HANDBOOK FOR NGO SUCCESS

WITH A FOCUS ON ANIMAL ADVOCACY

by Janice Cox

This handbook was commissioned by the World Society for the Protection of Animals (now World Animal Protection) when the organization was still built around member societies.
PART 4

Essential Skills

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Leadership is not magnetic personality – that can come from charm and the ability to talk a good game. It is not making friends and influencing people – that is flattery.
CHAPTER 19
LEADERSHIP

1. Introduction
2. What is Leadership?
3. Leadership Theories
   a) Trait Theory
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4. Motivation
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Leadership is not magnetic personality – that can come from charm and the ability to talk a good game. It is not making friends and influencing people – that is flattery.

Leadership is about lifting a person’s vision to higher sights, the raising of a person’s performance to a higher standard and the building of a personality beyond its normal limitations.

This can only be done through choosing your staff well, knowing their personalities and motivations and managing and leading them appropriately. This is not easy – and more of an art than a science! But many of the issues involved are examined below.

A simple definition and easy answers do not exist in the area of leadership! There is no secret trick that you can learn and no secret trait that you can be born with. It is a complex subject and successful leadership necessitates a high degree of ‘emotional intelligence’ (for example, understanding psychology and individual motivations).

When it comes to developing the strength of leadership in an organisation, the question whether leaders are born or made is often debated. It is WSPA’s view that leaders can be made, providing they have the necessary qualities to start with! Responsibility for leadership training and development within organisations resides with the management; but this should be carried out for each layer of management, including team leaders and volunteer organisers.

To develop leadership, the focus must be on the four clusters of characteristics that successful and strong leaders have in common:

- Vision, perspective and a clear understanding of the big picture
- The ability to organise and empower to achieve results
- Strong interpersonal skills and the ability to communicate, influence and work with others
- Personal motivation, energy and resilience to be consistently successful.

Leadership is a complex process by which a person influences others to accomplish a mission, task, or objective and directs the organisation in a way that makes it more cohesive. A person carries out this process by applying their leadership attributes: beliefs, values, ethics, character, knowledge and skills. Although your position as a manager, supervisor, team leader etc. gives you the authority to accomplish certain tasks and objectives in the organisation, this power does not make you a leader – it simply makes you the boss.

Leadership makes people want to achieve high goals and objectives, while bosses simply oblige people to accomplish a task or objective.
Leadership theory states that there are three basic ways to explain how people become leaders. These theories are:

1. The **Trait Theory** affirms that some personality traits may lead people naturally into leadership roles.
2. The **Style Theory** affirms that some styles of leadership can be more successful than others.
3. The **Contingency Theory** takes account of other variations, for example, the nature of the task and the environment.

Each of these theories will be elaborated upon in the sections that follow.

Also, there is no doubt that people can choose to become leaders. People can learn leadership skills (providing they have the basic essentials!). This is the **Transformational Leadership Theory**. It is the most widely accepted theory today and the premise on which this chapter is based.

**a) Trait Theory**

Many studies have been carried out on the traits of successful leaders. The findings indicate that good leaders come from a variety of sources and traits for success differ according to situation. Only 5% of traits were similar throughout. These include:

- **Intelligence** – above average, but not genius. Good at solving complex and abstract problems
- **Initiative** – independence and inventiveness. Capacity to perceive need for action and urge to act
- **Self-assurance** – self-confidence, belief in competence and high aspirations
- **Helicopter factor** – the ability to rise above a problem and see it in relation to its environment.

The ability to see the big picture is vital. When the word vision is used it usually means that someone has an idea of what the future could look like and a plan to get there.

**THE ONLY WAY TO INSPIRE STAFF TO STRIVE TO ACHIEVE YOUR VISION IS TO MAKE IT THEIR VISION TOO.**

A successful leader needs clarity of thought (seeing the wood for the trees). To do this, you need to shift your attention from yourself and your own preoccupations, to what is going on around you (in the wider environment). If you sit in the building foyer of WSPA headquarters, for example, you can only see the underground car park. But if you sit in the top floor office by the window you can see for miles across London, viewing the London Eye and the River Thames and know exactly where the office fits into the London landscape!

Other traits identified include:

- Good health
- Above average height or well below it
- Coming from upper socio-economic classes.

Some studies have also mentioned enthusiasm, sociability, integrity, courage, imagination, decisiveness, determination, energy and faith.

**b) Style Theory**

The Style Theory assumes that employees will work better for leaders who employ certain styles of leadership. This follows the belief that one strong motivation for work (particularly true in NGOs) is self-actualisation – that is esteem, self-improvement etc.
**Authoritarian (Task) Leader**
High concern for production but low concern for people. People who get this rating are very task-orientated and are hard on their workers (autocratic). There is little or no allowance for cooperation or collaboration. Heavily task-orientated people are very strong on schedules and expect people to do what they are told without question or debate, and when things go wrong they tend to focus on who is to blame rather than concentrate on exactly what is wrong and how to prevent it. They are also intolerant of what they see as dissent (it may just be someone’s creativity), so it is difficult for their subordinates to contribute or develop.

**Team Leader**
High concern for production and people. This type of leader leads by positive example. Team Leaders endeavour to foster a team environment in which all team members can reach their highest potential, both as team members and as people. They encourage the team to reach team goals as effectively as possible, while also working tirelessly to strengthen the bonds among the various members. They form and lead the most productive teams.

**Country Club Leader**
Low concern for production and high concern for people. These leaders use power to maintain discipline and to encourage the team to accomplish its goals. Conversely, they are almost incapable of employing the more punitive coercive and legitimate powers. This inability results from the leader’s fear that using such powers could jeopardise his/her relationships with the team members.

**Impoverished Leader**
Low concern for production and for people. This person uses a ‘delegate and disappear’ management style. Since he/she is not committed to either task accomplishment or maintenance, the team is essentially allowed to do whatever it wishes and he/she prefers to be detached from the team process.

**Ideal situation**
The most desirable type of leader is the Team Leader. However, certain situations might call for one of the other three styles to be used at certain times. For example, by playing the Impoverished Leader, you allow your team to gain self-reliance. It may be necessary to be an Authoritarian Leader to instill a sense of discipline in an unmotivated worker. The style of leadership will need to be suitable to each individual and their stage of development, as well as coping with the distinct needs of mission-driven NGO staff.

Good leaders are able to move between styles, according to what a situation dictates.

Another theory, known as the **Path-Goal Theory**, defines the four main leadership styles as:

- **Directive**: These leaders are controlling and clear about what they want team members to do. They do not appreciate arguments or suggestions from the team. This style suits new, inexperienced staff.

- **Coaching**: A Coaching Leader has a more open style. He/she asks for suggestions and input, but still takes most of the decisions and guides staff closely. This style is appropriate for a developing team.

- **Supportive**: These leaders encourage the team to take most decisions on a day-to-day basis. They monitor closely and provide support. This style suits an improving team, which still lacks confidence.

- **Delegating**: A Delegating Leader allows the team to take its own decisions, within certain set boundaries. Delegating Leaders have a monitoring role and make themselves available to the team as needed. This style is excellent for skilled and experienced staff.
An effective manager has to be able to move between these leadership styles in order to ensure the most appropriate and motivational method is used for each member of staff and each task (e.g. a directive style may still be appropriate for an experienced and confident staff member if an entirely new task is given).

Research has shown that style alone is not the answer to effective leadership. The Contingency Theory explains:

c) Contingency Theory
Contingency Theories take more account of other variables in the leadership situation, such as the operating environment, the nature of the task, the work group and the position of the leader in the work group. This theory reflects the best-fit scenario, where the most appropriate style can be judged and applied, according to the environment, task, group or staff etc.

It is recognised that where the situation is favourable to the leader, then the supportive style works best. To be favourable to the leader, the following elements need to be present:

• The leader is liked and trusted by the group; and
• The task is well defined and laid down; and
• The power of the leader over the group is high (i.e. able to reward and punish).

The first was considered the most important amongst these.

The Contingency Theory also recognises that a crisis or important event may cause a person to rise to the occasion, which brings out extraordinary leadership qualities in an ordinary person (this is the ‘Great Events Theory').

MOTIVATION

A Hay Group study examined 75 key components of employee satisfaction. They found that:

• Trust and confidence in top leadership was the single most reliable predictor of employee satisfaction in an organisation
• Effective communication by leadership in three critical areas was the key to winning organisational trust and confidence:
  ◦ Helping employees understand the company's overall business strategy
  ◦ Helping employees understand how they contribute to achieving key strategic objectives
  ◦ Sharing information with employees on both how the company is doing and how an employee's own division is doing – relative to strategic objectives.

For a more detailed discussion on how to motivate your team, please refer to the separate chapter on ‘Motivation’.

GREAT LEADERSHIP

The road to great leadership shares five common elements:

• Challenge the process – First, find the process that you believe most needs to be improved.
• Inspire a shared vision – Next, share your vision in words that can be understood by your followers.
• Enable others to act – Give them the tools and methods to solve the problem.
• Model the way – When the process gets tough, get your hands dirty. A boss tells others what
to do... a leader shows it can be done.

• Encourage the heart – Share the glory with your followers’ hearts, keep the pains in your heart.

Also remember that there is no such thing as ‘can’t do’ – ‘Can’t do’ is an alien concept to a real leader. Leaders get things done. They have commitment, persistence, determination and resilience. Coupled all of that with creative problem-solving and you have a person around whom things happen. Indeed, things might even get shaken up when they’re around. It isn’t always comfortable being around a leader.

MANAGEMENT AND LEADERSHIP

There is a real difference between management and leadership. You do not need to be a leader to be able to manage other people. However, to be an outstanding manager, you do have to have some of those essential skills and qualities that are necessary in developing as a leader.

Even if you are a manager with no major aspirations of leadership, there will be people who will turn to you for leadership, whether you like it or not. Therefore, when looking for training to develop your skills, it might be a very good idea to look at leadership courses as well as management courses.

“Our chief want is someone who will inspire us to be what we know we could be.” – Ralph Waldo Emerson
FURTHER RESOURCES

Websites
The Art and Science of Leadership
www.nwlink.com/~donclark/leader/leader.html

Leadership Now
www.leadershipnow.com/

Leadership Styles and Training
www.impactfactory.com/gate/leadership_skills_training/freegate_1159-9103-25758.html

Overview of Leadership in Organisations
www.mapnp.org/library/ldrship/ldrship.htm

Books
The 18 Challenges of Leadership: A Practical, Structured Way to Develop Your Leadership Talent
Shenaz Kelly-Rawat, Trevor Waldock
Publisher: FT Prentice Hall
ISBN: 0273688103

The 21 Irrefutable Laws of Leadership
John C. Maxwell
Publisher: STL
ISBN: 0785270345

Encouraging the Heart: A Leader’s Guide to Rewarding and Recognising Others
Jim Kouzes, Barry Posner
Publisher: Jossey Bass Wiley
ISBN: 0787964638

The Five Dysfunctions of a Team: A Leadership Fable
Patrick Lencioni
Publisher: Jossey Bass Wiley
ISBN: 0787960756

The Leadership Challenge
Jim Kouzes, Barry Posner
Publisher: Jossey Bass Wiley
ISBN: 0787968331

The Leadership Challenge Workbook
James M. Kouzes, Barry Z. Posner
Publisher: Jossey Bass Wiley
ISBN: 0787968218
Teamwork dynamics need to be understood to make the most effective use of teams in your organisation.
CHAPTER 20
TEAM BUILDING

1. Introduction
2. Definition
3. Effective Team Building
   a) Team Player Style
   b) Team Building’s Twelve Cs
   c) Team Dynamics
   d) Five Stages of Group Development
4. Barriers to Effective Teams
5. Further Resources
Teamwork is very common in animal protection activities – partly because staff and resource shortages compel inter-organisational and inter-departmental cooperation and partly because the movement tends towards a collective mentality, rather than a hierarchical one. There is far more to effective teamwork than simply getting together to organise a common task, as the information below will begin to explain. Teamwork dynamics need to be understood to make the most effective use of teams in your organisation.

A simple, but effective, definition of a team is a group of people working together towards a common goal.

Terms that are often used to describe teamwork include:
- Whole > Sum
- Combined effort
- Cooperation
- Reporting to one boss
- Having one aim or mission.

Some of these terms are features of good teams. For example, ‘whole > sum’ (the whole is greater than the sum of the parts) is a feature of a team that is working well together – but there are some teams whose collective performance falls short of what you might expect given the quality of individuals.

The term ‘reporting to one boss’ can be a misleading one. In a well-designed organisational structure, people reporting to one boss do not often form teams, except around certain projects. In reality, team structures are often complicated, with people belonging to a number of different teams – often consisting of members of various departments. To be effective, teams often move away from usual hierarchical arrangements.

Team building is a process of enabling the team to achieve the common goal.

- The stages involved in team building include clarifying the goal, identifying the inhibitors and removing them.
- Teamwork can use the different skills and talents within the group, unlocking diversity.
- Teamwork can achieve effective delegation to empower team members.
- Understanding the different stages of growth of teams can help enormously.
- Understanding different team roles and the value of diversity can also help a lot.
- Teamwork can be used to resolve conflict, or to form strong and trusting working relationships, if carried out sensitively.
The nature of team building varies according to the size (scale) of the team and what you are trying to achieve:

<table>
<thead>
<tr>
<th>Scale</th>
<th>What is changed</th>
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<tbody>
<tr>
<td>Individual</td>
<td>1 person</td>
</tr>
<tr>
<td>Small Team</td>
<td>2-12 people</td>
</tr>
<tr>
<td>Inter-team</td>
<td>2 or more teams</td>
</tr>
<tr>
<td>Organisation</td>
<td>15+ people</td>
</tr>
</tbody>
</table>

Research has shown that all members can participate effectively in a group of up to five or seven people. As a team becomes larger, say 10 to 12 people, it may be better to split the team into sub-groups.

The first step in developing your team building skills is to identify your personal team player style. Without knowing what your style is, it is very difficult to form an effective team, which will complement your strengths and weaknesses. Once you know what your own style is, it is equally important to identify the styles (and subsequent strengths and weaknesses) of the other members of your team (often your staff).

**a) Team Player Style**

The most useful and accessible team role model is that developed by Meredith Belbin in 1981. The team roles were designed to define and predict potential success of management teams, recognising that the strongest teams have a diversity of characters and personality types.

It has been criticised due to its potential oversimplification and ‘pigeon-holing’ of individuals. However, when used wisely to gain insight about the working of the team and the identification of the team strengths and weaknesses, it can be extremely useful.

According to Belbin:

> **A TEAM ROLE IS ‘A TENDENCY TO BEHAVE, CONTRIBUTE AND INTERRELATE WITH OTHERS IN A PARTICULAR WAY’**.

There are three action-orientated roles: Shaper, Implementer and Completer/Finisher; three people orientated roles: Coordinator, Team-worker and Resource Investigator and three cerebral roles: Plant, Monitor/Evaluator and Specialist. The nine team roles are summarised in the table on the following page.

The accurate delineation of these team roles is critical in understanding the dynamics of any management or work team.
### Team Player Styles

<table>
<thead>
<tr>
<th>TEAM ROLE</th>
<th>STRENGTHS</th>
<th>ALLOWABLE WEAKNESSES</th>
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<tbody>
<tr>
<td><strong>ACTION ORIENTATED ROLES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shaper</td>
<td>Challenging, dynamic, thrives on pressure. Drive and courage to overcome obstacles.</td>
<td>Prone to provocation. Can offend people’s feelings.</td>
</tr>
<tr>
<td>Implementer</td>
<td>Disciplined, reliable, conscientious and effective. Turns ideas into practical action.</td>
<td>Somewhat inflexible. Slow to respond to new possibilities.</td>
</tr>
<tr>
<td>Completer/Finisher</td>
<td>Painstaking, conscientious and thorough. Searches out errors. Delivers on time</td>
<td>Inclined to worry unduly. Not good at delegating.</td>
</tr>
<tr>
<td><strong>PEOPLE ORIENTATED ROLES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coordinator (Chair)</td>
<td>Mature, confident, natural chair. Clarifies goals, promotes decision-making. Delegates well.</td>
<td>Can be seen as manipulative. Offloads personal work.</td>
</tr>
<tr>
<td>Team-worker</td>
<td>Cooperative, perceptive, mild and diplomatic. Listens, builds, averts friction.</td>
<td>Indecisive in crisis situations. Unwilling to stand up for principles.</td>
</tr>
<tr>
<td>Resource Investigator</td>
<td>Extrovert, enthusiastic, communicative. Explores opportunities. Develops contacts.</td>
<td>Over-optimistic. Loses enthusiasm once initial enthusiasm has passed.</td>
</tr>
<tr>
<td><strong>CEREBRAL ROLES</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Monitor/Evaluator</td>
<td>Sober, strategic, discerning. Sees all options. Judges accurately.</td>
<td>Lacks drive and ability to inspire others.</td>
</tr>
<tr>
<td>Specialist</td>
<td>Single-minded, self-starter, dedicated. Provides knowledge and skills in scarce supply.</td>
<td>Contributes only on a narrow front. Dwells on technicalities.</td>
</tr>
</tbody>
</table>

**b) Team Building’s Twelve Cs**

Successful team building, which creates effective, focused teams, requires attention to each of the following:

**Clear Expectations**: Has management clearly communicated its expectations for the team’s performance and expected outcomes? Do team members understand why the team was created? Is the organisation demonstrating constancy of purpose in supporting the team with resources of people, time and money?
Context: Do team members understand why they are on the team? Do they understand how the strategy of using teams will help the organisation attain its goals? Does the team understand where its work fits in the total context of the organisation’s goals, principles, vision and values?

Commitment: Do team members want to participate in the team? Do team members feel the team mission is important? Are members committed to accomplishing the team mission and expected outcomes? Are team members excited and challenged by the team opportunity?

Competence: Does the team feel that it has the appropriate people participating? Does the team feel that its members have the knowledge, skill and capability to address the issues for which the team was formed? Does the team feel it has the resources, strategies and support needed to accomplish its mission?

Charter – Goal Definition: Has the team defined and communicated its goals; its anticipated outcomes and contributions; its timelines; and how it will measure both the outcomes of its work and the process the team followed to accomplish their task? Does the management support what the team has agreed?

Control: Does the team have enough freedom and empowerment to feel the ownership necessary to accomplish its goals? At the same time, do team members clearly understand their boundaries? Has the organisation defined the team’s authority to make recommendations and to implement its plan? Is there a defined review process?

Collaboration: Does the team understand team and group process? Do members understand the stages of group development? Are team members working together effectively interpersonally? Do all team members understand roles and responsibilities?

Communication: Are team members clear about the priority of their tasks? Is there an established method for the teams to receive honest performance feedback? Do team members communicate clearly and honestly with each other? Do team members bring diverse opinions to the table? Are necessary conflicts raised and addressed?

Creative Innovation: Is the organisation really interested in change? Does it value creative thinking, unique solutions and new ideas? Does it reward people who take reasonable risks to make improvements? Does it provide the necessary training, development etc?

Consequences: Do team members feel responsible and accountable for team achievements? Are rewards and recognition supplied when teams are successful? Is reasonable risk respected and encouraged? Can contributors see their impact on increased organisation success?

Coordination: Are teams coordinated by a central leadership team that assists the groups to obtain what they need for success? Have priorities and resource allocation been planned across departments?

Cultural Change: Does the organisation recognise that the team-based, collaborative, empowering, enabling organisation of the future is different from the traditional, hierarchical organisation it may currently be? Does the organisation recognise that the more it can change its climate to support teams, the more it will receive in payback from the work of the teams?
c) Team Dynamics

To be effective, a team needs not only to tackle the task in hand, but also to maintain social relations within the group and to ensure that individual needs are met.

This relationship is often depicted as:

![Diagram showing the relationship between task, group, and individual]

Effective groups must carry out both task and maintenance functions.

**Common Task Functions:**
- Proposing and initiating – proposing ideas, courses of action which are relevant to the task
- Building – developing other people’s proposals
- Diagnosing – analysing what is wrong, or what is causing the current situation
- Giving or seeking information
- Evaluating – evaluating the merits of certain proposals and outcomes
- Decision-making.

**Common Maintenance Functions**
- Gate-keeping – involving others in discussion and closing off or controlling, as necessary
- Encouraging – being friendly, supportive and responsive
- Conflict resolution – being prepared to acknowledge and deal with conflict
- Giving positive feedback
- Dealing with feelings – recognising and acknowledging people’s feelings
- Looking after physical needs – for example, refreshments, breaks, space and light.

d) Five Stages of Group Development

Like individuals, teams mature and develop. Research has shown that teams go through various common stages of development. The effectiveness of the team will depend on how well it deals with the problems that emerge at each stage.

The most common stage model that explains this is:

**Forming** – polite but untrusting. Formalities are preserved and members are treated as strangers.

**Storming** – testing others. Members start to communicate their feelings but probably still view themselves as part of their parent department rather than part of the team.

**Norming** – valuing other types. People feel part of the team and realise that they can achieve work if they accept other viewpoints.
Performing – flexibility from trust. The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

Adjourning – The final stage, adjourning, involves the termination of task behaviours and disengagement from relationships. A planned conclusion usually includes recognition for participation and achievement and an opportunity for members to say personal goodbyes.

The team may not share clear goals or purposes and therefore defining specific goals will be important. Teams often face issues that can decrease the effectiveness of the team and specifically its ability to make decisions:

- The time trade-offs in decision-making (team decision-making can take time away from working directly on projects)
- Pressure to conform
- The potential for increased conflict over decision-making
- Group anxiety – concern about the reactions of other group members
- The potential for hidden agendas and blind spots.

Without adequate team training and preparation, it is unlikely that teams will work effectively to develop and realise a shared vision.

**BARRIERS TO EFFECTIVE TEAMS**

Katzenbach and Smith (1993) list the following requirements for building effective teams:

- Teams must be small enough in terms of the number of members.
- Members must have adequate levels of complementary skills.
- The team must have a truly meaningful purpose.
- The team must have a specific goal or goals.
- The team and its members must establish a clear approach to the team’s work.
- Members must have a sense of mutual accountability.

Without team leadership (as opposed to traditional top-down leadership), teams will be unproductive. Another potential barrier is individual resistance to working in teams.
**FURTHER RESOURCES**

**Websites**
- Belbin Team Roles
  www.belbin.com/

- Keirsey Temperament Sorter
  http://keirsey.com/

- The Myers & Briggs Foundation
  www.myersbriggs.org/

**Team Building**
www.mapnp.org/library/grp_skill/teams/teams.htm

**Team Technology**
www.teamtechnology.co.uk/tt/t-articl/mb-simpl.htm

**Books**
- Creating Effective and Successful Teams
  Thomas R. Keen
  Publisher: Purdue University Press
  ISBN: 1557532893

- Creating Effective Teams: A Guide for Members and Leaders
  Susan A. Wheelan
  Publisher: Sage Publications Ltd
  ISBN: 0761918175

- Effective Teamwork: Practical Lessons from Organisational Research
  Michael A. West
  Publisher: Blackwell Publishing
  ISBN: 1405110589

- Groups That Work and Those That Don’t: Creating Conditions for Effective Teamwork
  J. Richard Hackman (Editor)
  Publisher: Jossey Bass Wiley
  ISBN: 1555421873

- The Wilder Nonprofit Field Guide to Developing Effective Teams
  Beth Gilbertsen, Vijit Ramchandani
  Publisher: Amherst H Wilder Foundation
  ISBN: 0940069202
Effective use of time can help staff to achieve animal protection objectives, and it can make work more rewarding and less stressful.
CHAPTER 21
TIME MANAGEMENT

1. Introduction

2. Key Elements of Effective Time Management

3. Analysing Time Management
   a) Time Diary
   b) Key Results Mapping

4. Improving Your Time Management Skills
   a) Time Management Matrix
   b) Delegation
   c) Effective Use of a Secretary or Assistant

5. Further Resources
Effective use of time is of vital importance in modern animal protection societies, where the potential amount of work is vast. Effective use of time can help staff to achieve animal protection objectives, and it can make work more rewarding and less stressful.

“IT’S NOT THE HOURS THAT COUNT; IT’S WHAT YOU PUT INTO THE HOURS.”~Earl Nightingale

Key elements of effective time management include:

- Identifying the kind of success you want to achieve
- Working out priorities and specific goals
- Developing a system to work towards these goals
- Being aware of your own work style, strengths and weaknesses
- Being aware of your staff’s work styles, their individual strengths and weaknesses
- Developing planning strategies, focusing on priorities
- Identifying time-wasters and consider ways of coping with them.

You can only make good use of your time if you are clear about what you are trying to achieve. Fire fighters confuse urgent activities with important activities.

WORK SMARTER, NOT HARDER, SUMS UP THE OVERALL APPROACH.

Work is often the enemy of achievement and should never be confused with results. How to use time is all about how to control the job, not the job controlling you. In fact, the most effective way of dealing with certain tasks may be to leave them undone (or at least to do them as quickly and simply as possible)!

Before you develop time management strategies, you need to assess your own skills (and problems). Two methods of doing this will be discussed below: keeping and analysing a time diary and Key Results Mapping.

a) Time Diary

Keeping a time analysis diary for a certain period of time – and doing this periodically as a check – is a good way of assessing how effectively you are using your time. It helps you identify where your time goes. How much time is spent on your priorities? How much on jobs planned by you, as opposed to work outside your control? How much of the work you do could be delegated? How much of your time is spent in meetings, on the telephone, answering e-mails, finding and filing information? How often are you interrupted? How many times do you start a job and move on to another without finishing? How often do you do things that turn out to be useless or overtaken by events?
This exercise will also provide a useful starting point for you when assessing your work style. Some people are verbal communicators and may spend a lot of time in meetings or on the telephone, whereas others may prefer written communication, but may spend too much time answering e-mails or written correspondence. Do you always use the most effective means of communication? Do you sort and organise your work in a logical way, collecting and replying to piles of letters or e-mails periodically (using short stock replies where possible)?

b) Key Results Mapping

Another useful exercise is to list your key results (critical success factors) in order of importance and then assess the amount of time spent on each:

<table>
<thead>
<tr>
<th>Key Results (Order of importance)</th>
<th>Time Spent (1-5, 1 = most)</th>
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<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>4.</td>
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<td>5.</td>
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</tbody>
</table>

Now map your most time-consuming tasks and assess how much these contribute towards the achievement of your key results:

<table>
<thead>
<tr>
<th>Time Spent (Order of time spent)</th>
<th>Key Results Achievement Factor (1-5, 1 = most)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td></td>
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<tr>
<td>5.</td>
<td></td>
</tr>
</tbody>
</table>

Consider how you can reduce time spent on tasks that do not work towards key results (including major threats or opportunities). How can you ensure that time is spent in proportion to the key results priorities identified?

**IMPROVING YOUR TIME MANAGEMENT SKILLS**

Recognise what is important to your success and ensure that this is worked on proactively and prioritised. Allocate your time to achieving key results.

**NEVER LET THE URGENT TAKE PRECEDENCE OVER THE IMPORTANT.**
Essential steps to improving time management skills:

- Plan and make action lists in priority order
- Prioritise (and be ruthless)
- Remember Pareto’s Law – the 80-20 rule – concentrate on the 20 per cent of your work that produces 80 per cent of the results. Minimise the amount of work that you do on the remaining 80 per cent
- Negotiate resources around priorities (staff, money, contracting etc.)
- Learn to say No!
- Agree your priorities and deadlines with your manager and staff
- Train and delegate effectively
- Use your secretary or assistant to help
- Find systems to deal quickly and minimally with routine or less important tasks
- Remember good enough is good – don’t waste time on non-priority tasks
- Ensure there are efficient communication channels
- Do not waste time in meetings. Develop an effective meeting strategy (see separate chapter on ‘Effective Meetings’)
- Manage telephone, e-mail and correspondence flows
- Deal with quick tasks in one go (single-touching)
- Periodically monitor your time usage again and make any necessary changes.

A method of distinguishing the important from the urgent is outlined below (a), followed by an outline on delegation (b), and the effective use of a secretary (c).

a) Time Management Matrix
The time management matrix is a good way of explaining the difference between the urgent and the important – which effective time management needs to distinguish.

<table>
<thead>
<tr>
<th>1</th>
<th>Urgent and Important</th>
<th>2</th>
<th>Important and Not Urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td>Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Crises</td>
<td>Prevention</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressing problems</td>
<td>Strategy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Deadline-driven problems</td>
<td>Planning</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Finding new opportunities</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Relationship-building</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Recreation</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>Urgent and Not Important</th>
<th>4</th>
<th>Not Urgent and Not Important</th>
</tr>
</thead>
<tbody>
<tr>
<td>Activities:</td>
<td>Activities:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interruptions</td>
<td>Trivia</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some calls</td>
<td>Busy work</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some correspondence</td>
<td>Some calls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some e-mails</td>
<td>Some correspondence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some meetings</td>
<td>Some e-mails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pressing matters</td>
<td>Some meetings/time-wasters</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Popular activities</td>
<td>Pleasant activities</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Urgent activities appear to require immediate action – whereas importance has to do with results.
In the matrix, if you keep concentrating on **quadrant 1**, it gets bigger and bigger and dominates you.

People who spend their time in **quadrant 3**, often think they are in quadrant 1, but their achievements are not important.

Effective people stay out of **quadrants 3 and 4**, urgent or not, because they are not important. They also shrink quadrant 1 down to size by spending more time in quadrant 2. **Quadrant 2 is at the heart of effective time management.**

**b) Delegation**

Consider your use of delegation:

- Do you delegate areas of responsibility or just tasks?
- Do you delegate the authority to make decisions and spend/use resources to go along with the responsibility?
- Do you avoid over-supervision and under-supervision?
- Do you avoid loss of control (by moving gradually to delegate more authority and using appropriate monitoring systems)?
- Do you train staff to accept increasing delegation or do you feel it is quicker to do it yourself?
- Do you approach it systematically:
  - Define the job?
  - Decide whether it can be delegated?
  - Communicate it clearly?
  - Train?
  - Monitor and follow up?
- Do you avoid stifling people's creativity, by allowing staff to choose their methods (defining end results, not methods)?
- Can you back off the job and leave it to targets and monitoring?

The starting point for effective delegation is to appoint appropriate and competent staff members who have the capacity to do the job well and to learn and develop.

Staff should be progressively trained and developed, so that they can gain the necessary skills and competence. Investment in staff is an investment in the future. Although it may be more time-consuming in the short term, it is the only way to real achievement (and staff satisfaction) in the long term.

There is a real difference between managing mission-driven staff in animal protection organisations and managing staff who work for other motivations, such as money, social reasons, company etc. Managing the mission-driven is essentially a case of ensuring that personal goals are aligned with those of the organisation and that they are given the skills and resources necessary to do the job, and the advice and support to help them to perform. It is vital, therefore, to communicate and share goals and to establish tasks that work towards these goals.

**c) Effective Use of a Secretary or Assistant**

You can manage time more effectively by using your secretary or assistant as a personal assistant, if you do not do so already (and many managers fail to do this).

To be as effective as possible, your assistant needs to understand your job responsibilities, your priorities and your preferred working style. Likewise, you need to be familiar with his or her strengths and weaknesses, career goals and training and development needs.
The sort of jobs a personal assistant should be capable of handling include:

- Arranging meetings, travel etc.
- Preparing minutes, action points etc.
- Filing (and ordering filing systems)
- Writing – not just typing – routine letters and replies
- Drafting much of your correspondence
- Deciding which mail you should see and then giving it to someone else to take the necessary action, distributing mail which you do not even need to see and sorting the remainder into categories. For example:
  - Mail requiring your attention urgently
  - You should decide who should deal with it
- Making telephone calls for you that only involve giving information or confirming arrangements
- Asking callers for the purpose of their call, in an attempt to action it for you, whether you are available or not
- Operating a follow-up file to remind you when follow-up action is needed
- Doing the following for you, whenever possible
  - Obtaining and collating information
  - Compiling routine weekly and monthly reports.

Jobs a personal assistant should not be doing include:

- Retyping whole pages because you have not organised your amendments on computer
- Making coffee and tea for the whole department
- Typing replies to internal memos, when a hand-written comment by you on the original is adequate
- Unnecessarily retyping urgent internal notes or financial reports, when hand-written information is legible
- Personal chores, such as shopping.

Jobs that waste your personal assistant’s time are:

- Finding telephone numbers repeatedly for you, instead of keeping an index for you
- Writing lengthy minutes of meetings, when action points would suffice
- Struggling to read your hand-written manuscript drafts, when you could use a computer or dictating machine
- Continually interrupting your work, because he/she does not plan his/hers.
FURTHER RESOURCES

Websites
Bigtimes – Everything Time Management
www.bigtimes.co.uk/

Mind Tools – Time Management Skills
www.mindtools.com/pages/main/newMN_HTE.htm

Time Management
www.businesstown.com/time/time.asp

Time Management (student handbook)
www.d.umn.edu/student/loon/acad/strat/time_manage.html

Time Management
www.counsel.uff.edu/selfHelp/timeManagement.asp

Books
Common-Sense Time Management
Barrie Pearson
Publisher: Mercury
ISBN: 1852520949

Getting Things Done: The Art of Stress-free Productivity
David Allen
Publisher: Piatkus Books
ISBN: 0749922648

Manage Your Time
Tim Hindle
Publisher: DK Publishing, Inc.
ISBN: 0789424460

The One Minute Manager
Kenneth Blanchard, Spencer Johnson
Publisher: HarperCollins Business
ISBN: 0007107927

The Personal Efficiency Program: How to Get Organized to Do More Work in Less Time
Kerry Gleeson
Publisher: John Wiley and Sons Inc
ISBN: 0471463213

Time Management for Unmanageable People
Ann McGee-Cooper
Publisher: Bantam Doubleday
ISBN: 0553370715
Effective and constructive meetings focus on the issue(s) at hand, only include necessary participants and concentrate on reaching a workable conclusion.
CHAPTER 22
EFFECTIVE MEETINGS

1. Introduction
2. Tips for Effective Meetings
3. The Meeting Chair
4. Meeting Minutes
5. Informal Meetings
6. Further Resources
Meetings are essential. There is no alternative for meeting face-to-face in certain situations and interpersonal contacts can add a whole new dimension to working relationships. But many meetings waste a large amount of management and staff time. Some managers report that about 50% of their working time is spent in meetings. Additional time is involved in preparing for meetings and minute writing. A conscientious (and ongoing) effort needs to be made to minimise this time and to make meetings more effective, productive and satisfying.

Effective and constructive meetings focus on the issue(s) at hand, only include necessary participants and concentrate on reaching a workable conclusion. Preparation and discipline are vital. It also helps to make meetings practical and task-centred. These issues are elaborated upon in the following section.

Evaluate the need for each and every meeting. What are the aims or needs, and is a meeting the best way to achieve these?

Re-read the minutes of your recent meetings. Highlight any key decisions and action points. Assess their relative value against time spent. Then consider whether the outcome could have been achieved without a meeting, or in a shorter, more effective meeting.

In the future, after applying some of the tips given below, record the time each meeting takes and periodically review the situation.

Think about who to invite: Only invite those with a real interest. When in doubt, ask the potential participants whether they feel their attendance would be worthwhile, or whether they would like to contribute written views and be notified of the outcome instead.

Where staff members are only interested in certain agenda items, make sure they are able to attend only the relevant parts. This may involve amendments to the agenda to group their items.

Get the timing right: Meetings must start on time, otherwise valuable collective staff time is lost. Get everyone to agree that meetings will start on time from now on – then start exactly on time and expect an apology from anyone arriving late.

Schedule meetings to end at lunchtime or at the end of the day, providing a motivation to end on time. Avoid holding meetings first thing in the morning (staff like to arrange their work before attending), or straight after lunch (concentration is low).

Prepare a timed agenda indicating which items should be dealt with quickly.

Plan ahead: If possible, arrange the room so that members face each other, such as in a circle or semi-circle. For large groups, try U-shaped rows. Choose a location suitable to your group’s size. Small rooms with too many people get stuffy and create tension. A larger room is more comfortable and encourages individual expression – but not too large as this creates an impersonal atmosphere.
Use visual aids for interest (e.g., posters, diagrams etc.). Display a large version of the agenda for staff members to refer to. Consider using aids such as flipcharts and postit notes for collecting and analysing key points, or for brainstorming and subsequent analysis.

**Draft a good agenda:** Your agenda needs to include a brief description of the meeting objectives, a list of the topics to be covered and a list stating who will address each topic and for how long. Some other suggestions follow:

- Write or approve the agenda and reject any items that can be dealt with more effectively outside the meeting.
- Condense the agenda so that the meeting can be completed on time.
- Place most important items first, so if you run out of time unimportant items can be left.
- Make the first item 'Action not completed', so you do not waste time in discussions on action already taken.
- Do not waste time approving previous minutes, unless this is necessary in an official board meeting.
- Make the agenda items sufficiently specific so people are able to prepare.
- Issue briefing papers to cover any information points – so the meeting can be restricted to clarification and discussion, not recapping.
- Make sure all papers are sent out in good time, to enable staff to prepare – and make it known that staff should be well prepared and concise.
- When you send the agenda, you should include the time, date and location of the meeting and any background information participants will need to know to hold an informed discussion on the meeting topic.

The following is a suggested agenda format:

<table>
<thead>
<tr>
<th>Meeting Description:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose of Meeting:</td>
</tr>
<tr>
<td>Date/Time:</td>
</tr>
<tr>
<td>Location:</td>
</tr>
<tr>
<td>Chair:</td>
</tr>
<tr>
<td>Aim of Meeting:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Timing</th>
<th>Who to Address</th>
<th>Expected Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Opening the meeting** – some tips follow:

- Always start on time; this respects those who showed up on time and reminds latecomers that the scheduling is serious.
- Welcome participants and thank them for their time.
- State the aim(s) of the meeting.
- Review the agenda at the beginning of each meeting, giving participants a chance to understand all proposed major topics, change them and accept them.
- If a meeting recorder is being used, make the participants aware that minutes or action points are being taken and feed them back to each participant shortly after the meeting.
• Clarify your role(s) in the meeting.
• Stress the need for conciseness.

Establish ground rules: You do not need to develop new ground rules each time you have a meeting. However, it pays to have a few basic ground rules that can be used for most of your meetings. These ground rules cultivate the basic ingredients needed for a successful meeting.

You may also want a ground rule about confidentiality.

List your primary ground rules on the agenda. If you have new participants who are not used to your meetings, you might review each ground rule.

FOUR POWERFUL GROUND RULES ARE: PARTICIPATE, GET FOCUSED, MAINTAIN MOMENTUM AND REACH CLOSURE.

Time management: One of the most difficult facilitation tasks is time management – time seems to run out before tasks are completed. Therefore, the biggest challenge is maintaining momentum, to keep the process moving. You might ask participants to help you keep track of the time. If the planned time on the agenda is getting out of hand, present it to the group and ask for their input as to a resolution.

Closing the meeting: Always end meetings on time and attempt to end on a positive note. At the end of each meeting, review how well the meeting aims were met, as well as the agreed actions and assignments. Set the time for the next meeting and ask each person if they can make it or not (to get their commitment). Clarify that meeting minutes or actions resolved will be reported back to members in a week at most (this helps to keep momentum going).

THE MEETING CHAIR

The chair needs to maintain order during the meeting and ensure that the agenda is dealt with quickly and efficiently.

Key duties of the chair include:
• Ensuring agendas and backing papers are sent out in good time
• Making ground rules clear
• Keeping time
• Making clear the timing and nature of each agenda item
• Ensuring that all remarks are directed through the chair, allowing only one speaker at a time
• Keeping contributions to the point and working through the agenda systematically
• Watching behaviour to bring any dissatisfaction into the open and to judge when more time is needed
• Ensuring that everybody who wants to, has an opportunity to contribute
• Ensuring that any necessary decisions are taken at the meeting
• Summing up each item (and action needed) clearly – both for the minutes secretary and to ensure agreement
• Ensuring physical arrangements (including need for breaks, drinks, food etc.) are taken care of
• Ensuring any equipment needed is in working order
• Thanking members and minutes secretary for their participation.
Where possible, reduce minutes to a set of agreed action points. These can be agreed at the end of each topic and written up by a personal assistant. Often, laptop computers are now used in meetings, to make an instant record.

Other important points of agreement may also need to be recorded – but these should be rare, for example, changes to policy, strategy or organisational plans. These should be recorded and explained to all relevant staff, as well as amendments made to original plans and policies.

The time taken for the meeting should also be recorded, so a meeting assessment can be carried out.

Other tips for minute writing include:

- Ensure that all of the essential elements are noted, such as type of meeting, name of the organisation, date and time, venue, name of the chair, main topics and the time of adjournment. If it is a formal or corporate meeting, include approval of previous minutes and all resolutions.

- Prepare an outline based on the agenda ahead of time and leave plenty of white space for notes. By having the topics already written down, you can jump right on to a new topic without pause.

- Prepare a list of expected participants and check off the names as people enter the room. Or, you can pass around an attendance sheet for everyone to sign as the meeting starts.

- To be sure about who said what, make a map of the seating arrangement and make sure to ask for names of unfamiliar people.

- Do not make the mistake of recording every single comment.

Example of Minutes Format:

<table>
<thead>
<tr>
<th>Agenda Item</th>
<th>Points of Agreement</th>
<th>Action (Resolution)</th>
<th>Person Responsible</th>
<th>Deadline</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

A disciplined approach should also be taken at informal meetings. If you are asked to attend an informal meeting, let others know at the outset the maximum time you have available and are able to spend at the meeting.

If you are approached for an informal meeting, or visit another office for an informal meeting and have little time, stand up and remain standing as a signal that this is to be a short meeting.

Some managers walk around and have a brief word with staff on a regular basis (each morning). This is sometimes referred to as ‘management by walking around’. This is a good way to keep up to date with what is happening and to give all staff an opportunity to air any problems. It can also prevent numerous interruptions throughout the day.
FURTHER RESOURCES

Websites
Basic Guide to Conducting Effective Meetings
www.mapnp.org/library/misc/mtgmgmnt.htm

Conducting Effective Meetings
www.cnr.berkeley.edu/ucce50/ag-labor/7labor/11.htm

Effective Meetings Resource Centre
www.effectivemeetings.com/

How to Lead Effective Meetings
www.ohrd.wisc.edu/academicleadershipsupport/howto1.htm

Meeting Wizard
www.meetingwizard.org/meetings/effective-meetings.cfm

Books
Better Meetings
Publisher: The Open University
ISBN: 0749243368

Conducting Effective Meetings – Strategies, Tactics for Successful Meetings
Gerald L. Pepper
Publisher: BrownHerron
ISBN: B00005RYZT

The Easy Step by Step Guide to Fewer, Shorter, Better Meetings: How to Make Meetings More Effective
Brian Lomas
Publisher: Rowmark Ltd
ISBN: 0953985687

Leading Effective Meetings: Participant’s Guide Package
J. William Pfeiffer
Publisher: Pfeiffer Wiley
ISBN: 0883904624

The Manager’s Guide to Effective Meetings
Barbara J. Streibel
Publisher: McGraw-Hill Trade
ISBN: 0071391347
Making presentations is an important way of getting your message across.
CHAPTER 23
PRESENTATIONS

1. Introduction
2. Planning a Presentation
3. Giving a Presentation
   a) Voice and Communication
   b) Body Language
   c) Managing Nerves
4. Presentation Aids
5. Further Resources
CHAPTER 23  PRESENTATIONS

Making presentations is an important way of getting your message across. It can also be a nerve-wracking experience, which can easily go wrong! There are some excellent tips and advice that can help with the process and these are summarised briefly below. A professional training course can also be a real investment in terms of experience and building confidence.

PLANNING A PRESENTATION

When planning a presentation, the following items need to be considered:

• Your purpose
• Your audience (and how best to reach them)
• The length of the talk
• The key issues to cover
• The talk structure (beginning, body and conclusion)
• Use of audio-visual equipment
• Whether questions will be taken and, if so, in which format.

Talk structure: prepare your speech

• Define your purpose WHY?
• Know your audience WHO?
• Select content and structure WHAT?
• Ensure your speech has a clear introduction, middle and conclusion.

Remember the importance of body language:

Approximately

7% depends on words used
33% on voice intonation
60% on body language

The opening should grab the audience's attention.

The body of the talk should provide the substance and facts. It must have a clear structure, which the audience can follow. It helps to set out the main points that will be covered in advance.

The conclusion should be powerful and memorable. End with a BANG!
Restrict the amount covered. You will always take longer than you think! Simpler and focused messages are always more effective. The audience will remember startling ideas, images, stories or facts.

Make sure you have examples, stories, illustrations, slides, video clips, analogies, demonstrations and statistics. If you are given a long time for the talk, break it up into short sections.

Answering questions: This is an important part of the presentation. Questions can be used to correct misconceptions and move the audience towards your viewpoint. You can relax and act more informally in question sessions, developing a rapport with the audience. It helps to consider the audience and anticipate likely questions and your response.

Where a question is unclear, it helps to repeat your understanding of the question before answering. This ensures the audience is aware of the question and guards against misunderstandings.

GIVING A PRESENTATION

a) Voice and Communication

Voice projection: It is important to speak clearly and to project your voice. Vary your voice and speak with enthusiasm and conviction. This will make your presentation much more interesting. Don’t talk in a monotone.

Language: Avoid the use of abbreviations, jargon, technical or complex language. Simple, expressive speech is more effective.

Humour is generally good to increase interest and build rapport with the audience, but be sure that it is used appropriately.

Statistics: The use of statistics can be effective if they are used sparingly and for impact. Too many statistics can be boring!

Listen and observe: Communication is a two-way process. Good listening is as active a process as speaking.

Discipline: If problems arise, remain polite. Be gently assertive, smile and keep your composure.

Respect: Be aware of any cultural differences, foreign speech and names, dialects, regional accents etc. Remain polite and respectful, even if your audience appears antagonistic. If you resort to anger, attack or put-downs, you will alienate and lose your audience. Respect other viewpoints, but continue to press your own.

People are offended by derogatory remarks relating to race, creed, sex, age or colour. Take care to avoid these. Also, be aware of your audience and avoid anything that may offend them.

b) Body Language

If you come across as a warm, sincere and dedicated person who has time for the views of your audience, you will come across well. Other suggestions include:

Eye contact helps to build up a relationship. Switch eye contact between people in different parts of the room. Use an eyebrow flash to acknowledge people together with a smile.
Overt body language and mannerisms: Have an open posture and gestures. Do not be rigid, but do not fidget or gesticulate too much. Be relaxed and confident.

Stance: Stand upright, with a relaxed stance. Place your feet comfortably apart and arms hanging loosely by your side (when not in use).

Facial expression: Smile at the audience (when appropriate). Convey cheerful warmth to your audience.

Spatial distance: Try to get close to your audience, but not close enough to crowd them. Try to avoid barriers created by tables, lecterns and so on.

Silence: Do not be afraid of pausing. Space and time are sometimes needed for the audience to digest information and for impact.

Notes: It looks impressive when a speaker manages without notes, but not many people can do this successfully. If you are not one of the gifted few, use notes, but do not read your speech. This makes you look stilted and you lose eye contact. Key words written on cards are recommended; tie them together and number them, so you do not drop or lose them.

Dress: You should dress smartly and appropriately to give a professional impression. The general rule is to dress one level smarter than your audience.

c) Managing Nerves
It is normal to be nervous. Many great speakers and actors say that they are extremely anxious when they are about to perform. This anxiety can be very helpful in aiding concentration. It will often fade once you have started to talk.

There are a great number of tips that will help you to manage your anxiety. Here are a few:

Relax. Drink a little water, but do not risk alcohol, as this can be counter-productive.

Smile at your audience as they come in. Developing a rapport helps you to relax and encourages a sympathetic response.

Be prepared. Arrive in good time to check that all the equipment works and your notes are in place.

Expect things to go well and your audience to be friendly. Pretend you are confident, even if you do not feel it initially – you soon become confident!

Relaxation and breathing exercises can be very calming. Try taking slow, deep breaths.

Above all, there is no substitute for practice!

4 PRESENTATION AIDS

Audio-visual aids such as videos, slides, overhead projector transparencies and computer projectors (such as PowerPoint) can all improve a presentation.
The advantages of visual aids are numerous:
- They provide impact and a different activity to assist passive listening
- They can help illustrate complex information
- They can add variety
- They can provide useful and non-obtrusive prompts.

However, if badly used, they can be distracting and annoying! For example, do not be tempted to include too many words, or turn your back to the audience to read the screen. Do not use too many audio-visual aids in complex combinations – this has the potential for disaster!

You need to learn how to use aids. You also need to be prepared to manage without them in case there is a technical problem! Always arrive early to check that the venue has the equipment you need (in working order) and that the room will be sufficiently dark.

Don’t forget that stories – which are easier to remember than facts – and props (such as models of farming systems), can also help to illustrate points effectively.

Videos can be a powerful medium, combining sight and sound; the sounds of animals can help to carry the full impact of cruelty. Videos should only be shown briefly during presentations, but are useful for breaking up presentations.

Slides are also very powerful. It is much easier to explain what it is like for animals in different systems with a picture on the screen.

You need to test the slides in advance to ensure that they are all the right way up. Different machines are loaded in different ways! Also, check that the projector is correctly focused.

Overhead projectors (OHPs) have less impact, but are most commonly available. You can even buy your own portable machine and take it with you. They are also useful back-ups to a PowerPoint presentation.

Keep OHPs simple and bold, using large type, few words and effective use of colour for impact. You can use a piece of paper to cover parts of the OHP and then reveal information bit by bit. You can also put pictures or cartoons into OHPs. As with other audio-visual equipment, check beforehand to make sure the projector is correctly focused.

PowerPoint is becoming ever more popular, for very good reasons. It can allow a variety of effects in one medium – notes, photos and video. However, they can lead to technological problems! Most screens (except video) can be printed onto OHP transparencies, as back-up.

You can take your presentation on a computer disk, or take your own laptop and link this up to the projector.
FURTHER RESOURCES

Websites
The Art of Communicating Effectively
www.projectorsolution.com/effectivepresentations.asp?

Giving Presentations
www.jaycross.com/jayhoo/giving%20presentations.htm

Giving Presentations
http://bmrc.berkeley.edu/courseware/cs160/spring99/Lectures/14-Presentations/sld001.htm

Giving Presentations
www.mmu.ac.uk/academic/studserv/learningsupport//studyskills/presentations.html

Giving Presentations and Leading Discussions
www.earlham.edu/~peters/courses/leaddisc.htm

One Step Ahead: Giving Presentations
www.askoxford.com/betterwriting/osa/givingpresentations/

Public Speaking
www.uncommon-knowledge.co.uk/public_speaking.html

What Happened to My Slides: Giving Presentations at Conferences
www.cultivate-int.org/issue3/presentations/

Books
Giving Presentations
Jo Billingham, Beatrice Baumgartner-Cohen
Publisher: Oxford University Press
ISBN: 0198606818

Lend Me Your Ears: All You Need to Know About Making Speeches and Presentations
Max Atkinson
Publisher: Vermilion
ISBN: 0091894794

Presentations for Dummies
Malcolm Kushner
Publisher: John Wiley and Sons Inc
ISBN: 0764559559

Presenting Magically: Transforming Your Stage Presence with NLP
David Shephard, Tad James
Publisher: Crown House Publishing
ISBN: 1899836527
Most of our work stress comes from things like work overload, conflicting priorities, inconsistent values, over-challenging deadlines, conflict with co-workers, unpleasant environments and so on.
CHAPTER 24
STRESS MANAGEMENT

1. Introduction
2. What is Stress?
   a) Signs of Stress
   b) Effects of Stress
   c) Types of Responses to Stress
3. Optimal Stress Level
4. Stress Management Strategies
   a) Action-Oriented Approach
   b) Emotionally-Oriented Approach
   c) Acceptance-Oriented Approach
5. Further Resources
Stress is an enormous problem in the animal protection movement. The potential workload is massive and many animal protection societies attempt to tackle far too many issues. Also, mission-driven staff members do not like to refuse to tackle any issue or to turn away any suffering animal. This leads to overload, stress and eventual burn-out for many. Stress and burn-out are key factors in staff absence and rapid staff turnover. There can also be serious physical consequences in the case of prolonged stress. It is vital to recognise this problem and to tackle it in the workplace.

Most of our work stress comes from things like work overload, conflicting priorities, inconsistent values, over-challenging deadlines, conflict with co-workers, unpleasant environments and so on. Not only do these reduce our performance as we divert mental effort into handling them, they can also cause a great deal of unhappiness.

This chapter examines the main symptoms and effects of stress, and gives an overview of the main stress management strategies.

There are various definitions of stress and this is further complicated because we all intuitively understand what stress is – although different people feel stress very differently. The most commonly accepted definition (mainly attributed to Richard S. Lazarus) is that ‘stress is experienced when a person perceives that demands exceed the personal and social resources that the individual is able to mobilise.’ Stress is an effect that our bodies can experience as we struggle to cope with our continually changing environment; it has physical and emotional effects on us and can create positive or negative feelings.

People feel little stress when they have the time, experience and resources to handle a situation. They feel great stress when they do not see themselves as being able to handle the demands put upon them. Stress is then a negative experience. It is not an inevitable consequence of an event. It depends on real ability to cope with a situation and on personal perception of the situation.

But stress is not necessarily bad. For example, the stress of creative, busy, but successful and productive work is beneficial and exhilarating. But stress can be negative and can result in feelings of being overwhelmed, feelings of distrust, rejection, anger and depression, which in turn can lead to health problems such as headaches, upset stomach, rashes, insomnia, ulcers, high blood pressure, heart disease, strokes.

a) Signs of Stress
The symptoms of stress can be physical and/or mental and can include any of the following:

- Physical symptoms
  - Loss of appetite, or a craving for food, when under pressure
  - Frequent indigestion, heartburn or stomach upsets
  - Sleeplessness, constant tiredness, fainting or dizziness
  - Headaches, migraines, backaches, cramp of muscle spasms
  - Impotence, frigidity, frequent tears or the urge to cry.
Mental symptoms

• Frequently feeling irritated
• Difficulty in relaxing
• Obsession with fear or disease
• Feeling hated or neglected
• Inability to make decisions
• Lack of interest in other people
• Feelings of guilt or sense of failure
• Fear of open or confined spaces, or of being alone.

b) Effects of Stress

The effects of stress are increasingly recognised:

• 1992 UN report called job stress ‘The 20th Century Epidemic’
• The World Health Organisation called job stress a ‘World Wide Epidemic’
• The US National Institute for Occupational Safety and Health reports stress related disorders as fast becoming the most prevalent reason for worker disability
• It is estimated that around 40% of worker turnover is due to job stress.

The effects of stress can be seen and felt in a number of ways. For example, you can:

• Feel anxious, depressed, frustrated, irritable, lonely and weary – perhaps all at the same time
• Behave carelessly, be accident prone, over-emotional, eat or drink to excess, tremble and become incoherent
• Find it difficult to concentrate, make decisions, or become hypersensitive.

Excessive stress causes increased blood pressure, aggravates asthma and brings on angina or coronary heart disease. It can affect both your working and private life, perhaps by increased sick leave or by reducing the amount of effort you can make. This in turn can upset your relationships with family, friends and colleagues.

c) Types of Responses to Stress

There are two types of instinctive stress responses, which are important to the understanding of stress and stress management: the short term ‘Fight-or-Flight’ response and the long term ‘General Adaptation Syndrome’. The first is a basic survival instinct, while the second instinct is a longterm effect of exposure to stress.

Fight-or-Flight: Some of the early research on stress, around 1932, established the existence of the well-known Fight-or-Flight response. This showed that when an organism experiences a shock or perceives a threat, it quickly releases hormones that help it to survive. In humans, as in other animals, these hormones help us to run faster and fight harder. They increase heart rate and blood pressure, delivering more oxygen and blood sugar to power important muscles. They increase sweating in an effort to cool these muscles and help them stay efficient. They divert blood away from the skin to the core of our bodies, reducing blood loss if we are damaged. In addition to this, these hormones focus our attention on the threat, to the exclusion of everything else.

The Fight-or-Flight response is triggered not only by life-threatening danger. It also comes into play when we encounter something unexpected. The body’s mobilisation for survival can have clear negative consequences. We become excitable, anxious, jumpy and irritable, which reduces our ability to work effectively. The intensity of our focus on survival interferes with our ability to make fine judgments and makes us more accident prone.

General Adaptation Syndrome: While the Fight-or-Flight response works in the very short term, the General Adaptation Syndrome operates in response to longer term exposure to causes of stress.
Researchers identified that when pushed to extremes, organisms react in three stages:

- First, in the **Alarm Phase**, they react to the stressor
- Next, in the **Resistance Phase**, the resistance to the stressor increases as the organism adapts to and copes with it. This phase lasts for as long as the organism can support this heightened resistance
- Finally, once resistance is exhausted, the organism enters the **Exhaustion Phase** and resistance declines substantially.

In a work environment, this exhaustion contributes strongly to what is commonly referred to as 'burn-out'.

**OPTIMAL STRESS LEVEL**

There is no single level of stress that is optimal for everyone. We are all individuals with unique requirements and our physiological and psychological responses to stress vary greatly. What is distressing to one may be a joy and a pleasure to another.

Many illnesses are related to unrelieved stress. If you are experiencing adverse stress symptoms, you have gone beyond your optimal stress level; you need to reduce the stress in your life or improve your ability to manage it.

There is a recognised relationship between pressure and performance. When pressure is low, performance is normally low, because other activities compete for attention and we may even feel bored and depressed. When pressure and stress are high, anxieties and disturbances can overload our thinking, reducing our ability to concentrate on a task and thereby reducing our performance.

However, there is an optimum level of pressure at which we can concentrate effectively. At this level, we become involved and immersed in our work and produce the best results without adverse effects. The goal of stress management is to help us to manage stress so that we can maintain this state of optimum involvement and deliver exceptional performance.

**STRESS MANAGEMENT STRATEGIES**

There are three major approaches that we can use to manage stress:

- **Action-oriented**: in which we seek to confront the problem causing the stress, often changing the environment or the situation
- **Emotionally-oriented**: in which we do not have the power to change the situation, but we can manage stress by changing our interpretation of the situation and the way we feel about it
- **Acceptance-oriented**: where something has happened over which we have no power and no emotional control and where our focus is on surviving the stress.

An action-oriented approach is often best used when you have some power to change a situation. Where you do not have power, it may be appropriate to take an emotionally-oriented approach. With this approach, you seek to change your understanding of and response to, the situation. Lastly, if you have no power and a changed appreciation of the situation is not appropriate, then an acceptance-oriented approach may be best.

**a) Action-orientated Approach**

Action-oriented approaches are best where you have some control over your situation:
Recognise what you can change.
• Change your stressors by avoiding or eliminating them completely.
• Reduce their intensity (manage them over a period of time instead of on a daily or weekly basis).
• Shorten your exposure to stress (take a break, leave the physical premises).
• Devote the time and energy necessary to making a change (goal-setting, planning and time-management techniques may be helpful).
• Review your obligations from time to time and make sure they are still good for you. If they are not, give them up.

b) Emotionally-oriented Approach
Where you do not have power, it may be appropriate to take an emotionally-oriented approach:
• Become aware of your stressors and your emotional and physical reactions.
• Notice your distress. Do not ignore it. Do not gloss over your problems.
• Determine what events distress you. What are you telling yourself about the meaning of these events?
• Determine how your body responds to the stress. Do you become nervous or physically upset? If so, in what specific ways?
• Reduce the intensity of your emotional reactions to stress (the stress reaction is triggered by your perception of danger – physical danger or emotional danger).
• Are you viewing your stressors in exaggerated terms or taking a difficult situation and making it a disaster?
• Are you expecting to please everyone?
• Are you overreacting and viewing things as absolutely critical and urgent?
• Do you feel you must always prevail in every situation?

Work at adopting more moderate views:
• Try to see the stress as something you can cope with rather than something that overpowers you.
• Try to temper your excess emotions.
• Put the situation in perspective. Do not dwell on the negative aspects and the ‘what ifs’.
• Don’t let one thing dominate you, such as your animal protection work – strive to achieve balance.
• View life as challenges to seek, not obstacles to avoid.
• Take responsibility for your life and your feelings, but never blame yourself.
• When worries start to build up, talk to someone.

c) Acceptance-oriented Approach
If you have no control over the situation and a changed appreciation of the situation is not appropriate, then an acceptance-oriented approach may be best:
• Learn to moderate your physical reactions to stress.
• Slow, deep breathing will bring your heart rate and respiration back to normal.
• Learn and practice relaxation or meditation skills.
• Try to avoid the use of sleeping pills, tranquillisers and other drugs, if possible. Learning to moderate these reactions on your own is a preferable long term solution.
• Build your physical reserves.
• Eat well-balanced, nutritious meals.
• Maintain your ideal weight.
• Avoid nicotine, excessive caffeine and other stimulants.
• Get enough sleep. Be as consistent with your sleep schedule as possible.
• Maintain your emotional reserves.
• Develop some mutually supportive friendships.
• Pursue realistic goals that are meaningful to you, rather than goals others have for you that you do not share.
• Expect some frustrations, failures and sorrows.
• Always be kind and gentle with yourself – be a friend to yourself.
• Engage in a vigorous physical exercise that is convenient and pleasurable.
• Protect your personal freedoms and space. Do what you want and feel, but respect the rights of others.
• Find a time and place each day where you can have complete privacy. Take time off from others and pressures.
• Mix leisure with work. Take breaks and get away when you can.
• Open yourself to new experiences. Try new things, new foods and new places.

FURTHER RESOURCES

Websites
Centre for Stress Management
www.managingstress.com/

Indiana University: Stress Management
www.indiana.edu/~health/stres.html

International Stress Management Association
www.isma.org.uk/

Mind Tools – Stress Management
www.mindtools.com/smpage.html

Online Safety Library: Stress Management

The Stress Management Society
www.stress.org.uk/

Stress Model
www.stressfree.com/model.html

Books
At Ease with Stress
Wanda Nash
Publisher: Darton, Longman and Todd (1988)
ISBN: 0232517770

The Book of Stress Survival
Alix Kirsta
ISBN: 0041320220

Complete Guide to Stress Management
Dr. C. Patel
Publisher: Vermilion (1996)
ISBN: 0091813662
Conquer Your Stress
Cary L. Cooper, Stephen Palmer
Publisher: Chartered Institute of Personnel and Development (2000)
ISBN: 085292853X

Living With Stress
Cary Cooper, Rachel Cooper, Lynn Eaker
Publisher: Penguin (1988)
ISBN: 0140098666

The Relaxation and Stress Reduction Workbook
Martha Davis, Elizabeth Robbins Eshelman, Matthew McKay
Publisher: New Harbinger Publications
ISBN: 1572242140

Stress Management for Dummies
Allen Elkin
Publisher: John Wiley and Sons Inc
ISBN: 0764551442

Teach Yourself Managing Stress
Terry Looker and Olga Gregson
Publisher: Hodder Arnold Teach Yourself (2003)
ISBN: 0340860073

The “Which?” Guide to Managing Stress
Mark Greener
ISBN: 0852029268

What’s All This About Stress
Brenda Davison
Publisher: Liverpool Academic Press (1999)
ISBN: 187280733X
Compassion fatigue is the emotional residue of exposure to working with suffering and traumatic events.
CHAPTER 25
DEALING WITH COMPASSION FATIGUE

1. Introduction
2. What is Compassion Fatigue?
3. Symptoms and Causes
4. Prevention
5. Treating the Condition
6. Further Resources
Compassion fatigue, sometimes known as ‘vicarious trauma’ or ‘secondary traumatic stress’, affects people who are exposed to the traumatic suffering of others. This is a recognised psychological condition and is known to affect animal protection workers who deal with animal suffering and abuse and shelter workers who have to deal with euthanasia. It also affects doctors, nurses, emergency-service personnel, counsellors, social workers, charity workers and clergy members. Nearly everyone who performs emotionally intense animal protection work (particularly investigations, rescues, cruelty case work and euthanasia) can be susceptible to compassion fatigue.

The concept of compassion fatigue emerged only in the last several years in psychological literature. It represents the cost of caring for traumatised people or animals. Compassion fatigue is the emotional residue of exposure to working with suffering and traumatic events. Professionals who work with people or animals, particularly those who are suffering, must contend with not only the normal stress or dissatisfaction of work, but also with the emotional and personal feelings for the suffering.

Compassion fatigue may result in poor job performance and plummeting self-esteem and can even drive some people out of animal protection work entirely. It is not the same as ‘burn-out’, but can cause this. Those who suffer from it can also experience tension in their home lives and can even fall into clinical depression or suffer from other mental-health problems.

It can affect individuals who are giving out a great deal of energy and compassion to others over a period of time, but are not able to get enough back to reassure themselves that the world is a hopeful place. It is the constant outputting of compassion and caring over time that can lead to these feelings.

Professionals who witness or listen to the stories of fear, pain and suffering of animals may feel similar fear, pain and suffering – simply because they care. Indeed, it is often this ability to empathise that brings people to work in the animal protection field in the first place. If you ever feel as though you are losing your sense of self and your capacity for enjoyment and that your job is the only thing that matters to you, then you may be suffering from compassion fatigue.

Compassion fatigue is not ‘burn-out’. Burn-out is associated with stress and hassles involved in your work; it is very cumulative, is relatively predictable and frequently a vacation or change of job helps a great deal. Compassion fatigue is very different. This is a state of tension and preoccupation with the individual or cumulative trauma of animals as manifested in one or more ways including re-experiencing the traumatic event and avoidance or numbing of reminders of the event. Although similar to critical incident stress (being traumatised by something you actually experience or see), compassion fatigue is more like secondary post-traumatic stress.
The signs of compassion fatigue can mimic those of post-traumatic stress disorder, which can afflict people who have survived a traumatic event like combat, rape, or assault. Symptoms include sleeplessness, irritability, anxiety, emotional withdrawal, avoidance of certain tasks, isolation from colleagues, feelings of helplessness and inadequacy and flashbacks.

Frank M. Ochberg, a Michigan psychiatrist who founded Gift From Within, a non-profit group for people who suffer from post-traumatic stress disorder, says compassion fatigue happens when "the milk of human kindness dries up. You forget why you wanted to help [people] in the first place." It can, he says, lead to excessive drinking or other unhealthy behaviours.

Compassion fatigue develops over time – taking weeks, sometimes years to surface. Basically, it is a low level, chronic clouding of caring and concern for others in your life. Over time, your ability to feel and care for others becomes eroded through overuse of your skills of compassion. You also might experience an emotional blunting – whereby you react to situations differently than one would normally expect.

Employees of animal-related charities, such as shelters that euthanise unwanted pets, can be especially hit hard by compassion fatigue. This can contribute to the high annual turnover rates at some shelters. Unlike every other type of charitable work, killing is a part of the job at most animal shelters, notes Diane Less Baird, President of Angels for Animals, a shelter and pet-owner education centre in Greenford, Ohio. "You can only hold so many animals in your arms and feel the life go out of them," she says, "without it starting to suck the life out of you."

What's more, says Carol A. Brothers, a clinical psychologist in Annapolis, Maryland, who conducts compassion fatigue workshops for animal shelters around the USA, shelters tend to encourage workers to remain stoic when euthanising or turning away unwanted pets. In addition, those workers may be less likely than other charity employees to get support from people outside work because often friends and family do not understand the level of empathy with animals and their suffering.

**Personal prevention:** Preventing compassion fatigue is really the key. It is much easier to stop it from occurring in the first place than it is to repair things once it sets in. You have to continually practice good emotional health maintenance along the way and maintain some sort of balance in your life. In your life you should learn to take as well as to give. Treat yourself sometimes and schedule space for relaxation. You also need to put yourself in situations in which you see the positives in life, for example, attending a field trip with your child where you are truly enjoying the experience, or volunteering where you are able to give and receive. Sometimes, you cannot prevent compassion fatigue from occurring. However, practising some of these techniques can restore your ability to feel compassion and energy.

**New employees:** Managers of animal protection societies should always tell new or prospective employees what to expect and advise them of appropriate preventative measures to take. Many do not yet do this, but awareness is greater in human charities. At the Bridges Centre, a grief counselling organisation in Louisville, Kentucky, that is associated with a chain of non-profit hospices, during orientation managers tell new workers about resources, such as support groups for staff members and encourage their use, says Barbara L. Bouton, the Centre Director. "We recognise that compassion fatigue is probably inevitable in the work we do," she says.
Establishing support systems: Giving employees opportunities to talk about the emotional aspects of their work and their feelings can help keep compassion fatigue from taking hold. After a particularly traumatic event occurs at work, start a conversation about it. The truth is that when people can show their feelings, they do better work. They have more energy.

Support groups can make a world of difference in keeping charity workers on the job and effective.

Informal support, such as providing relaxation rooms for employee use, organising relaxation sessions and yoga lessons can also help. Some animal protection societies already organise lunchtime relaxation sessions for their employees and this is an excellent idea.

Some organisations find other creative ways to combine both the need for acknowledging loss and for lightening up. At the Bridges Centre, for example, staff meetings begin with quiet reflection, the lighting of a candle and the reading of the names of patients who have died recently in the hospices. Yet the same meetings sometimes also include comic relief in the form of comedy actions, dramas and jokes between staff members.

Where possible, some organisations might consider rotating people out of particularly tough jobs after a period of time. Organisations could also consider sponsoring a workshop led by an outside expert.

In addition, employees should be encouraged to seek out stress-relieving activities outside of work. The organisation could locate and make information available about suitable activities in the area.

Keeping an eye not only on the work employees do, but also on the manner in which they do it, can help prevent compassion fatigue from overwhelming workers. The Red Cross, for example, was diligent about monitoring the emotional state of its volunteers reuniting refugee families in Kosovo who had been separated by war. They would watch for the amount of anger they would express with refugees and the number of times the volunteers would go out on assignments. They would also go to the bar in the hotel to see who was there, how often they were there and how long they stayed.

If an employee’s behaviour has changed, he or she could be persuaded to take a test that measures compassion fatigue and encouraged to seek help if needed. If an employee needs help, it is also possible to advise a referral to a counsellor (who understands compassion fatigue) outside the organisation, where counselling can be carried out without fear of job loss, or loss of face.

Charles R. Figley, a Professor in the School of Social Work at Florida State University who founded the Traumatology Institute, says that those who experience compassion fatigue find it is usually alleviated simply by acknowledging the problem and getting support. “The people who experience this are often the best and the brightest. They have extra sensitivity,” he says. And not giving these workers help can undermine not only an organisation but also its long term mission. “If we don’t do something about compassion fatigue, we’re going to lose people.”

The most important step is to acknowledge that you may be experiencing it. All of us have multiple demands and energy drains in our lives – some positive, some negative – which all require a great deal of emotional and physical attention. There are, however, many hands-on things you can do to alleviate the feelings of compassion fatigue. For one, start refocusing on yourself. Before you can tend to others and be sensitive to their needs, you have to take care of your own well-being. This can be as simple as getting plenty of rest, becoming more aware of your dietary and recreational...
habits and cutting out negative addictions in your life like nicotine, alcohol and caffeine. Remember, the healing process takes time, as does the development of the problem.

Vacations are healthy, restorative interventions that can head off negative feelings so that they do not progress beyond the point of no return. Transferring to another unit either temporarily or permanently is another alternative. A job that is more mechanical and less animal service-oriented can sometimes give people just the respite they need to regain their balance and their empathy.

Professionals who suffer from compassion fatigue must be persuaded to give themselves a break. They should also be encouraged to focus on the things they are doing right and not to become overwhelmed.

THE SUCCESSES, HOWEVER MINOR, SHOULD ALWAYS BE CELEBRATED AND REMEMBERED. THESE SHOULD BE THE FOCUS, RATHER THAN THE MANY SUFFERING ANIMALS THAT THE ORGANISATION IS UNABLE TO HELP.

FURTHER RESOURCES

Websites
Compassion Fatigue, including self test
www.vaonline.org/care.html

Compassion Fatigue Articles
www.vaonline.org/doc_compassion.html

Compassion Fatigue – the Stress of Too Much Caring
www.ace-network.com/cfspotlight.htm

Compassion Fatigue – self test
www.ace-network.com/cftest.htm

How Compassion Fatigue Can Overwhelm Charity Workers
http://philanthropy.com/jobs/2002/03/21/20020321-974239.htm

Overcoming Compassion Fatigue
http://pspinformation.com/caregiving/thecaregiver/compassion.shtml

Books
Compassion Fatigue: Secondary Traumatic Stress Disorders In Those Who Treat The Traumatised
Charles R. Figley
Publisher: Brunner-Mazel Publisher
ISBN: 0876307594

The Master’s Touch: Coping with Compassion Fatigue
Barrie E. Henke
Publisher: Concordia Publishing House
ISBN: 0570094348
Treating Compassion Fatigue
Charles R. Figley
Publisher: Taylor and Francis Group; (September 2002)
ISBN: 1583910530
Because our opponents are better resourced in many ways, it is vital that we continue to make the most of our most valuable asset – our staff. Continuous learning and Kaizen are ways of achieving this.
CHAPTER 26
CONTINUOUS LEARNING

1. Introduction
2. What is a Learning Organisation?
3. The Learning Cycle
4. Levels of Learning
5. Characteristics of a Learning Organisation
6. Kaizen
7. Further Resources
CHAPTER 26
CONTINUOUS LEARNING

The animal protection environment is a fast-changing one, where we are faced with a complex range of problems and opportunities. Because our opponents are better resourced in many ways, it is vital that we continue to make the most of our most valuable asset – our staff. Continuous learning and Kaizen are ways of achieving this. Both of these concepts are elaborated upon in the sections that follow.

A Learning Organisation is an organisation that learns and encourages learning among its people. It promotes exchange of information between employees, thereby creating a more knowledgeable workforce. This produces a very flexible organisation where people will accept and adapt to new ideas and changes through a shared vision.

“A LEARNING ORGANISATION IS ONE IN WHICH PEOPLE AT ALL LEVELS, INDIVIDUALS AND COLLECTIVELY, ARE CONTINUALLY INCREASING THEIR CAPACITY TO PRODUCE RESULTS THEY REALLY CARE ABOUT.” ~ Senge

A Learning Organisation establishes procedures to:
• Apply techniques to measure the organisation’s strengths and weaknesses, successes and failures
• Identify areas for improvement within the organisation
• Set organisational policies and approaches to all aspects of management
• Implement techniques to improve organisational effectiveness.

The importance of learning was first put forward by the Chinese philosopher Confucius (551-479 BC). He believed that everyone should benefit from learning:

“WITHOUT LEARNING, THE WISE BECOME FOOLISH; BY LEARNING, THE FOOLISH BECOME WISE.”

“LEARN AS IF YOU COULD NEVER HAVE ENOUGH OF LEARNING, AS IF YOU MIGHT MISS SOMETHING.”

The growing emphasis on organisational learning can be attributed to the increased pace of change in the workplace. Classically, work has been thought of as being conservative and difficult to change. Now, there is such a fast-changing environment that business as usual is no longer an option. With the pace of change ever quickening, the need to develop mechanisms for continuous learning and innovation is greater than ever.

THE LEARNING CYCLE

Evaluation is necessary for an organisation to learn from its mistakes and also to appreciate its successes. Discussion and contribution in a team framework is vital, followed by assessment and planning. Each team member should be encouraged to assess his or her own performance. This requires continuous feedback and assessment, which is commonly depicted using the Learning
Animal protection organisations can be very poor at evaluation, dashing from campaign to campaign, or project to project. This may give the feeling of constant activity, but it completely misses the important chance to learn and improve upon experiences.

An organisation that learns and wants its people to learn, should try to follow certain concepts in learning techniques and mould itself to accommodate for a number of specific attributes. These include:

- Thrive on Change
- Encourage Experimentation
- Communicate Success and Failure
- Facilitate Learning from the Surrounding Environment
- Facilitate Learning from Employees
- Reward Learning
- A Sense of Caring and Mutual Support.

If the changeover to a Learning Organisation happened overnight, the environment around the workers would be complex and dynamic. This would cause fear, uncertainty and confusion, which would hamper learning and openness to change. So it can only be introduced into a company that is prepared to reach a balance between change and stability, – a balance between the old and the new.

**LEVELS OF LEARNING**

A Learning Organisation is not simply about more training. While training does help develop certain types of skills, a Learning Organisation involves the development of higher levels of knowledge and skills. This includes four levels of learning:

1. Learning facts, knowledge, processes and procedures. This applies to known situations where changes are minor.
2. Learning new job skills that are transferable to other situations. This applies to new situations where existing responses need to be changed. Bringing in outside expertise is a useful tool here.
3. Learning to adapt. This applies to more dynamic situations where the solutions need developing. Experimentation and deriving lessons from success and failure is important here.

4. Learning to learn. This is about innovation and creativity – designing the future rather than merely adapting to it. This is where assumptions are challenged and knowledge is reframed.

This model (or an adaptation of it) can be applied at three levels – to the learning of individuals, of teams and of organisations.

CHARACTERISTICS OF A LEARNING ORGANISATION

Some of the key characteristics of a Learning Organisation include:

A Learning Culture: an organisational climate that nurtures learning.
- Future, external orientation – these organisations develop an understanding of their environment; senior teams take time out to think about the future. External sources and advisors (such as consultants) are widely used
- Free exchange and flow of information – systems are in place to ensure that expertise is available where it is needed; individuals network extensively, crossing organisational boundaries to develop their knowledge and expertise.
- Commitment to learning, personal development – support from top management; people at all levels are encouraged to learn and learning is rewarded
- Valuing people – ideas and creativity are stimulated, made use of and developed. Diversity is recognised as a strength. Views can be challenged
- Climate of openness and trust – individuals are encouraged to develop ideas, to speak out, to challenge actions
- Learning from experience – learning from mistakes is often more powerful than learning from success. Failure is tolerated, provided lessons are learnt.

Key Management Processes are in place to encourage interaction across boundaries. These are infrastructure, development and management processes, for example:
- Strategic and Scenario Planning – approaches to planning that go beyond the numbers, encourage challenging assumptions, thinking ‘outside of the box’. They also allocate a proportion of resources for new challenges
- Competitor Analysis – as part of a process of continuous monitoring and analysis of all key factors in the external environment, including political factors
- Information and Knowledge Management – using techniques to identify, audit, value (cost/benefit), develop and exploit information as a resource
- Capability Planning – profiling both qualitatively and quantitatively the competencies of the organisation
- Team and Organisation Development – the use of facilitators to help groups with work, job and organisation design and team development – reinforcing values, developing vision, cohesiveness and a climate of stretching goals, sharing and support
- Reward and Recognition Systems – processes and systems that recognise acquisition of new skills, team work as well as individual effort, celebrate successes and accomplishments and encourage continuous personal development.
Another very similar concept to a Learning Organisation is Kaizen.

**KAIZEN IS A KEY JAPANESE MANAGEMENT PHILOSOPHY THAT MEANS IMPROVEMENT.**

Kaizen strategy calls for never-ending efforts for improvement involving everyone in the organisation – managers and workers alike.

In practice, Kaizen can be implemented in organisations by improving every aspect of the work process in a step-by-step approach, while gradually developing employee skills through training, education and increased involvement.

**The principles of Kaizen implementation are:**
- Human resources are the most important company asset.
- Processes must evolve by gradual improvement rather than radical changes.
- Improvement must be based on statistical or quantitative evaluation of performance (quite difficult to apply in the animal protection environment).

Support throughout the entire structure is necessary to become successful at developing a strong Kaizen approach. Management as well as workers need to believe in the Kaizen idea and strive toward obtaining the small goals in order to reach overall success. Therefore, all members of an organisation need to be trained in a manner to support this. Resources, measurements, rewards and incentives all need to be aligned to and working with the Kaizen structure of ideas.

Improvement can be broken down between innovation and Kaizen. Innovation involves a drastic improvement in the existing process and requires large investments. Kaizen signifies small improvements as a result of coordinated continuous efforts by all employees.

**The Kaizen mindset**
- Not a day should go by without some kind of improvement being made somewhere in the company.
- Mission-driven strategy for improvement – any management activity should eventually lead to increased mission achievement.
- Quality first: professionalism and quality as goals.
- Recognition that any organisation has problems and establishing culture where everyone can freely admit these problems and suggest improvement.
- Problem solving is seen as cross-functional systemic and collaborative approach.
- Emphasis on process – establishing a way of thinking oriented at improving processes and a management system that supports and acknowledges people's process-oriented efforts for improvement.
- A positive, win-win attitude, not a blame culture.
FURTHER RESOURCES

Websites
Continuous Improvement
www.managementhelp.org/quality/cont_imp/cont_imp.htm

Kaizen
www.1000ventures.com/business_guide/mgmt_kaizen_main.html

Kaizen Institute
www.kaizen-institute.com

Learning Organisations
www.see.ed.ac.uk/~gerard/MENG/MEAB/lo_index.html

The Learning Organisation
www.skyrme.com/insights/3lrnorg.htm

Books
50 Ways Towards a Learning Organisation
Andrew Forrest
Publisher: Spiro Press
ISBN: 1858355990

The Fifth Discipline: The Art and Practice of the Learning Organisation
Peter M. Senge
Publisher: Bantam Doubleday
ISBN: 0385260954

The Goal: A Process of Ongoing Improvement
Eliyahu M. Goldratt, Jeff Cox
Publisher: North River Press
ISBN: 0884271781

The Kaizen Blitz
Anthony C. Laraia
Publisher: John Wiley
ISBN: 0471246484

Kaizen and You: Personal Success Through Continuous Improvement
Igor Popovich
Publisher: Management Books 2000
ISBN: 1852522615

Kick Down the Door of Complacency: Seize the Power of Continuous Improvement
Charles C. Harwood
Publisher: St Lucie Press
ISBN: 157444168X
Office Kaizen: Transforming Office Operations into a Strategic Competitive Advantage
William Lareau
Publisher: American Society for Quality
ISBN: 0873895568

Ten Steps to a Learning Organisation
Peter Kline, Bernhard Saunders
Publisher: Great Ocean Publishers
ISBN: 0915556324
The ability to remain motivated and to motivate your team is one of the most valuable skills you can learn.
CHAPTER 27
KEEPING MOTIVATED

1. Introduction
2. Factors Influencing Motivation
3. The Master Plan
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CHAPTER 27

KEEPING MOTIVATED

Animal protection work can be gruelling, both in terms of the sheer volume of hard work it entails and because of the suffering inherent in it. As can be seen from previous chapters, it is sometimes difficult to remain motivated and optimistic and problems such as burn-out and compassion fatigue are common.

The ability to remain motivated and to motivate your team is one of the most valuable skills you can learn. This chapter of the Member Society Manual explores the factors that influence motivation and offers some practical advice.

FACTORS INFLUENCING MOTIVATION

There is a general consensus that motivation is an internal state or condition (sometimes described as a need, desire or want) that serves to activate or energise behaviour and give it direction (Kleinginna and Kleinginna, 1981).

However, many researchers are now beginning to acknowledge that the factors that energise behaviour are likely to be different from the factors that provide for its persistence. It appears likely that initiation of behaviour may be more related to emotions and emotional behavioural inclinations, while persistence may be more related to volition or goal-orientation.

The following two theories examine the factors that influence motivation:

Hierarchy of needs: Motivation is complex and highly individual. The motivation to work can be physical (earning money for food or shelter), psychological (seeking social satisfaction or security) or more unconscious and instinctive – which applies particularly to altruistic and self-fulfilment reasons. One of the most popular theories explaining motivation is Maslow’s ‘hierarchy of needs’, which categorises human motivations as follows:

1. Physiological. Food, water and shelter
2. Safety and security
3. Belonging and love. Social needs
4. Esteem, recognition and praise
5. Self actualisation and self-fulfilment

Self-actualisation and self-fulfilment is the highest level of motivation and may be regarded as the ultimate goal. It is the goal that a person strives to achieve and is the ultimate satisfaction of the self.
The theory works on the basis that needs are only motivators when they are unsatisfied. The lower order needs (physiology and safety) are dominant until satisfied, when the higher needs come into being.

Very few animal protection workers are motivated by physiological or security needs, as wage rates are comparatively low and advantageous conditions and benefits few! However, as the movement attracts good, concerned citizens, it will also attract workers motivated by social needs (who will appreciate the company of such individuals).

Expectancy theory: A cognitive approach is that of ‘expectancy theory’ (Vroom, 1964) which is based on the following equation:

\[
\text{Motivation} = \text{Perceived Probability of Success (Expectancy)} \times \text{Connection of Success and Reward (Instrumentality)} \times \text{Value of Obtaining Goal (Value)}
\]

Since this formula relies on the three factors of expectancy, instrumentality and value being multiplied by each other, a low value in one will result in a low value of motivation. Therefore, all three must be present in order for motivation to be high.

**THE MASTER PLAN**

What is clear is that motivation can be achieved by following a dream or a vision for the future that matters to you individually. So, to achieve the maximum motivation, you need to be clear about what matters to you and to set out to achieve this.

> “WHEN YOU DETERMINE WHAT YOU WANT, YOU HAVE MADE THE MOST IMPORTANT DECISION OF YOUR LIFE. YOU HAVE TO KNOW WHAT YOU WANT IN ORDER TO ATTAIN IT.” ~ Douglas Lurtan

People who have a vision control their destiny and lifestyle as they move towards this. This power of taking control is an important part of motivation. It is also an important factor in motivational management.

Once you know the direction you want to go then you can begin working on some goals. These must be achievable to provide motivation.

**Goal-setting** is extremely important to motivation and success.

Goals are wants. So are dreams, but goals are more specific.

Goals need to be **SMART**, that is:
- Strategic (taking you along the path to your dream)
- Measurable
- Achievable
- Realistic
- Timed.
Within these goals, smaller and more immediate targets can be applied. For some, it helps to keep a prioritised day list and to work to achieve a certain portion of this each day.

Seven Rules of Motivation

1. Follow a path, but set goals along the way. When you learn to succeed at mini-goals, you will be motivated to challenge grand goals.

2. Finish what you start. A half-finished project is of no use to anyone. Quitting is a habit. Develop the habit of finishing self-motivated projects.

3. Socialise with others of similar interest. Mutual support is motivating. It is said that we will develop the attitudes of our five best friends. If they are losers, we will be a loser. If they are winners, we will be a winner.

4. Learn how to learn. Dependency on others for knowledge is a slow, time-consuming process. Learning is empowering.

5. Increase knowledge of subjects that inspire. The more we know about a subject, the more we want to learn about it.

6. Harmonise natural talent with interests that motivate. Natural talent creates motivation, motivation creates persistence and persistence gets the job done. Doing things you are good at gets results.

7. Take risks. Failure and bouncing back are elements of motivation. Failure is a learning tool. No one has ever succeeded at anything worthwhile without a string of failures.

Animal protection staff are usually mission-driven. In this case, the theory is that you simply need to align individual goals with those of the organisation and provide the necessary resources, support or training, and you will achieve motivation. However, motivation is highly complex and other factors need to be taken into account. This section examines some simple and practical things you can do to ensure that your team remains motivated.

When looking for ways to energise your team, make sure that your plans address one or more of eight basic human desires. The desire for:

- Activity
- Ownership
- Power
- Affiliation
- Competence
- Achievement
- Recognition
- Meaning.

The first few minutes of the workday can often be the most important time you will have with your team. It sets the tone for the rest of the day, inspiring others to achieve greater results or leaving them without direction or energy.
**Arrive early:** There is nothing quite as frustrating to an employee as seeing his or her boss arrive hours after the workday has begun. It is very difficult to respect and follow a leader who fails to give as much as they expect in return. Arrive at work before or with your employees and let your actions demonstrate your dedication to the company and its objectives.

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**Energy:** Moods and attitudes are contagious. The moment you walk through the door in the morning you are sending a message with your body language. Walk in with a spring in your step and a smile on your face and you will spread the enthusiasm necessary for a productive workday.

**Meet and greet:** Begin the day by greeting your people, letting them know through your actions that you care about them and feel that they are valuable to your organisation. If you merely run to your office and fail to acknowledge the others around you, it will only serve to create a rift between you and ones you rely on for success.

**Praise and recognition:** We all crave and appreciate recognition and praise for our hard work. Recognition costs little or, in many cases, nothing – and almost everyone responds to it. Receiving praise is highly motivational and is part of the formula for success.

Affiliation, approval and being part of a strong team can also be enormous motivators.

**Control:** Motivation can also be enhanced by the way the job is organised. Control is an important factor – staff members like to have control over their own environments and the methods they employ. It is more motivating for staff to be given outcomes for tasks and to be left to develop their own ways and methods, rather than being told ‘what and how’ to do things.

**Results orientation:** If the organisation builds a ‘results orientation’ (as opposed to being activities focused), then success will be considered all the more valuable. It will also assist staff motivation, as they see the team working towards achievement of the vision, rather than just being active.

To achieve this, employees need to know where they are heading and why. Ensure that your employees know what you are trying to achieve and what you expect of them in the process. Relaying clear objectives will help them to schedule their own priorities and work towards these.

**Individual motivations:** Individual motivations also need to be explored and used in order to achieve maximum motivation. For example, internal motivation is longer-lasting and more self-directive than is external motivation, which must be repeatedly reinforced by praise or concrete rewards.

Some researchers claim that individuals are motivated to either avoid failure (more often associated with performance goals) or achieve success (more often associated with mastery goals). In the former situation, the individual is more likely to select easy or difficult tasks, thereby either achieving success or having a good excuse for why failure occurred. In the latter situation, the individual is more likely to select moderately difficult tasks, which will provide an interesting challenge, but still keep the high expectations for success.

Knowing your people is the key to successful motivational management.

“IF YOU THINK YOU CAN OR CAN’T, YOU ARE RIGHT.” ~ Henry Ford
FURTHER RESOURCES

Websites
Accel Team: Employee Motivation in the Workplace
www.accel-team.com/motivation/

General Principles of Motivation
http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/motivate.htm

Maslow: Principles of Motivation
http://psychclassics.yorku.ca/Maslow/motivation.htm

Motivation to Learn: An Overview
http://chiron.valdosta.edu/whuitt/col/motivation/motivate.html

Motivation Tools
www.motivation-tools.com/

University of Minnesota Handbook – Motivation
www.d.umn.edu/student/loon/acad/strat/motivate.html

Books
1001 Ways to Motivate Yourself and Others
Sang H. Kim
Publisher: Turtle Press
ISBN: 1880336073

Coaching For Performance: Growing People, Performance and Purpose
Sir John Whitmore
Publisher: Nicholas Brealey Publishing
ISBN: 1857883039

How to Motivate Every Employee: 24 Proven Tactics to Spark Productivity in the Workplace
Anne Bruce
Publisher: McGraw-Hill Education
ISBN: 0071413332

Maximum Achievement
Brian Tracy
Publisher: Prentice Hall and IBD
ISBN: 0684803313