchange system to be costed separately.

To: Peter Davies
 Peter Hood
 Nigel Hodgson
 Ray Workman
 Alan Dart
 Dave Matthews
 Pete Lovegrove
 Steve Bambridge

cc: Laurie Thomas
 Sheila Harris-Augstein }
 Pat Hedges }

From: Andrew Taylor

Date: 8 February 1991

Subject: Self Organised Learning

As I mentioned at the management Team meeting on 4 February agreement has been given for Brunel University to come back and give us further insights into Self Organised Learning and how we can apply it to the job of managing individuals and teams. The proposal is to hold five one day workshops at which specific SOL skills will be learnt and five one day follow up sessions to review how the skills are being applied in practice. All sessions are on Mondays and are currently planned to run from 0800 - 1600 with an hours break for lunch at about 1200. The proposed dates are:-

Monday	4 March	- Workshop 1
Monday	18 March	- Workshop 2
Monday	25 March	- Follow up 1
Monday	22 April	- Workshop 3
Monday	13 May	- Follow up 2
Monday	10 June	- Workshop 4
Monday	24 June	- Follow up 3
Monday	1 July	- Workshop 5
Monday	23 28 Sept.	- Follow up 4
Monday	30 Sept.	- Follow up 5

The dates have been chosen to avoid the NEBSM Full Certificate Workshops and, as far as possible, your leave, but there are some clashes with the Management Team meetings which I shall have to re-arrange.

I believe this exercise has the potential to give a further significant boost to improving individual and team performance and it is likely that certificates of competence will be issued for those who successfully apply the skills learnt.

Please let me know if this causes you any problems.



ANDREW TAYLOR

cc: Peter ...

CSHL SOL Course for Winnersh
Creating a LEARNING ENVIRONMENT: On the Job

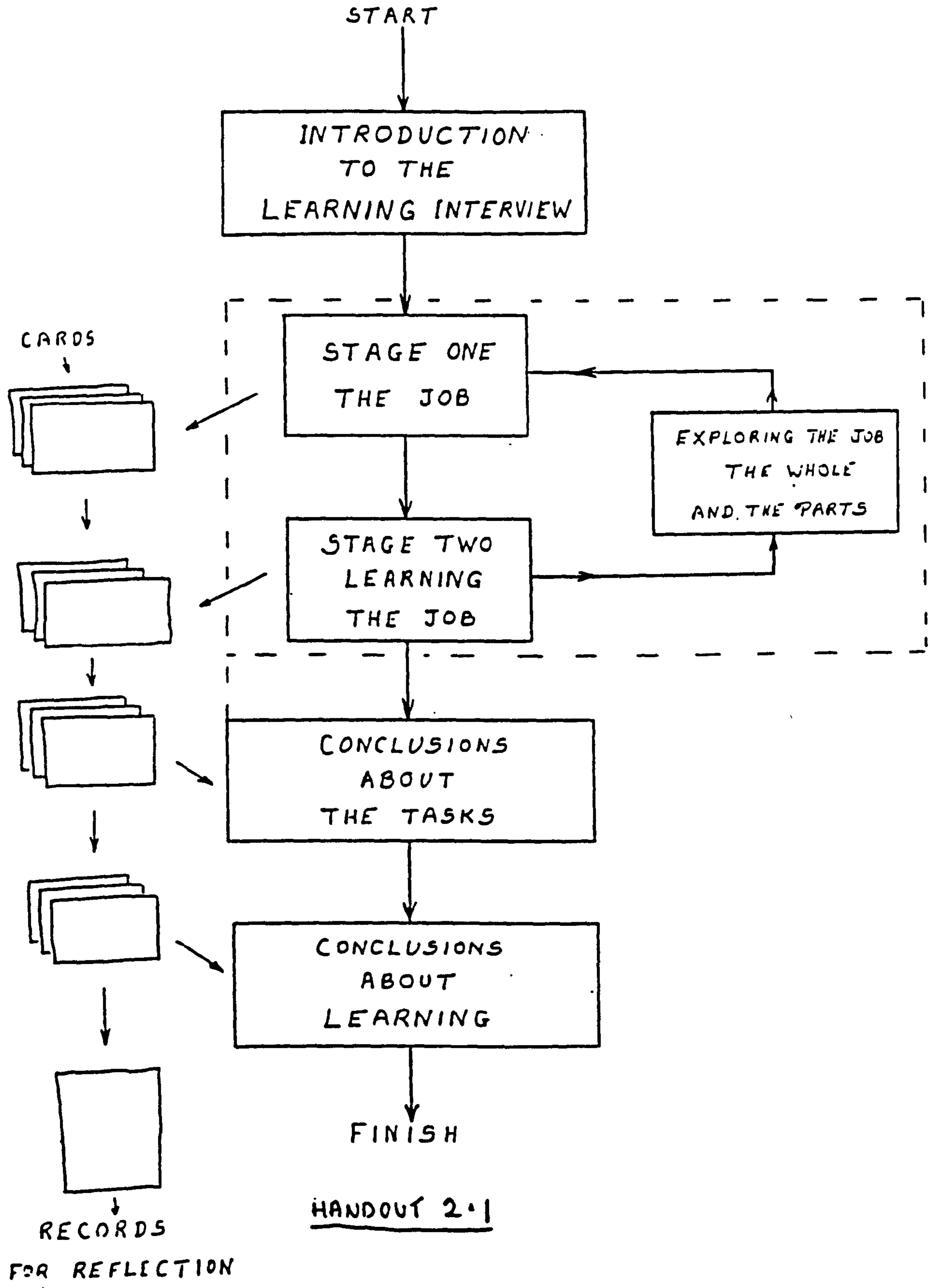
WORKSHOP 1

The Personal Learning Interview
and
Personal Learning Task Analysis

Our General AIMS are:-

- (1) That the Office becomes Learner - Driven.
- (2) That AIM (1) is achieved through the existing organisational structures e.g. dedicated teams, 723 duties, productivity scheme etc.
- (3) That CSHL pass over certain of our SOL skills so that the office SOL activity becomes self-sustaining i.e can continue to pursue these aims after this project ends.
- (4) That being self-organised implies not just a 'steady state' of performance but a commitment to continuing growth and development. Teams, departments and the whole organisation become self-organised learning entities.
- (5) That the mechanism for achieving AIMS (1) - (2) is REFLEXIVITY. i.e as each manager becomes more of an SOLer themselves they also enable the people working for them to become more aware of Learning and more Self-Organised in their approach to it. So SOL is cascaded through the office; as CSHL conducts Learning Conversations with the managers they conduct learning conversations with their teams who in turn conduct Learning Conversations with everybody else.

THE LEARNING INTERVIEW : A FLOW DIAGRAM.



SELF-ORGANISED LEARNING

BRIEF

ON LEARNING TO BE A _____?

LEARNING INTERVIEWS (WORK IN 3'S)

LEARNER.

INTERVIEWER.

OBSERVER

IDENTIFY A SIGNIFICANT LEARNING EVENTS.

WHAT WAS THE EVENT

WHAT DID YOU LEARN.

HOW DID YOU LEARN IT.

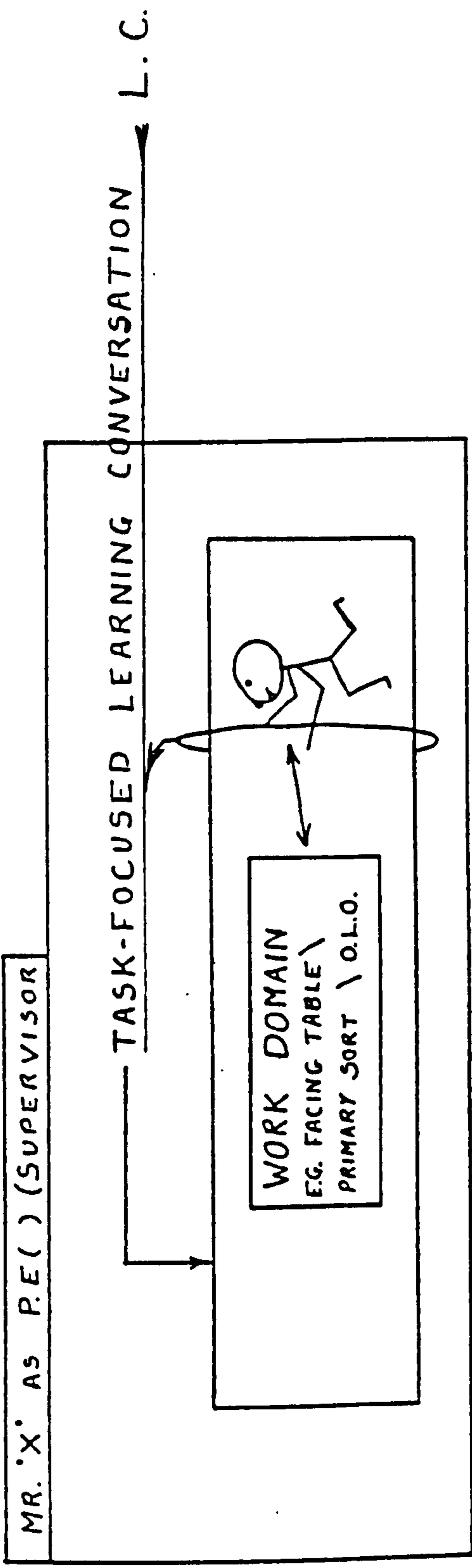
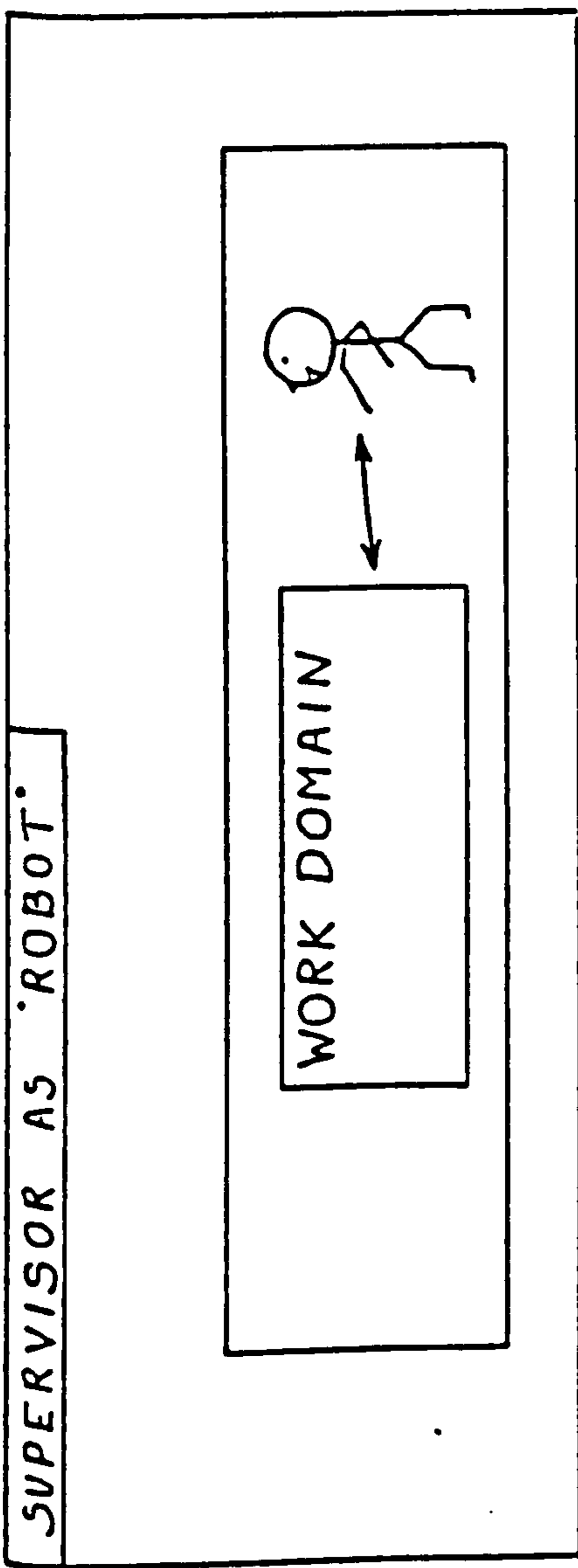
ROTATE ROLES.

REPORT BACK

IDENTIFY A LEARNING NEED (PERSONAL)

BEGIN TO NEGOTIATE NEED INTO
PURPOSE

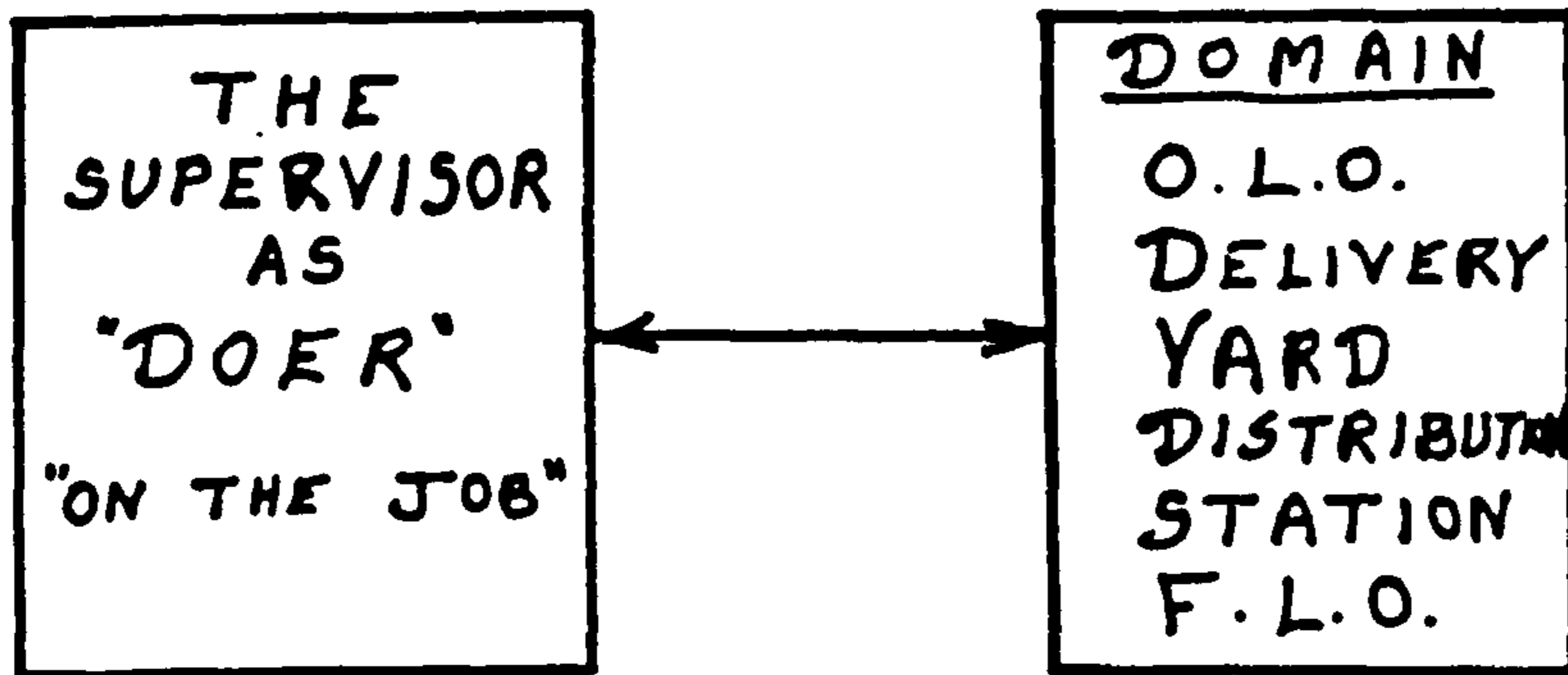
HANDOUT 3.2



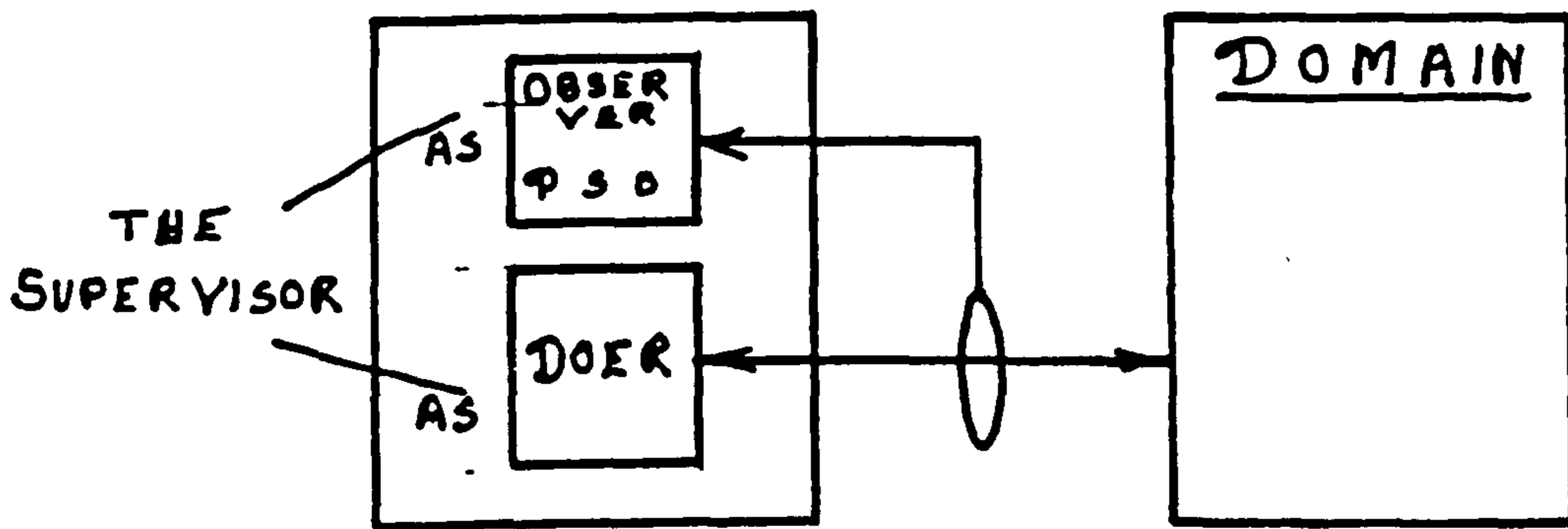
HANDOUT 2.3

S-O-L

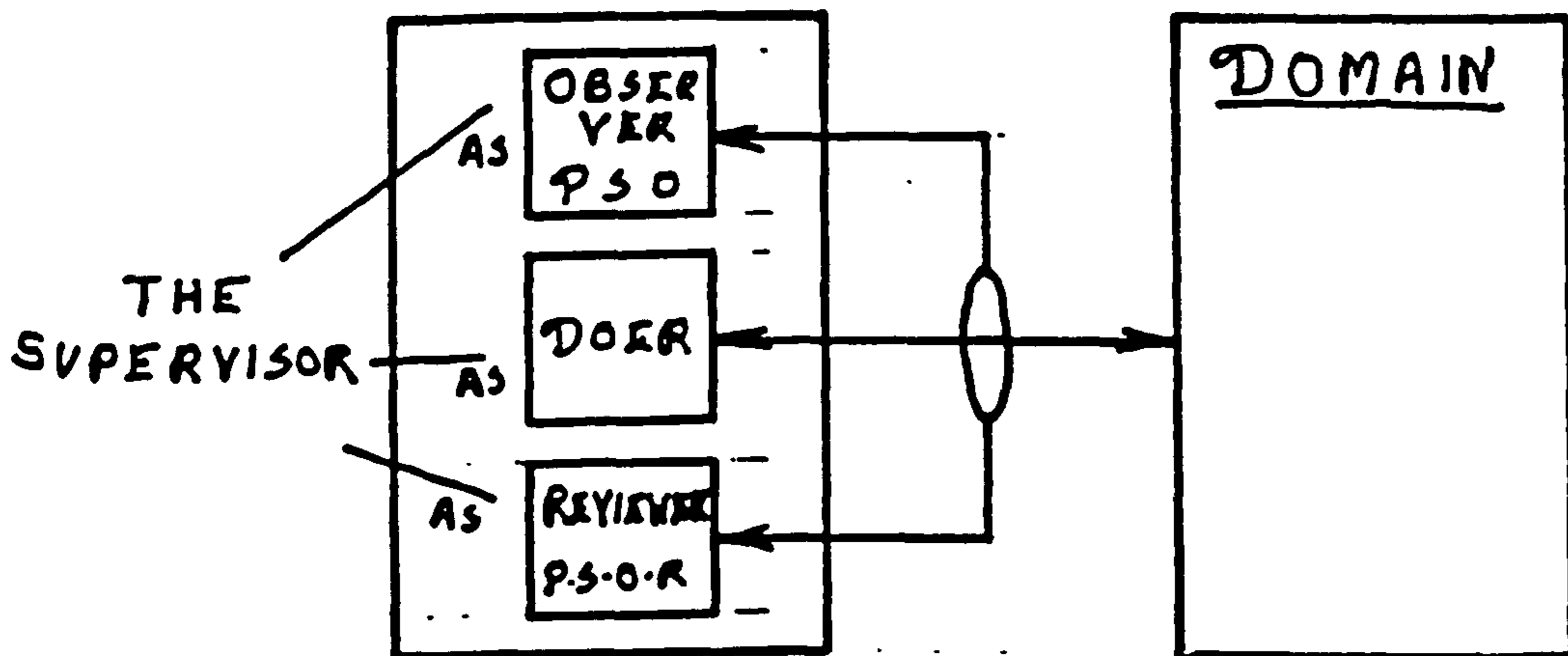
SUPERVISING - TO - LEARN



THE ROBOT



AWARENESS OF THE JOB



AWARENESS: REVIEWING AND DEVELOPING SKILLS ON THE JOB.

HANDOUT 9.3

CSHL SOL Course for Winnersh

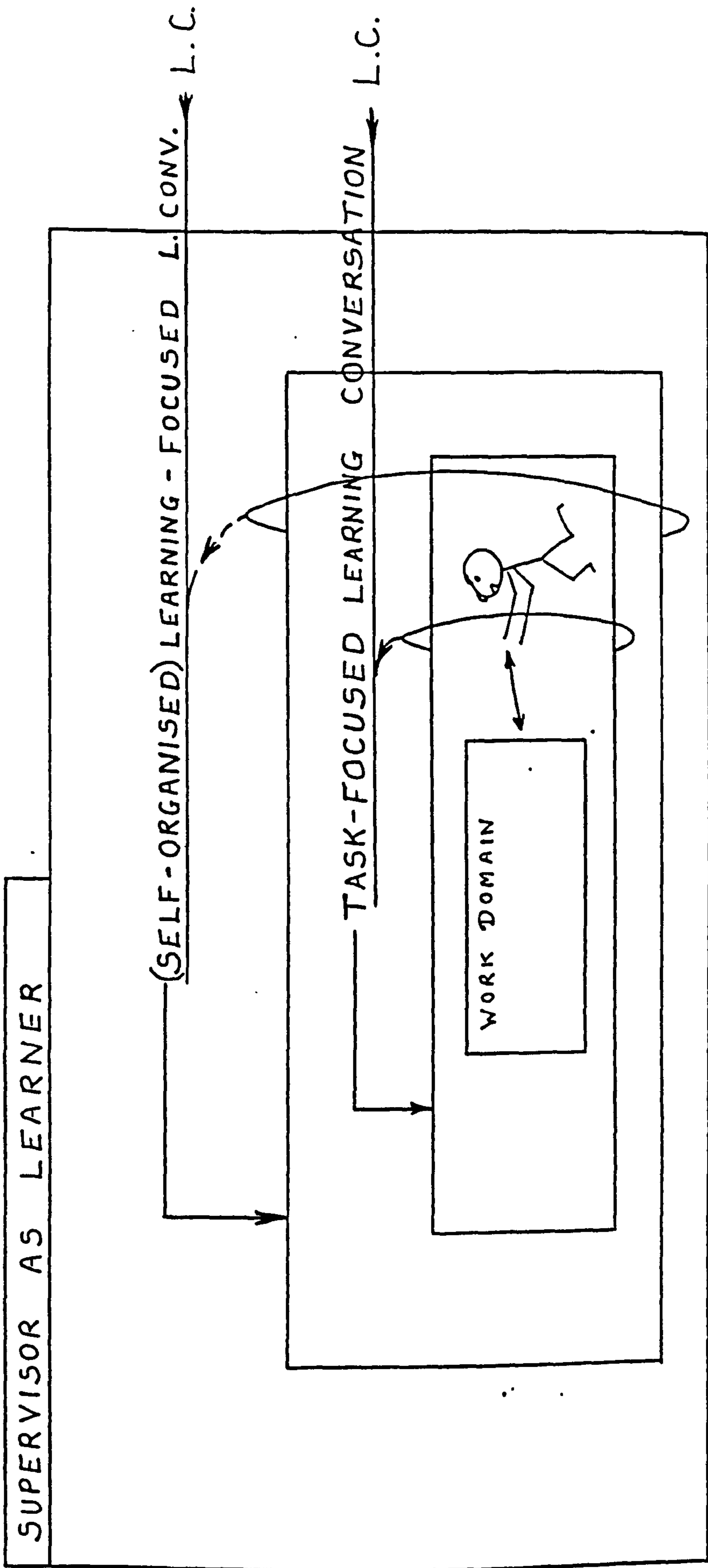
Creating a LEARNING ENVIRONMENT: On the Job

WORKSHOP 2

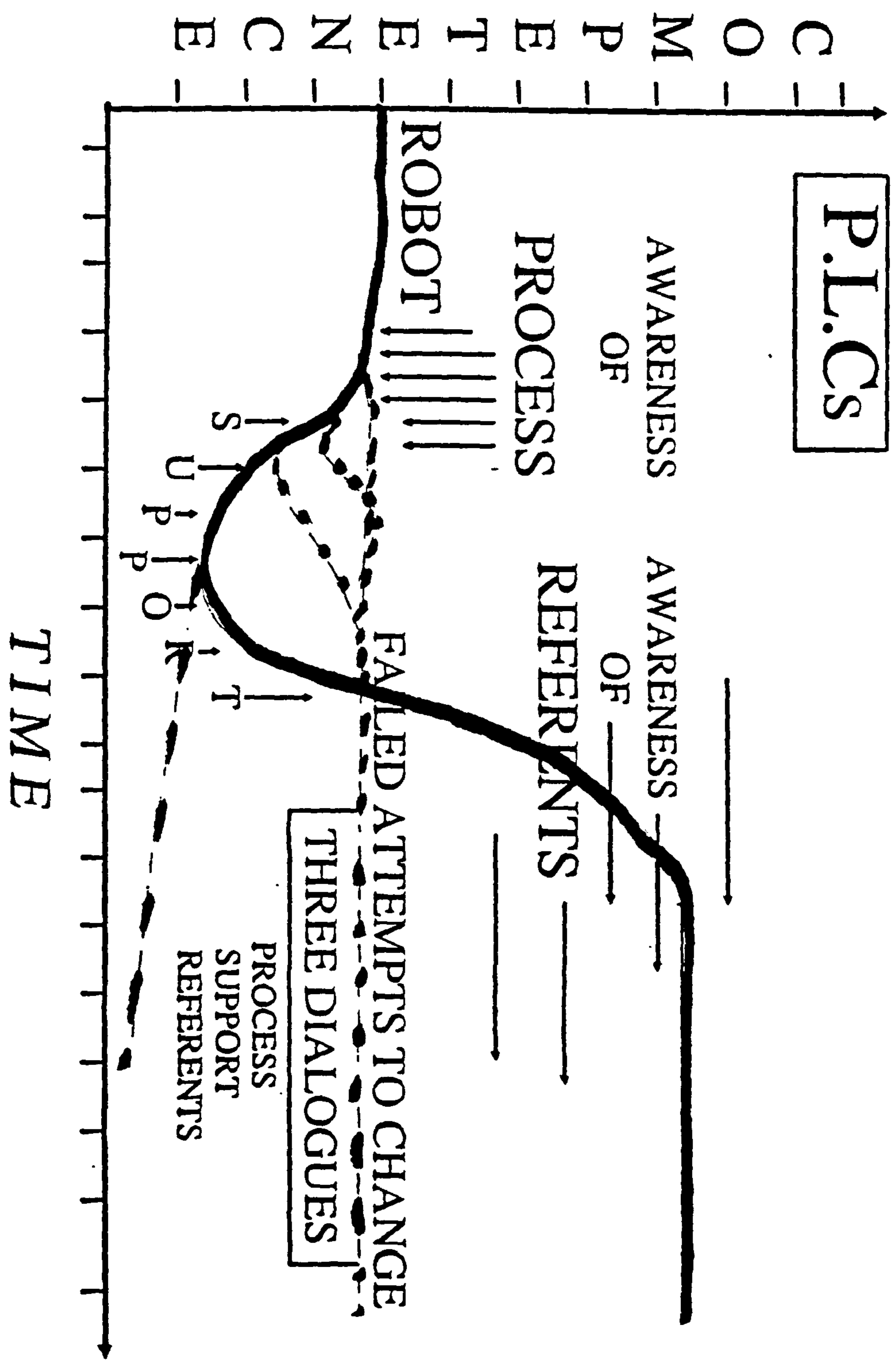
The Personal Learning Contract

Our General AIMS are:-

- (1) That the Office becomes Learner - Driven.
- (2) That AIM (1) is achieved through the existing organisational structures e.g. dedicated teams, 723 duties, productivity scheme etc.
- (3) That CSHL pass over certain of our SOL skills so that the office SOL activity becomes self-sustaining i.e can continue to pursue these aims after this project ends.
- (4) That being self-organised implies not just a 'steady state' of performance but a committment to continuing growth and development. Teams, departments and the whole organisation become self-oganised learning entities.
- (5) That the mechanism for achieving AIMS (1) - (4) is REFLEXIVITY. i.e as each manager becomes more of an SOLer themselves they also enable the people working for them to become more aware of Learning and more Self-Oganised in their approach to it. So SOL is cascaded through the office; as CSHL conducts Learning Conversations with the managers they conduct learning conversations with their teams who in turn conduct Learning Conversations with everybody else.



CHALLENGING THE ROBOT



PERSONAL LEARNING TASK FACTORS

BEFORE	AFTER	DIFFERENCE	DIFFERENCE
<p>WHAT IS MY PURPOSE? To carry out my duty correctly and effectively</p>	<p>WHAT ACT. WAS MY PURPOSE? To make sure the collection are on the chain for the second floor. And Road signs were able to go to their place right away.</p>	<p>DIFFERENCE (S) DIFFERENCE (S)</p>	
<p>WHAT ACT. OVS? John Tring in the key office series. Substantial men PEC my paper work</p>	<p>WHAT DID I DO? Mapped the Area. Found the actual requirements and carried them out successfully. Directed outside drivers to their correct places to carry out their duty successfully. Keep directing people correctly</p>	<p>DIFFERENCE (S)?</p>	
<p>HOW SHARE / OVS? MY SUCCESS? Debrief on 723</p>	<p>HOW WERE I DO? Pretty well on the whole to keep vans moving and not block the flow of traffic. Plenty of recommends from management and my men under me.</p>	<p>DIFFERENCE (S)?</p>	

<p>REVIEW</p>	<p>WHAT ARE YOUR STRONG THS?</p>	<p>WEAKNESSES?</p>
---------------	----------------------------------	--------------------

PERSONAL LEARNING TASK ANALYSIS

	BEFORE	AFTER	DIFFERENCE
PURPOSE	<p>WHAT IS MY PURPOSE? To sort out the Distribution Dump Sort</p>	<p>WHAT ACTUALLY WAS MY PURPOSE? Tidiness, re-arrange Distribution Dump Sort System</p>	<p>DIFFERENCE ESSENTIAL DIFFERENCE(S)</p>
STRENGTHS	<p>WHAT ACTIONS? Talk to Ray about Winchcombe about the situation</p>	<p>WHAT DID I DO? I spoke to Berney about the Dist. By Friday some changes were made. Lined up mates and trolleys for easy Access Keep Bays clear for Road Services</p>	<p>DIFFERENCE(S)? Talking to Berney was better than Ray</p>
OUTCOME	<p>HOW WERE I GUIDED BY MY SUCCESS? To see the the direct bags meet the Road Services</p>	<p>How were I do? There were no bags left at all on Friday. Complimented every day on the State of the yard</p>	<p>DIFFERENCE(S)? I succeeded Next time I hope it is quicker</p>

REVIEW	<p>WHAT ARE YOUR STRENGTHS? Tidiness. Steady flow of Traffic</p>	<p>WHAT ARE YOUR WEAKNESSES? Trying to be firm with Auckward Postmen drivers</p>
--------	--	--

Knowledge of The Area

On the Friday I drew a plan of the yard and the items I found on arrival and questioned the people in the vicinity of the movements of Road Services i.e. Newbury Slough Bracknell Milton Keynes High Wycombe, Salsbury. Over the week I reserved spaces for the 600 lorries to load. A space for the large trailer for parcels and a space for the PCO to pick up mates. How many broken pieces of equipment lying about. The movement of Security vans, and Data Post, Golds worth park, Telfhurst, Woodley and Emley Courier. Finally the positions of small Trailors for Distribution and Stations

Other Areas

A trip to the Key Counter quite regular to move OMV's and a little hanging of Keys transferring of names on Saturday afternoon

Grasp Essentials

The need for transferring direct bays to the appropriate loading bay in time for the OMV. To move vans to the compound or tightly parked to stop congestion. To keep Road Services vacant for quick parking to stop a back log of vans down the road. A space for Articulator to load MATEs.

Receptive to New Ideas

The Articulator was parked in the middle loading mates while the collections came in. I put the mates behind the pillar on the other side along side his parking space he was no problem. Bracknell man was shopping Golds worth Park going to the Station and coming back to pick up his Road Service. I left him to park on his road puts his Gold worth park on his road Service bay through bays to the Station and picks his road service in one. Trailors lined up alongside the mates for easier pickup

Difficult Situations

Informed Distribution of a large pile up of mail km miles drove a spare key for me after locking the keys in a security van. Large trailer on the wrong side of the yard organised a unit to transfer it. He brought another trailer so I told him to put that one in place and take the original one. Away

Welcomes Responsibility And Seeks Advice

I really enjoy being down there in the yard and trying to get it right especially when the odds are against me 0600 it is a turmoil after breakfast it is a turmoil but somehow it comes together. I have had to get in touch with Accounts for Security Express, Distribution Keys Delivery and second floor for men

SELF ORGANISED LEARNER'S PROGRESS SHEETS.

Name:

Area of development:

Date started:

Date finished:

DESCRIBE WHAT ACTIONS YOU TOOK	WHAT ARE YOUR COMMENTS? Which actions were helpful and which were not. Why should this be? How have the actions affected your learning?

REVIEW FORM Part 1.

What were my expectations and what did I learn?

- (a) Try to Reconstruct the Experience. Just describe this as well as you can.
- (b) Don't try to judge how well or badly you did at this stage.
- (c) Summarise or list any really significant events.
- (d) Record below

REVIEW FORM Part 2

How well did I do?

- (a) How effective were my strategy and tactics.
- (b) How well defined and relevant were my purposes?
- (c) Did I achieve all my purposes?
- (d) Identify the criteria you use to judge the quality of your learning outcomes.
- (e) List your errors and your successes.
- (f) Make personal plans for next time.

THE PERSONAL LEARNING CONTRACT FORM

RECORD OF ACTION "ON THE JOB" (Self-Debrief)

to complete either on his own or with assistance of the Coach

Date/	What did you do?	What was going on in your Head?	What was achieved?
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			

What was achieved
GUIDE

Quality of Performance?

Comments/ Debrief



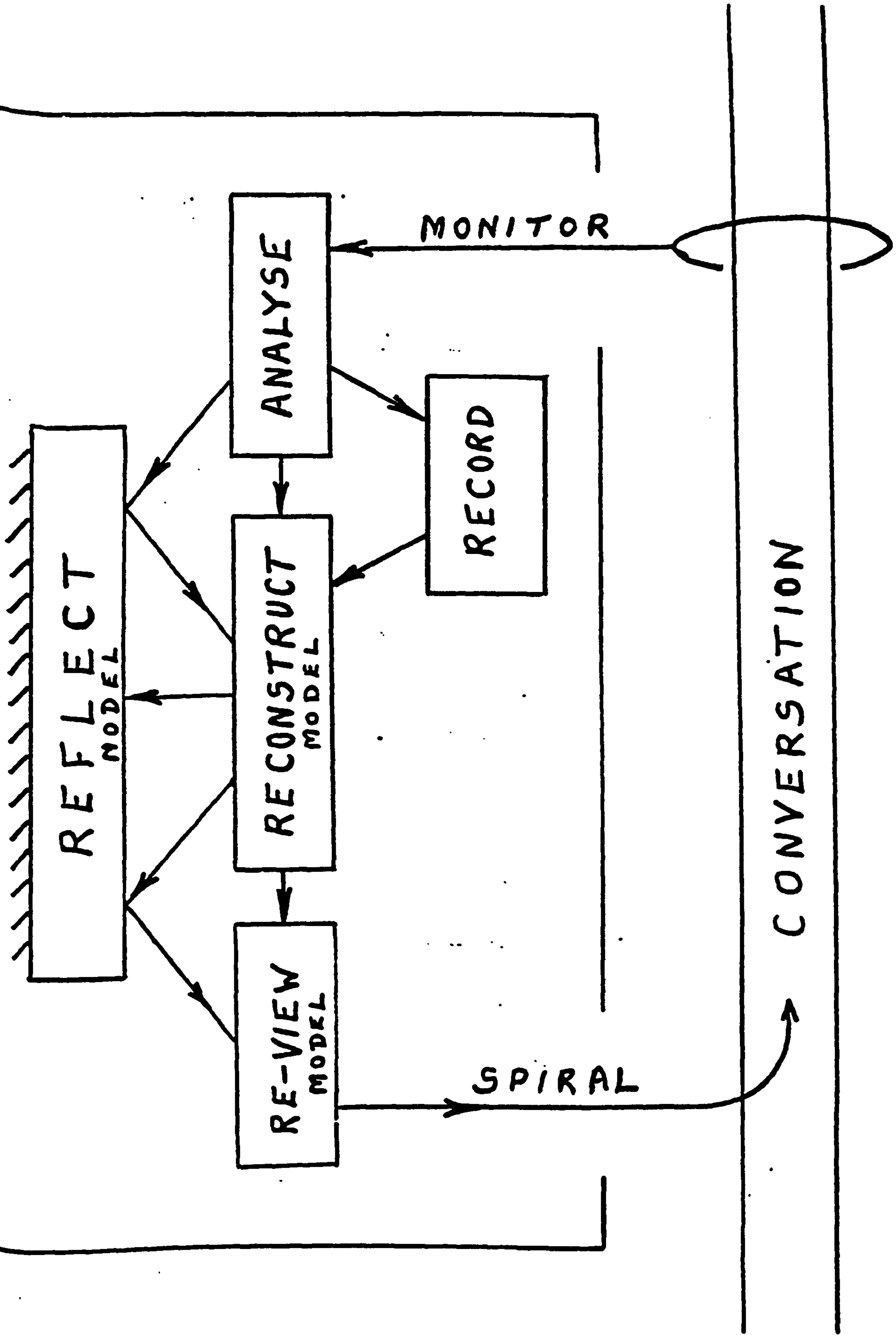


FIG 1 M A (R) S

Learning Need: To understand Charity Law as it applies to Students Unions. Sub Tasks that need to be completed are:-

1. Examine and understand the legalities of registered and non registered charities.
2. Determine what legally constitutes a charity.
3. Determine the procedures for dissolving a charity.

P U R P O S E	<p>WHAT IS MY PURPOSE ?</p> <ol style="list-style-type: none"> 1. To convey an ability to give a good legal account of charity laws particularly in relation to students unions. 2. To write a paper on Ultra Vires documents in relation to students unions and suggest what is to be done when things look ' a little fishy'.
S T R A T E G Y	<p>WHAT ACTIONS ?</p> <p>Experiential strategy I plan to visit the Law section of the library, and I know which books and publications to consult. I will also converse with a Law Undergraduate who is respected for his ability within the area of charity laws.</p>
O U T C O M E	<p>HOW SHALL I JUDGE MY SUCCESS ?</p> <p>When I am able to write a paper on Ultra Vires documents in relation to students unions, and when I feel I can give a good legal account of charity law in relation to students unions.</p>

Learning Need: To be able to use the Amstrad Wordprocessor more efficiently than I do now.

WHAT IS MY PURPOSE ?

P
U
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E

I use my wordprocessor at home for a number of tasks, such as geneology, and Consultancy, and I want to make full use of the machine.

WHAT ACTIONS ?

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Y

Action Model.

My strategy is to investigate and learn from the following sources of information:-

1. Machine manual.
2. Software manual.
3. A short course on the subject run by Harrow Council
4. Personal contacts.
5. Practice using my own machine-trial and error.

HOW SHALL I JUDGE MY SUCCESS ?

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To be able without repetitive references to source data to use an Amstrad 8256 Word Processor and produce documents with the aid of the locoscript software programme. The documents though primarily text include tabulated data and line diagrams. It is not intended to attain high input rates, e.g. such as would be reached by touch typing.

PERSONAL LEARNING CONTRACT FORM R.S. 19
Before - negotiating the Contract.

Learning need is more effective Time Management, and the areas in which I need to improve.

WHAT IS MY PURPOSE ?	
P U R P O S E	To be more efficient and effective in my job so as to improve my chances of promotion.
WHAT ACTIONS ?	
S T R A T E G Y	The experiential model (this learner decided to use the Repertory Grid shown later in this chapter under the section dealing with Repertory grids as learning tools, to increase his awareness of how he currently views Time Management).To keep a Time Diary.
HOW SHALL I JUDGE MY SUCCESS ?	
O U T C O M E	I will know what has to be done to manage my time effectively.

THE PERSONAL LEARNING CONTRACT FORM R.S. 19
After- Reviewing the Contract

What actually was my PURPOSE? Compare Purpose What are your strengths?

The Same as originally, and to reduce frustration from not being on top of my work. I did not realise how frustrated I have been in the past.

What did I DO? Compare Strategy What are your weaknesses?

I completed a Repertory grid, which was focused and also my Time Diary, and met and discussed the results with you (researcher).

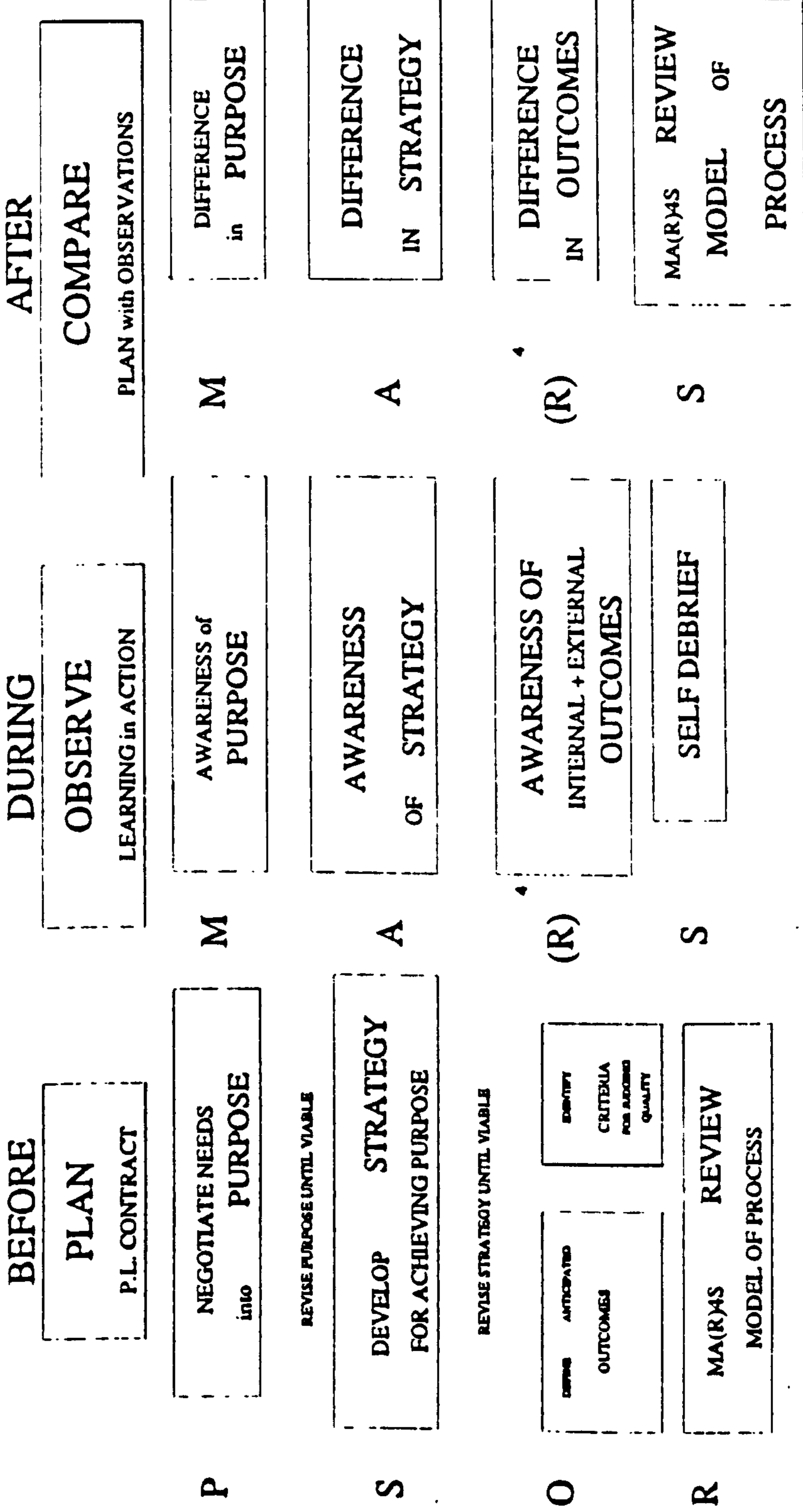
How well did I DO? Compare Outcome What shall I do next ?
Make a plan for learning

After having a Learning Conversation about the Repertory grid, I see so clearly now where I need to concentrate to change my attitude towards the way I manage my time. I also feel very strongly that those things I have total control over don't waste my time, don't disrupt planning and ultimately lead me to a sense of achievement. I really feel that the grid has given me a new way of seeing how I view things. I wonder why I need a grid to do this?

My Time Diary was both hard to complete and intruded into my working day. I found the exercise worthwhile. I can see how my tasks are being interrupted by informal meetings, socialising and attending to fairly unimportant tasks.

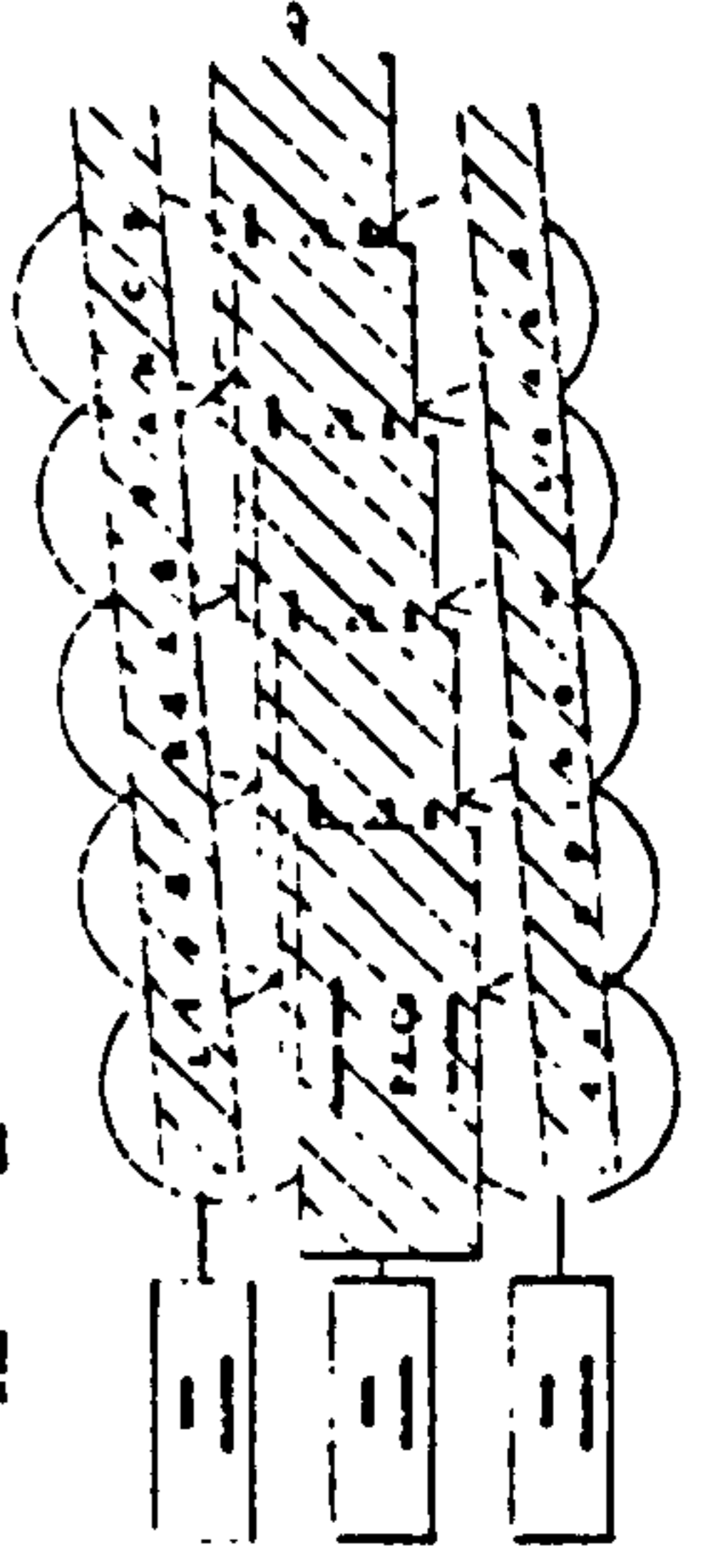
PERSONAL LEARNING CONTRACT

TASK - FOCUSED: LEARNING - FOCUSED



THREE LEVELS

PLC



PLAN NEXT P.L.C.

WHAT NEXT ?

CSHL SOL Course for Winnersh

Creating a LEARNING ENVIRONMENT: On the Job

WORKSHOP 3

Reflecting on your Model of Managing People

: The Conversational Repertory Grid

Our General AIMS are:-

- (1) That the Office becomes Learner - Driven.
- (2) That AIM (1) is achieved through the existing organisational structures e.g. dedicated teams, 723 duties, productivity scheme etc.
- (3) That CSHL pass over certain of our SOL skills so that the office SOL activity becomes self-sustaining i.e can continue to pursue these aims after this project ends.
- (4) That being self-organised implies not just a 'steady state' of performance but a commitment to continuing growth and development. Teams, departments and the whole organisation become self-organised learning entities.
- (5) That the mechanism for achieving AIMS (1) - (4) is REFLEXIVITY. i.e as each manager becomes more of an SOLer themselves they also enable the people working for them to become more aware of Learning and more Self-Organised in their approach to it. So SOL is cascaded through the office; as CSHL conducts Learning Conversations with the managers they conduct learning conversations with their teams who in turn conduct Learning Conversations with everybody else.

CSHL SOL Course for Winnersh

Creating a LEARNING ENVIRONMENT: On the Job

WORKSHOP 4

Reflecting on your Model of Quality of Service in your Work Domain : Charting the Processes of Work

Our General AIMS are:-

- (1) That the Office becomes Learner - Driven.
- (2) That AIM (1) is achieved through the existing organisational structures e.g. dedicated teams, 723 duties, productivity scheme etc.
- (3) That CSHL pass over certain of our SOL skills so that the office SOL activity becomes self-sustaining i.e can continue to pursue these aims after this project ends.
- (4) That being self-organised implies not just a 'steady state' of performance but a commitment to continuing growth and development. Teams, departments and the whole organisation become self-organised learning entities.
- (5) That the mechanism for achieving AIMS (1) - (4) is REFLEXIVITY. i.e as each manager becomes more of an SOLer themselves they also enable the people working for them to become more aware of Learning and more Self-Oganised in their approach to it. So SOL is cascaded through the office; as CSHL conducts Learning Conversations with the managers they conduct learning conversations with their teams who in turn conduct Learning Conversations with everybody else.

S-O-L 'REMINDER' NOTES FOR THE MANAGEMENT
TEAM AT READING PDC

Continuation of Workshop 1 and Follow-up (on going)

Use the Personal Learning Interview Technique to:-

- a) Elaborate and refine the representation of the tasks and sub-tasks of your job.
- b) Use your remembering of how you have learned the skills and competences of your job (and its tasks and subtasks) to increase your awareness of your self as a learner.
- c) Begin to conduct Personal Learning Interviews with the members of your team.

Workshop 2 - Follow-up (13 May)

1. Work on at least one Personal Learning Commitment (PLC) for YOURSELF.
2. Try to complete a PLC with at least one member of your team.
3. Engage your manager in at least one Learning Conversation about your PLC.

Workshop 3 - Follow-up (June 24)

Use the Repertory Grid Technique to further illuminate the 'models in your head' which influence how you work with the members of your team.

- A1
 - a) add 3 more people (elements) to your grid.
 - b) develop 3 more new and different constructs.
 - c) reflect on how you would deal with people as described by these poles.
- A2 Look at all your constructs and reflect on how many of them are concerned with 'Learning'.
- B Use your original 9 elements to elicit a grid which contains constructs generated by thinking about these people as 'learners'.

Reflect on how you enable them to learn more effectively.

1. lus 25/4
Brunel

S-O-L 'Reminder' Notes for the Management
Team at Reading PDC

19 March

Workshop 1 Follow up (25 March)

Try to continue with the Personal Learning Interview (PLI)
Technique as follows:-

1. Work on yourself and come up with a pattern of green
and yellow cards which represent:-

a) the various tasks and sub-tasks of your job -
AS YOU SEE IT

b) the ways you set about learning.
REMEMBER THIS IS ONLY A FIRST ATTEMPT

2. Try to conduct a PLI with at least one member of
your team. (NB These cards belong to him. But we
will welcome your report on this).

In Follow up, we will expect you to exchange your views of
your job and your own learning with each other. and will also
show you how you can use it.

Workshop 2 Follow-up (13 May)

1. Work on at least one Personal Learning Commitment
(PLC) for YOURSELF

2. Try to complete a PLC with at least one member of
your team

3. Engage your manager in at least one Learning
Conversation about your own PLC.

AND GOOD LUCK

Sheila and Laurie

P.S You are welcome to telephone Sheila on 0895-30269 on
any Thursday up to 7 pm

CREATIVE
CONSTRUCTIVE
EXPLANATORY
COMMENT
ROTE

S-O-L 'REMINDER' NOTES FOR THE MANAGEMENT
TEAM AT READING PDC

Continuation of Workshop 1 and Follow-up (on going)

Use the Personal Learning Interview Technique to:-

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 - b) develop 3 more new and different constructs.
 - c) reflect on how you would deal with people as described by these poles.
- A2
- Look at all your constructs and reflect on how many of them are concerned with 'Learning'.
- B
- Use your original 9 elements to elicit a grid which contains constructs generated by thinking about these people as 'learners'.

Reflect on how you enable them to learn more effectively.

25 APRIL 1991

S-O-L 'REMINDER' NOTES FOR THE MANAGEMENT
TEAM AT READING PDC

Continuation of Workshop 1 and Follow-up (on going)

Use the Personal Learning Interview Technique to:-

1. Elaborate and refine the representation of the tasks and sub-tasks of your job.
2. Use your remembering of how you have learned the skills and competences of your job (and its tasks and subtasks) to increase your awareness of your self as a learner.
3. Begin to conduct Personal Learning Interview with the members of your team.

Workshop 2 - Follow-up (on-going) + 1, 2 & 3

4. Try to engage each member of your team in two/three PLC's for a Report-back in September.
5. In addition to the skill/task based PLC on yourself (see 1 above). Try to complete a PLC for yourself based on an aspect of Quality. To help you do this, look at your cards which represent the tasks and sub-tasks of your job, and think about how these relate to QUALITY OF SERVICE, and to TOTAL QUALITY. How can you improve Quality in your job? Your answer to this question should provide you with the topic for a Quality based PLC.
6. Keep working on the 'team briefing' PLC's which you began to prepare during the follow-up and use these to improve the quality of your team-briefing and team review meetings with your manager i.e. Andrew Taylor.

We expect you to continue with the suggested activities for Workshop 1 and 2 and we shall be looking forward to hear your reports on Monday 1 July.

Workshop 3 - Follow-up (June 24)

Use the Repertory Grid Technique to further illuminate the 'models in your head' which influence how you work with the member of your team.

- A1
- a) add 3 more people (elements) to your grid.
 - b) develop 3 more new and different constructs.

c) reflect on how you would deal with people as described by these poles.

A2 Look at all your constructs and reflect on how many of them are concerned with 'Learning'.

B Use your original 9 elements to elicit a grid which contains constructs generated by thinking about these people as 'learners'.

Reflect on how you enable them to learn more effectively.

Workshop 4 - Follow-up (June 10 & Sept 23)

Laurie and Ian will be working with you to reflect on how your personal model or understanding of managing people (your repertory grid constructs) relate to your control of operations and measures of productivity.

Workshop 5 - Follow-up July 1 & Sept 30)

Sheila and Laurie will introduce you to the skills of conducting Group/Team based Learning Conversations and will welcome your reports on all the S-O-L on-the-job activities, summarised in this worksheet.

16 May 1991

ROYAL MAIL PARCELFORCE

Report for period ending / /

In confidence

REPORT ON JOB PERFORMANCE : POSTAL EXECUTIVES

NOTES FOR GUIDANCE are available for Personnel units, appraisers and appraisees they must be consulted before completion (in black ink) of this form

Name	Grade	Location
<u>A N Other</u>	<u>P E D</u>	<u>Reading PDC</u>
Date of birth	Function	Date of appointment to present
<u>10.4.50.</u>	<u>Operations</u>	<u>Grade - 5.8.88. Post :</u>

PART ONE JOB DEFINITION AND CURRENT OBJECTIVES - BY LINE MANAGER

Note here the main areas of responsibility of the current duty - or alternatively attach a copy of the Job Definition - and list overleaf the agreed objectives set for the year under review

In relation to manage the operational work areas of the PDC, Arrival Bay, Control and Chute Hall under the general direction of a Shift Manager. The principle objectives are to clear all traffic by agreed deadlines at the lowest practical cost and by providing direction and leadership to the staff under his control.

PART TWO DECLARATION OF INTEREST IN PROMOTION - BY APPRAISEE

I wish ~~XXXXXXXXXX~~ to be assessed for my suitability for promotion.
I reserve the right to reverse my decision annually.

* delete as applicable

Signed by appraiser

Date 5.1.91.

PART THREE ACHIEVEMENTS AND OVERALL PERFORMANCE DURING THE YEAR - BY LINE MANAGER

Give an account of the standard of work performed, good or otherwise, in relation to the total requirements of the job, and, in doing so, comment on how well the individual's abilities, experience and knowledge fit (eg achieve results, analyse data, solve problems, manage staff etc). State those factors - here or overleaf as appropriate - which were beyond the appraiser's control and affected general performance. (Continue on separate sheet if necessary)

Mr Other's performance during the year has been mixed. In general he produces good results whilst in Control, having a good understanding of how to keep the PSMs operating at optimum output. When in charge of the Arrivals Bay, particularly during the postal phase, he does not always seem to have a complete grasp of the work on hand or to be able to maintain a consistent strategy for dealing with it. In the Chute Hall he seems reluctant to ask staff to move to where the work is with the result that his Production Control performance is frequently below target and re-circulation above average. He has responded positively to the role of City and Guilds coach and has produced a number of useful ideas for work aids.

SUMMARY OF APPRAISEE'S ABILITY - PERSONAL PROFILE

1 Give a rounded and objective pen picture of the individual as a person. How does the way the job is approached (the degree of enthusiasm, motivation, self confidence, willingness shown etc) affect performance?

Mr Other talks enthusiastically about his job and has shown some imagination in ideas he has put forward. He is very willing when directed but appears to lack sufficient self confidence to manage staff in the Chute Hall. When working under pressure he has a tendency to panic and not to be able to apply his imagination and intelligence to dealing with the pressure situations.

2 What are the appraisee's strengths?

He has imagination and intelligence and has shown some ability in planning and devising work aids. He is keen and willing. He has good written and numeracy skills.

3 What areas could be improved? How?

Lack of confidence when directing staff and an inability to stay in full control when under pressure. He needs help in analysing how he does his job and working out a strategy for dealing with his weaknesses.

OVERALL MARK ON CURRENT PERFORMANCE

Consider the officer's performance against the total responsibilities of the job and the objectives: using the scale give your overall assessment mark

AA	A	B	C	C/D	D
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- AA = Outstanding performance in all respects
- A = Better than normally expected performance
- B = Fully acceptable performance
- C = Generally acceptable performance
- C/D = Performance shows significant weaknesses
- D = Performance not acceptable

In my opinion the officer's performance is as reported above: I have supervised the appraisee for 2 years 5 months

Signature of Line Manager

Grade

PEC

Date

15.1.91.

PART FOUR OVERALL ASSESSMENT AND DEVELOPMENT ACTION - BY REPORTING MANAGER

(Note: If the appraisee is aged 58 or 59 also complete Part Seven)

How well do you think the appraisee meets the expected performance of the job? If you disagree with the Line Manager's assessment, you should give details, and any amendments you made should be in red ink and initialled.

Mr Other's progress after 2½ years as a PED, which was preceded by one year on the Acting List, has been disappointing. The marking officer's overall assessment may be a little generous, although I feel with appropriate support he could become more effective and achieve a fully acceptable performance.

Development actions: enter your recommendations on the proforma at Part Ten. It will be used by your Personnel Unit in determining and managing training and other needs.

PART FIVE PROMOTABILITY SECTION - BY REPORTING MANAGER

(Note: Not to be completed if the appraisee has said he/she does not wish to be considered for promotion this year or for those receiving a C/D or D marking).

Consider the appraisee's potential for higher duties.

1 How is he/she likely to cope with the increased responsibilities (workload responsibilities, more decision making)? How are current strengths and weaknesses likely to affect performance at a higher level? Is potential best realised, at this time, in a specific area? If so, specify.

At present I consider Mr Other would find it difficult to handle the wider responsibility of a Shift Manager and would probably not be able to cope with the decision making pressures and the co-ordination of the needs and demands of the Work Area Managers he would have to control.

2 Assess any periods of temporary promotion, acting or substitution.

Mr Other had to take charge of the night shift two weeks before Christmas because the Shift Manager caught 'flu. Traffic processed was 10% below that achieved in the previous week.

Suitability for promotion (insert grades in chosen boxes)

- 1 Qualified and could achieve further promotion
- 2 Qualified
- 3 Shows potential but not yet qualified*
- 4 Shows no potential at present
- 5 Unlikely to have potential for promotion

*When do you think the appraisee will be suitable for promotion

PART SIX CONSULTATION - BY REPORTING MANAGER

The following people have been consulted in completing this appraisal.

Name	Grade	Name	Grade
------	-------	------	-------

PART SEVEN RETENTION - BY REPORTING MANAGER

For appraisees aged 58 and 59 comment here on suitability for retention. Mention fitness and efficiency in relation to the expected performance in the range of duties for the grade concerned (PI 70011 refers). (Continue on a separate sheet if necessary).

N/A

Length of time the appraisee has worked under your control 2 years 5 months

Signature of Reporting Manager

Grade PEB

Date 20.1.91.

PART EIGHT COUNSELLING RECORD - REPORTING MANAGER

Record of counselling interview: Record key points discussed, including strengths and weaknesses and any development action proposed. It is important that you record any issues where the appraisee has disagreed with any of the appraising officer's view.

Mr Other was counselled on 25.1.91, and advised of his current performance and promotability markings. Mr Other was disappointed with the report but accepted his need for help which he felt had been totally lacking since his promotion. He agreed that the recently introduced team working was providing him with a more stable environment in which to develop and was keen to work with his Shift Manager on his weaknesses.

Record of objectives set: List agreed objectives (say about six) for the new appraisal

1. To meet Production Control targets.
2. To ensure on-time clearance of traffic in the Work Areas under his control.
3. To work with Shift Manager on coping with pressure situations and staff management.
4. To produce a work aid to improve the control of traffic arrivals during the posted phase.
5. To undertake City & Guilds coaching.
6. To improve Team Briefing.

I agree that the information in the Counselling Record and on the Individual Record Form is correct. I agree/~~XXXXXXX~~ to be told my overall marks for current performance and suitability for promotion (*delete as applicable).

Signed by Appraisee Date 27.1.91.

Signed by Reporting Manager Grade PIRB Date 27.1.91.

PART NINE VALIDATION - BY COUNTERSIGNING MANAGER

The Countersigning Manager should comment on the report.

Report agreed. Mr Other shows some potential but neither he or we appear to have exploited it and I endorse the proposed development action.

I am satisfied that the aims of appraisal as set out in the Notes for Guidance have been met.

Signature of Countersigning Manager Grade BPC Date 30.1.91.

PART TEN RECOMMENDATIONS FOR DEVELOPMENT ACTION - BY REPORTING MANAGER

Taking into account the appraisee's current performance and future potential do you recommend any development action? If so, be as specific as possible and suggest timing (on this particularly see guidance notes)

1 Job Related Skills (eg job knowledge, computer literacy, prioritising, organisation skills)

SKILL	DEVELOPMENT ACTION
Control of work flow and prioritising action in a pressure situation.	

2 Personal Development (eg interpersonal skills, communication skills, confidence)

SKILL	DEVELOPMENT ACTION
Managing and moving staff	

Appraisee's Name A N Othor

Reporting Manager's Signature Date

IN CONFIDENCE

P723

(Revised April 1978)

Report to be made by a substantive Supervising Officer on an officer who has performed at least one week's continuous acting duty under his/her immediate supervision.

Name Mr. A. List Office READING PDC
 Date of Birth 2.10.58 Substantive Rank LEVEL 1 Acting Rank PED
 Employed on duty PED3 from 19.2.91 to 23.2.91

The immediate supervising officer (as defined above) should put a marking in the box against each item as follows:

- A Noticeably better performance than usually expected
- B Normal expected performance meeting all requirements.
- C Some weakness in performance
- D Performance below standard

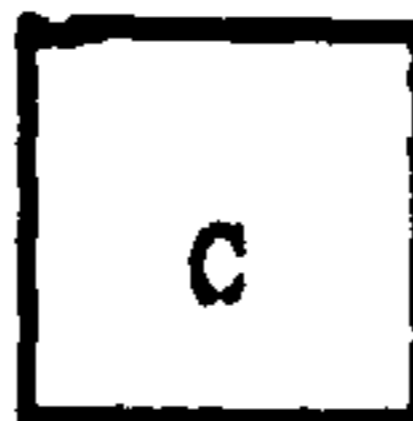
THE NOTES FOR GUIDANCE ON THE REVERSE OF THIS FORM MUST BE READ BEFORE THE MARKING IS UNDERTAKEN

PERFORMANCE OF ACTING DUTY		QUALIFYING REMARKS
1	i. Knowledge of work area in which substitution was performed.	C
	ii. Knowledge of other work areas within office.	B
2	Quick to grasp essentials and draw sound conclusions.	D
3	i. Receptive to new ideas and methods.	B
	ii. Provides constructive criticism and originates new ideas.	D
4	Acts and works well in difficult situations and under pressure.	C
5	Welcomes responsibility but knows when to seek advice.	C
6	Obtains the co-operation and respect of staff.	C
7	Applies rules sensibly.	C
8	Gives adequate guidance, providing staff with information and knowledge to do the job	C
9	i. Improves performance of staff by encouraging skills and.	B
	ii. correcting faults firmly but tactfully.	C
10	a. Clear and concise expression verbally	C
	b. in writing.	B
11	Controls and deploys staff effectively.	D

GENERAL REMARKS (narrative comment on overall performance and matters not covered by questions overleaf personal qualities)

Mr. List is keen to succeed and has proved himself a good Parcel Handler although he has yet to do his PSM training. This was his fifth period of acting and he is still unsure of himself and has a tendency to get involved in doing the work rather than standing back and managing it. Given help and support in this area I think we can harness his enthusiasm and make a Manager out of him.

Overall Performance of higher duties (enter marking category in box)



This officer has been counselled about his/her markings

Signature of Reporting Officer Office.....READING PDC

Rank PEC Date 26.2.91

Delete if not applicable

REPORT ON PERFORMANCE OF DUTIES AS A PEC OR A PED: NOTES FOR GUIDANCE

- 1 The purpose of the Report is to provide an objective and comprehensive description of the officer's performance on the higher grade to draw attention to action which may be necessary for future development, and to provide an indication of potential for promotion. Every endeavour should be made to ensure that adequate time and accommodation facilities are provided to assist those officers involved in the reporting exercise.
- 2 The Report should be completed directly the period of duty on the higher grade has ended, by the Supervising Officer most immediately concerned, consulting other officers where necessary.
- 3 For the purpose of determining the marking against each item, an officer should be compared with other officers who have been employed on Acting Duty. Where difficulty arises because of the small number of officers available for comparison, the Reporting Officer should take into consideration the average ability shown by an officer of limited experience on the higher grade and the "Remarks" column should be suitably annotated.
- 4 The Reporting Officer should answer the questions wherever applicable, entering the appropriate category. Where an answer cannot be given, the reasons for this should be stated eg. by inserting "not applicable". **IT CANNOT BE EMPHASISED TOO STRONGLY THAT FULL USE SHOULD BE MADE OF THE REMARKS SPACES.** The Reporting Officer should therefore, qualify markings wherever appropriate, by giving information (eg. mentioning particular strengths/weaknesses) and by adding anything that is relevant to the assessment but not brought out elsewhere in the Report, for example any specialist training/ability. The aim should be to complete an overall picture of the officer's performance which will serve as a useful "pen-picture". All C and D markings must be qualified by an entry in the Remarks column.
- 5 It is the continuous responsibility of supervising officers to watch the progress of officers under their control and to advise them of the steps they can take to develop their abilities and fit themselves for advancement. Help and encouragement should be given as necessary, and it is desirable that an officer's attention should be drawn to any significant weakness before reaching the stage of being considered for promotion, so that there is reasonable opportunity for overcoming them. The value of such criticism and advice will depend greatly on its being given in an encouraging and understanding manner. C and D markings must be brought to the attention of the officer concerned either orally, or in writing, but this may be waived exceptionally where the failing is clearly due to ill-health, or is merely an isolated instance in a series of otherwise satisfactory reports and a note made of the reason on this form. Where the failing is due to inexperience, guidance will be necessary but the cause should be borne in mind and the advice tempered accordingly.

Eliciting a Kelly Repertory Grid.

Dr. Laurie F. Thomas.

To elicit a grid we need a representative sample of elements. By 'elements' we mean the things which we construe, for example, people, art objects, exam questions, etc. This should include a whole range of elements relevant to the particular questions being explored. If these cannot be assembled all at one time the grid must be modified and extended as more evidence becomes available.

The selection of this sample is crucial to the success of the method since we cannot produce appropriate constructs from inappropriate elements.

Preparation

1. Obtain your representative sample of elements.
2. Name and list them.
3. Draw up your grid form (see over).
4. Write in the "element" labels across the top.
5. Number the construct rows down the side.

Eliciting one construct

6. Select three elements (see over for basis of selection).
7. Ask the subject to decide which two seem most alike, and which differs from the other two.
8. When he or she has decided which two make up the "pair" and which the "singleton", proceed as follows.
9. Ask for a description of what make the pair "alike".
10. If the description is not in direct sensory terms, discuss it in order to clarify the meaning.
11. Ask for a description of how the singleton differs from the pair.
12. Again discuss the reasons.
13. Fill in the construct "pole" descriptions under Pair and Singleton columns.

Charting a Task with TALKBACK

The PURPOSE of charting a task is to enable the Learner to:-

- i. become more aware of their understanding of the task
- ii. check (i) "on the job"
- iii. refine and improve their understanding in the light of personal experience
- iv. understand how functional operations influence objective measures of Productivity, Quality of Service and Cost Effectiveness
- v. appreciate how more effective supervision can improve performance

STAGE 1: Doing a Flow Process Chart (In Blue)

1. First Cycle: List all the Operations (ie. circle) related to the activity/area being charted, eg. OLO/MLO/Delivery Office.
2. Second Cycle: Lay out the OPERATIONS (circle) with MOVES (ie. arrows) to represent the flow of mail. This representation does not attempt to reproduce the physical layout. Rather it represents the functional sequence. Do this provisionally.
3. Third Cycle: Now, re-draw this flow chart to more clearly represent the sequence of operations and moves and to include the Storage (ie. triangles).

STAGE 2: TALKBACK (In Red) (A) EMPHASIS ON QUALITY OF SERVICE

Make four copies of the chart (Photocopy)

1. Identify the points at which you would seek (perceive -P) indications of how well or badly the whole operation is functioning. Mark each point with a P.
2. Consider each P in turn and number each (P1, P2, etc.). Make notes below the chart which describe the Diagnostic (D) information that you look for (P1D1 - P2D2 etc.).
3. From each P draw a Knowledge Flow arrow to the operation circle where corrective action can be taken. The diagnosis should explain how the perception leads to corrective action.

Repeat 1, 2 and 3 for:

(B) PRODUCTIVITY (Eg. Sorting Rate/Throughput)

and

(C) COST EFFECTIVENESS

FLOW PROCESS CHART (BLUE)

○ DO (OPERATION)

⇒ FLOW (MOVEMENT)

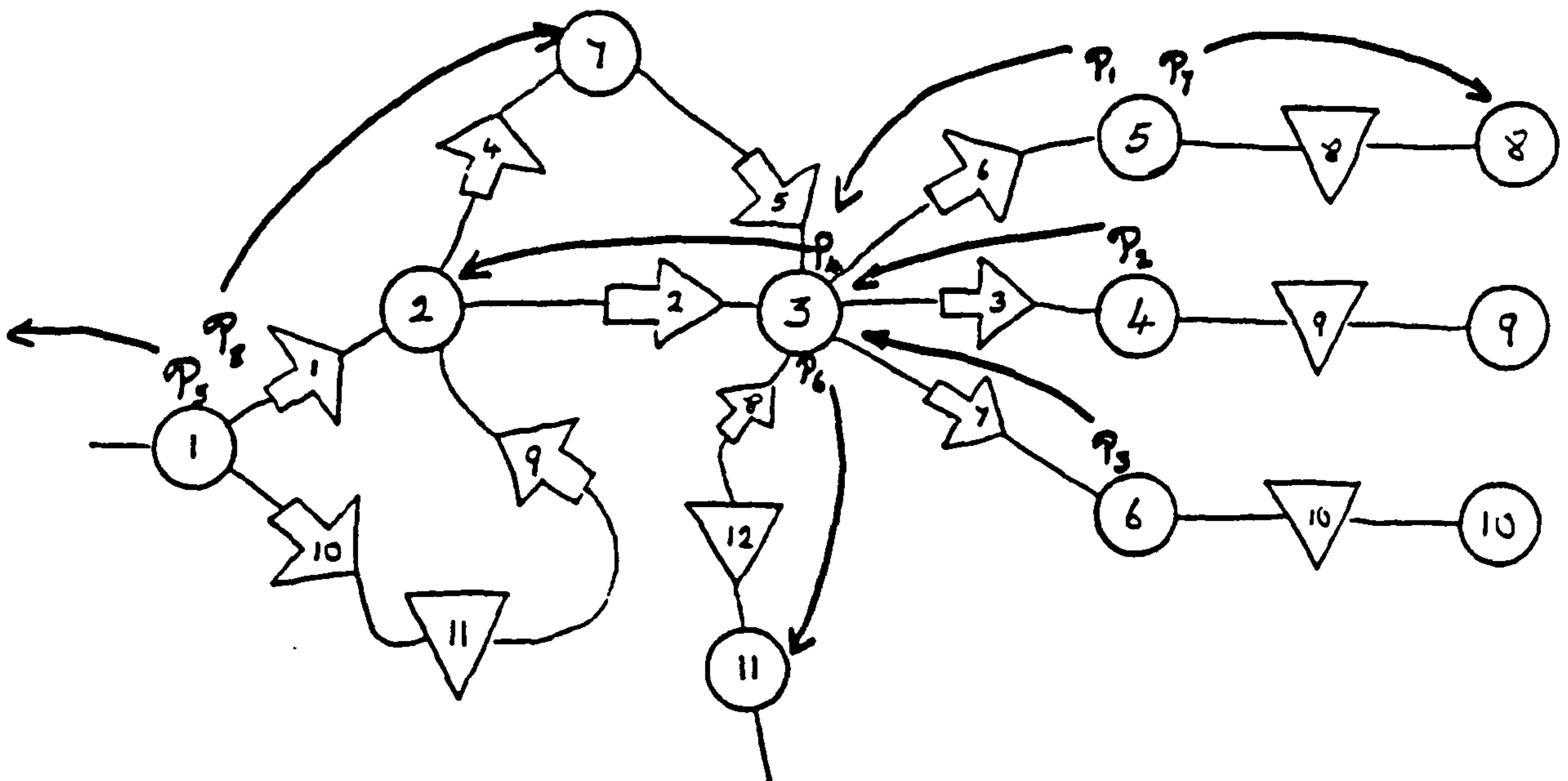
▽ STORE (STORAGE OR DELAY)

TALKBACK (RED)

P PERCEPTION

D DIAGNOSTIC

→ KNOWLEDGE FLOW



D₁

D₅

D₂

D₆

D₃

D₇

D₄

D₈

H/O 1.2



TO: Nigel Hodgson
Ray Workman
Alan Dart
Dave Matthews
Pete Lovegrove
Steve Bambridge

Copy: Peter Davies
Sheila Harri Augstein

17 July 1991

FROM: Andrew Taylor

SOL WORKSHOPS 23 AND 30 SEPTEMBER 1991

I discussed with Sheila on 16 July what we should do at the final two workshops particularly in the light of the very successful session held on 1 July and the following are our conclusions.

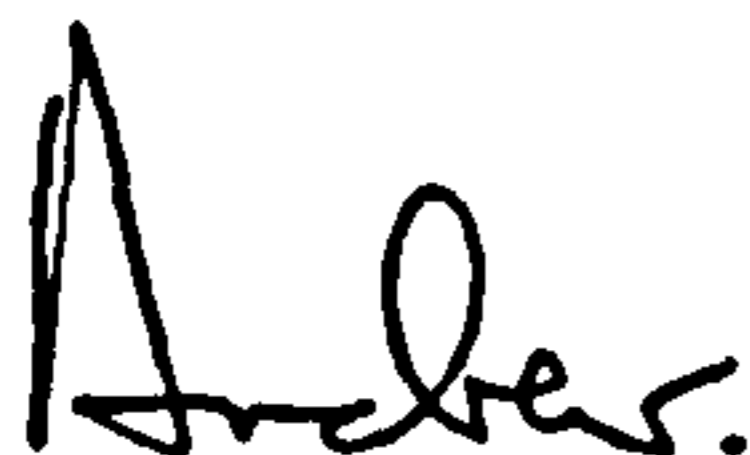
23 SEPTEMBER

In order to provide some assessment of what has occurred but also to allow each of us to review where we each stand, it is suggested that:

- a) we each bring to the workshop a report, preferably written down, listing the changes we have experienced over the last 18 months to 2 years both in our separate roles and more personally in our lives as a result of the SOL and other development activities we have been offered. It is suggested that you think through the significant events of the last 2 years, what has been your involvement in them and what have been the effects on yourself and your team in terms of performance and personally (eg attitudes, confidence etc).
- b) assess yourself on a 5 point scale as to how competent you feel you are to use SOL and the techniques covered in the workshops, to assist your team members.

30 SEPTEMBER

It is suggested that we use this workshop to agree how we shall carry forward all that we have learnt. As a starting point I attach a copy of the Learning Commitment which I drew up on 1 July and which I see as the way in which I shall try to progress.



ANDREW TAYLOR

PURPOSE

WHAT IS MY PURPOSE?

1. To help Nigel, Ray, Dave, Alan, Steve and Pete to develop personally and to support their efforts in introducing SOL to the Team.
2. To improve the quality of the appraisal of the managerial team by collecting specific evidence of actual performance.
3. To win the support of team members in achieving office objectives.

STRATEGY

WHAT ACTIONS?

1. Regular, pre-scheduled, individual meetings. Probably once per month but Shift Managers may be each time they perform an early shift. I shall use the Learning Conversation and Commitment on a regular basis and the Repertory Grid, Task Interview/Analysis and Charting as necessary.
2. Team meetings to pool ideas, review general progress and agree action.

OUTCOME

HOW SHALL I JUDGE MY SUCCESS?

1. Monthly learning commitments and their outcome.
2. Learning activity going on through the team with feedback via my meetings.
3. Specific appraisal evidence.
4. Achievement of office objectives.

S.O.L. REPORT

S.O.L. has made me a lot more confident in talking to other people, and my team, also I am a lot more aware of things going on around me, which I point out to my team, pointing out in a way that starts S.O.L. going. I can leave the PDC in the hands of the P&D's with confidence, which 18 months ago I could not have done. I have come to realize I do not have to be behind the team ~~personally~~ personally every moment of the day. I can now concentrate on areas of the job which needs my expertise.

S.O.L. has also helped in my personal life. I am much more relaxed, and confident in my self. I have come to realize other people needs to work in their own areas, and not to try to run their lives for them.

I feel confident in talking to the team about S.O.L, and would rate myself a 4 on the scale 1-5.

I have found over the past year. ~~I have found~~ that SOL has been a very useful tool. It has taught me to think more about my daily running of the Poc. It has helped to build a confidence between myself and my team. I have been able to use SOL ~~over~~ on myself over the past few months when performing the Operations Manager role. I have found a more built-in self-confidence and have been able to sit back and observe what guidance and confidence my team members have gained through my new image or needs.

I have also thought back over my past experiences and found that I would not have done this without being involved in S.O.L. I have found it has proved to me that I have gained a better self-confidence in myself also have proved to myself that I can be more forward thinking. also feel I am getting away from the gut feeling aspect of the job.

I have also found that I now plan my day more fully at work and at home.

My team have noticed the change in my day to day running of the shifts and the new found confidence I have found I used to be very self-conscious at meetings and have found now that I am more confident in what I am talking about and what other people are trying to say. I feel that I have now become a good listener plus I am able now to be ~~so~~ more explicit when putting pen to paper.

The staff I control seem to use more enthusiasm when I am on duty and have said that my job knowledge is coming out and it is helping them more than I would have done since doing my SOL exercises.

Before having done Soc. I would have given myself a marking of 1. but now feel I am on a marking of 4.

have found some of the sessions to
be busy going but have enjoyed the
sessions of doing SOL with cards on
my how I gained my experience and
now trying to get my whole team
level of SOL. by giving them tasks
perform under the SOL banner.

SOL WORKSHOP - 23 SEPTEMBER 1991.

Only been involved with SOL for 8 months. Some changes tried in private life. More inclined to sit back and think about actions and their effects in relationships and odd jobs around house to provide better quality, throughout especially with and to Personal Learning Interview and Personal Learning Committee. The elements of SOL have enhanced slightly my confidence in main areas both at home and at work just by being involved in the group sessions and talking fully.

Setting up of Lb's - Reading, Bz, Slough, Luton, Bedford, Oxford - meeting people. Motivating, training and learning myself. - Conversely. Not reflecting. Reflective. Cleaning standards + use of Brunton + Compactor more fully. Payments to staff and instruction. General awareness.

Financing my job quickly to be able to manage more effectively. Awareness of Missions w/p and introduction of Tripos 2 - better use of information.

Development plan operational + admin changes been dealt with. Marriage has also settled me down over last 12 months. - more reflective. More open minded thinking of Tripos.

Wanted more change at home than at work - Talk things through.

2 out of 5. I don't feel that I should pass on SOL to my staff without understanding as much as possible the effects of SOL and when to use it. Now that the Box Manager has our involvement sessions perhaps this will help my understanding and confidence using these techniques.

Raising awareness of SOL techniques

Office objective groups - open discussion + feedback involvement

SOL - self confidence built up.

More reflective on actions taken and adjusted as necessary.

Appreciation of other managers needs

Better Managerial team, partly due to SOL. Moved away from Robotic thought boxes → ^{coherent} Explanatory & Constructive.

IDENTIFY SOL. - USE OF CHANGE.

SOL Strategy - To Put down on paper Self organised Learning.

before attempting to SOL in the lead *
Self organised Awareness

OBJECTIVE	SPECIFIC TARGETS	MEASUREMENT OF ACHIEVEMENT	TARGET COMPLETION DATE
<p>1. Underspend all budgets:</p> <p>1.1 Mails Operations budget of £3684k or 567.5k hours.</p> <p>1.2 Motor Transport budget of £166.8k workforce and £1137.5k non staff.</p> <p>1.3 Non Staff budget of £87.7k.</p>	<p>1.1.1 to raise productivity above 90 BSI (5% point improvement saves £ 60.0k).</p> <p>1.1.2 to use less than the targetted percentage (19%) of overtime to gross hours. (1% of gross hours is 5.67k hours).</p> <p>1.1.3 to absorb Dorset distribution traffic at no additional cost.</p> <p>1.2.1 to raise productivity by keeping overtime low and, if opportunities arise, by reducing the number of staff employed.</p> <p>1.2.2 to not hire any vehicles (hiring budget £16.0k).</p> <p>1.3.1 to not use any Contract Labour (Contract Labour budget £25.0k).</p> <p>1.3.2 to significantly underspend on Admin. T & S (Admin T&S budget £7.7k).</p>	<p>1.1.1 PBIS performance.</p> <p>1.1.2 Percentage of overtime to gross hours used.</p> <p>1.1.3 No increase in cost/dilution of productivity when concentration takes place.</p> <p>1.2.1 Workshop productivity.</p> <p>1.2.2 Level of vehicle hire expenditure.</p> <p>1.3.1 Level of Contract Labour expenditure.</p> <p>1.3.2 Level of Admin. T&S expenditure.</p>	<p>31/3/92</p> <p>31/3/92</p> <p>To commence 15.6.91</p> <p>31/3/92</p> <p>31/3/92</p> <p>31/3/92</p> <p>31/3/92</p>
<p>2. Improve Quality of Service.</p>	<p>2.1 to achieve regular and full clearance of traffic, posted by 0015 (0115 once the Glasgow road service re-timed) and distribution by 1315.</p> <p>2.2 to eradicate missorting/missending to all destinations starting with Milton Keynes LPD and through the medium of a small vertical segment study group.</p>	<p>2.1 level of failure to achieve clearance.</p> <p>2.2 level missorted/missent parcels.</p>	<p>31/3/92</p> <p>Study Group to report on MK by 30/6/92</p>

OBJECTIVE	SPECIFIC TARGETS	MEASUREMENT OF ACHIEVEMENT	TARGET COMPLETION DATE
3. Extend team working to all indoor staff.	3.1 to include reserve and acting list first line managers in shift management teams. 3.2 to organise all level 1 and level 3 (ex PHG) staff into shift teams.	3.1 whether or not they are included by the target date. 3.2 whether or not they are so organised by the target date.	1/6/92 30/6/92
4. Eliminate barriers which exist between the PDC and LPDs and which are detrimental to both cost and service.	4.1 to improve relationships and <i>understanding by regular meetings and visits between units.</i> 4.2 to agree a clear specification/contract for the relationship between the PDC and LPDs.	4.1.1 whether or not visits/meetings take place 4.1.2 before and after attitude survey. 4.2.1 whether or not specification/contract agreed by due date.	1/9/92 31/7/92
5. Improve communication and training within the PDC.	5.1 to re-launch Team Briefing and ensure that it works. 5.2 to consolidate the C&G training programme.	5.1.1 whether or not a functioning programme of team briefs is in place. 5.1.2 level of feedback from team briefings (currently nil). 5.1.3 before and after attitude survey. 5.2.1 records of training, coaching and assessment. 5.2.2 verification by internal and external verifiers. 5.2.3 before and after attitude survey.	30/6/92 31/5/92

NOTES OF A MEETING HELD ON 14 MAY 1991

1. Present:

Steve Bambridge	Pete Lovegrove
Bob Broom	Andrew Taylor
Peter Davies	Jim Wharton
Nigel Hodgson	Ray Workman

2. PURPOSE

To begin to define what we need in terms of team meetings/briefings to ensure successful achievement of office objectives.

STRATEGY

Open discussion/brainstorming ideas. Reconvene in one week to confirm purpose and agree strategy for meeting it.

OUTCOME

A list of agreed ideas on what we need.

3. KEY IDEAS

Constructive	Team Briefing - frequency?
Controlled time and content	Feedback meetings
Relaxed meeting	'chat time'
Open	'9 o'clock meeting'
Simplify terminology - no jargon	Specific objective meetings
Reflect	PED meetings with PDC Manager
Relevant	Explanation by "specialist"
Total honesty	meetings.
Flow of information	

4. SPECIFIC OBJECTIVE MEETINGS

Weekly meetings each taking a specific topic:-

1. Budget
2. Q of S
3. Teamwork and communication
4. Eliminating barriers between LPDs and PDC.

When there are five weeks in a month, the fifth week to be used to review the whole process.

5 ACTION

All to think about how we structure the meetings with a view to making decisions at the next meeting scheduled for 1400 hours Tuesday 21 May in Conference Room E.

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP
HELD ON 21 MAY 1991

Present:

Peter Davies
Trevor Flight
Nigel Hodgson

Peter Lovegrove
Andrew Taylor
Ray Workman

PURPOSE

The purpose of the meeting was to decide the structure of weekly meetings.

DECISIONS MADE

3.1 The meetings to be those of the Office Objectives Group.

3.2 The purpose of the meetings to be:

TO ENSURE SUCCESSFUL ACHIEVEMENT OF THE OFFICE OBJECTIVES

3.3 The meetings to be attended by:

Early and late Shift Managers or substitute
(Night Shift welcome but unlikely to be able to attend)
Operations Manager
Peter Lovegrove
Steve Bambridge
Nigel Hodgson
Andrew Taylor
Possibly a representative from Area Transport

3.4 The meetings to take place at 2.00pm every Tuesday except for Bank Holiday when they will take place at 2.00pm on the Wednesday.

3.5 The four objectives will be taken in the following order:

WEEK OF THE MONTH	OBJECTIVE
1	Teamwork and Communication
2	Barriers between LPDs and PDC
3	Budget) when previous months results should
4	Q of S) be available
5	Review of process when there are 5 weeks in month.

A timetable for the meetings is attached.

3.6 The meetings will decide the agenda of the monthly Management Team Meetings and who will lead on each topic. Consideration to be given to a 30 minute pre-meeting before PDC Manager joins meeting and views to be sought on alternative start times to the meetings.

3.7 The meetings will normally be chaired by Andrew Taylor; when he is absent the Operations Manager or other appropriate Group member will take the chair.

3.8 An agenda will be produced for each meeting, probably at the end of the preceding equivalent meeting.

3.9 Each meeting should end with a brief review of how it had gone highlighting positive and negative points.

3.10 The formation of the Group and its purpose to be included in the May Team Briefing.

NEXT MEETING

The next Group meeting would be at 2.00pm on Wednesday 29 May in Conference Room and the subject would be Quality of Service. The Agenda for the meeting to be;

- 1 Agree the purpose of the Q of S meetings.
- 2 Brainstorm problems related to Q of S.
- 3 Group and prioritise the problems.
- 4 Identify key area(s) for action.
- 5 Agree agenda for next Q of S meeting - Tuesday 25 June.
- 6 Meeting review; + and - points.

The meeting to be chaired either by Bob Broom, if available, because of his involvement in the Missort Study Group or Dave Matthews.

REVIEW OF THIS MEETING

Positive Points

Constructive
More constructive than previous meeting
Achieved a great deal
Better Chairmanship
Purpose reiterated and on flip chart.

Negative Points

No agenda
Lack of communication to other shifts
Missed Operations and Admin Managers
No use of flip charts

READING PDC - OFFICE OBJECTIVES GROUP MEETINGS

MONTH	TEAMWORK & COMMUNICATION	BARRIERS LPDs/PDC	BUDGET	Q OF S	PROCESS
MAY				28(WED)	
JUNE	4	11	18	25	
JULY	2	9	16	23	30
AUGUST	6	13	20	28(WED)	-
SEPT	3	10	17	24	-
OCT	1	8	15	22	29
NOV	5	12	19	26	-
DEC	3	10	17	24	31
1992					
JAN	7	14	21	28	-
FEB	4	11	18	25	-
MAR	3	10	17	24	31
APRIL	7	14	21	28	-

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP RELATING TO QUALITY OF SERVICE
HELD ON WEDNESDAY 29 MAY 1991

1. PRESENT:

Dave Matthews (Chairman)
Dave Barlow
Peter Lovegrove
Martin Topping

Clive Sharman
Jimmy Wharton
Steve Bambridge

2. PURPOSE:

The Chairman opened the meeting and started with the explanation of the Office objectives for Q of S for Reading PDC. Then opened the meeting to all Present for constructive comments on where Q of S could be improved.

2.1 Missort Study Group:

Peter Lovegrove gave details of the missort study group which met last week. The study will first look at Milton Keynes LPD as it is regarded as the flagship to the business being local to Headquarters. He stated that his objective taken from the meeting was to train operators well especially with regard to the missort problem between Milton Keynes and Bedford.

2.2 Ideas Raised:

It was discussed that putting the postcodes on the end of the booms for Milton Keynes would help and Clive Sharman was charged with looking at this area by using Midas tape.

Peter Lovegrove would put similar notices at the PSM's for Milton Keynes and Bedford for the operators.

Martin Topping suggested looking at staffing levels in the chute hall with perhaps using the LPD sorter along the Mated selections but this was felt too much for one man to cope.

Dave Barlow suggested putting a container/bag at the end of each boom for missorts to be put into. He also said he would look at performing proper checks of wedge units and more regular selection checks. The Chairman asked if there was a better way of performing a mail search. Dave Barlow said that all parcels could be put down the recirc chute and retipped.

Martin Topping voiced the idea of performing four mail searches per day at 1100, 1300 or finish of Distribution, 2330 and 0100 or finish of Posted. The Chairman said that he would approach Nigel Hodgson and Andrew Taylor on this point.

Jimmy Wharton suggested putting sortation/vague books at chute ends. Peter Lovegrove said this point was raised at the missort study group to use these books in plastic covers hung at the chute ends. He also put forward the idea of using a senior operator to give ongoing coaching to newly trained operators to act as mentors for perhaps a week after finishing PSM training. The Chairman asked P Lovegrove and J Wharton to prepare a volunteer list for coaches.

Steve Bambridge asked if it was possible to make better use of those duties who are supposed to regularly clear chute ends for missorts and not used on other jobs so that those working in trailers would know a regular clearance was taking place and be more willing to sort missorts.

The Chairman asked if there was any other points to raise.

Meeting ended 1500.

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON 4 JUNE 1991.

1. Present:

- | | |
|-----------------|-------------------------|
| Steve Bambridge | Pete Lovegrove |
| Bob Broom | Dave Matthews |
| Alan Dart | Andrew Taylor |
| Nigel Hodgson | Martin Lewis (observer) |

2. PURPOSE

To ensure the successful achievement of the Teamwork and Communication objectives.

- a) to extend team working to all indoor staff.
- b) to improve communication and training by relaunching Team Briefing and ensuring it works and by consolidating the C & G training programme.

3. ACTION AGREED

ACTION

- 3.1 meeting to concentrate on objective 2a) above.
- 3.2 the issues which would need to be resolved were:
duty swaps which had a monetary implication ie NDA
allocation of reserves and leave selection
- 3.3 Andrew to clear with Terry Dougan the principle of offering a shift payment equivalent to the NDA and Saturday Premium Payments associated with present indoor AWD. ANDREW T.
- 3.4 Dave and Steve to calculate the total sum of money involved DAVE M
& STEVE B
- 3.5 Dave and Steve to draw up a scheme for indoor shift leave and leave reserves. DAVE M
& STEVE B
- 3.6 once 3.3 cleared all Group members to start "sowing the seed". ALL
- 3.7 Andrew to float the idea with UCW ANDREW T
- 3.8 Pete to prepare a draft letter to the indoor staff setting out the proposal; the draft to be ready for the next meeting on this subject on 2 July. PETE L
- 3.9 Dave to write to the four Acting List PEsD asking them to state a preference for which of the team they wished to be members, i.e. one of the three shift teams or the Transport/DNC team. DAVE M.

4. AGENDA FOR GROUP MEETING ON 2 JULY

- 1 Report back on action agreed
- 2 Agree any further action necessary
- 3 Consider and agree action on objective 2b) above.

Steve Bambridge

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON 11 JUNE 1991

1 PRESENT

Steve Bambridge
Bob Broom
Trevor Flight
Nigel Hodgson

Dave Matthews
Andrew Taylor
Martin Topping
Ray Workman

2 PURPOSE

To ensure the successful elimination of barriers which exist between the PDC and LPDs and which are detrimental to both cost and service.

3 BARRIERS

ACTION

Lack of Communication
Don't understand each others problems
Job knowledge
Training
Transport
HAL
Clear understanding of each others requirements
Contact
Who is the ADM/LPD Manager?
Telephone
Information
Work areas
"Us and them"
Engineering problems
Admin
Missorts/Missents
Lack of organisation
Nobody there
Answer machines

Generally agreed the principal barrier is communication.

4 TYPES OF COMMUNICATION

Face to face
Telephone
Written
Fax Machine
Information exchange
Meetings
Visits
Walk the job

5 SOLUTIONS

5.1 Shift management teams to attend LPD Managers meetings when held in Reading. Next meeting scheduled for 10.00am 25 June 1991.

ANDREW T

ACTION

5.2 Spend time in the LPD environment in order to understand their jobs and invite them to do the same in the PDC.

ALL

5.3 Extend to Ops PEs the idea already adopted by Traffic Managers of allocating personal responsibility for contact with and visits to specific LPDs (see copy attached).

RAY W

5.4 Communicate 5.3 to Laury Callan and all LPD Managers

RAY W

5.5 Invite Laury Callan (and LPD Manager(s)) to next OOG meeting on this topic (2.00 pm 9 July) in order to discuss with them how to improve understanding between PDC and LPDs and how to involve them in the process

ANDREW T

5.6 Obtain information on LPD contact names, telephone and fax numbers.

STEVE B

5.7 Check whether LPD Managers have PDC contact names, telephone and fax numbers, and if not, supply them.

STEVE B.

5.8 Request LPDs to fax daily collected traffic information for each load sent (similar to Night Report)

RAY W
at LPD Manage
Meeting on 25

6 AGENDA FOR GROUP MEETING ON 9 JULY

6.1 Report back progress on action.

6.2 Discuss barriers with LPD representatives.

6.3 Operational Bulletin.

6.4 Contingency Plans.

7 REVIEW OF THIS MEETING

Positive Points

Negative Points

Achieved something.
Chairman (Nigel) didn't do too bad.
Got to objective quicker.
LPD buyers finished at 1550hrs
Other items discussed afterwards.
Barriers within the Group seem to be diminishing.

No tea or coffee.
Lengthy.

TRANSPORT MANAGER
READING

21.5.91

TRAFFIC MANAGERS LIAISON VISITS TO LPD ETC.

7th June	George Cripps	GC Reading MLO Mortimer & Risley
14th June	Peter Buckler	PB Aldershot
21st June	Trevor Flight	TF Bedford
28th June	GC	Slough
5th July	No visits	(A/L)
12th July	No visits	(A/L)
19th July	No visits	(A/L)
26th July	No visits	(A/L)
2nd August	No visits	(A/L)
9th August	GC	Abingdon & Oxford
16th August	No visits	(A/L)
23rd August	No visits	(A/L)
30th August	No visits	(A/L)
6th September	PB Bournemouth (Poole)	
13th September	No visits	(A/L)
20th September	GC Henley	
27th September	PB Portsmouth & Southampton	
4th October	TF Milton Keynes & Amersham	
11th October	GC Banbury	
18th October	PB Basingstoke	
25th October	TF Luton	
1st November	GC Wokingham & Bracknell	
8th November	PB Southampton	
15th November	TF Aylesbury and High Wycombe	
22nd November	GC Newbury Pangbourne & Goring	
29th November	PB Aldershot	
6th December	TF Bedford	
13th December	CF Reading MLO and Mortimer & Risley	

-
- A. Traffic Manager to Book Pool car in advance.
B. Visits to be made on Friday early shift.
C. Late and night shift to cover absent TM.



NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP
HELD ON 18 JUNE 1991

PRESENT

Steve Bambridge
Nigel Hodgson
Andrew Taylor

Martin Topping
Ray Workman

PURPOSE

To ensure that all budgets are underspent with specific targets.

- raise productivity above 90 BSI
- use less than the targeted level of overtime
- absorb Dorset at nil cost
- use no agency staff
- underspend Admin T & S

The meeting decided to concentrate on raising productivity and agreed the following action:

- 3.1 Arrange with Jean Cobelli to increase Managers knowledge and understanding of PBIS.
- 3.2 Complete the revision of the Chute Hall layout.
- 3.3 Draw up one night and one early duty to book in vehicle arrivals. The duties to be found from existing indoor duties and to be introduced on a trial basis. After about 9.30/10.00am the early duty could perform re-wraps duties.
- 3.4 Prepare a mini training package for the 3 duties involved in booking in arrivals.
- 3.5 Acquire a "whiteboard" to be sited on the arrival bay and on which will be recorded details of loaded trailers parked on arrival bay fence, next to PDO etc.
- 3.6 Raise the idea of the "whiteboard" and additional booking in resource in Team Briefing in order to obtain feedback from Managers on what information is to be recorded and how the new duties are to be used.

ACTION

ANDREW T.

RAY W. TO
CHASE DAVID
JAMES

RAY W.
MARTIN T.

MARTIN T.

STEVE B.

RAY W.

4 AGENDA FOR GROUP MEETING ON 16 JULY

- 4.1 Report back on progress on action
- 4.2 Consider next steps.

READING PARCEL DISTRIBUTION CENTRE (PDC) CONTACTS
 ROYAL MAIL PARCELFORCE
 WHARFEDALE ROAD
 WINNERSH
 NR READING
 RG11 5XX

Switchboard Telephone: (0734) 699333
 Fax Number: (0734) 441807

PDC Manager : ANDREW TAYLOR (0734) 443223

Operations Manager : (0734) 443232

Administration Manager: STEVE BAMBRIDGE (0734) 443216

Operations Teams : (0734) 443238

Shift Managers :	Ray Workman	Dave Matthews	Alan Dart
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PED's :	Bob Droom	Martin Topping	Dominic Kelly
	Clive Sharman	Steve Butler	Jimmy Wharton
	Eddie Bridgewater		Dave James

Transport Managers :	Peter Buckler	Trevor Flight	George Cripps (0734)443237
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NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON TUESDAY 25 JUNE 1991
ON QUALITY OF SERVICE

1 Present:

Ray Workman Alan Dart
Nigel Hodgson Steve Bambridge
Dominic Kelly

2 PURPOSE:

To report back on action taken from the previous meeting on Quality of Service. The Chairman took us through the notes of the previous meeting and explained the action currently underway:-

- Missorts to Milton Keynes had been greatly reduced, the Missort Study group were looking at performing a sampling check to identify why missorts are being made. The group were looking at 6 LPD's with one person on nights and one or earlies.
- Ray Workman attended the recent LPD Managers meeting to highlight any areas where missorts occur regularly.
- Nigel Hodgson said that the wedge units had not been checked and no container/bag had been positioned at the end of each chute as yet.
- The item of Mail Searches had been addressed and J Wharton along with B Shoemith would be meeting regularly regarding the operation and timing of Mail Searches.
- Vague books were to be looked at by the Missort Study Group.
- Senior PSM operators would only act as a coach if paid - this would need clarifying by Andrew Taylor.

3 A Missort Study was being set up by Paul Farrow and Phil Nutteridge. They are setting up a system for PDC.

ACTION

- | | |
|---|-------------------|
| 3.1 It was suggested a check of the info placed at the end of each boom should be performed. | D.K. |
| 3.2 It was agreed that the Quality of Services figures be made available at each subsequent Q of S meeting. | S.B. |
| 3.3 Shift Managers to make a physical check of all work areas to look for Q of S failures and report back at the next meeting with the results of these checks. | Shift
Managers |
| 3.4 Work on a current workplan for the PDC allowing for contingency plans. | R.W. |

+
Informal
More sharing of ideas
Talked constructively
Not destructive
Everyone input info
Honesty

-
Not many people
No coffee/tea

Meeting ended at 1600 hrs.

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON 2 JULY 1991

1. Present

Steve Bambridge
Terry Gardner
Nigel Hodgson
Dominic Kelly

Andrew Taylor
Martin Topping
Ray Workman

ACTION

2. Purpose

To ensure the successful achievement of the Teamwork and Communication objectives.

3. Action Agreed

3.1 Andrew to discuss the Group's ideas in more detail with UCW. This would include the idea of a letter/questionnaire to all indoor staff seeking their suggestions and views on how the office was being run and how this could be improved.

ANDREW T

3.2 The Group would need to have some measures against which to judge the success of team - working. Some ideas put forward were:-

ALL

- level of missorts
- traffic clearances
- PBIS performance
- level of lapsing/reduced pressure
- general appearance of the office

3.3 Ray and Dominic to establish the current position on City and Guilds coaching and assessment and to raise the issue at the next monthly Management Team meeting (15 July).

RAY W
DOMINIC K

3.4 Andrew to seek information on the changes taking place in the management of transport.

ANDREW T

4 AGENDA FOR GROUP MEETING 6 AUGUST

- 1. Feedback from discussion with UCW and letter/questionnaire to indoor staff.
- 2. Feedback on review of C & G coaching and assessment progress.
- 3. Next steps.
- 4. Training.

5. Review of this meeting

Positive points

Negative points

Constructive

No tea or coffee

NOTES OF A MEETING OF THE OFFICE OBJECTIVES HELD ON 9 JULY 1991

1. Present

Steve Bambridge
Terry Gardner
Dave Matthews

Andrew Taylor
Ray Workman

2. Purpose

To ensure the successful elimination of barriers which exist between the PDC and LPDs and which are detrimental to both cost and service.

3. Action

3.1 Ray and Steve to prepare a letter and pro forma to send to LPD Managers reminding them of our request for advance warning of level of posted traffic they are sending in.

ACTION

RAY W
STEVE B

3.2 Provide LPD Managers with overall missort performance figures.

STEVE B

3.3 Provide LPD Managers with results of Missort Study Group check on missorts to LPDs.

ANDREW T

3.4 Send out reminder to LPD Managers inviting them to visit PDC.

RAY W

3.5 Discuss availability or possibility of acquiring information on when posted traffic is available for collection from LPDs.

ANDREW T

3.6 C & D Manager and LPD Managers to be reminded of date of next meeting on this objective, 13 August; and to which they would be most welcome.

ANDREW T
to copy
these note
to them

3.7 Find out if and when Basingstoke and Milton Keynes LPDs are to be equipped with fax machines.

STEVE B

4. Agenda for Group Meeting on 13 August.

4.1 Report back progress on action.

4.2 Discuss barriers with LPD representatives.

4.3 Operational bulletin.

4.4 Contingency plans.

5. Review of this Meeting

Positive points

Tea and coffee

Negative points

No C & D/LPD Mgrs.
Poor turnout.

Operations Manager
Reading PDC

July 1991

Copy A Taylor
L Callan

Mr
LPD Manager

Dear

May I firstly begin by saying how disappointed we were that two LPD Managers or Mr Callan Area Collection and Delivery Manager were not able to attend our meeting on 9th July 1991.

Our next meeting will be on the 13th August 1991 at 1400 and I hope two LPD Managers and Mr. Callan will be able to attend.

It is hoped we will be able to attend your meeting on the 30th July 1991.

We would like to thank those LPD's that have been informing us of the amount of traffic we can expect during the evening peak period. We would now like to ask all LPD's in our area to now supply information on the enclosed Pro-formas of what traffic is contained on each trailer returning to the PDC and fax it to the PDC.

We would also like to remind you of our invitation for you and your ADM's to visit us and would like to suggest that a Tuesday would be the ideal day due to no distribution being processed through the PDC on Mondays.

Your response on these or any items would be greatly received and we are looking forward to talking to you again on the 30th July 1991.

Yours sincerely

RE WORKMAN
Operations Manager

FOR ATTENTION OF SHIFT MANAGER READING PDC

DAY _____

DATE _____

LPD NAME _____

DEPARTURE
TIME

DRIVER

INCIDENTS
RECEIVED
BY
OFFICERS

THIS FORM TO BE USED ON EVERY DEPARTURE FROM L.P.D. PLEASE USE

FAX NO 0734 441807 OR PHONE 0734 443245

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON 16 JULY 1991

1. Present

Steve Bambridge
Bob Broom
Alan Dart
Terry Gardner

Nigel Hodgson
Dominic Kelly
Dave Matthews
Andrew Taylor

2. Purpose

To ensure that all budgets are underspent.

3. ACTION

3.1 Meeting with Jean Cobelli to ^{be} arranged once new PBIS target agreed with UCW.

3.2 Chute Hall layout revision still to be completed

3.3 The idea of additional arrival booking in duties to be reconsidered once the requirement had been more clearly defined.

3.4 The information to be shown on the arrival bay "whiteboard" to be reconsidered.

3.5 A specification of Shift Managers requirements for duty coverage to be drawn up for use by Admin.

4. Review of this meeting

Positive points

Tea and coffee
lively

Negative points

Did we keep to the
subject?

ACTION

ANDREW T

DAVID JAMES

ALL

ALL

SHIFT MANAGERS

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP
HELD ON TUESDAY 23 JULY 1991

1 Present:

Steve Bambridge
Bob Broom
Pete Lovegrove

Dave Matthews
Andrew Taylor

2 Purpose:

To improve Quality of Service

3 Action

3.1 Priority indicators to be included in Team Briefing

3.2 Duty details of the 3 missort duties to be reviewed to ensure they meet the requirement of handsorting all missorts coming to hand whether at chute ends or on return from LPDs/RM.

3.3 Subject to 3.2 the night shift missort duty to be responsible, on commencement of duty, for re-sorting missorts returned from LPDs/RM.

3.4 The National Q of S figures in so far as they relate to Reading were considered and were found to be not particularly helpful in directing the Group's efforts. Information coming from new Quality Control checks, e.g collection checks, missent checks, missort checks, would be more helpful.

ACTION

ALL

STEVE B.

SHIFT
MANAGERS

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP
HELD ON TUESDAY 30 JULY 1991 TO DISCUSS:- PROCESS

1. PRESENT:

R Workman
P Lovegrove
N Hodgson

S Bambridge
M Topping

2 PURPOSE:

To assess how these office objective meetings were progressing and if they are beneficial in their current format.

3 ACTION AGREED

ACTION

3.1 The group to report back to Andrew Taylor concerning the regularity of the meetings. It was felt that a fortnightly meeting would be better whereby the subjects could be linked i.e. one meeting to discuss Q of S and Budgets and another to discuss Teamwork & Communication and Barriers LPD'S/PDC.

ALL

3.2 The nominate Chairman should provide a clear Agenda for each meeting in advance. The Chairman need not necessarily be Andrew Taylor each time.

CHAIRMAN

3.3 To decide the meeting previous who will be Chairman at the next meeting and specify time limits for discussion on each subject so as not to extend the meetings unnecessarily.

ALL

3.4 Try and arrange the next LPD Barriers meeting for Tuesday a.m. Arrange also for LPD Managers and Traffic Manager.

CHAIRMAN

3.5 It was also felt that at some stage an attendance by Terry Dougan would prove useful if this could be arranged.

A.TAYLOR

4 REVIEW OF THIS MEETING

Positive Points

Open, frank discussion
Good ideas and action
Some achievement reducing barriers (LPD'S)
Gradual progression
Extending teamworking
Raising awareness

Negative Points

Too many meetings
Additional workload of managers.
Other barriers in PDC
No proper agendas
Lack of supervisors attendance

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP
HELD ON TUESDAY 6 AUGUST 1991 TO DISCUSS TEAMWORK AND COMMUNICATION

1 PRESENT

Steve Bambridge
Terry Gardner
Nigel Hodgson
Ray Workman

Alan Dart
Bob Broom
Jim Wharton
George Cripps

P Lovegrove expressed his apologies

2 PURPOSE

To report back on last meeting and to find ways to improve Teamwork and Communication within the PDC and outside.

3 REPORT BACK/ACTION

It was felt by the Chairman that we should report back on the previous Teamwork and Communication meeting.

3.1 Letter - Questionnaire - Andrew Taylor not present to report.

3.2 Levels of missorts were seen to be decreasing as awareness was being raised. PBIS performance was decreasing due mainly to extremely low traffic levels. Lapsed hours was being continued as far as possible and the general appearance of the office had improved over recent weeks.

3.3 A list of City and Guilds training was still being compiled. It was suggested that due to the backlog of City and Guilds training not being performed, a supervisor be released on special duties to catch up with the backlog. Ray Workman and Pete Lovegrove would discuss again with Andrew Taylor to alleviate the backlog.

3.4 Terry Gardner said that he was undertaking a HGV drivers revision taking off all indoor hours and making a complete split of Transport from Operations by 6.1.91. This would hopefully also include a separate drivers leave list. A separate body for maintenance of vehicles had been set up headed in this area by John Vaughan.

3.5 Next steps were suggested to be where Shift Managers and PED's perform a check of each area upon handover and sign the diary of this fact being done. This was accepted as being a good idea but needed further discussion amongst all supervisors.

ACTION

RAY & PETER

ALL

4 REVIEW

+

More supervisors attending
Frank discussions

-

No tea or coffee
PDC manager & D Kelly absent

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP
HELD ON 20 AUGUST 1991

PRESENT

Steve Bambridge	Dave Matthews
Nigel Hodgson	Andrew Taylor
Dominic Kelly	Ray Workman

PURPOSE

To ensure that all budgets are underspent.

ACTION

3.1 the following action points from the last meeting (16/7/91) to be cleared by the next meeting (17/9/91).

3.1.1 meeting with Jean Cobelli to be arranged once new PBIS target agreed with UCW.

3.1.2 Chute Hall layout revision to be completed.

3.1.3 Arrival Bay "whiteboard" to be installed.

3.2 the idea of additional arrival booking in duties was still under review and would be raised again at the next Management Team Meeting.

3.3 it was felt the system of duty coverage was now more satisfactory but that Shift Managers must involve their Shift Team members in deciding the level of duty coverage to be made.

3.4 an example of a possible work area, hourly productivity and production monitoring system to be produced for the next Management Team Meeting (9 September).

REVIEW OF THIS MEETING

Positive Points

Coffee & biscuits
Set deadlines
Constructive
Positive

Negative Points

Flipchart not used
Too few people attended

ACTION

ANDREW T.

DAVID JAMES

RAY WORKMAN
STEVE B.

SHIFT MANAGERS

STEVE B.

To: All Managers (incl. Acting List)
Reading PDC

From: Andrew Taylor

2, August 1991

OFFICE OBJECTIVES GROUP MEETINGS

The above were reviewed on 30 July and it was decided to alter their frequency to fortnightly rather than weekly and to amalgamate topics as follows:

Teamwork & Communication with barriers between LPDs and PDC

Budgets with Q of S

The meetings will now be on the first and third Tuesday of the month, still at 2.00pm and a revised timetable is attached. The meeting on 10 September will be held as LPD Managers have been invited to come along and discuss barriers.

Attendance at the meetings is open. Ideally a representative from each shift team should come but this is clearly difficult for the night team. The notes of the meetings are not confidential, copies go to Shift Managers who should ensure all their team members see them.



ANDREW TAYLOR

LEADING PDC - OFFICE OBJECTIVES GROUP MEETINGS

MONTH	TEAMWORK & COMMUNICATION	AND	BARRIERS LPDS/PDC	BUDGET AND Q OF S	PROCESS
FEB	3		10	17	
MAR		1		15	29
APR		5		19	-
MAY		3		17	31
JUN					
JUL		7		21	-
AUG		4		18	-
SEP		3		17	31
OCT		7		21	-

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON 10 SEPTEMBER 1991
TO DISCUSS LPD BARRIERS

Present

Mr D Matthews A/Ops Manager (Chairman)	Mr P Bryant Reading LPD Manager
Mr T Gardner Transport Manager	Mr R Stidston Area C & D Manager (N)
Mr S Bambridge Admin Manager	Mr G Nickells Area C & D Manager (S)
Mr R Cousens Southampton LPD Manager	Mr N Hodgson Engineering Manager
Mr M Gray Oxford LPD Manager	Mr I Wilson Guildford LPD Manager
	Mr D Newell Luton LPD Manager

ACTION

The Chairman opened the meeting by thanking all those who attended and suggested that each Manager raised any points individually and asked Mr R Cousens to start the proceedings.

Southampton LPD were experiencing irregular arrivals and vehicles arriving late. This caused sorters to wait for work with emphasis on Fridays. Still receiving Direct Mates at Southampton for Bournemouth. Missorts have reduced dramatically recently but still receiving old PCO sortation. T Gardner

Oxford LPD (Mr M Gray) - Missorts for Banbury reoccurring with red spots. Also need additional pink labels to be supplied and empty bags. D Matthews

Reading LPD (Mr P Bryant) - Inward sorters were missorting especially Littleheath. Dedicated sorting group to be set up 23/9/91 which should help. HAL items were also left unsorted at approx. 1pm. They should be labelled up and put into a combitainer. D Matthews

Aldershot LPD (Mr I. Wilson) - Need to have Mondays first service bounce over not with a trailer and 2nd service with an empty trailer need to write this into P318's. T Gardner

Luton LPD (Mr D Newell) - HAL currently sent to WL RCC. Could we handle HAL at current levels 40-50 parcels per night to cease run to WLRCC until traffic picks up. Perhaps get LCD at Luton to collect. LU7 missorts especially HAL parcels. Is it possible to have a trailer with shutter doors as it proves difficult to open on occasions with rigid doors tight to building. Would it be possible also to notify if large amounts of distribution fail so that staff can be assessed. Rubbish on trailers also looked untidy. Trailers with holes in roofs were a problem making parcels extremely wet. Slough LPD - cut out 1900 service as all Distribution will comment on the first service. G Nickells T Gardner

Portsmouth LPD - A problem occurred last night. Reading bounced down and driver left late due to staffing problems. ADM was locking up and wouldn't assist driver to unload. It was necessary to contact LPD's of lateness. PDC not notified that no trailer was on site.

It was felt that an updated contact list was needed to LPD Managers including control number and out of hours contacts and emergency numbers at weekends. S Bambridge

Dave Matthews said that HAL caused the PDC problems on the bay and was very time consuming due to the way it was loaded. Steve Bambridge asked for missorts to be given over the phone daily when contact is made.

Laury Callan confirmed that the LPD Managers meeting could be formed into the LPD barriers meeting. An agreed set schedule of dates to be sent to D Matthews/A Taylor. Nigel Hodgson stated that the missort study group was pleased with its success and had reduced missorts substantially.

Meeting closed at 1520.

NOTES OF A MEETING OF THE OFFICE OBJECTIVES GROUP HELD ON 17 SEPTEMBER 1991

Present:

Dave Matthews
Andrew Taylor

Purpose

To improve Quality of Service and ensure that all budgets are underspent.

Action points from previous meetings:

23 July

3.1 Priority Indicators to be included in Team Briefing again

3.2 Duty details of 3 missort duties still to be reviewed

3.3 Night shift missort duty to re-sort missorts returned from LPDs/RM.

20 August

3.4 PBIS target agreed, Jean Cobelli to attend meeting

3.5 Chute Hall layout revision to be completed

3.6 Arrival Bay "whiteboard" to be installed

3.7 Arrival booking duties still to be discussed at Management Team meeting

3.8 Work area, hourly productivity and production monitoring system still to be produced

The idea of amalgamating the Office Objectives Group with the monthly Management Team meeting to be raised at the next meeting of the latter to be held on 14 (not 7) October.

All operational managers to be copied outline details of how the NWLPDC change of function will affect indoor operations at Reading and be asked for any ideas on how staffing should be scheduled between shifts and between work areas within shifts. Results to be discussed at Management Team Meeting on 14 October.

ACTION

ALL

Steve B

Dave M

Andrew T

Dave J

Steve B

Steve B

Andrew T

Andrew T

September 1991

To: Pat Hedges
From: Andrew Taylor

8 January 1992

SELF ORGANISED LEARNING

At the end of our meeting with Laurie and Sheila on 6 December I undertook to let you have a note about what I saw as the way forward both locally in Reading and on a wider front.

As a result of the work we have done with CSHL during 1991 there have been two main changes. Firstly, the approach and outlook of the managers directly involved in the workshops has changed. We all have a better understanding of how we learn and of the need to support the learning of others. There has been a more open recognition of areas for individual and team performance improvement with consequential action and improved performance. Secondly, there has been a realisation on all our parts that there is a need for a more structured approach to performance improvement in terms of regular, say monthly, "learning conversations" throughout the management team at which performance can be reviewed and new "learning commitments" agreed so that we can lift performance on a progressive basis. In terms of future CSHL involvement, it would be very useful to have three or four day or half day sessions for the team between January and September so that they can support us in consolidating this approach into our normal way of life. I believe by this means we shall produce real ongoing appraisal evidence of much greater worth than the normal annual round of form filling.

On the wider Business front I am not necessarily saying that SOL is the only way forward, only that it is the best I have come across. What I believe is needed is a wider "debate" on how we value the people who work for us and from that would emerge a clearer view, of how we want to manage them or even how they wish to be managed! This debate should not be restricted to the policy makers in HQ but needs to encompass the field managers who actually manage most of the people. One of CSHL's maxims is "beware the expert and the expert's solution". I feel, with respect, we are getting the expert solution in the training field and whilst I have seen many benefits from NEBSM/CMS, I do not feel enough has been achieved in genuinely committing managers to giving such initiatives real support. They are seen as "Pat Hedges initiative" rather than "our initiative". We have discussed on many occasions the fact, to use NEBSM terminology, that much of our Business is still managed "mechanistically" rather than "organically". I recognise that the initiatives you are taking are designed to change this but I believe this objective needs to be more overt and debated among the managers who are meant to be supporting them. I do not believe that you will change people's approach to how they manage by "telling" them to change, you have to support them in reflecting on how they do it so that they reach their own revised model and learn to reiterate the process for ongoing improvement. That, as I understand it, is the essence of SOL and whilst APL goes some way towards it, I believe it will be less effective because it is not a free structure.

The "debate" which I consider the Business needs to enter into on how we value our people and how we manage them for improved performance goes to the root of introducing Customer First and "empowering the front line". Given a clear definition of what we are trying to achieve, I believe CSHL have the skills, techniques and experience to facilitate such a "debate".



ANDREW TAYLOR

To: Andrew Taylor
Ops Manager
Reading

Copies:

From: Pat Hedges

Date: 23rd January 1992

Tel: 5700 7309

Ref: PH17.01/DW

Subject: SELF ORGANISED LEARNING

Thank you so much for your very interesting letter, which gave me a great deal of food for thought.

I feel that SOL has worked so well for you for two main reasons. The first is your enthusiasm for the technique, and the second is a consequence of the first; in that you have been willing to stick at it for a long time now, adjusting and honing its usefulness to fit your situation, and persuading your people of its strengths. I'm sure all the benefits you envisage will accrue. I am happy to fund further sessions for you between January and September, to help you consolidate your gains.

I agree with most of your comments in the 'wider business front' paragraph, but - as always - there are several angles to the same issue.

The root cause of 'imposing expert solutions' was my inability to convince our previous Ops Director that training was anything other than "a nice thing to do if there was nothing more important on", "a frill which was dispensable", etc, etc.. Bearing in mind that people generally take their cue from such a source, it was always obvious that real progress was not possible.

Since things have changed I have tried hard to involve Ops Managers, but the Business needs cannot wait until I have done my selling job thoroughly. Bear in mind too, that historically, our people have tended to listen to proposals but to respond to 'orders', even - in some cases - feeling more comfortable with a situation they have not created for themselves and for which they can 'blame' someone else. You are right that training is designed, among other things, to address this, but 350 years of history produces a culture which is seldom changed overnight, and needs constant reinforcement.

The other issue is concerned with standards. Parcelforce needs to be sure that its people meet an acceptable standard of performance in their service to our customers. We have found that, in some instances where managers have had the freedom of choice for training, the programmes they have chosen (being high on gimmicks and cost, and low on substance and worth) have fallen far short of the ability to produce competent people.

... / ...

... / ...

In summary Andrew, I feel that it is my responsibility to provide Parcelforce with managers equipped to develop to a standard of competence, such that they can contribute to the success of the Business in our particularly hostile market place. To achieve this, I could not go down the SOL path since it is too costly, too lengthy and requires more commitment from operational managers than I have any evidence of getting on a national basis now. For instance, your efforts have not been concealed, yet no-one else has asked for help.

Given all that Andrew, and recognising that it is anathema to you, I shall continue to give support in any way that people ask me to, but in the absence of that expression of need, I shall go on 'imposing my expert solutions', which I have to say are even well received in some quarters!

Thanks again for your letter. I'd like to be able to operate in the way you outline - hopefully in years to come.

Best wishes.

A handwritten signature in black ink, consisting of the letters 'P' and 'ar' in a cursive, stylized font.

P A HEDGES (MRS)

Mr M L.ewis
Coryton House Management Centre
Coryton House
27 Pendwystt Road
Whitchurch
CARDIFF CF4 7XF

21 June 1991

Dear Martin

Firstly, let me congratulate you and say how pleased we are to hear of your 'masters' award, our warmest good wishes to you on your academic and job-centred future! Now we can appreciate why we have not heard of you since last Autumn! Rest assured we have missed seeing you around in Reading and have frequently enquired about you.

Now, as promised I have tried to get an information pack together for you - albeit somewhat hastily - re our current Learning Conversations project. You are probably aware that only one of our four Proposals (see attached) have so far been activated, although Pat expressed much interest in the whole S-O-L package during our review meeting with her, Andrew, and some of the team leaders at Winnershi!

You have asked me for some assessment of the current project based on Proposal One (see attached). I shall now outline our comments.

The CSHL team have almost completed the schedule of Learning Conversations with the Learning Manager (Andrew Taylor) and his direct report team of managers (see attached). Without exception, (and certain more openly enthusiastic, and more freely, since Peter Hood retired), each manager has taken seriously on board a commitment to acquire the S-O-L techniques on offer (see attached proposal and schedule), in ways which are enabling them to practise these as part of their ongoing on-the-job activities. Not only have they taken these new (for them) S-O-L skills on board for themselves, but they have also practised them with the dedicated teams that they are responsible for. There have been some interesting outcomes!

The PRC managers, Ray, Alan and Dave have most certainly become much more informed and now understand better what actually is meant by 'performance measures'. Not yet as precisely and as responsibly as Andrew would like, but very significantly more than the rather vague, non-numerate terms they saw these of last year. What's more they are working on translating their office performance measures to each of their specific areas of responsibility and are also explaining how such new understandings of performance measures into are enabling them to improve their management of their dedicated teams. They are also seriously questioning their 'managing-people' skills, and each has taken on responsibility to act as their own learning coach. In fact, they are as concerned with seeking opportunities and planning strategies to develop their teams, as a learning team as they are with their 'day to day' performance i.e. in terms of thro'put and misorts, information flow, traffic-parcels' flow, etc. etc. There is a definite change in attitude and in atmosphere, - greater confidence, openness, a feeling of job ownership, and general empowerment through S-O-L.

Andrew Taylor has taken on the function of Learning Manager very seriously and has supported his team in their learning experiments on-the-job quite magnificently, despite the uncertainties and rapidly changing climate within the office - much of this brought about from above without much consultation it appears to us!

I think one of the interesting findings from our point of view is how S-O-L can be installed in an office in a 'coach-less environment (i.e. there being no formally appointed learning coach and the trainer i.e. Pete Lovegrove's function is still largely seen to be orientated to Postmen and PHG training and code desk training etc. - although I must add that he is now broadening his view of training to take in support, of the 3 PRC's - learning coach activities with their teams).

There is no doubt that the project has been very successful in enabling managers to act as learning coaches themselves on the job. Of course, this makes new demands on Andrew as Learning Manager, and I can say that he is working double time to catch up with the new demands they are making on him! (see copies of some manager-generated team meetings emerging from the S-O-L workshop).

Each manager is overtly taking greater responsibility for their own areas of activities, questioning their minute by minute, day by day tasks in terms of quality of performance, and altogether being much involved.

Now more specifically - The Personal Learning Interview (PLI) technique is being used ongoingly to elicit, record, structure, organised and reflect on their personal model of their own job and of how they set about to learn. This has enabled them to diagnose areas of growth and to focus on these in their Personal Learning Contracts (PLC's) or Commitments - as they prefer to call them.

They have taken on board at least two PLC's for themselves and elicited and supported at least one of their own team's efforts to learn by offering the PLC approach to them. See attached S-O-L notes). There are many exciting examples of PLC's in action, not only at work but also privately at home! They have taken on 'team briefing' improvements, through PLC approaching, as well as individual development of knowledge and skills required to perform better on-the-job.

They have used the repertory grid approach to reflect on their personal model of managing their own team and to change their approach with specific individuals, - to get better responses from them at work, particularly during periods of crises and also during their weekly appraisal review sessions with their teams.

They have used their personal job description (elicited originally in the P.L. Interview (PLI) to clarify specific aspects of total quality, as these relate to various tasks, and used these aspects as elements in a grid. Emerging from such grids are the beginnings of their own construing of what total quality means to them personally, i.e not in the abstract sense as generally and rather vaguely understood by the prior to this exercise. Additionally, they are reviewing the Quality of their own Personal Model of their job and beginning to recognise that a rote-type robotish model is no longer sufficient, and that to acquire a more constructive, 'cause and effect' dynamic model (or understanding) of what their job is about, - they need to explore these 'causes and effects for themselves on-the-job.

What is more they are beginning to understand that it is through their personal understanding (or models) that they act (i.e. manage) and their effectiveness is therefore as limited or openly developmental as their understandings of the tasks they perform. They are definitely moving towards self-organisation in learning.

The S-O-L based Flow-Process charting technique has been used to help them record their own information on traffic flow in the areas they are responsible for and also they have worked together (in particular the 3 PKC's and the engineer (Nigel) to develop a group-based flow process chart of the whole office.

By the Autumn, the Reading S-O-L team really ought to be given opportunities to launch the second part of Proposal one (see attached) so that they can elicit and develop an office based system of criteria for an S-O-L based Feedback-for-Learning programme. This would involve them in using our computer-based Feedback-for-Learning package which is now on IBM (see Proposal 1b).

We are therefore looking forward to discuss with Pat (and yourself?) how we can:-

- (1) proceed with Proposal 1b at Winnersh
- (2) implement Proposal 1a in other offices
- (3) work with Harry Mitchell College and NEBS tutors on Proposal 2
- (4) Plan to use simulators of (office-based tasks) as a resource for improving job-competence - Proposal 3
- (5) Work with a team of senior managers in promoting an S-O-L based empowering process in their office for greater effectiveness. Proposal 4.

I apologise for the unedited notes, but as you requested - I have tried to give you an immediate off-the-cuff response, - which hopefully meets your needs?! I have copied:-

- (1) the original proposal and letter to Pat, concerning the 1991 S-O-L programme.
- (2) Memos from Andrew and his team
- (3) Aims of the CSHL S-O-L course at Winnersh
- (4) S-O-L reminder notes for an action programme on-the-job

to enable you to get a good overall portrait of what is going on! I would also suggest that you chat with Andrew, and if possible, with each member of the S-O-L team (see list attached) to get a fuller picture of the project.

I would very much appreciate it if you would write to me to let me know whether I can now leave the matter of continuation of S-O-L in your court, or whether I should copy all this to Pat and take matters up directly with her? We will need to make plans shortly for our active research commitments from October 91 - Spring 92, so I would appreciate some comments soon!

As a separate issue, I was just getting round to contact you about your license for use of the CSHL Repertory Grid FOCUS suite of programs that you are responsible for! Our records show that you either had to relicense for an extended use or return the disks to CSHL. Please could you be in touch with me about this also. Now that you and Pat have completed your MA's - you probably would prefer to do this latter?

It is now midnight and I must get some rest so prepare for a very busy day ahead tomorrow!

I hope all this makes sense to you.

Looking forward to hear from you soon.

Best wishes,

Yours sincerely,

Sheila

To: Pat Hedges

Copy: Sheila Harri Augstein

From: Andrew Taylor

| 3 February 1992

SELF ORGANISED LEARNING

Thank you for your reply of 23 January. No doubt we will find further opportunities to debate the "wider business front". In the meantime I have spoken with Sheila and we have provisionally agreed some dates for further SOL sessions at Reading. These are:

16 March
27 April
18 May
15 June

with a back up date of 28 September if required and if we can afford it.

Could you confirm that the way forward for funding purposes is for Sheila to write to you setting out the cost of what is proposed.



ANDREW TAYLOR

Steve

Could you let me know if any of the Shift Managers, Peter,
or yourself are unavailable for the above dates.

AT 20/2.

Andrew

Details for above dates

16 March 1992 -	S. BAMBRIDGE - Available
	P. LOVEGROVE - Available.
	D. MATTHEWS - Available.
	A. DALT - Available
	R. Workman - Available
27 April 1992 -	S. BAMBRIDGE - Probable. *
	P. LOVEGROVE - Available
	D. MATTHEWS - Available
	A. DALT - Available
	R. Workman - Available
18 May 1992 -	S. BAMBRIDGE - Unlikely *
	P. Lovegrove - Available
	D. MATTHEWS - Available
	A. DALT - Available
	R. Workman - Available

P.T.O

To: Nigel Hodgson
Alan Dart
Dave Matthews
Ray Workman
Pete Lovegrove
Steve Bambridge

Copy: Sheila Harri Aug.stein
Bob North

From: Andrew Taylor

10 March 1992

SELF ORGANISED LEARNINGn

Further to my minute of 24 February and due to unforeseen circumstances it has been necessary to cancel the first SOL session due to take place next Monday 16 March. Having discussed this with Sheila we have decided not to try to fit in another session before 27 April which will now be the first but have booked one for Monday 29 June. The dates now are:

27 April
18 May
15 June
29 June

and I suggest we start at 0830.

I hope that this does not cause any problems.



ANDREW TAYLOR



Director: Dr. Laurie F. Thomas
Deputy Director: Dr. Sheila Harri-Augstein
Direct telephone line: Uxbridge 30269

Brunel

THE UNIVERSITY OF WEST LONDON

Uxbridge, Middlesex UB8 3PH
United Kingdom
Telephone Uxbridge (0895) 74000
Telex 261173 G Fax: (0895) 32808

Mrs Pat Hedges
Royal Mail Parcel force Headquarters
Solaris Court, Davy Avenue
Knowlhill
MILTON KEYNES MK5 8PP

5 March 1992

Dear Pat,

Recently, Andrew Taylor was in touch with us to confirm that you have agreed to support the Learning Conversation follow-up days at Winnersh. Since they are follow-ups, we propose to convene these as group-based Learning Conversations. We enclose our proposal.

Could you please drop us a note confirming this arrangement as soon as possible? Our first agreed date is March 16.

We would be very interested to know of your reaction to our book 'Learning Conversations' a copy of which we gave you when we met in December. Routledge have confirmed that they have at last sent you a copy for Sir Bryan, so now you have two books!

We are planning to launch an open one day conference based on the theme of "Self-Organised-Learning for Empowering Learning Organisations" at Brunel in the Autumn term. I am approaching you to enquire whether Parcels-Force would be prepared to sponsor this conference? Would Sir Bryan consider accepting an invitation to open the conference? We would be very interested to hear of your comments on this proposal before we proceed further. We would very much hope that senior Post Office personnel would present papers.

Laurie and I very much enjoyed our meeting last December at Milton Keynes. We appreciate your robust, yet critical support of our ideas and techniques for promoting learning on-the-job.

Do not forget if we can assist you in any way with your PhD studies, do let us know. By the way, have you now finished with the CSHL repertory grid computer disk? The license agreement was based on one year's unlimited use. This is of course is now long over. Should you still need it, we can offer you an extension at no extra cost. Otherwise, we would appreciate the return of the disk as per the original agreement.

Looking forward to hearing from you.

Yours sincerely,

Sheila Harri-Augstein
Senior Research Fellow and Co-Director

0000 222222 1.00

Proposal for Centre for the Study of Human Learning (CSHL)
Parcel-Force Self-Organised-Learning (S-O-L) Skills

Further Development of S-O-L Skills for the
Management Team at Winnersh

To support the S-O-L initiative already in place at Winnersh for empowering managers to effectively lead their teams, CSHL propose to convene five separate follow-up days. These will be run in conjunction with Andrew Taylor, Parcels Manager. These days will be structured in the form of "Group-Learning Conversations". Each manager will take on responsibility for actively exploring and demonstrating how S-O-L based strategies are being used by their team on-the-job, for heightening awareness of self-responsibility, leading to an enhancement of personal skills and to improvements in productivity, cost effectiveness and total quality.

5 days involving two senior CSHL Tutors, including
travel and secretarial @ £600 per day

* March - September inclusive Total costs £3,000

10% Agreed discount for regular client
Actual cost to be raised in September £2,700

* Dates agreed with Andrew Taylor

Appendix 5.11.1

SELF ORGANISED LEARNING WORKSHOP 1 1992

AGENDA

AM

A. Summary and review of last year.

- 1 First year and NEBSM
- 2 1991 sessions - Learning Interview
PLCs
Rep Grid
Charting and Models in Head

B. Last two sessions 1991.

- 1 Personal reports
- 2 Andrew's PLC
- 3 did they develop PLCs for working with their teams.

C. CSHL contribution:

Our Aim is to help them improve Personal and Office performance and growth by introducing and developing SOL and Learning Conversations in Winnersh.

1 What is SOL - Personal responsibility for Learning:

- a) five dimensions of Effective (SOL) management.
- b) Levels of Meaning/types of Understanding.

2 What is a Learning Coach - enabling others to become SOLers.

3 SOLer as someone who conducts a Learning Conversation with themselves.

D. Discussion:

How have they been getting?

Andrew's PLC

Andrew's report

Each of them PLC - Where are you - what have you done - what are your intentions for you and your team?

Discussion - Review and where do they want to go (want of us)?

E. Performance and Models in the Head (Skill and Understanding)

PM

A. Learning and Appraisal analogy to Quality Control and Accept-Reject Inspections (aside about education and exams etc.)

SOL and Appraisal - hierarchy - Developmental.

B. Elicit their Natural Criteria (Constructs - People/Performance)

Scenario: Andrew sees expansion coming and asks them to think about:

1 how they would select someone for promotion in 6 months to a years time.

2 how they would coach each and all of their people to develop them for this promotional opportunity.

ie: Criteria for Promotion

Criteria for feedback for learning ie development, growth etc.

Flow Chart Performance and Criteria.

C. Parcelforce Criteria

723 (Feedback for learning)

Annual Appraisal

Management information measures: productivity

Q of S

Cost Effectiveness

D. Use B and C to list a Total Criteria Set indicate sources, ie Natural Criteria (Constructs)/Parcelforce Criteria.

E. Three Exercises

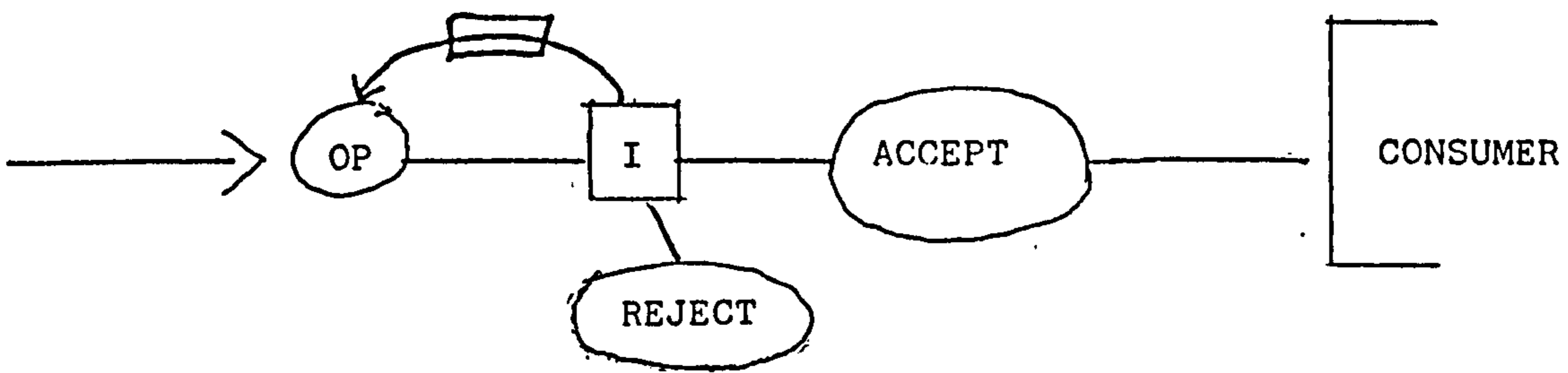
1 Natural Criteria mapped onto Parcelforce Criteria - 3 point scale.

2 All Criteria rated for relevance to 5 dimensions of effective Management - add extra Criteria.

3 All Criteria rated for relevance to Productivity, Q of S and Cost Effectiveness.

SOL - MANAGING AND LEARNING TEAM

- 1) INDIVIDUAL - PERFORMANCE
- 2) TEAM - INTEGRATED PERFORMANCE OF INDIVIDUALS
- 3) OFFICE - INTEGRATED PERFORMANCE OF TEAM
- 4) SUPPORT - INDIVIDUAL)
- TEAM) LEARNING
- OFFICE)
- 5) INNOVATION



MANAGERS COMMONLY AGREED PERFORMANCE CRITERIA

- 4) WILLINGNESS TO LEARN
- 2) DEPENDABILITY
- 2) COMMUNICATION
- 2) OPENNESS, HONESTY AND INTEGRITY
- 2) KEEP PEOPLE MOTIVATED
- 2) CONFIDENCE
- 1) JOB KNOWLEDGE
- 1) GETS GOOD PERFORMANCE
- 1) DECISION MAKING
- 1) NEW INSIGHTS/IDEAS

PERFORMANCE BY AREA - JOB REQUIREMENTS

ARRIVAL BAY

DEPLOYMENT OF STAFF
KNOWLEDGE OF WORK ON HAND/WORK TO COME
PROVIDE ADVANCE INFORMATION
RESPONDS TO SITUATIONS
CORRECT USE OF EQUIPMENT (RADIO AND OTHER EQUIPMENT)
STAFF AWARENESS OF EQUIPMENT
ORGANISE TRAFFIC FLOW

PSM's

DEPLOYMENT OF STAFF
AVAILABILITY OF EQUIPMENT
MONITORING AND CONTROL OF TRAFFIC FLOW
USE OF INFORMATION AIDS
AWARENESS OF IMPLICATION OF WARNINGS AND ALARMS
COMMUNICATE WITH CHUTE HALL, ARRIVAL BAY AND ENGINEERS
TELEPHONE - COMMUNICATE WITH OUTSIDE
NUMERACY AND COMPUTER SKILLS

CHUTE HALL

DEPLOYMENT OF STAFF
COMMUNICATE BY USE OF RADIOS AND TELEPHONE
KEEP RECORDS IN WRITING
JUDGEMENTS - WARN TRANSPORT OF TRAILER FULL
MONITOR STAFF AND PATROL CHUTE HALL

JAPANESE STYLE OF 'HANDS ON' - WHEN?

READING PDC FEEDBACK FOR LEARNING CRITERIA - PED JOB REQUIREMENTS

1. GETS GOOD PRODUCTIVITY + QUALITY AND PERFORMANCE
2. GETS HIS PEOPLE MOTIVATED ie. SICKNESS AND ABSENCE
3. GOOD JUDGEMENT - DECISION MAKING
4. JOB KNOWLEDGE - PASS IT ON
- ACTS IN LIGHT OF KNOWLEDGE
5. NEW INSIGHT AND IDEAS
6. MAKE SOUND JUDGEMENTS UNDER PRESSURE - KEEPS HIS COOL
7. COMMUNICATE - INSTRUCT/EXPLAIN/UNDERSTANDS
8. FLAIR FOR THE JOB/ABILITY
9. WILLINGNESS TO LEARN - USES OPPORTUNITIES
10. DEPENDABILITY - WILL BE HERE/DO IT WELL
11. IMPLEMENTS CHANGES IN A SUPPORTIVE MANNER
12. OPENNESS, HONESTY AND INTEGRITY
13. FIRM BUT FAIR - TREAT AS YOU WOULD WISH TO BE TREATED
14. CONFIDENCE - MAKE DECISIONS WITH BELIEF AND ACCEPT CRITICISM
15. CALM ON OUTSIDE
16. APPEARANCE/IMAGE/STATURE AS SEEN BY OTHERS
17. SENSE OF HUMOUR

KEY: ME
ME TOO
NOT ME
ADDITIONALS

READING PDC FEEDBACK FOR LEARNING CRITERIA - PED JOB REQUIREMENTS

- ME TOO 1. GETS GOOD PRODUCTIVITY + QUALITY AND PERFORMANCE
- ME TOO 2. GETS HIS PEOPLE MOTIVATED ie. SICKNESS AND ABSENCE
- ME 3. GOOD JUDGEMENT - DECISION MAKING
- NOT ME 4. JOB KNOWLEDGE - PASS IT ON
- ACTS IN LIGHT OF KNOWLEDGE
- ME TOO 5. NEW INSIGHT AND IDEAS
- NOT ME 6. MAKE SOUND JUDGEMENTS UNDER PRESSURE - KEEPS HIS COOL
- ME TOO 7. COMMUNICATE - INSTRUCT/EXPLAIN/UNDERSTANDS
- NOT ME 8. FLAIR FOR THE JOB/ABILITY
- ME TOO 9. WILLINGNESS TO LEARN - USES OPPORTUNITIES
- NOT ME 10. DEPENDABILITY - WILL BE HERE/DO IT WELL
- ME TOO 11. IMPLEMENTS CHANGES IN A SUPPORTIVE MANNER
- ME 12. OPENNESS, HONESTY AND INTEGRITY
- ME TOO 13. FIRM BUT FAIR - TREAT AS YOU WOULD WISH TO BE TREATED
- NOT ME 14. CONFIDENCE - MAKE DECISIONS WITH BELIEF AND ACCEPT CRITICISM
- NOT ME 15. CALM ON OUTSIDE
- NOT ME 16. APPEARANCE/IMAGE/STATURE AS SEEN BY OTHERS
- ME 17. SENSE OF HUMOUR
- ADDITIONAL? COMMITMENT - To TEAM
- To OBJECTIVES

KEY: ME
ME TOO
NOT ME
ADDITIONALS

FEEDBACK FOR LEARNING CRITERIA	INDIVIDUAL	TEAM	OFFICE	SUPPORT	INNOVATION
1. GOOD PRODUCTIVITY					
2. GETS PEOPLE MOTIVATED					
3. GOOD JUDGEMENT					
4. JOB KNOWLEDGE					
5. NEW INSIGHT AND IDEAS					
6. MAKE SOUND JUDGEMENTS					
7. COMMUNICATE					
8. FLAIR FOR THE JOB					
9. WILLINGNESS TO LEARN					
10. DEPENDABILITY					
11. IMPLEMENTS CHANGES					
12. OPENNESS, HONESTY & INTEGRITY					
13. FIRM BUT FAIR					
14. CONFIDENCE					
15. CALM ON OUTSIDE					
16. APPEARANCE/IMAGE/STATURE					
17. SENSE OF HUMOUR					
KEY: ME					
ME TOO					
NOT ME					
ADDITIONALS					

FEEDBACK FOR LEARNING CRITERIA	INDIVIDUAL	TEAM	OFFICE	SUPPORT	INNOVATION
GOOD PRODUCTIVITY		✓	✓		
GETS PEOPLE MOTIVATED	✓	✓	✓	✓	
GOOD JUDGEMENT	✓	✓	✓	✓	✓
JOB KNOWLEDGE					
NEW INSIGHT AND IDEAS		✓	✓	✓	✓
MAKE SOUND JUDGEMENTS	✓	✓	✓	✓	
COMMUNICATE	✓	✓	✓	✓	
FLAIR FOR THE JOB					
WILLINGNESS TO LEARN	✓				
DEPENDABILITY	✓				✓
IMPLEMENTS CHANGES					
OPENNESS, HONESTY & INTEGRITY	✓			✓	
FIRM BUT FAIR	✓			✓	
CONFIDENCE	✓				
CALM ON OUTSIDE	✓				
APPEARANCE/IMAGE/STATURE	✓				
SENSE OF HUMOUR	✓				
ME					
ME TOO					
NOT ME					
ADDITIONALS					

FEEDBACK FOR LEARNING CRITERIA

PRODUCTIVITY

Q OF S

COST
EFFECTIVENESS

GOOD PRODUCTIVITY

GETS PEOPLE MOTIVATED

GOOD JUDGEMENT

JOB KNOWLEDGE

NEW INSIGHT AND IDEAS

MAKE SOUND JUDGEMENTS

COMMUNICATE

FLAIR FOR THE JOB

WILLINGNESS TO LEARN

DEPENDABILITY

IMPLEMENTS CHANGES

OPENNESS, HONESTY AND INTEGRITY

FIRM BUT FAIR

CONFIDENCE

CALM ON OUTSIDE

APPEARANCE/IMAGE/STATURE

SENSE OF HUMOUR

PERFORMANCE BY AREA

INDIVIDUAL

TEAM

OFFICE

SUPPORT

INNOVATION

ARRIVAL BAY

DEPLOYMENT OF STAFF
KNOWLEDGE OF WORK ON HAND/TO COME
PROVIDE ADVANCE INFORMATION
RESPONDS TO SITUATIONS
CORRECT USE OF EQUIPMENT
STAFF AWARENESS OF EQUIPMENT
ORGANISE TRAFFIC FLOW

PSM'S

DEPLOYMENT OF STAFF
AVAILABILITY OF EQUIPMENT
MONITORING/CONTROL OF TRAFFIC FLOW
USE OF INFORMATION AIDS
AWARENESS OF WARNINGS AND ALARMS
COMMUNICATE WITH CHUTE/ARRIVALS/ENG
TELEPHONE - COMMUNICATE WITH OUTSIDE
NUMERACY AND COMPUTER SKILLS

CHUTE HALL

DEPLOYMENT OF STAFF
COMMUNICATE USE OF RADIOS/TELEPHONE
KEEP RECORDS IN WRITING
JUDGEMENTS - TRAILER FULL
MONITOR STAFF AND PATROL CHUTE HALL

PERFORMANCE BY AREA

INDIVIDUAL

TEAM

OFFICE

SUPPORT

INNOVATION

ARRIVAL BAY

DEPLOYMENT OF STAFF

KNOWLEDGE OF WORK ON HAND/TO COME

PROVIDE ADVANCE INFORMATION

RESPONDS TO SITUATIONS

CORRECT USE OF EQUIPMENT

STAFF AWARENESS OF EQUIPMENT

ORGANISE TRAFFIC FLOW

✓
✓
✓
✓
✓

PSM'S

DEPLOYMENT OF STAFF

AVAILABILITY OF EQUIPMENT

MONITORING/CONTROL OF TRAFFIC FLOW

USE OF INFORMATION AIDS

AWARENESS OF WARNINGS AND ALARMS

COMMUNICATE WITH CHUTE/ARRIVALS/ENG

TELEPHONE - COMMUNICATE WITH OUTSIDE

NUMERACY AND COMPUTER SKILLS

CHUTE HALL

DEPLOYMENT OF STAFF

COMMUNICATE USE OF RADIOS/TELEPHONE

KEEP RECORDS IN WRITING

JUDGEMENTS - TRAILER FULL

MONITOR STAFF AND PATROL CHUTE HALL

PERFORMANCE BY AREA

PRODUCTIVITY

Q OF S

COST
EFFECTIVENESS

ARRIVAL BAY

DEPLOYMENT OF STAFF
KNOWLEDGE OF WORK ON HAND/TO COME
PROVIDE ADVANCE INFORMATION
RESPONDS TO SITUATIONS
CORRECT USE OF EQUIPMENT
ORGANISE TRAFFIC FLOW

PSM's

DEPLOYMENT OF STAFF
AVAILABILITY OF EQUIPMENT
MONITORING AND CONTROL OF TRAFFIC FLOW
USE OF INFORMATION AIDS
AWARENESS OF WARNINGS AND ALARMS
COMMUNICATE WITH CHUTE HALL, ARRIVALS BAY AND
ENGINEERS
TELEPHONE - COMMUNICATE WITH OUTSIDE
NUMERACY AND COMPUTER SKILLS

CHUTE HALL

DEPLOYMENT OF STAFF
COMMUNICATE-USE OF RADIOS AND TELEPHONE
KEEP RECORDS IN WRITING
JUDGEMENTS-NOTIFY TRANSPORT WHEN TRAILER FULL
MONITOR STAFF AND PATROL CHUTE HALL

Appendix 5.12.1

SELF ORGANISED LEARNING WORKSHOP 2 1992

AGENDA

Morning

Lecture

Review of Workshop 1

Aim to help you improve personal office performance and growth by introducing SOL and Learning Conversations into Winnersh.

Progress so far - There seems to be a real understanding and use of SOL. Need more experience in Learning Conversations.

Use last workshop notes, Andrew's PLC etc.

Outcome - each a personal PLC with Andrew

Team PLC with own teams

Exercise

Me - Me Too on Criteria list

Each do and share on Board

Most shared

Are differences to do with jobs or them as appraisers

Lecture

Models in the Head and Managing a Team

Appraisal and performance

Skill Model

Discussion

How would you use a person's appraisal on 17 Criteria to help them develop a PLC?

Clusters - Patterns - Underlying Model

Exercise

Job Performance by Area

Pool Criteria from all three shift areas - Arrivals, PSMs and Chute Hall.

Structure of meaning

Allow discussion about Whole Office, Engineering, Admin and Training.

Afternoon

Exercise

Continue to Elicit/Develop a personal model for Whole Office, Shift Management, Engineering, Admin and Training.

Use Structure of Meaning to depict model.

Lecture

Report Up/Kick Down v. Management Control

Exercise

Map 17 Criteria onto Structure of Meaning - more or revised Criteria.

Discussion

Discuss Model, then relate to 5 components of a manager's job - more or revised criteria.

Go back to helping someone develop a PLC.

Exercise

Parcelforce Objective Measures - Productivity, Q of S and Cost Effectiveness - How do these relate?

Parcelforce Subjective Measures - How do these relate?

Personal PLC

PLCs with Team.

To: Alan Dart
Dave Matthews
Ray Workman
Pete Lovegrove
Steve Bambridge

Copy: Sheila Harri Augstein
Bob North
Nigel Hodgson

From: Andrew Taylor

16 June 1992

"BUILDING BETTER MANAGERS FOR THE FUTURE"

Just a note to record what we agreed on Monday 15 June.

1 PURPOSE

To provide all operations PESD with a broader perspective of shift management, more challenging and satisfying jobs, and the opportunity to develop the qualities and skills required for promotion.

2 STRATEGY

To invite all PESD to avail themselves of the opportunity to act as a Shift Manager for a week (minimum?) with a substantive or acting Shift Manager to act as "shadow" or coach.

Action required:

- 2.1 Steve B. to work out and publish a plan for releasing PESD.
- 2.2 Dave M. to advise CMA and UCW of what is proposed.
- 2.3 Pete L. to write to all PESD explaining what is proposed and to invite them to take part.
- 2.4 Alan D., Dave M. and Ray W. to talk to the members of their teams about what is proposed.
- 2.5 Alan D., Dave M. and Ray W. to work out together strategies for preparing individual PESD for the experience and for how they will perform the "shadowing" role.
- 2.6 Steve B to make arrangements for effectively publishing the names of Shift Managers each week. This to include advising the staff, Engineers and Transport.

3 OUTCOME

We shall be looking for feedback on how each opportunity has gone.

4 REVIEW

Progress to be reviewed at our next get together on 29 June with a view to setting up a series of future review meetings.


ANDREW TAYLOR

To: Andrew Taylor
PDC Manager

From: Steve Bambridge
Administration Manager

22 June 1992

Subject: PROGRAMME FOR A/SHIFT MANAGERS

Andrew

Attached you will see a first draft for our programme to release PED's to perform Acting Shift Managers duties. I have tried to steer clear of weeks where annual leave for supervisors is high. The programme there extends into the Winter Leave period and obviously at this stage the Winter Leave has not been allocated. The programme could be subject to alteration with this in mind. Also I have suggested at this stage to release PED's only when they are on a late shift as these duties are easier to cover on overtime. As we progress through the period October - May we may be able to more readily cover Earlies and Nights. It has been made more difficult with the release of Dave James and Bob Broom which effectively uses up 2 of our reserves. If you feel this is acceptable perhaps we can discuss at the next SOL session on Monday 29 June 1992.



STEVE BAMBRIDGE

PROGRAMME FOR A/SHIFT MANAGERS AT READING PDC. (LATES)

<u>WEEK COMMENCING</u>	<u>A/SHIFT MANAGER</u>	<u>SHADOW</u>
13 JULY 1992	STEVE PAGE	DAVE MATTHEWS
20 JULY 1992	GORDON POLLINGTON	ALAN DART
7 SEPTEMBER 1992	JONATHAN NASH	RAY WORKMAN
14 SEPTEMBER 1992	STEVE BUTLER	DAVE MATTHEWS
21 SEPTEMBER 1992	DOMINIC KELLY	ALAN DART
28 SEPTEMBER 1992 (MONDAY) (ONLY)	SOL REVIEW	
5 OCTOBER 1992	MARTIN TOPPING	DAVE MATTHEWS
12 OCTOBER 1992	CLIVE SHARMAN	ALAN DART
19 OCTOBER 1992	EDDIE BRIDGEWATER	RAY WORKMAN
26 OCTOBER 1992	PAUL SMITH	DAVE MATTHEWS
2 NOVEMBER 1992	JIMMY WHARTON	ALAN DART
9 NOVEMBER 1992 (MONDAY) (ONLY)	SOL REVIEW	

Programme subject to alteration due to winter leave, swops and sick leave,
All officers on late shift to start the programme running as these jobs
are generally easier to cover.

STEVE BAMBRIDGE
Administration Manager

To : Alan Dart
Dave Matthews
Ray Workman

Copy: Bob North
Sheila Horn, Aigsten

From: Andrew Taylor

11 September 1992

PDC MANAGEMENT TEAM CO-ORDINATION.

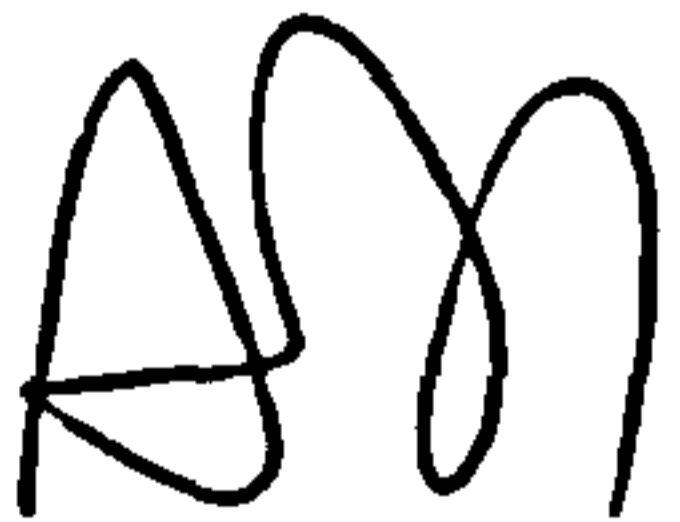
When we met on Monday 7 September we agreed to meet every 5 Weeks, to consider the key performance criteria and to agree how we should manage the key issues facing the PDC. The meetings will take place at 10.00am on the following Mondays:

5 October
2 November
30 November
1 ~~28~~ January *February*
~~22~~ 25 February
~~22~~ 25 March

The role of this group will not be to tackle the issues but to agree how they should be tackled and to sponsor and support those charged with doing so.

I look forward to working with you in this further stage in improving the quality of how we manage the PDC, a process in which we have been working together for 6 years.

Attached are summaries of the issues and key criteria that we identified at the meeting on 7 September.



ANDREW TAYLOR

To: Alan Dart
Dave Matthews
Ray Workman

Copy: Bob North
Sheila Harri Augstein

From: Andrew Taylor

Date: 8 October 1992

PDC MANAGEMENT TEAM COORDINATION

Ray has given me a report back on the useful meeting you had, in my absence, on Monday 5 October. Below I have tried to summarise the outcome for the record:

1. You raised the question of whether my other direct reports, Steve, Peter and Bob, should attend.
2. You raised the question of the ongoing role of Bob as Q of S Manager and who should be responsible for Standard Plus.
3. You agreed that Dave Matthews would sponsor our involvement in the Trailer Control Project and that our representative would be Martin Topping. Dave to report back at the next meeting.
4. Ray Workman undertook to report back to the next meeting on the PBIS review.
5. Bob North undertook to raise "Going for Gold" at the next meeting with a view to raising its profile.
6. You asked that I lead a discussion on Autumn/Christmas at the next meeting.
7. You agreed that we should discuss communication, including Team Briefing at the next meeting.
8. You raised your concern that the concept of Shift Management Teams was drifting and that we should re-assert its value.

Of those items not specifically allocated to anybody, I will take on 1 and 2 and I think we all need to consider 7 and 8, discuss them with other members of the management team and come prepared to agree ways forward.



ANDREW TAYLOR

Appendix 5.15.3

READING PDC MANAGEMENT TEAM COORDINATION

HOW DO WE MANAGE?

- ORGANISATION AND RESPONSIBILITIES
- TEAMWORKING
- MANAGEMENT STYLE
- STAFF ATTITUDES

READING PDC MANAGEMENT TEAM COORDINATION

ORGANISATION AND RESPONSIBILITIES

FRONTLINE STAFF

PEsD

PEsD

PEsD

EARLY
SHIFT
MANAGER

LATE
SHIFT
MANAGER

NIGHT
SHIFT
MANAGER

TRAINING
MANAGER

ADMIN
MANAGER

QofS
MANAGER

PDC
MANAGER

1 The core is the operation which is directly managed by the Shift Managers and their teams.

2 Training, Admin and QofS Managers have a dual role:

- a) to support the Shift Managers, and
- b) to advise the PDC Manager on performance and improvement opportunities.

3 Responsibility for cost, quality and for the staff rests with the line managers, ie PDC Manager and Shift Managers.

4 Vital that line managers "own" improvement in matters such as:

- missort reduction
- productivity
- staff development
- staff attendance and discipline
- record keeping
- production control system.

READING PDC MANAGEMENT TEAM COORDINATION

SHIFT MANAGER'S ROLES:

- 1 Cost/productivity control
- 2 Quality control
- 3 Team leadership
- 4 Discipline
- 5 Informal sick absence and late attendance interviews
- 6 Recruitment
- 7 Staff performance assessment and completion of trial reports
- 8 Check of attendance sheets, overtime authority sheets and production control forms.

READING PDC MANAGEMENT TEAM COORDINATION

SUPPORT MANAGERS' ROLES

1 TRAINING:

1.1 Support Shift Managers in staff recruitment

1.2 Initial induction training

1.3 Parcel Sorting Machine training

1.4 Coordination of staff coaching and assessment

1.5 triallist counselling

2 QofS

2.1 Collection of Q of S information

2.2 Planning of quality improvement initiatives

2.3 Liaison with other Sort Centres, Collection and Delivery and Transport

3 ADMIN

3.1 Duty and overtime scheduling

3.2 Balance of Staff

3.3 Traffic forecasts and records

3.4 Sick and late attendance records

3.5 Annual leave scheduling

3.6 Production control administration

3.7 Domestic arrangements incl. cleaners.

READING PDC MANAGEMENT TEAM COORDINATION

HOW DO WE MANAGE? - THE "CUSTOMER FIRST" APPROACH

1 TAKE SOMETHING WE DO:

2 IDENTIFY THE CUSTOMERS:

3 FIND OUT WHAT THEY WANT:

4 AGREE A QUALITY SPECIFICATION:

5 PLAN IT, INCLUDING QUALITY MEASURES:

6 DO IT:

7 MEASURE HOW WELL WE'RE DOING:

8 IMPROVE FURTHER:

READING PDC MANAGEMENT TEAM COORDINATION

AUTUMN/CHRISTMAS 1992

1 AUTUMN:

- TRAFFIC FORECASTS
- STAFFING
- PRODUCTIVITY
- CAPACITY - OPTIONS
- HAL
- STANDARD PLUS
- MISSORTS

2 CHRISTMAS

- DATES
- OPERATING PATTERN

5 GENERAL PERFORMANCE, AND PERFORMANCE STRENGTHS AND WEAKNESSES

Comment on performance of the job, particularly against key objectives, highlighting strengths and weaknesses and particular personal qualities.

A good fully acceptable performance.

Andrew played his full part in contributing to the operational improvements and changes in the Area during the year. Whilst there were shortfalls against PBIS and Q of S targets it should be emphasised that Reading PDC productivity for the last quarter of 1991/92 was 22% up against 1990/91 and that the processing arrears in the second half of the year highlighted a capacity problem at Reading PDC following the transfer of traffic from NWLPDC in October 1991. The capacity problem at Reading is being addressed by Andrew as a matter of urgency in conjunction with a HQ review team. Andrew was also instrumental in ensuring the smooth transfer of NWLPDC work to Reading during Autumn Pressure and he coped very well with the resultant sortation changes.

Andrew's major strengths are his good analytical brain and practical approach to problems. He has highly developed inter personal skills which, combined with patience, contribute to effective team leadership and resolution of potentially difficult situations. Andrew's main weakness is, despite the fact he is a good day to day communicator, he comes across as over cautious and consequently in terms of his experience and what he has to offer he undersells himself and at times appear reluctant amongst his peers and higher management to speak his mind however strong his case.

A totally reliable and solid individual with a lot to offer.

6 CONSULTATION

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

Please indicate how well you consider I meet the following criteria by using the five point scale, use of the space for comments is at your discretion.

ELEMENT 7.1: Establish and maintain the trust and support of one's subordinates.

PERFORMANCE CRITERIA

	POOR PERFORMANCE			GOOD PERFORMANCE	
--	---------------------	--	--	---------------------	--

(a) Time is taken with subordinates to establish and maintain honest and constructive relationships.	1	2	3	4	5
--	---	---	---	---	---

COMMENTS:

(b) Subordinates are encouraged to offer ideas and views and due recognition of these is given.	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

(c) Where ideas are not taken up the reasons are clearly given.	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

(d) Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3 4 5

COMMENTS:

(f) Promises and undertakings to subordinates are realistic and are honoured.

1 2 3 4 5

COMMENTS:

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1 2 3 4 5

COMMENTS:

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1 2 3 4 5

COMMENTS:

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

ELEMENT 7.3: Establish and maintain relationships with colleagues.

Please indicate how well you consider I meet the following criteria by using the five point scale with any comments to support the score given.

PERFORMANCE CRITERIA

POOR
PERFORMANCE

GOOD
PERFORMANCE

(a) Time is taken to establish and maintain honest and constructive relationships with colleagues

1 2 3 4 5

COMMENTS

(b) Open, honest and friendly behaviour is encouraged

1 2 3 4 5

COMMENTS

(c) Opinions and information are exchanged and shared with colleagues

1 2 3 4 5

COMMENTS

(d) Advice and help are offered with sensitivity

1 2 3 4 5

COMMENTS

(e) Differences of opinion are dealt with in ways which try to avoid offence, and conflicts are resolved in ways that maintain respect.

1 2 3 4 5

COMMENTS

(f) Promises and undertakings to others are honoured, taking account of other priorities and commitments

1 2 3 4 5

COMMENTS

September 1992

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3 4 5

COMMENTS:

At times I would like a bit more input

(f) Promises and undertakings to subordinates are realistic and are honoured.

1 2 3 4 5

COMMENTS:

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1 2 3 4 5

COMMENTS:

Will not al-ways give the support we ^{would} like.

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1 2 3 4 5

COMMENTS:

Andrew will al-ways discuss things with you.

UNIT 7: Create, maintain and enhance effective working relationships.

Please indicate how well you consider I meet the following criteria by using the five point scale, use of the space for comments is at your discretion.

ELEMENT 7.1: Establish and maintain the trust and support of one's subordinates.

PERFORMANCE CRITERIA

	POOR PERFORMANCE			GOOD PERFORMANCE	
	1	2	3	4	5
(a) Time is taken with subordinates to establish and maintain honest and constructive relationships.				④	

COMMENTS:

ALWAYS AVAILABLE TO DISCUSS ANY PARTICULAR PROBLEMS. OPEN DOOR POLICY GOOD BUT CAN BE ABUSED.

(b) Subordinates are encouraged to offer ideas and views and due recognition of these is given.				④	
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COMMENTS:

IDEAS AND VIEWS ARE ENCOURAGED WHERE NECESSARY. GENERALLY THERE MAY AT TIMES BE A RELUCTANCE TO GIVE THEM.

(c) Where ideas are not taken up the reasons are clearly given.		②			
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COMMENTS:

NOT ALWAYS ALL REASONS GIVEN FOR OVERTURNING A PREVIOUS DECISION MADE BY MYSELF. ALTHOUGH I HAVE NOTICED THAT THERE IS A CHANGE HERE.

(d) Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure				④	
---	--	--	--	---	--

COMMENTS:

ANDREW ALWAYS CIRCULATES INFORMATION AND GIVES REALISTIC TIMESCALES TO RETURN COMMENTS. OCCASIONALLY IT IS US SUBORDINATES THAT DO NOT REPLY TO THE CORRECT TIMESCALES.

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3

4

5

COMMENTS:

YES. I FEEL ANDREW CIRCULATES INFORMATION WELL TO HIS MANAGERS

(f) Promises and undertakings to subordinates are realistic and are honoured.

1

2

3

4

5

COMMENTS:

YES. WHERE WORK CONTENT/QUANTITY PERMITS, I FEEL WE NEED TO TALK MORE FREQUENTLY ON IMPORTANT ISSUES RATHER THAN CATCH EACH OTHER FOR 5 OR 10 MINUTES HERE AND THERE.

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1

2

3

4

5

COMMENTS:

NOT SURE OF THE ORIGIN OF THIS PARTICULAR QUESTION, BUT SUPPORT IS ALWAYS THERE WHEN NEEDED.

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1

2

3

4

5

COMMENTS:

YES. ANY ERRORS ARE POINTED OUT QUICKLY AND NOT IN AN OVERBOARDING WAY, WHICH SUITS MY STYLE OF WORKING. OBVIOUSLY IF AN ERROR CONTINUED FOR ANY LENGTH OF TIME I WOULD EXPECT FIRMER

71-

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

Please indicate how well you consider I meet the following criteria by using the five point scale, use of the space for comments is at your discretion.

ELEMENT 7.1: Establish and maintain the trust and support of one's subordinates.

PERFORMANCE CRITERIA

	POOR PERFORMANCE			GOOD PERFORMANCE	
(a) Time is taken with subordinates to establish and maintain honest and constructive relationships.	1	2	3	4	5
COMMENTS: Have a good relationship with my manager. Discussion is always open and he gives impression of being honest.					
(b) Subordinates are encouraged to offer ideas and views and due recognition of these is given.	1	2	3	4	5
COMMENTS: Manager always encourages ideas and recognition is given					
(c) Where ideas are not taken up the reasons are clearly given.	1	2	3	4	5
COMMENTS: Sometimes not given reason for not taking up ideas.					
(d) Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure	1	2	3	4	5

COMMENTS: Reasonably good but feel this area could improve.

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3 4 5

COMMENTS:

This aspect is always well covered.

(f) Promises and undertakings to subordinates are realistic and are honoured.

1 2 3 4 5

COMMENTS:

Very good

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1 2 3 4 5

COMMENTS:

This aspect is always actively encouraged by manager.

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1 2 3 4 5

COMMENTS:

Would like this done on a more regular basis feel this is not always done at appropriate times.

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

Please indicate how well you consider I meet the following criteria by using the five point scale, use of the space for comments is at your discretion.

ELEMENT 7.1: Establish and maintain the trust and support of one's subordinates.

PERFORMANCE CRITERIA

	POOR PERFORMANCE			GOOD PERFORMANCE	
--	------------------	--	--	------------------	--

(a) Time is taken with subordinates to establish and maintain honest and constructive relationships.	1	2	3	④	5
--	---	---	---	---	---

COMMENTS: Your Door is Always Open for Managers to Come In. This certainly establishes good relationships.

(b) Subordinates are encouraged to offer ideas and views and due recognition of these is given.	1	2	3	④	5
---	---	---	---	---	---

COMMENTS: You are always ready to listen to new ideas & points of view, supporting those which will benefit the depot.

(c) Where ideas are not taken up the reasons are clearly given.	1	2	3	④	5
---	---	---	---	---	---

COMMENTS: You normally give reasons for the above, but they need to be both written & spoken to the person who made the suggestion.

(d) Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure	1	2	3	4	⑤
---	---	---	---	---	---

COMMENTS: Your consideration for your team in this area has always been good, resulting in everyone being aware & supportive of these activities.

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3 4 ⑤

COMMENTS: YOU HAVE ALWAYS, WHERE POSSIBLE, KEPT ALL MANAGERS INFORMED REGARDING THE ABOVE.

(f) Promises and undertakings to subordinates are realistic and are honoured.

1 2 3 ④ 5

COMMENTS: WHERE POSSIBLE THIS DOES OCCUR.

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1 2 3 4 ⑤

COMMENTS: OFTEN YOUR SUPPORT IS THE LEVER TO START THINGS MOVING.

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1 2 3 4 ⑤

COMMENTS: YOUR CONCERN FOR EACH INDIVIDUAL MANAGERS' PERFORMANCE HAS CAUSED YOU TO RETURN OR STAY ON LATE, SO AS THE PERSON CAN BE COURSECORRECTED BY YOU.

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

Please indicate how well you consider I meet the following criteria by using the five point scale, use of the space for comments is at your discretion.

ELEMENT 7.1: Establish and maintain the trust and support of one's subordinates.

PERFORMANCE CRITERIA

	POOR PERFORMANCE			GOOD PERFORMANCE	
	1	2	3	4	5
(a) Time is taken with subordinates to establish and maintain honest and constructive relationships.				(4)	

COMMENTS: You have always had time for me and your relationship to me has been honest and constructive.

(b) Subordinates are encouraged to offer ideas and views and due recognition of these is given.	1	2	3	(4)	5
---	---	---	---	-----	---

COMMENTS: When we come up with a good idea and its worth you have always recognised it.

(c) Where ideas are not taken up the reasons are clearly given.	1	2	3	(4)	5
---	---	---	---	-----	---

COMMENTS: Yes you explain your reasons and they are clear.

(d) Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure	1	2	(3)	4	5
---	---	---	-----	---	---

COMMENTS: This varies it depends on what it is

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3 4 5

3

COMMENTS: I THINK YOU PLAY IT TO
CLOSE TO YOUR CHEST.

(f) Promises and undertakings to subordinates are realistic and are honoured.

1 2 3 4 5

4

COMMENTS: THIS AS ALWAYS BEEN THE
CASE WITH ME.

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1 2 3 4 5

4

COMMENTS: YES I CAN TALK TO
YOU ABOUT ANYTHING ANY YOU
LISTEN

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1 2 3 4 5

2

COMMENTS: SOMETIMES YOU ARE TO
SLOW TO RAISE IT.

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

Please indicate how well you consider I meet the following criteria by using the five point scale, use of the space for comments is at your discretion.

ELEMENT 7.1: Establish and maintain the trust and support of one's subordinates.

PERFORMANCE CRITERIA

	POOR PERFORMANCE			GOOD PERFORMANCE	
(a) Time is taken with subordinates to establish and maintain honest and constructive relationships.	1	2	3	4	5

COMMENTS:

As relevant barriers diminish, confidence grows and leads to understanding.

(b) Subordinates are encouraged to offer ideas and views and due recognition of these is given.	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

Always supportive and willing to listen.

(c) Where ideas are not taken up the reasons are clearly given.	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

I feel there is generally a communication breakdown in this area, time, shift patterns or what?

I'm not sure. As the manager we your subordinates expect decisions and ideas to be considered, but sometimes the instigator should indicate of how you arrive at your decision.

(d) Subordinates are consulted about proposed activities within an appropriate timescale and encouraged to seek clarification of areas of which they are unsure	1	2	3	4	5
---	---	---	---	---	---

COMMENTS:

Whole timescale allows opinions and advice are usually listened to.

PERFORMANCE CRITERIA (cont'd)

POOR
PERFORMANCE

GOOD
PERFORMANCE

(e) Subordinates are sufficiently informed about organisational policy and strategy, progress, emerging threats and opportunities.

1 2 3 4 5

COMMENTS:

THE PERFORMANCE MARK REFLECTS THE ORGANISATIONAL POLICY OF NONE OR LITTLE INFORMATION IN MOST AREAS, AS HIGHER MANAGEMENT, YOURSELF AND YOUR COLLEAGUES SHOULD BRING PRESSURE ON THOSE WHO MAKE THE DECISIONS TO TELL THE TRUTH ON WHAT THEY KNOW AND KEEP A GENERALLY COMMITTED STAFF INFORMED OF PROGRESS, STRATEGIES AND EMERGING THREATS

(f) Promises and undertakings to subordinates are realistic and are honoured.

1 2 3 4 5

COMMENTS:

ALL JOINT COMMITMENTS HAVE BEEN HONoured.

(g) Subordinates are given appropriate support in any situations which involve people outside the manager's team.

1 2 3 4 5

COMMENTS:

SUPPORT ALWAYS RENDERED.

(h) Where there is concern over the quality of a subordinate's work, the matter is directly raised and discussed with him/her.

1 2 3 4 5

COMMENTS:

UNSURE OF AN ANSWER TO THIS POINT, BUT I'M SURE YOU WOULD.

South Area Office
Geron Way
LONDON NW2 6LT

Telephone
081-450 8999
Extension 200
Fax 081-452 1889

date 6 October 1992
your ref
our ref

Ms Norah Jones
University of Glamorgan
PONTYPRIDD
Mid Glamorgan
CF37 1DL

Dear Ms Jones

**ANDREW TAYLOR - ACCREDITATION OF PRIOR LEARNING
ELEMENT 7.2 ESTABLISH AND MAINTAIN THE TRUST AND SUPPORT OF
ONE'S IMMEDIATE MANAGER**

I have known Mr Andrew Taylor since about 1980. My initial direct dealings with him started in 1986 when I was Chief Management Accountant in Parcelforce Headquarters and Andrew was a member of our South Central District management team. I was appointed General Manager South Area in April 1991 and for the past 18 months or so Andrew has been a direct report to me as the manager responsible for Reading Parcels Distribution Centre.

My assessment of Andrew's establishment and maintenance of my trust and support against your defined performance criteria is set out below:

(a) IMMEDIATE MANAGER IS KEPT INFORMED IN AN APPROPRIATE LEVEL OF DETAIL ABOUT ACTIVITIES, PROGRESS, RESULTS AND ACHIEVEMENTS."

Andrew has a very enlightened and progressive approach to management and has a keen analytical mind which enables him to exercise very sound judgement in identifying the key issues requiring attention. In addition to ongoing monitoring requirements of the Area and Business HQ Andrew has always established his own performance indicators for the key areas under his control. He keeps me fully up-to-date on all pertinent aspects of his activities and progress and at all times has his unit's performance and results at his finger tips.

(b) INFORMATION ABOUT EMERGING THREATS AND OPPORTUNITIES IS PROVIDED CLEARLY AND ACCURATELY WITH AN APPROPRIATE DEGREE OF URGENCY.

Andrew's analytical ability enables him to clearly identify potential threats and opportunities and when appropriate he draws these to my attention at the earliest opportunity. This is particularly true when issues require negotiation with unions and/or major operational changes need to be implemented against stretching deadlines. Over the past three years Andrew has had to deal with significant changes in all aspects of the operations in Reading Parcels Distribution Centre and his sensitivity to the operational and quality of service threats and opportunities have ensured that in the main all these changes have been implemented smoothly.

Cont'd.....

(c) INFORMATION AND ADVICE ABOUT POLICY AND WAYS OF WORKING IS SOUGHT FROM THE IMMEDIATE MANAGER AT AN APPROPRIATE TIME.

Whilst Andrew is a very experienced distribution manager he has always been very open and honest when he needs additional information and advice about policy issues and/or working practices. In seeking such advice Andrew will invariably have thought the issues through and will put forward a range of potential options for discussion. A recent example was the implementation of revised working schedules following a detailed activity sampling exercise undertaken in conjunction with our industrial engineers.

(d) PROPOSALS FOR ACTION ARE CLEARLY PRESENTED AT AN APPROPRIATE TIME AND WITH THE RIGHT LEVEL OF DETAIL FOR THE DEGREE OF CHANGE, EXPENDITURE AND RISK INVOLVED.

Given Andrew's considerable analytical ability he always puts forward very clearly presented arguments and cases which clearly set out his proposals, the operational expenditure implications, together with any potential risks that might be involved. He meticulously researches all aspects of his case and is very confident in discussion with the specialists from operations, finance, industrial engineering, transport, marketing, etc. A recent example was a project to upgrade the capacity of Reading Parcels Distribution Centre at a cost of £4.5m.

(e) WHERE PROPOSALS ARE REJECTED THE REASONS ARE, WHEREVER POSSIBLE, IDENTIFIED AND, IF APPROPRIATE, ALTERNATIVE PROPOSALS ARE PUT FORWARD.

Given Andrew is a very experienced distribution manager he is first-class at identifying the wider issues involved in assessing the realism and practicality of Business proposals. His analytical ability, combined with his experience, enable him to put his finger on key issues and to question and challenge proposals when he feels they would be detrimental to the Business and/or they have not been properly thought through. He will invariably put forward well thought out counter proposals which are often more cost effective.

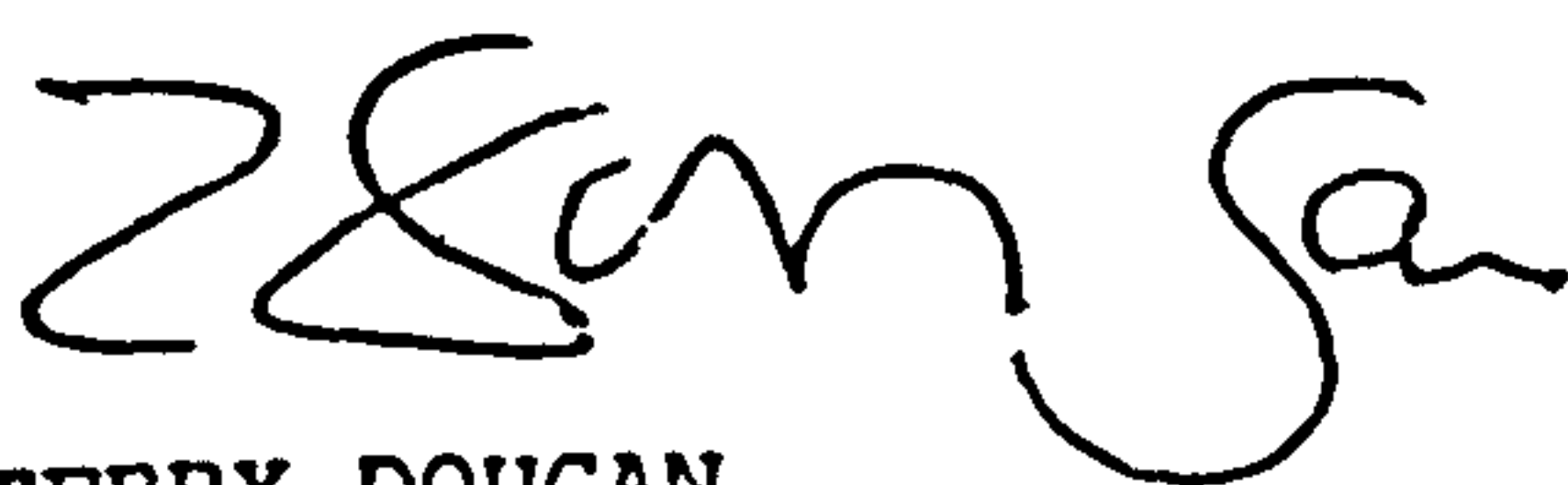
(f) WHERE THERE ARE DISAGREEMENTS, EFFORTS ARE MADE TO AVOID DAMAGING THE RELATIONSHIP WITH THE IMMEDIATE MANAGER.

Andrew has an enlightened approach to management which is based on getting the best from the people who work for him and also contributing effectively as part of the senior management team and in his relationship with me. He encourages open and honest debate, especially on contentious issues and is always willing to see alternative view point and to accept that his ideas are not always the best way forward. This approach has enabled Andrew to establish himself as a well respected manager who listens to others, assesses situations carefully and with excellent interpersonal skills moves things forward with the agreement and commitment of all parties concerned.

I am very pleased to verify that Andrew has established and maintains my full trust and support as a key member of my management team.

If you require any further information please do not hesitate to contact me.

Yours sincerely



TERRY DOUGAN
Area Manager

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

ELEMENT 7.3: Establish and maintain relationships with colleagues.

Please indicate how well you consider I meet the following criteria by using the five point scale with any comments to support the score given.

PERFORMANCE CRITERIA

POOR
PERFORMANCEGOOD
PERFORMANCE

(a) Time is taken to establish and maintain honest and constructive relationships with colleagues

1 2 3 ④ 5

COMMENTS

(b) Open, honest and friendly behaviour is encouraged

1 2 3 ④ 5

COMMENTS

Your general approach has filtered through to those who work for you.

(c) Opinions and information are exchanged and shared with colleagues

1 2 3 4 ⑤

COMMENTS

(d) Advice and help are offered with sensitivity

1 2 3 ④ 5

COMMENTS

I have always felt able to take your view on problems within my own sphere of responsibilities and your advice is very much appreciated.

(e) Differences of opinion are dealt with in ways which try to avoid offence, and conflicts are resolved in ways that maintain respect.

1

2

3

④

5

COMMENTS

Given the pressures which face us all it is not surprising that on occasion you appear "shirty" or defensive towards criticism of your own work area.

(f) Promises and undertakings to others are honoured, taking account of other priorities and commitments

1

2

3

4

⑤

COMMENTS

September 1992

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

ELEMENT 7.3: Establish and maintain relationships with colleagues.

Please indicate how well you consider I meet the following criteria by using the five point scale with any comments to support the score given.

PERFORMANCE CRITERIA	POOR PERFORMANCE			GOOD PERFORMANCE	
(a) Time is taken to establish and maintain honest and constructive relationships with colleagues	1	2	3	4	(5)

COMMENTS

Despite some difficult times over the last 12 months, Andrew has maintained an honest + constructive relationship with me.

(b) Open, honest and friendly behaviour is encouraged	1	2	3	4	(5)
---	---	---	---	---	-----

COMMENTS

Andrew's honest approach encourages others to be honest with him in return.

(c) Opinions and information are exchanged and shared with colleagues	1	2	3	(4)	5
---	---	---	---	-----	---

COMMENTS

Andrew gives opinions when he thinks they can be of use to the recipient. He does not always readily broadcast information about his office.

(d) Advice and help are offered with sensitivity	1	2	3	4	(5)
--	---	---	---	---	-----

COMMENTS

—

(e) Differences of opinion are dealt with in ways which try to avoid offence, and conflicts are resolved in ways that maintain respect.

1

2

3

④

5

COMMENTS

On the odd occasions when differences of opinion surface Andrew always deals sensitively with his colleagues.

(f) Promises and undertakings to others are honoured, taking account of other priorities and commitments

1

2

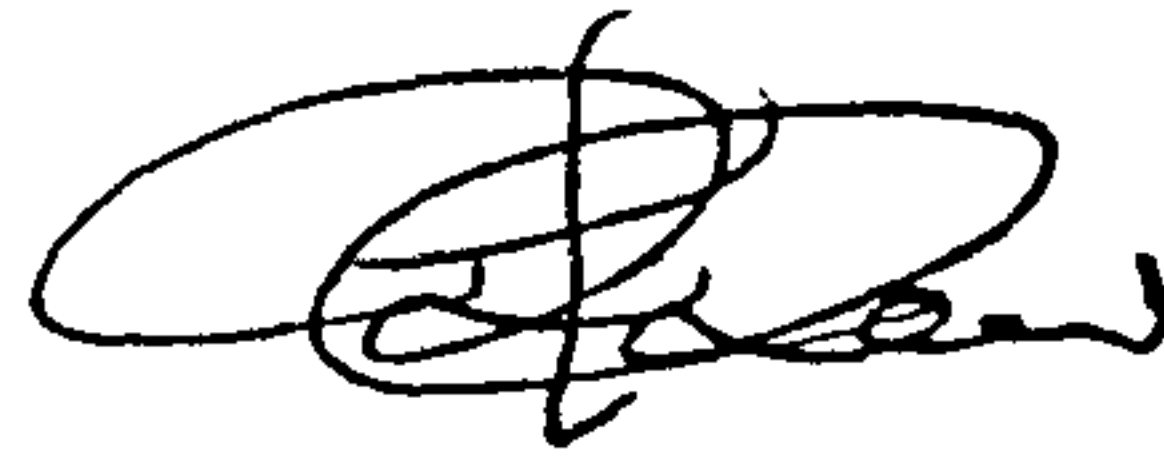
3

4

⑤

COMMENTS

Always.



17 September 1992

AREA PERSONNEL MANAGER

UNIT 7: Create, maintain and enhance effective working relationships.

ELEMENT 7.3: Establish and maintain relationships with colleagues.

Please indicate how well you consider I meet the following criteria by using the five point scale with any comments to support the score given.

PERFORMANCE CRITERIA

POOR
PERFORMANCE

GOOD
PERFORMANCE

(a) Time is taken to establish and maintain honest and constructive relationships with colleagues

1 2 3 4 5

4

COMMENTS

Andrew's working life is both well organised and prioritised. This ensures that he has the time available to maintain and establish constructive relationships both with me and other members of the management team. In addition to making the time available he is obviously aware of the importance of these relationships if the team is to succeed.

(b) Open, honest and friendly behaviour is encouraged

1 2 3 4 5

4

COMMENTS

His comments to colleagues on policy issues are the same privately to individuals as they are publicly to the management team. He does not distinguish, rightly, between the two.

(c) Opinions and information are exchanged and shared with colleagues

1 2 3 4 5

4

COMMENTS

He speaks plainly on work related issues to his colleagues and seeks especially to ensure that information is passed to relevant users.

(d) Advice and help are offered with sensitivity

1 2 3 4 5

3

COMMENTS

Within the context of reaching a consensus on any topic necessarily involving wide-ranging discussions of all the issues involved - yes.

(e) Differences of opinion are dealt with in ways which try to avoid offence, and conflicts are resolved in ways that maintain respect.

1

2

3

④

5

COMMENTS

Disagreements are handled in a civilized manner

(f) Promises and undertakings to others are honoured, taking account of other priorities and commitments

1

2

3

④

5

COMMENTS

Agreed timetables are met

September 1992

UNIT 7: Create, maintain and enhance effective working relationships.

ELEMENT 7.3: Establish and maintain relationships with colleagues.

Please indicate how well you consider I meet the following criteria by using the five point scale with any comments to support the score given.

PERFORMANCE CRITERIA	POOR PERFORMANCE			GOOD PERFORMANCE	
(a) Time is taken to establish and maintain honest and constructive relationships with colleagues	1	2	3	4	5

COMMENTS

YOU HAVE CERTAINLY ALWAYS CALLED UP YOUR TIME AND I FEEL OUR DISCUSSIONS HAVE OFTEN LEAD TO CONSTRUCTIVE ACTION.

(b) Open, honest and friendly behaviour is encouraged	1	2	3	4	5
---	---	---	---	---	---

COMMENTS

I FOUND YOU PARTICULARLY SUPPORTIVE WHEN I FIRST TOOK ON MY NEW ROLE WITHIN THE AREA. IT WAS AND IS GREATLY APPRECIATED.

(c) Opinions and information are exchanged and shared with colleagues	1	2	3	4	5
---	---	---	---	---	---

COMMENTS

I THINK I'M PRETTY CLEAR ON YOUR VIEWS ON THE COMMON ASPECT OF OUR ROLES AND I HAVE ALWAYS FOUND YOU SUPPORTIVE IN TERMS OF INFORMATION.

(d) Advice and help are offered with sensitivity	1	2	3	4	5
--	---	---	---	---	---

COMMENTS

I CAN'T RECALL AN OCCASION WHEN YOU HAVE OFFERED ME ADVICE BUT OUR DISCUSSIONS ARE ALWAYS EXTREMELY USEFUL OR JUST REASSURING.

(e) Differences of opinion are dealt with in ways which try to avoid offence, and conflicts are resolved in ways that maintain respect.

1

2

3

4

5

COMMENTS

I CAN'T REMEMBER ANY OCCASION WHEN WE HAVE BEEN IN CONFLICT AND YOU CONTINUE TO LEAVE ME FEELING THAT YOU RESPECT WHAT I'M TRYING TO ACHIEVE.

(f) Promises and undertakings to others are honoured, taking account of other priorities and commitments

1

2

3

4

5

COMMENTS

ONE OF YOUR STATEMENTS I FIND September 1992 IS YOUR COMMITMENT TO FOCUS MARCH.

(g) ~~the~~ continuous feedback is given (or is missed)

1

2

3

4

5

I THINK AN FEEDBACK (GOOD OR BAD) WOULD APPRECIATE MORE SO THAT I CAN ENSURE MY EFFORTS ARE EFFECTIVE. ON OCCASION YOU DO SEEM RELUCTANT TO "offer up" UNRESTI
PUSHED.

ACCREDITATION OF PRIOR LEARNING - ANDREW TAYLOR

UNIT 7: Create, maintain and enhance effective working relationships.

ELEMENT 7.3: Establish and maintain relationships with colleagues.

Please indicate how well you consider I meet the following criteria by using the five point scale with any comments to support the score given.

PERFORMANCE CRITERIA	POOR PERFORMANCE			GOOD PERFORMANCE	
	1	2	3	4	5
(a) Time is taken to establish and maintain honest and constructive relationships with colleagues	1	2	3	④	5
COMMENTS					
(b) Open, honest and friendly behaviour is encouraged	1	2	3	4	⑤
COMMENTS					
(c) Opinions and information are exchanged and shared with colleagues	1	2	3	4	⑤
COMMENTS					
(d) Advice and help are offered with sensitivity	1	2	3	④	5
COMMENTS					

(e) Differences of opinion are dealt with in ways which try to avoid offence, and conflicts are resolved in ways that maintain respect.

1

2

3

4

5

COMMENTS

(f) Promises and undertakings to others are honoured, taking account of other priorities and commitments

1

2

3

4

5

COMMENTS

September 1992

I have always found Andrew to be honest, open and helpful both as my line manager and as a colleague.

Appendix 6.10.1

Avenue Villa
43 Eastern Avenue
READING
RG1 5RX

0734 663912

April 1994

Dear

I hope you will not mind me disturbing your retirement which I also hope you are still enjoying.

I am writing a thesis under the guidance of Sheila Harri Augstein and Laurie Thomas from Brunel University and in which I am setting out my experience of Self Organised Learning. If successful this will lead to the award of a Master of Philosophy degree.

Essential to the development of SOL in Parcelforce and my experience of it, was your involvement in it. I believe it would add greatly to the quality of the thesis if I could include your impressions in it. In particular I would like to be able to record:

your view of changes in your own attitude and understanding resulting from involvement in different activities,

outcomes which you did or do value, and

evidence of changes in other participants

To do this I would like to be able to have a conversation or conversations with you at times and places to suit you and which I would tape record. I would like to record your impressions related to the following periods:

The early days of Royal Mail Parcels - 1986 - 89.

Management Development and Productivity Improvement Programme - 1990.

SOL workshops - 1991/92.

I will ring you in the next few days to see whether you are willing to help.

Yours sincerely

ANDREW TAYLOR

MATRIX OF PERSONAL LEARNING BIOGRAPHY STATEMENTS

STATEMENTS:	EVIDENCE OF STATEMENTS:	EVIDENCE OF STATEMENTS:
When my thinking started to change. Started questioning my ways of doing things. (SM/A)	X;X	X;X;X
at ways of solving problems other than "getting hammer and chisel". (SM/A)	X;X	X;X
made me think differently and question why. (SM/A)	X	X
Started questioning everything....Started to change more could relate it to what I was trying to do. Started asking others to find their own answers. (SM/A)	X;X;X	X;X
Way I do things has changed. (SM/A)	X	X
more contented, a different type of chap. (SM/A)	X	X;X
How I assess people has changed. (SM/A)	X	X
How S-O-L now..... (SM/A)	X	X
Teamwork got better. (SM/A)	X;X	X;X
Response from others a lot better than from my old way of thinking..... (SM/A)	X;X	X
to run own ship but boss always there for guidance. (SM/B)	X;X	X;X;X
Am a great believer in teamworking. (SM/B)	X;X	X;X
Delegated more responsibility to first line managers.... and back and did things should have been doing. (SM/B)	X;X	X
more and more involved, responded more and more. (SM/B)	X;X	X
Got a lot from general discussion; got you motivated. (SM/B)	X	X
Personal Learning Contract got you more organised. (SM/B)	X	X
tried to get our ideas rather than impose his own. of a team. (SM/B)	X;X;X	X;X
		X

MATRIX OF PERSONAL LEARNING BIOGRAPHY STATEMENTS

STATEMENTS:	EVIDENCE OF MATERIAL:	STATEMENTS:	EVIDENCE OF MATERIAL:
... has taught me what to pass on to others. (SM/C)	X	Experience has shown me that it is only possible to adopt the role of S-O-L coach as a boss. (TM)	X
... the confidence to preach to congregations of 60/70 ... which I would not have had before S-O-L. (SM/C)	X	Recognise that such an approach was difficult to sustain in an unsympathetic environment. (TM)	X
... had every day rewarding. (SM/C)	X	Value the philosophy of supporting the learning of others. (TM)	X
... part of the team from the start and much more than ... leagues in other parts of the country. (EM)	X	The satisfaction of seeing people with whom I worked benefit from the way I dealt with them. (TM)	X
... involvement very good. Built relationships with ... national supervisors. (EM)	X	...the S-O-L philosophy which has had an effect on how I work and live although I could not say to what extent. (TM)	X
... the things that I did not necessarily believe in the ... of learning. (EM)	X	Can see clear links between the S-O-L philosophy and the Parcelforce Mission and Values and even Christian ethics. (TM)	X
... the SOL used to analyse after events but did not plan ... re. Do much more, perhaps too much, planning. (EM)	X	It helped my thought processes, increased my ability to look further into things. (AM)	X
... given purpose to the way I was working, explained in ... detail what I was doing and why. (EM)	X	I tended to open up whereas before I had been rather blinkered. (AM)	X
... changed my mind to an extent and confirmed a lot of ... I was doing. (EM)	X	Helped me as a relatively new team member to get involved with the team in a relaxed atmosphere. (AM)	X
... always looking to improve things. (EM)	X	I became more open and thoughtful. (AM)	X
... striking memory is the very low opinion which ... supervisors had of the workforce and which I found ... king. (TM)	X	Made me think for others and for their benefit. (AM)	X
... felt the team did act more effectively. (TM)	X	As a relatively quiet guy, brought me forward to stand up and talk in front of others. (AM)	X
... it legitimised what I naturally felt was right but ... th was not the way most managers dealt with staff.	X	It broadened my horizons and allowed me to have a detached look at areas where I saw my weaknesses in management skills. (AM)	X
... the supportive environment in the sort centre, I had ... confidence to help people develop. (TM)	X	A lot of improvements in one to one relationships and teamworking.... (AM)	X
... recognise that changing culture in this way is a long ... project. (TM)	X	Improved perception of each other's role. (AM)	X

MATRIX OF PERSONAL LEARNING BIOGRAPHY STATEMENTS

STATEMENTS:	EVIDENCE	
	OF	M|R|A|L|
act on things that have happened and deal with them presently next time. (AM)		X
learning process goes on. S-O-L has helped whether by or 80% cannot say. (AM)		X
has been a positive change in my attitude and behaviour without being able to say what specifically has caused it. (AM)	X	X
played a major part and I doubt whether we could have done it without S-O-L. (AM)	X	
this conversation brilliant in bringing it all back to have it at the back of my mind and use it every day. (AM)		X
MOTIVATION		
RESPONSIBILITY AND CONTROL		
ASSUMPTIONS AND ATTITUDES		
LEARNING OR IMPROVEMENT		

Effective Leadership Feedback Questionnaire

Notes for team members completing the questionnaire

Part one lists some comments which describe leadership behaviour and actions. Please indicate how effective you consider your team leader's performance for each statement.

Part two asks you to choose the 6 questions that are the most important to you. By "most important to you" we are asking you to indicate those behaviours which you consider to be the most important in an effective leader.

Part three gives you the opportunity to make further comments, for example, to explain your ratings or to make suggestions on how your team leader could improve their performance. Filling this in should help your team leader to identify improvement opportunities and develop their action plan. Where possible please indicate the question number to which the comment refers.

- Complete the questionnaire on your own
- Please be honest
- The process is confidential - no one will know your individual markings
- Bear in mind that all questions and answers should relate specifically to the leader being assessed.
- Please circle the number that most accurately describes how you feel about each statement.
Only circle '0' if you have no opinion, if the statement does not apply to you, if the statement is not clear or if you don't know
- Each question is written in such a way that an 'Agree Strongly' marking is always favourable whilst a 'Disagree Strongly' marking indicates a behaviour capable of perceived improvement.

The marking scale is as follows:

<p>1 = Disagree Strongly 2 = Disagree 3 = Agree 4 = Agree Strongly 0 = Not enough evidence to mark</p>
--

- Your team leader believes the responses given by you and your colleagues will help to improve his/her performance as a leader, with subsequent benefits to you.
- When you have completed the questionnaire please remove this cover sheet and return the completed questionnaire and the comments sheet in the envelope addressed ELF Centre.

EFFECTIVE LEADERSHIP FEEDBACK QUESTIONNAIRE

NAME OF LEADER: _____

Ref. No : _____

Date : _____

Part one Below are comments which best describe leadership behaviours and actions. Please apply the following rating scale, to indicate what extent you agree or disagree with the comments.

1	2	3	4	0
Disagree Strongly	Disagree	Agree	Agree Strongly	Not enough evidence to mark

VISION

The leader of this team:

- | | | | | | |
|--|---|---|---|---|---|
| 1. provides a clear vision and direction consistent with the Parcelforce Mission and Values | 1 | 2 | 3 | 4 | 0 |
| 2. communicates and translates the vision into well defined, measurable objectives and makes it clear who needs to be involved | 1 | 2 | 3 | 4 | 0 |
| 3. regularly reviews these objectives and takes appropriate improvement actions | 1 | 2 | 3 | 4 | 0 |
| 4. is creative, innovative and prepared to challenge convention | 1 | 2 | 3 | 4 | 0 |

COMMITMENT

The leader of this team:

- | | | | | | |
|--|---|---|---|---|---|
| 5. takes on ownership of ideas adopted by Parcelforce whatever his/her personal feelings | 1 | 2 | 3 | 4 | 0 |
| 6. accepts responsibility for leading the process of change | 1 | 2 | 3 | 4 | 0 |
| 7. involves the team in the process of change | 1 | 2 | 3 | 4 | 0 |
| 8. secures the personal and enthusiastic commitment of colleagues | 1 | 2 | 3 | 4 | 0 |

APPROACH - PEOPLE

The leader of this team:

- | | | | | | |
|---|---|---|---|---|---|
| 9. frequently recognises work well done | 1 | 2 | 3 | 4 | 0 |
| 10. frequently rewards work well done | 1 | 2 | 3 | 4 | 0 |
| 11. involves the team making decisions | 1 | 2 | 3 | 4 | 0 |
| 12. agrees clear objectives consistent with the abilities of the team | 1 | 2 | 3 | 4 | 0 |
| 13. demonstrates respect for individuals | 1 | 2 | 3 | 4 | 0 |
| 14. supports personal development and training | 1 | 2 | 3 | 4 | 0 |
| 15. encourages and values personal feedback | 1 | 2 | 3 | 4 | 0 |

EFFECTIVE LEADERSHIP FEEDBACK Team Members COMMENTS

NAME OF LEADER: _____

Ref. No : _____

Date : _____

Comments

Part three The purpose of this part is to give you the opportunity to make further comments, suggestions or explanations or to help your team leader identify improvement opportunities and develop their action plan.

Where possible please indicate the question number to which the comment refers.

Please spend as much time as possible filling in some comments, as they will add value to the results & feedback your team leader will receive from your questionnaires.

THANK YOU FOR COMPLETING THE QUESTIONNAIRE AND COMMENTS SHEET

Appendix 7.4.4.2

	Positive Response	Important to team	Average Score	Disagree strongly 1	Disagree 2	Agree 3	Agree Strongly 4
VISION							
1 Provide a clear vision and direction consistent with the Parcelforce Mission and Values.	4	0	2.75				
2 Communicates and translates the vision into well defined, measurable objectives.	4	0	2.50				
3 Regularly reviews these objectives and takes appropriate improvement actions.	3	0	2.33				
4 Is creative, innovative and prepared to challenge convention.	4	2	3.00				
COMMITMENT							
5 Takes on ownership of ideas adopted by Parcelforce whatever their personal feelings.	4	0	2.50				
6 Accepts responsibility for leading the process of change.	4	1	3.25				
7 Involves the team in the process of change.	4	1	3.25				
8 Secures the personal and enthusiastic commitment of colleagues.	4	1	3.00				
APPROACH - PEOPLE							
9 Frequently recognises work well done.	2	0	3.50				
10 Frequently rewards work well done.	1	0	2.00				
11 Involves the team when making decisions.	4	2	3.00				
12 Agrees clear objectives consistent with the abilities of the team.	3	0	2.67				
13 Demonstrates respect for individuals.	4	1	3.75				
14 Supports personal development and training.	4	2	3.75				
15 Encourage and values personal feedback.	4	1	2.50				
16 Practises and encourages behaviour consistent with our Values.	4	0	3.25				
17 Challenges unacceptable behaviour.	3	0	3.00				
18 Encourages creativity and innovation.	4	2	3.00				

06-Feb-96

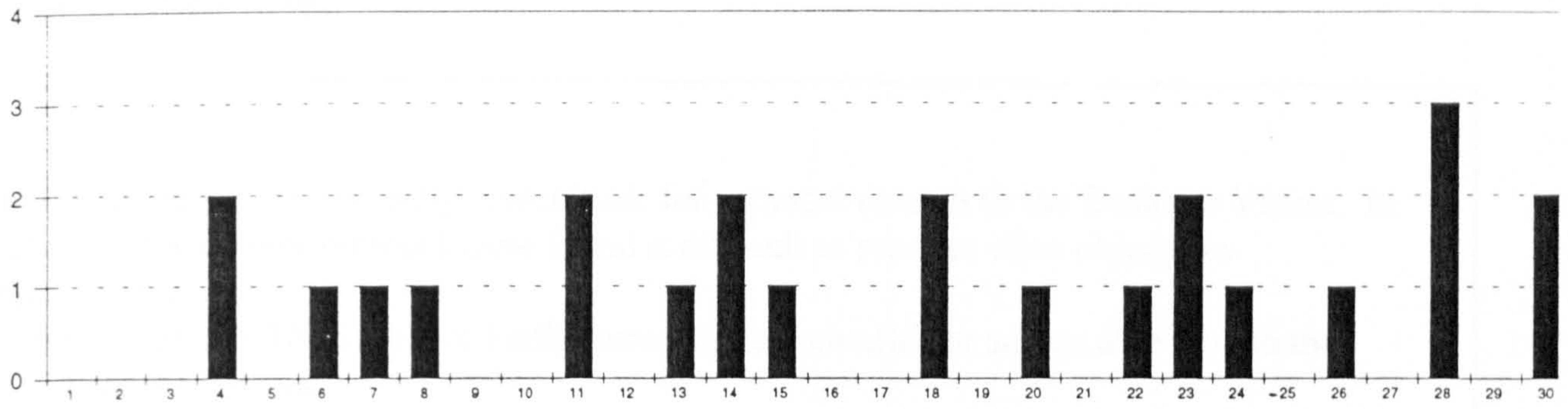
	Positive Response	Important to team	Average Score	Disagree strongly 1	Disagree 2	Agree 3	Agree Strongly 4
APPROACH - BUSINESS PERFORMANCE							
19 Takes action based on facts and analysis.	4	0	3.25			●	■
20 Uses resources cost effectively.	4	1	3.25			●	■
21 Supports and promotes effective teamwork to enable achievement of goals.	4	0	3.50			●	■
22 Places emphasis on providing added value to customers.	2	1	3.00			●	
23 Sets high work standards.	3	2	3.33		●		■
24 Measures performance and provides useful feedback.	3	1	3.00		●		
25 Encourages continuous improvement.	3	0	2.67			■	●
26 Regularly provides information on the team's performance.	4	1	3.25		●		■

	Positive Response	Important to team	Average Score
COMMUNICATION			
27 Recognises that planned communication is a vital component of leadership.	4	0	3.50
28 Practises open and honest communication.	4	3	3.50
29 Measures the effectiveness of communication.	4	0	2.00
30 Seeks other people's views and listens carefully.	4	2	3.00

06-Feb-96

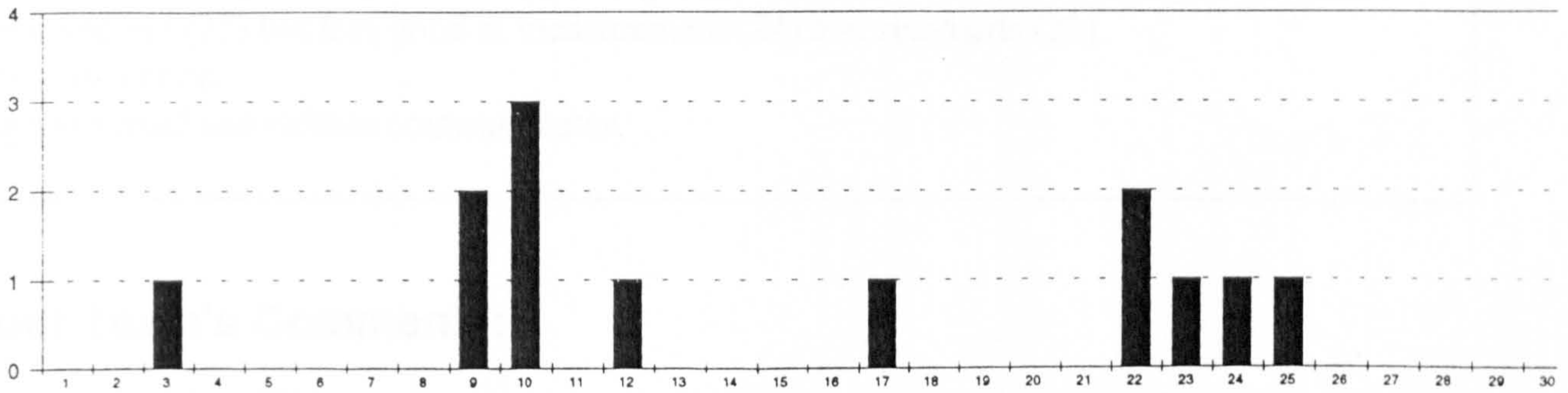


MOST IMPORTANT TO THE TEAM



Questions

NOT ENOUGH EVIDENCE TO MARK



Questions

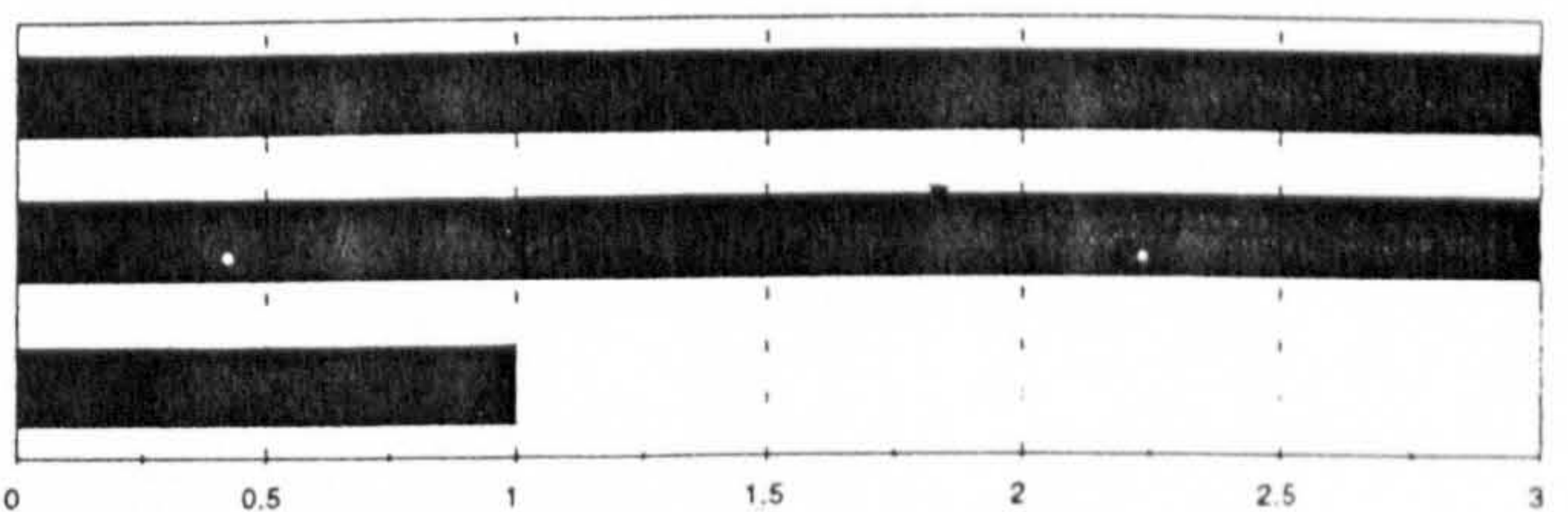
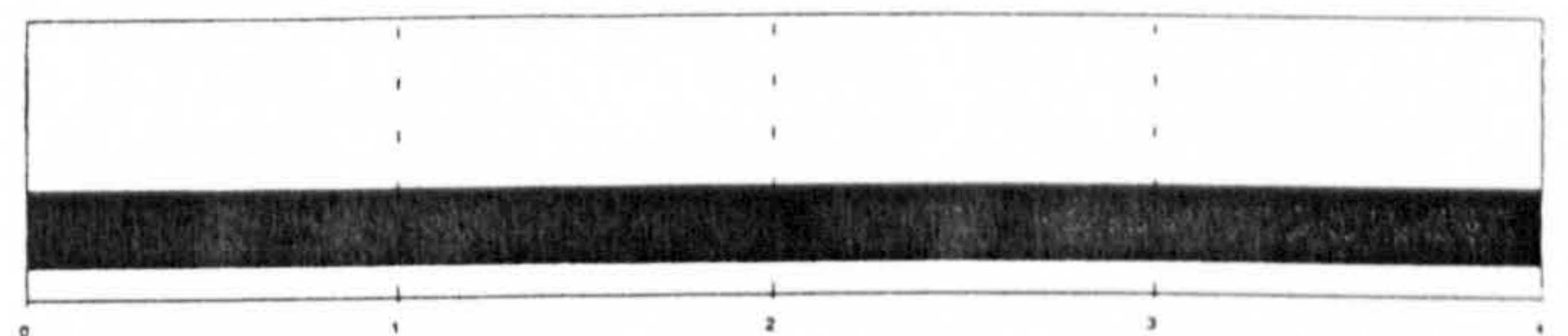
MANAGER DONE ANYTHING Yes

DIFFERENTLY No

REPORTING Reporting indirectly

TIME IN TEAM Less than 6 Months

over 6 months



06-Feb-96



EFFECTIVE LEADERSHIP FEEDBACK - COMMENTS

Name: Andrew Taylor

Ref. Number: 8358

Your Comments:

Questions 1 & 2

I do not feel that I am currently committed, for personal reasons to the Business Vision. In relation to my current project I have found it difficult to produce clear objectives.

Commitment

Despite the above, I believe that I still demonstrate commitment and am able to gain the commitment of others.

Approach To People

I believe this is an area of strength in terms of the support I provide to others although I do not always make objectives clear (12) or challenge unacceptable behaviours (17).

Business Performance

I am good at analysis (18) and at supporting teamwork (212) and encouraging continuous improvement (25) but less good at measurement (24) and standards (23).

Communication

A good verbal and written communicator.

Your Team's Comments:

Andrew works in the spirit of the values. He shows respect for all members of the team. He is quickly assertive when making his points.

However, he does not always secure the personal commitment of his colleagues.

As a leader he could demand more from the team.