

*Tavistock College Talent Management Programme
The Tavistock "Aspirational Leader" Programme and The Tavistock "New to Leadership" Programme
Succeeding in Middle Leadership
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Case Studies

Develop an approach to each of the scenarios below, using Kotter's change model where useful but not neglecting your own personal experience!

Feel free to make the scenarios more specific if it helps - they have been left open to interpretation on purpose so that you can relate them to your own faculty, phase or experience.

Inspiring others

A new organisation wide initiative is being rolled out. As a middle leader, you were involved in the consultation process but have seen numerous recommendations and alterations you put forward largely ignored. Your role is now to ensure that all members of your team are compliant with this initiative.

How do you inspire those you are leading to take on this new initiative?

Relating to others

A member of your team comes to see you to express feeling frustrated by not being able to perform their duties to the level required of them. You know, through your monitoring and evaluation, that their performance has been higher in the past but that even at their current level they are operating well within your acceptable (and, of course, very high) standards. During the conversation, they reveal to you a personal trauma from some years ago and say that this is having a significant impact on their ability to focus on their work.

How do you respond to the member of staff's revelation?

Developing others

A member of your team has expressed an interest in developing into a recently advertised position of responsibility in the college. You know that there are, currently, other members of staff who are far better equipped to fulfil the challenges of this role than your team member. They do not share this view and see themselves as a front runner for the vacant role.

How do you help this individual fulfil their career aspirations?

Holding others to account

A member of staff in your team is not performing up to the level of the rest of their colleagues. Their underperformance is not so severe as to attract the attention of capability/disciplinary procedures, but you are aware that students with this member of staff are getting a poorer experience than some of their peers who are under the care of your higher performing team members. You have spoken informally with the member of staff previously on this matter but they have been nonchalant as they know other other members of staff in other teams in the organisation are performing far worse than they are.

How do you set about raising the performance of this individual?