Learner Guide and Workbook

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| Learner Guide and Workbook |
|  |
| **Skills Program- People Management** |

**skill programme**

**252037**

**build teams to achieve goals & objectives**

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**Notes to the Learner**

Dear Learner,

Welcome to this Learning programme. We trust that this Learning programme will be of great value to you during your studies and in your new learning experience. To succeed in anything in life requires a lot of hard work.

It will be expected of you to work through this study guide with a great deal of attention. It provides you with information on how to work through the material, details exactly what will be expected of you and what objectives you need to achieve during the study of this Learning programme.

* Complete your assignments with dedication and submit them in time.
* Complete the self-study sections for your own benefit. The self-study sections provide you with the opportunity to practice what you have learnt.
* Act as adult learners

The theory you are learning helps you to understand why you are doing things in a specific way. It also gives you a way to compare what you are doing to the way others do things. However, the only way to become competent is by doing the actual work according to the unit standards. This Learning programme provides you with a step-by-step method that you must apply to all unit standards.

As all parties to this learning intervention have duties and responsibilities to fulfil, so do you, in your capacity as the learner. On the final page of this section, you will find a commitment letter which serves to confirm your commitment to this learning intervention. Please read it and sign it, if you agree thereto. Should you not agree, please notify your facilitator so that the matter can be resolved.

**The learning approach**

* **Active**

You have to participate and complete tasks. Actively participate in the teaching and learning process.

* **Constructive**

The learning content will be to your benefit. Be constructive and actively convert your learning by integrating the new knowledge you gain in this learning programme with previous experience.

* **Cumulative**

The learning content builds on your existing experience. The cumulative character of learning implies that we need to build new knowledge into you existing knowledge. Therefore, you have to resort and refer to what you already know to ensure that this learning programme is of value to you

* **Goal Oriented**

Certain goals have to be met to complete the qualification competently. You also have to be goal-directed. Work according to and achieve the learning programme objectives as well as your personal learning objectives. Know what the learning program’s objectives are!

**How to complete this qualification successfully?**

These guidelines have been compiled to assist you to complete the skills programme. This programme is a mixture between a self-study programme and a coaching programme to provide you with the tools that you would need to demonstrate to an independent assessor that you have met all the criteria to attain the qualification.

The qualification is an Outcomes Based Qualification. This means that you do not necessarily have to sit in a classroom to learn (who can in any case learn how to run a business by only sitting and listening to a lecturer anyway? – you have to get practical experience!). To attain the qualification you would have to show that you know, and can do, all the things required!

Any learning does however require effort; and the effort that the average person has to put in to learn the skills in this qualification is reflected in the credits associated with each of the unit standards (learning objectives). Experience has shown that the average learner requires about 10 (notional) hours for each credit attained. The whole National Certificate: Generic Management qualification consists of at least 167 credits. This programme is going to be an exciting experience for you since it looks at the world of Generic Management in businesses from a practical viewpoint.

The Student Guidelines and the rest of this book are structured as follows; Each chapter represents a Unit Standard and therefore each has a title that corresponds with a specific Unit Standard, a set of objectives (which corresponds with the Specific Outcomes and Assessment Criteria of that Unit Standard) and a list of the Resource Material that would be of assistance to you to achieve competency.

These guidelines and information will therefore not only assist you to start your own business but will be the guiding principles by which you could attain the Further Education and Training Certificate: Generic Management qualification. It makes absolute sense to obtain the qualification since it will also help you should you ever need to find a job again. Businessmen are known to have to find employment during times of hardship but even subsequent to that, most still return to their own enterprises after a while.

This programme has been designed to meet the outcomes of the Qualification: “Further Education and Training Certificate: Generic Management”. The programme is outcomes based which means that we take the onus of learning away from the facilitator and put it in your hands. The facilitator’s role is to assist you to work through the material and guide you in the activities that will lead you to competence.

**Learner Guide Introduction**

**Purpose**

A person acquiring this qualification will be able to manage first line managers in an organisational entity. First line managers may include team leaders, supervisors, junior managers, section heads and foremen.

The focus of this qualification is to enable learners to develop competence in a range of knowledge, skills, attitudes and values including:

* Initiating, developing, implementing and evaluating operational strategies, projects and action plans, and where appropriate, recommending change within teams and/or the unit so as to improve the effectiveness of the unit.
* Monitoring and measuring performance and applying continuous or innovative improvement interventions in the unit in order to attain its desired outcomes, including customer satisfaction, and thereby contributing towards the achievement of the objectives and vision of the entity.
* Leading a team of first line managers, by capitalising on the talents of team members and promoting synergistic interaction between individuals and teams, to enhance individual, team and unit effectiveness in order to achieve the goals of the entity
* Building relationships using communication processes both vertically and horizontally within the unit, with superiors and with stakeholders across the value chain to ensure the achievement of intended outcomes
* Applying the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks in order to ensure the effectiveness and sustainability of the unit
* Enhancing the development of teams and team members through facilitating the acquisition of skills, coaching, providing career direction, and capitalising on diversity in the unit

The skills, knowledge and understanding demonstrated within this qualification are essential for the creation of a talent pool of experienced and effective middle managers that represents the demographics of the South African society. This qualification will create a leadership cadre for the South African society throughout multiple industries and sectors both private and public.

**Rationale:**   
The National Certificate: Generic Management, NQF Level 5 forms part of a learning pathway of management qualifications across various sectors and industries. It is specifically designed to develop management competencies required by learners in any occupation, particularly those who manage first line managers.

The qualification builds on the FETC: Generic Management and further develops the key concepts, principles and practices of management that will enable learners to lead, manage, organise and control first line managers and team leaders.

The learners will typically be managers who have other junior managers or team leaders reporting to them. In smaller organisations or entities, the managers could primarily be responsible for managing the supervisors and staff within their section, division or business unit.   
  
The scope of generic management covers five domains: leadership, managing the environment, managing relations, managing knowledge and the practice of management. This qualification addresses each of these domains with generic competencies, so that it allows learning programmes to be contextualised for specific sectors and industries.

It reflects a similar design to the FETC: Generic Management, in that it provides opportunities for learners to transfer between various specialisations within management. This leads to the strengthening of management competencies and will enable managers at this level to manage successfully systems, processes, resources, managers and teams in their various occupations and contexts.   
  
This qualification is further intended to empower learners to acquire the knowledge, skills, attitudes and values required to operate confidently as individuals in South African communities and to respond to the challenging economic environment and constantly changing world of work.

Ultimately, this qualification is aimed at improving the effectiveness and leadership abilities of middle managers in various occupations in South Africa, in private and public business entities as well as non-governmental organisations. For this reason, the word 'entity' includes a company, business unit, public institution, small business or non-profit organisation.

**It is assumed that learners are competent in:**

* Communication at NQF Level 4
* Mathematical Literacy at NQF Level 4

**Recognition of Prior Learning (RPL):**The qualification can be achieved wholly or in part through recognition of prior learning in terms of the defined Exit Level Outcomes and/or individual unit standards. Evidence can be presented in various ways, including international and/or previous national qualifications, products, reports, testimonials mentioning functions performed, work records, portfolios and/or performance records. All such evidence will be judged in accordance with the general principles of assessment and the requirements for integrated assessment.

**Access to the Qualification:**Access to the qualification is open keeping in mind the Learning Assumed to be in Place.

**Specific Outcomes**

Specific outcomes describe what the learner has to be able to do successfully at the end of this learning experience.

**Assessment Criteria**

The only way to establish whether a learner is competent and has accomplished the specific outcomes is through the assessment process. Assessment involves collecting and interpreting evidence about the learners’ ability to perform a task. This Learning programme includes assessments in the form of self-assessments, group exercises, quizzes, projects and a practical training programme whereby you are required to perform tasks on the job and collect as portfolio of evidence, proof signed by your supervisor that you have successfully performed these tasks.

**To qualify**

To qualify and receive credits towards your qualification, a registered Assessor will conduct an evaluation and assessment of your portfolio of evidence and competency.

**Qualification rules**

**Fundamental Component:**   
The unit standards included in the fundamental component of the qualification total 49 credits. They are compulsory and must be contextualised according to the specialisation or the selected learning programme.   
  
**Core Component:**   
The unit standards in the core component total 78 credits and are compulsory. They must be contextualised according to the specialisation or selected learning programme.   
  
**Elective Component:**   
The elective component of the qualification consists of a number of unit standards, divided into specialisations. The learner must choose a specialisation and complete unit standards totalling a minimum of 35 credits from the unit standards listed under that specialisation.

**Integrated Assessment:**

Assessment practices must be fair, transparent, valid and reliable and should ensure that the learner is not disadvantaged in any way. Integrated assessment provides the opportunity for learners to demonstrate that they are able to integrate concepts, actions and ideas achieved across a range of unit standards and contexts. Integrated assessment must evaluate the quality of competence attained by the learner.

The assessment strategies used must ensure that that all Specific Outcomes, Essential Embedded Knowledge and Critical Cross-Field Outcomes are assessed. The assessment of the Critical Cross-Field Outcomes should be integrated with the assessment of the Specific Outcomes.

The learner who has provided the required evidence for all the exit level outcomes of the qualification will be assessed as competent and awarded the qualification. This will ensure that learning and competence are not achieved only in the building blocks of the unit standards but also in the integration and application of the fundamental, core and elective building blocks to a particular context, i.e. the exit level outcomes.

**What is a credit?**

A credit is the formal recognition that you have the necessary knowledge, skills and understanding in a particular field of study. One (1) credit = 10 notional hours of learning. ‘Notional hours’ are time spent on homework, assignments, practicing on the job, classroom time, or any other time spent to become competent in the particular standard or qualification. A total of 167 or more credits are necessary to receive a **National Certificate: Generic Management**at NQF level 5.

**Range of Learning**

This describes the situation and circumstance in which competence must be demonstrated and the parameters in which the learner operates.

**Use of the Learner Guide**

There is one (1) module in this Learner Guide.

Skills Programme: People Management

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| **U/S number** | **Unit Standard name** | **Level** | **Cr** |
| 252037 | Build teams to achieve goals and objectives | 5 | 6 |

A specific goal is given for each lecture or theme. You will have to attain a number of objectives to attain the goal of each session. First read the objectives to focus your thoughts on the information that may be relevant to attain the objectives.

Once you have your thoughts focussed, skim or scan the course work prescribed for each theme to orientate you with the material you have to study.

During classes an overview of a theme will be given, after which a number of problems and/or questions will be discussed. You are advised to develop a concept map of each theme that not only represents each theme visually, but also relates the different components.

**Learner Support**

Please remember that as the programme is outcomes based – this implies the following:

* You are responsible for your own learning – make sure you manage your study, research and portfolio time responsibly.
* Learning activities are learner driven – make sure you use the Learner Guide and Workbook in the manner intended, and are familiar with the Portfolio Guide requirements.
* The Facilitator is there to reasonably assist you during contact, practical and workplace time of this programme – make sure that you have his/her contact details.

**Responsibility**

The responsibility of learning rest with you, so . . .

* Be proactive and ask questions
* Seek assistance and help from your coach, if required

**Assessment**

**How will I be prepared for assessment?**

During the programme developmental activities will be conducted to assist you in preparing for final assessment. For your own benefit, make sure that you participate fully in all the developmental and formative assessment activities! What will I finally be required to do for assessment? Final assessment will be conducted on the following submission of evidence, e.g.:

* Completed activities in the Learner manual
* Knowledge Questionnaire
* Practical illustration / simulation

**What will be assessed in the above?**

All assessments are conducted strictly in accordance with the unit standard requirements. Assessment is a way of measuring what you know and are able to do. When you have learnt something, you should be able to apply what you have learnt. You may be assessed when you are sure that you are ready to be assessed. If you do not achieve the standard the first time, you can be coached or trained further and then be assessed again later. You will be assessed in a number of ways and at regular intervals.

**When do I start preparing for assessment?**

Right from the start – make sure you are familiar with the Assessment Guide/Portfolio Guide, and start preparing and collecting evidence from the onset of the programme.

**Formative Assessment**

In order to gain credits for this programme you will need to show an assessor that you are competent in each unit standard. The activities in this programme are designed not only to bring about your competence, but also to prove that you have mastered competence.

**Summative assessment**

Not all the specific outcomes will be formatively assessed during the programme or in the workplace. The objective is to create independent and self-sufficient learners. This means that you will also be required to do independent research and assignments outside the training room.

Your assessor and you will conduct a pre assessment meeting to discuss the assessment process and how you will collect evidence of your competence. When you are ready, you will advise your assessor that you are ready for the assessment.

The summative assessment activities are indicated at the end of the learning guide. If your summative assessment is conducted using observation, role plays or verbal assessment, place a signed copy of the checklists, once completed by the assessor / assessment panel, in your Learner manual.

**LETTER OF COMMITMENT FROM THE LEARNER**

You have been identified and nominated to be part of  **Antiseptol Skills Program – People Management (252037)** program by means of your organisations’ training committee as well as a Needs Analysis conducted by **Nombulelo Mvelase** . To ensure effective training, your commitment to attend training and submit evidence of workplace application as required by the appointed assessor, is of utmost importance. This letter serves to confirm your commitment to the training program offered to you by your organisation.

**Declaration of commitment:**

I undertake to fulfil all the requirements of the assessment practices as specified by the assessor and service provider.

Company: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Full names of learner: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Date : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Nominated by**:

Name and Surname \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Position in company \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

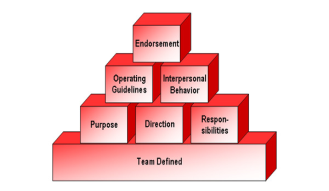
Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_

**Learner Information**

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| **Name & Surname** |  |
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| **ID Number** |  |
| **Age** |  |
| **Address** |  |
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|  |
| **Telephone number (Cell)** |  |
| **Telephone number (Other)** |  |
| **Gender** |  |
| **Race** |  |
| **Property** |  |
|  |
| **Geographical Area** |  |
|  |
| **Course** |  |
|  |
| **Mentor/s** |  |
|  |
| **Facilitator/s** |  |
|  |
| **Next of Kin details** |  |
|  |
|  |
| **Commencement Date** |  |
| **Estimated completion date** |  |

Build teams to achieve goals and objectives

252037

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This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them. The qualifying learner is capable of:

* Demonstrating knowledge of and insight into the theory of teams and the importance of teams in workplace activities
* Applying the theory of teams to team dynamics
* Explaining the process of building teams
* Analysing the role of team leader in promoting team effectiveness
* Evaluating the effectiveness of a team and propose ways to improve team effectiveness

**Index**

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| **Unit Standard 252037 alignment index**  Here you will find the different outcomes explained which you need to be proved competent in, in order to complete the Unit Standard 252037. | **27** |
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| **The theory of teams and the importance of teams in workplace activities** | **35** |
| **Apply the theory of teams to team dynamics** | **44** |
| **Explain the process of building teams** | **56** |
| **Analyse the role of team leader in promoting team effectiveness** | **60** |
| **Evaluate the effectiveness of a team and propose ways to improve team effectiveness** | **64** |
| **Self-assessment**  Once you have completed all the questions after being facilitated, you need to check the progress you have made. If you feel that you are competent in the areas mentioned, you may tick the blocks, if however you feel that you require additional knowledge, you need to indicate so in the block below. Show this to your facilitator and make the necessary arrangements to assist you to become competent. | **68** |

**Unit Standard 252037 – Alignment Index**

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| **SPECIFIC OUTCOMES AND RELATED ASSESSMENT CRITERIA** | |
| **SO 1** | **Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities** |
| **AC 1** | The characteristics of a team and team interaction are compared with those of a group. |
| **AC 2** | Different types of teams are described in terms of their unique roles and characteristics. |
| **AC 3** | The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams. |
| **SO 2** | **Apply the theory of teams to team dynamics** |
| **AC 1** | The dynamics of teams are explained in terms of practical examples. |
| **AC 2** | The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors. |
| **AC 3** | Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams. |
| **SO 3** | **Explain the process of building teams** |
| **AC 1** | The process of building a team is explained with reference to the steps in the process. |
| **AC 2** | Stages of team development are analysed in terms of the human behaviour that drives the different stages. |
| **SO 4** | **Analyse the role of team leader in promoting team effectiveness** |
| **AC 1** | The role of the team leader is explained in relation to improving team effectiveness |
| **AC 2** | The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness. |
| **AC 3** | Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity and productivity. |
| **SO 5** | **Evaluate the effectiveness of a team and propose ways to improve team effectiveness** |
| **AC 1** | The functioning of a team is evaluated against the characteristic of high performance teams. |
| **AC 2** | An action plan is developed for improving the effectiveness of the team. |

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| **CRITICAL CROSS FIELD OUTCOMES** |
| ***UNIT STANDARD CCFO IDENTIFYING***  The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in building teams to achieve goals and objectives.  ***UNIT STANDARD CCFO WORKING***  The learner is able to work as a member of a team in building a team that contributes to the achievement of the unit's goals and objectives.  ***UNIT STANDARD CCFO ORGANISING***  The learner is able to organise and manage him/herself and his/her activities responsibly and effectively in building teams to achieve goals and objectives.  ***UNIT STANDARD CCFO COLLECTING***  The learner is able to collect, organise and critically evaluate information and applying this in a way that positively contributes towards building teams to achieve goals and objectives.  ***UNIT STANDARD CCFO COMMUNICATING***  The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in communicating with the members of the team and others in order to build teams that achieve goals and objectives.  ***UNIT STANDARD CCFO DEMONSTRATING***  The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into the complexity of building teams to achieve goals and objectives. |

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| **SOUTH AFRICAN QUALIFICATIONS AUTHORITY** |

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| **REGISTERED UNIT STANDARD:** |

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| **Build teams to achieve goals and objectives** |

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| **SAQA US ID** | **UNIT STANDARD TITLE** | | | |
| 252037 | Build teams to achieve goals and objectives | | | |
| **ORIGINATOR** | | **REGISTERING PROVIDER** | | |
| SGB Generic Management | |  | | |
| **QUALITY ASSURING BODY** | | | | |
| - | | | | |
| **FIELD** | | | **SUBFIELD** | |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management | |
| **ABET BAND** | **UNIT STANDARD TYPE** | **OLD NQF LEVEL** | **NEW NQF LEVEL** | **CREDITS** |
| Undefined | Regular | Level 5 | New Level Assignment Pend. | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Registered | | 2007-11-28 | 2010-11-28 | SAQA 0474/07 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | | |
| 2011-11-28 | | 2014-11-28 | | |

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| In all of the tables in this document, both the old and the new NQF Levels are shown. In the text (purpose statements, qualification rules, etc), any reference to NQF Levels are to the old levels unless specifically stated otherwise. |

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| This unit standard replaces: |

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| **US ID** | **Unit Standard Title** | **Old NQF Level** | **New NQF Level** | **Credits** | **Replacement Status** |
| 15237 | Build teams to meet set goals and objectives | Level 5 | New Level Assignment Pend. | 3 | Complete |

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| **PURPOSE OF THE UNIT STANDARD** |

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| This Unit Standard is intended for managers in all economic sectors. These managers would typically be second level managers such as heads of department, section heads or divisional heads, who may have more than one team reporting to them.   The qualifying learner is capable of:   Demonstrating knowledge of and insight into the theory of teams and the importance of teams in workplace activities.   Applying the theory of teams to team dynamics.   Explaining the process of building teams.   Analysing the role of team leader in promoting team effectiveness.   Evaluating the effectiveness of a team and propose ways to improve team effectiveness. |

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| **LEARNING ASSUMED TO BE IN PLACE AND RECOGNITION OF PRIOR LEARNING** |

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| It is assumed that learners are competent in:   Communication at NQF Level 4.   Mathematical Literacy at NQF Level 4.   Computer Literacy at NQF Level 4. |

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| **UNIT STANDARD RANGE** |

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|  The learner is required to apply the learning in respect of this/her own area of responsibility.   Unit refers to the division, department or business unit in which the learner is responsible for managing and leading staff.   Entity includes, but is not limited to, a company, business unit, public institution, small business, Non-Profit Organisation or Non-Governmental Organisation. |

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| **Specific Outcomes and Assessment Criteria:** |

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| **SPECIFIC OUTCOME 1** |

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| Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The characteristics of a team and team interaction are compared with those of a group. |

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| **ASSESSMENT CRITERION 2** |

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| Different types of teams are described in terms of their unique roles and characteristics. |

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| **ASSESSMENT CRITERION 3** |

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| The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams. |

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| **SPECIFIC OUTCOME 2** |

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| Apply the theory of teams to team dynamics. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The dynamics of teams are explained in terms of practical examples. |

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| **ASSESSMENT CRITERION 2** |

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| The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors. |

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| **ASSESSMENT CRITERION 3** |

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| Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams. |

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| **SPECIFIC OUTCOME 3** |

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| Explain the process of building teams. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The process of building a team is explained with reference to the steps in the process. |

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| **ASSESSMENT CRITERION 2** |

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| Stages of team development are analysed in terms of the human behaviour that drives the different stages. |

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| **SPECIFIC OUTCOME 4** |

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| Analyse the role of team leader in promoting team effectiveness. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The role of the team leader is explained in relation to improving team effectiveness. |

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| **ASSESSMENT CRITERION 2** |

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| The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness. |

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| **ASSESSMENT CRITERION 3** |

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| Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity and productivity. |

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| **SPECIFIC OUTCOME 5** |

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| Evaluate the effectiveness of a team and propose ways to improve team effectiveness. |

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| **ASSESSMENT CRITERIA** |

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| **ASSESSMENT CRITERION 1** |

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| The functioning of a team is evaluated against the characteristic of high performance teams. |

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| **ASSESSMENT CRITERION 2** |

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| An action plan is developed for improving the effectiveness of the team. |

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| **UNIT STANDARD ACCREDITATION AND MODERATION OPTIONS** |

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|  Anyone assessing a candidate against this Unit Standard must be registered as an assessor with the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Any institution offering learning that will enable achievement of this Unit Standard must be accredited as a provider through the relevant ETQA or an ETQA that has a Memorandum of Understanding with the relevant ETQA.   Moderation of assessment will be overseen by the relevant ETQA according to the moderation guidelines and the agreed ETQA procedures. |

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| **UNIT STANDARD ESSENTIAL EMBEDDED KNOWLEDGE** |

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| The knowledge underpinning the above specific outcomes is:   Theory of teams and team dynamics.   Different types of teams.   Characteristics of high performance teams.   Leadership styles.   Techniques for managing team dynamics. |

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| **UNIT STANDARD DEVELOPMENTAL OUTCOME** |

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| N/A |

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| **UNIT STANDARD LINKAGES** |

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| N/A |

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| **Critical Cross-field Outcomes (CCFO):** |

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| **UNIT STANDARD CCFO IDENTIFYING** |

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| The learner is able to identify and solve problems in which responses show that responsible decisions using critical and creative thinking have been made in building teams to achieve goals and objectives. |

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| **UNIT STANDARD CCFO WORKING** |

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| The learner is able to work as a member of a team in building a team that contributes to the achievement of the unit's goals and objectives. |

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| **UNIT STANDARD CCFO ORGANISING** |

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| The learner is able to organise and manage him/herself and his/her activities responsibly and effectively in building teams to achieve goals and objectives. |

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| **UNIT STANDARD CCFO COLLECTING** |

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| The learner is able to collect, organise and critically evaluate information and applying this in a way that positively contributes towards building teams to achieve goals and objectives. |

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| **UNIT STANDARD CCFO COMMUNICATING** |

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| The learner is able to communicate effectively using visual, mathematics and language skills in the modes of oral and/or written presentations in communicating with the members of the team and others in order to build teams that achieve goals and objectives. |

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| **UNIT STANDARD CCFO DEMONSTRATING** |

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| The learner is able to demonstrate an understanding of the world as a set of related systems by recognising that problem-solving contexts do not exist in isolation in applying knowledge of and insight into the complexity of building teams to achieve goals and objectives. |

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| **QUALIFICATIONS UTILISING THIS UNIT STANDARD:** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **ID** | **QUALIFICATION TITLE** | **OLD LEVEL** | **NEW LEVEL** | **STATUS** | **END DATE** |
| Core | [59201](http://allqs.saqa.org.za/showQualification.php?id=59201) | National Certificate: Generic Management | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Core | [60070](http://allqs.saqa.org.za/showQualification.php?id=60070) | National Certificate: Inspection and Assessment (Non-Metallics) | Level 5 | New Level Assignment Pend. | Registered | 2011-03-12 |
| Core | [59304](http://allqs.saqa.org.za/showQualification.php?id=59304) | National Diploma: Freight Forwarding and Customs Compliance | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Core | [64330](http://allqs.saqa.org.za/showQualification.php?id=64330) | National Certificate: Mission Corporate Services Management | Level 6 | New Level Assignment Pend. | Registered | 2011-11-26 |
| Fundamental | [62069](http://allqs.saqa.org.za/showQualification.php?id=62069) | National Certificate: Radio Production | Level 5 | New Level Assignment Pend. | Registered | 2012-05-13 |
| Elective | [65229](http://allqs.saqa.org.za/showQualification.php?id=65229) | Further Education and Training Certificate: Animal Protection | Level 4 | NQF Level 04 | Registered | 2012-03-12 |
| Elective | [64049](http://allqs.saqa.org.za/showQualification.php?id=64049) | Further Education Training Certificate: Harbour Watchkeeping | Level 4 | NQF Level 04 | Registered | 2012-02-18 |
| Elective | [71969](http://allqs.saqa.org.za/showQualification.php?id=71969) | National Certificate: Automotive Components: Manufacturing and Assembly | Level 5 | New Level Assignment Pend. | Registered | 2012-09-09 |
| Elective | [59325](http://allqs.saqa.org.za/showQualification.php?id=59325) | National Certificate: Environmental Noise Control | Level 5 | New Level Assignment Pend. | Registered | 2010-11-28 |
| Elective | [65050](http://allqs.saqa.org.za/showQualification.php?id=65050) | National Certificate: Music | Level 5 | New Level Assignment Pend. | Registered | 2012-03-12 |
| Elective | [61489](http://allqs.saqa.org.za/showQualification.php?id=61489) | National Certificate: Transport Operations | Level 5 | New Level Assignment Pend. | Registered | 2011-09-17 |

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***Let’s start by defining a Team***

"A team is a small number of people with complementary skills who are committed to a common purpose, performance goals, and approach for which they are mutually accountable." ***(Katzenbach and Smith, 1993)***

"People working together in a committed way to achieve a common goal or mission. The work is interdependent and team members share responsibility and hold themselves accountable for attaining the results."

"A group in which members work together intensively to achieve a common group goal."

***(Lewis-McClear & Taylor 1998)***

***What is a Team?***

A team is any group of people organised to work together interdependently and cooperatively to meet the needs of their customers by accomplishing a purpose and goals. So, what are the characteristics of a good team?

Which are the various qualities one should look for in a good team member? Here, we shall take a quick peek into all the specific characteristics that are required for a good team.

A team is a group of people acting together to achieve a set of common goals. From the most traditional perspective, teams usually have a leader and members who work closely together over time on a common set of interests.

In today’s organisations, teams are still groups of people with shared objectives, only now they often do not have a formal leader, may have members who do not work in close proximity to one another and may frequently change both their mission and their membership.

Today “teamwork” is becoming as much a philosophy of working together collectively toward a shared vision or goal, as a method for applying the efforts to a few people to organisational problems and goals. Formal and informal teams are inevitable in any organisation.

The “team” may be the whole workforce in a small organisation. A larger organisation, on the other hand, may have many different types of teams in place to perform its’ many and varied functions.

***Characteristics of a Good Team:***

***Proper distribution of tasks:***

A good team knows about all the distribution of tasks to achieve a streamlined process for the same. A good environment is possible when all the team members are aware of their responsibilities and do the needful in the stipulated time. A well-managed team knows the targets or what is expected from them. They are always a step ahead in their achievements of the same.

***Clear Communication:***

A good team would always have clear communication amongst its team members. For a team to function properly, the tasks have to be explained clearly. The environment should be open and should be free enough for problems to be resolved. Good communication between team members would only facilitate the work process and bring about better results for the company.

***High levels of integrity:***

A team cannot be complete without the team member displaying high levels of integrity for the company. Any company would always prefer to invest their time and money for people who are honest and dependable in the long run.

An excellent team is only possible when all the members of the team can be relied upon for the particular tasks. These team members would always be aware of their responsibilities and would approach the concerned person immediately in case of any problem faced by any individual.

***Proper focus and a clear vision:***

When team members are aware of their tasks and fulfil the same in due course of time, it would only reduce time and effort spent in explaining the same. To ensure a company has an excellent team, all the team members need to have a clear-cut vision that helps to enhance the profile of the company.

***Skills that complement each other:***

When a person reflects about the characteristics that are needed for a good team, the team member’s skill sets should also be taken into consideration. Team members in this case should have specific skill sets that help to compliment with each other’s skills.

A good team manager can therefore work on these skill sets and help to balance out the team. A balanced team would then produce better results.

Effective team members need the following three basic skills:

* ***Communication and Negotiation*** - Team members need the ability to state ideas or questions clearly, listen to others attentively, and to resolve disagreements in a non-confrontational manner. This is a skill that many students may lack.
* ***Analytic and Creative Skills*** - Team members need to evaluate information and propose creative solutions. Many students have these skills, but may not be able to effectively communicate their views or concerns.
* ***Organisation*** - The team needs to be able to track and complete all its tasks on time. Tensions can often arise if deadlines are missed

***Passion for work:***

Teams that have members passionate about their work help the company to progress with ease. A passion for excellence only helps to enhance the performance. A motivated team would only get positive results. An optimistic approach would keep the whole team happy!

***There are also different types of teams:***

* ***Functional or departmental teams:*** Groups of people from the same work area or department, they will meet on a regular basis to analyse customer needs within their reach, work together to solve problems, attempt to provide members with support and to promote continuous improvement, and share information.
* ***Cross-functional teams:*** Groups of people who are pulled together from across departments or job functions to deal with a specific product, issue, customer, problem, or to improve a particular process. There might be a distribution team for each of the organisations’ products.
* ***Self-managing teams:*** Groups of people who gradually assume responsibility for self-direction in all aspects of work.

***How do Teams communicate?***

Let’s look at some basic communication skills for people who are part of teams; they must:

1. Listen actively
2. Ask questions
3. Give constructive feedback - the list below can help students:
   1. Don't express an opinion as a fact
   2. Explain your reasons
   3. Restate the original idea to be sure it's understood
   4. Compliment another's idea
   5. Respond, don't react
   6. Don't interrupt
   7. Critique the idea, not the person
   8. Be courteous
   9. Avoid jargon
4. Awareness of body language and tone
5. Appropriate humour
6. Some chit-chat in meetings
7. Patience

***Listening and critiquing skills***

1. ***Active Listening*** - Communication is a two-way street, so it is important that you listen carefully to your team mates when they are speaking. Don't tune speakers out or get caught in the trap of planning ahead to what you want to say next. You may miss an important detail, and in the worst case, you repeat the detail you missed because you were not listening.
2. ***Ask Questions*** - If you hear something that confuses you, you should ask about it. Maybe you missed a detail or maybe you remembered something others forgot. In any case, it's important that everyone understand exactly what's going on. Chances are that if you're confused, then others are too.
3. Conversely, if a team member asks you a question, you should ***answer it courteously***. The team member may be bringing up a crucial detail that could make or break the team's plans.
4. ***Constructive Feedback*** - Although it is important to evaluate proposed ideas and suggestions, critiques need to be presented with tact. Some tips that may help:
   1. Don't express an opinion as a fact - You may hate orange text on green, but that is an opinion unless you can cite a legitimate reason for your concern (such as that this colour combination may be harder to read).
   2. Explain your reasons - If you do have a strong opinion, explain why you feel that way. This will allow others to evaluate your comments more effectively.
   3. Restate the original idea - To be sure you have correctly understood someone else's idea before you respond to it.
   4. Compliment another's idea - Even if you do not think it would work, some part of it may be valid and could be usable in another form.
   5. Respond, don't react - If you feel like you're ready to explode, give yourself a few seconds before speaking.
   6. Don't interrupt
   7. Critique the idea, not the person
   8. Be courteous
   9. Avoid jargon
5. ***Chat a Little*** - A meeting does not have to be 100% business. It is perfectly fine to ask team members how they are doing or what they are planning next weekend. This can really help ease tension when disagreements occur later.

***Different methods of communications within teams, the “How To”:***

Life at work is often hectic, so hectic in fact that many of us are not strategic when it comes to communicating with other members of our team. We worry about impressing clients and customers and don't always consider that effective communication within an organisation gets translated into better products and more sales.

First and foremost, it is important to be respectful of your fellow team members. Be considerate of their time and be considerate of their wishes when it comes to how you communicate with them. Each of us has our own communication style and preferences, so take the time to get to know how to work best with your colleagues. Then let them know what communication mode works best for you overall and in specific situations.

Effective teams will ensure that when they are courteous and clear when they communicate with each other by:

***E-mail***

Although e-mail is a relatively new communication tool, many of us can't remember what we did without it. We have used e-mail for years and feel quite comfortable with it.

This can make e-mail dangerous as we sometimes become less than careful about what we write. We also tend to use e-mail when we should pick up the phone or set up a meeting.

E-mail is best used to announce, inform, or inquire about something that is fairly straightforward. You should take a moment to review an e-mail you are about to send, not only for style, but also for subject.

Make sure the topic is appropriate and that it is one that the recipient(s) will understand immediately. Your e-mails do not have to be dry, but take care with any humour or exaggeration you include because these sentiments are easy to misinterpret.

* Don't send e-mails with confidential or sensitive information
* Don't use e-mail to clear up a misunderstanding
* Don't hit "Reply All" without reviewing the list of recipients
* Do check your spelling and grammar
* Do write a concise and comprehensible subject line
* Do think carefully before using cc (carbon copy) and bcc (blind carbon copy)

***Telephone and Voicemail***

A telephone call is more personal than an e-mail, but not as interactive as a face-to-face meeting. As is the case with any other method of communication, we can get informal when using the phone to talk to colleagues.

Even when you know your team members well, it is important to remain professional. Always answer your phone as if an important client is calling. And when you call team members, treat them the same way you would a client.

Treat each phone call as if it were a meeting. You should know exactly why you are calling. You can start a phone call with the same kind of pleasantries you would exchange in a face-to-face meeting, but don't forget that you have business to conduct.

* Don't call without a specific topic in mind
* Don't multitask or space-out during a conversation
* Don't forgo a standard greeting
* Do speak clearly and slowly
* Do consider a colleague's schedule before calling
* Do agree to continue a lengthy discussion in person

A communication tool that goes along with the telephone is voicemail. You may not think of it as a communication tool in its own right, but it is. If you've been away from the office for any length of time, you know what it is to return to find that you have a slew of voicemail messages, some of which you cannot decipher.

Many people use voicemail when they hope to avoid speaking with someone by calling when they know that person will not be present. This is not recommended. Voicemail is a communication alternative when the person you are trying to reach is unavailable. If you need to, you can hang up when an outgoing message starts; collect your thoughts and call back to leave your message.

* Don't leave angry voicemail messages
* Don't ramble
* Do include pertinent information in your message
* Do let the recipient know how soon you need a response

***Face-to-face***

The value of this time honoured method of communication is sometimes ignored in our rush to get things done. Or it is avoided when we would rather not take the time to sort out an issue. Nevertheless, there are times when you really need to speak with your team in person-whether you sit down with one person or organize a meeting for several people.

* Don't let anyone monopolize the conversation (not even you)
* Don't start or end late
* Don't let the meeting go off-topic
* Do have an agenda
* Do avoid arguments
* Do end with a summary and steps for follow up

With all of these methods of communication, it is important to remain polite and courteous at all times. That however, doesn't mean that you cannot be pleasant, friendly, and even encouraging. Don't forget that in addition to communicating information, you can also use IM, e-mail, the telephone, or a meeting to congratulate and show gratitude to team members for a job well done.

Communication usually goes awry on projects because people "informate" rather than "communicate". “Informating” is the dissemination of information, irrespective of the meaning that may be attached to it by the recipient. Informating results in you playing 'Chinese whispers' on your project.

There is an old story that, in the First World War, the front line sent a message via runners to the general. The message said: "Send reinforcements, we are going to advance". By the time the message reached the general it said "send three and four pence, we are going to a dance". Any message you "send out" can get distorted and misunderstood.

Communicating is the achievement of a common understanding between two or more people - i.e.: where both attribute the same meaning to the information that is exchanged. As a team member you have to make sure you communicate, and your team members communicate with each other, and not just informate.

***In Groups***

You are required to investigate the inner workings of a team as well as attempt to identify the reasons why a team is either successful or not. By making use of the table below, observe a team in their normal daily activities and then complete the table with your cumulative findings; remember teamwork is of the essence here.

|  |  |
| --- | --- |
| ***Criteria*** | ***Observations*** |
| Team name and their area of responsibility |  |
|  |
|  |
| Type of team |  |
| Team members and their individual roles |  |
|  |
|  |
|  |
| Team member Strengths and Weaknesses |  |
|  |
|  |
|  |
| Cumulative Team role |  |
|  |
| Team Responsibility |  |
|  |
| How does each team member contribute to the teams’ goals? |  |
|  |
|  |
|  |
| How does the teams goals contribute to the organisational goals? |  |
|  |
| What communication methods are used within the team? |  |
|  |
|  |
|  |
| What communication methods does the team use within the organisation? |  |
|  |
|  |

Team Dynamics are the unseen forces that operate in a team between different people or groups. Team Dynamics can strongly influence how a team reacts, behaves or performs, and the effects of team dynamics are often very complex

Suppose in a small team of six people working in one office there are two people who have a particularly strong friendship. This friendship is a "natural force" that may have an influence on the rest of the team, and can be manifest in various ways, either positively or negatively.

Other factors can also play an influence. For example, if a wall of cupboards were to be placed across the middle of the office, this would also form a 'natural force' that influences the communication flow and may separate the group into two further sub-groups.

Sometimes, an "absence" of a natural force can also be a team dynamic. For example, if the leader or manager is permanently removed from the office, the group may be drawn into a change of behaviour.

***How do you recognise team dynamics?***

You can recognise team dynamics by looking for the forces that influence team behaviour. These forces might include:

* Personality styles (e.g.: including or excluding people)
* Team Roles (e.g.: the various roles each team member plays as their contribution to the team)
* Office layout (e.g.: cupboards dividing teams into two)
* Tools and technology (e.g.: email, bulletin board, information pool enabling hidden communication).
* Organisational culture (e.g.: company cars acting as status symbols to separate groups of employees)
* Processes/methodologies/procedures (e.g.: problem-solving methodology)

***Let’s take a look at Team dynamics:***

Successful modern teams are perhaps most accurately pictured as open systems: sets of interacting parts with boundaries that allow selected information and energy to enter and leave. Since open systems permit the exchange of products, resources and information with their environment, they can readily develop and change both themselves and the tasks or ideas presented to them.

Essentially, these systems create new possibilities by opening and closing physical or conceptual boundaries inside and outside the team. For example: information gathering or brainstorming opens a team to new ideas, establishing work policies or procedures close the range of possible team processes in the service of greater efficiency and effectiveness.

The general properties of a well-functioning team have been understood for many years. More challenging market and customer demands, however, and less structured organisational settings have added to both the complexity and possibilities of team environments. By developing a framework for overall team functioning, specifying role definitions and role behaviours and clarifying improvement strategies, teams can take charge of their own growth, development and competence.

As teams grow, each forms its own identify, a kind of “mini-culture” separate from the larger organisation, that is defined by specific roles and relationships evolving over time. The best teams have a full complement of roles and develop members who can perform a range of roles vital for total team functioning. All teams need people who consolidate team identity and trust through accepting, appreciating and validating others and their ideas.

Teams also need people who explore issues and possibilities through encouraging, elaborating, expanding, clarifying and summarising the ideas of others. Teams need people who plan and organise tasks by integrating, activating, initiating and mediating the ideas of others.

To ensure excellent timely work output, teams need people who empower, persuade and delegate within the team environment and who can also effectively sell ideas to key opinion leaders and decision makers outside the team. These various team functions can be crystallised into four roles:

* Harmonising
* Exploring
* Regulating
* Promoting

Team member roles and role interactions can be represented in a quadrant framework, using the two basic qualities of all interpersonal relations, what is being discussed and how members are conducting transactions or interactions, as the axes.



The vertical axis in figure 1 defines what is being discussed. When team members focus on people orientated subjects, such as subjective feelings, perspectives and concerns, they are using skills that are located at one end of the axis. When they focus on task- or concept orientated concerns, such as work problems, goals or activities, the skills they are using are located at the other end.

The horizontal axis defines how team members are conducting transactions or interactions. When a person primarily takes an active stance, one in which he or she acts frequently or assertively, the skills use lie at one end of the axis. More reflective activities lie at the other. The two axes-what (from an orientation toward people and feelings to an orientation toward tasks and concepts) and how (from an active to a reflective stance), combine to generate four quadrants, each defining a major team role or skill cluster.

Harmonisers, who are reflective and people orientated, reconcile and mediate team differences and generate and refer to common interests and values. Explorers search for differences, create and champion new ideas and gather vital information. Regulators set goals, make plans and organise work outputs. Promoters ensure of team goals and “sell” outputs to those external to the team, (see figure 2).

This framework supplies the basic ingredients for assessing team vulnerabilities, developing team skills and confronting vital organisational demands. At the most basic level, every excellent team should have each of the four roles well represented. To promote best results, teams must emphasize or encourage the expression of a role or roles and the suppression of other roles in various contexts to promote best results.

When a team is forming or viewing its values and norms, the harmonising (and to some extent exploring) roles should be predominate; regulating and promoting roles should serve supporting functions. Therefore, a team role “map” should like the diagram on the right.

When a team is trying to generate and test new ideas or focus its efforts on the most important activities, the exploring role should predominate. Regulating plays a secondary role to help translate ideas into appropriate team goals and plans. In contrast, harmonising and promoting play supporting roles.

When a team is setting goals and making commitments for plans, a different role compliment is required. The regulating role should take the lead, with other roles supporting. For example; harmonising might be important for supporting goals or generating agreement or consensus for them.

When a team must sell its ideas, products or services to other parts of the organisation or to external customers, the promoting role predominates. The other roles play supporting parts.

Each of the four basic roles represents a collection of team behaviours best adapted to promote four general team outcomes. Harmonising generates trust; Exploring generates team focus; Regulating generates rules; Promoting generates work output.

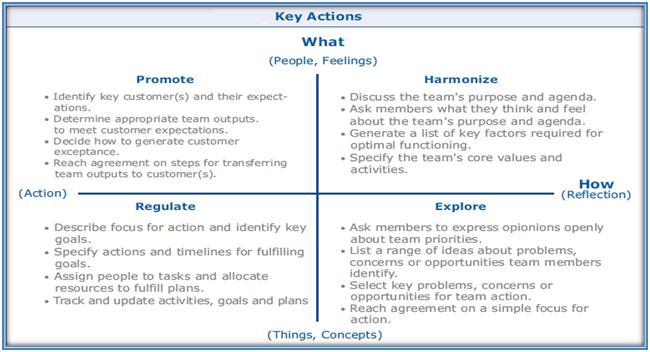
For each role, following a critical path or set f steps called key actions maximises achieving its primary goal. For example: establishing team identity can be simplified with four discrete steps that can be used to focus members’ efforts. (See table).

|  |
| --- |
| **Key Actions for establishing Team Identity** |
| 1. Discuss the team’s purpose and agenda 2. Ask members what they think and feel about the team’s purpose and agenda 3. Generate a list of key factors required for optimal functioning 4. Specify a team’s core values and activities |

But when should a typical team formally institute these key actions and how should it complete them? In practise, teams should constantly use the skills and steps encompassed in the team role model in an informal manner. However, when a team begins specific functions (organising the team activities, for example) or need to respond to specific demands or cues, members should review, refine and implement key actions as a method to ensure meeting the situational challenge.

|  |
| --- |
| **Establishing Team Identity – Reasons for Using Key Action** |
| ***Functions to Perform:***   * Start a new team * Significantly change team membership or goals * Need to reach a team consensus * Confront team failures or external assaults or criticism |
| ***What to Watch for:***   * Flagging team morale and crisis of confidence * Criticism of team actions by “outsiders” such as management * Significant changes in team resource allocation or expectations * Role confusion, unclear goals, poor performance in work procedures * Finger-pointing, arguing among team members or development of factions |

The emphasis on each step, even the nature of each step may vary. In all instance however, a relating process that evolves over time and that includes a series of steps should occur. See below:



Team member behaviour also entails individual refinements. Perhaps most relationship problems stem from a deficit of skill performance, an ability to demonstrate competent behaviours in a refined way. At a practical level, this occurs when team members are not specific, subtle, consistent or persistent in using a team skill behaviour.

As part f any major business process, each team follows four major steps: ***Establishing*** trust, ***Specifying*** a purpose or focus for action, ***Developing*** goals and plans and ***Implementing*** actions. Each excellent team process, whether it focuses on problem-solving, project cycle or on a deepening commitment to developing high-performance work teams, is a reiteration of this basic pattern. In other words, each successful team intervention generally moves through a set of challenges or issues, usually from trust, to a purpose or focus, to goals and plans, to implement strategies.

This pattern requires emphasising each of the four major team roles in sequence:

***Harmonising 🡺 Exploring 🡺 Regulating 🡺 Promoting***

Although people frequently fail to learn team skills, more often they fail to apply skills consistently and persistently. Because relationships are not single events but a series of reciprocal feedback processes that occur over a period of time, each moment theoretically requires a new skill mix to fit changing demands. Achieving this ideal is quite unlikely, but people can significantly improve how they communicate by effecting small changes in behaviour.

***T***

***eam Conflict***

A major advantage a team has over an individual is its diversity of resources, knowledge, and ideas. However, diversity also produces conflict. As more and more organizations restructure to work teams the need for training in conflict resolution will continue to grow.

Conflict arises from differences. When individuals come together in work teams their differences in terms of power, values and attitudes, and social factors all contribute to the creation of conflict. It is often difficult to expose the sources of conflict.

Conflict can arise from numerous sources within a team setting and generally falls into three categories: communication factors, structural factors and personal factors (Varney, 1989).

Barriers to communication are among the most important factors and can be a major source of misunderstanding. Communication barriers include poor listening skills; insufficient sharing of information; differences in interpretation and perception; and nonverbal cues being ignored or missed. Structural disagreements include the size of the organization, turnover rate, levels of participation, reward systems, and levels of interdependence among employees.

Personal factors include things such as an individual's self-esteem, their personal goals, values and needs. In order for conflict to be dealt with successfully, managers and team members must understand its unpredictability and its impact on individuals and the team as a whole.

Conflict in work teams is not necessarily destructive, however. Conflict can lead to new ideas and approaches to organizational processes, and increased interest in dealing with problems. Conflict, in this sense, can be considered positive, as it facilitates the surfacing of important issues and provides opportunities for people to develop their communication and interpersonal skills.

Conflict becomes negative when it is left to escalate to the point where people begin to feel defeated, and a combative climate of distrust and suspicion develops (Bowditch & Buono, 1997). Nelson (1995) cautions that negative conflict can destroy a team quickly, and often arises from poor planning.

***Negative conflict arises from:***

***Administrative Procedures:*** If the team lacks good groundwork for what it's doing, its members will not be able to coordinate their work.

***People Resources:*** If the team does not have enough resources to do the job, it is inevitable that some will carry too heavy a load. Resentment, often unexpressed, may build, so it is crucial that team leaders ensure adequate resources.

***Cost overruns:*** Often inevitable, cost overruns become a problem when proper measures are not taken. The whole team should know early on when cost becomes a problem so additional funding can be sought by the team. This way the problem can be resolved before it grows into a problem for management.

***Schedules:*** The schedule is highly consequential to the team's project and should be highly visible. All members should be willing to work together to help each other meet their deadlines.

***Responsibilities:*** Each team member must know what areas are assigned and who is accountable for them.

***Wish Lists:*** Stick to the project at hand and avoid being sidetracked into trying to fit other things into it. Wait and do the other things you would like to do after successful completion of the original project.

Team members can and should attempt to avoid negative conflict from occurring; by being aware of the potential for negative conflict to occur, and taking the necessary steps to ensure good planning will help.

***Type of Team Conflict***

***Internal conflict*** - An individual or team member is experiencing a personal conflict that may or may not be related to the team, but which is interfering with the person's ability to perform.

***Individual conflict with one other team member -*** One team member is in conflict with another

***Individual conflict with the entire team -*** One team member is experiencing conflict with the entire team

***Conflict between several team members -*** The entire team is experiencing conflict with several other team members

***Conflict between teams -*** The entire team is in conflict with another team

***Team conflict with one person outside of the team*** (such as a member of another team, for information)

***Handling Negative Conflict***

When negative conflict does occur there are five accepted methods for handling it: Direct Approach, Bargaining, Enforcement, Retreat, and De-emphasis (Nelson, 1995). Each can be used effectively in different circumstances.

***1. Direct Approach:*** This may be the best approach of all. It concentrates on the leader confronting the issue head-on. Though conflict is uncomfortable to deal with, it is best to look at issues objectively and to face them as they are. If criticism is used, it must be constructive to the recipients. This approach counts on the techniques of problem-solving and normally leaves everyone with a sense of resolution, because issues are brought to the surface and dealt with.

***2. Bargaining:*** This is an excellent technique when both parties have ideas on a solution yet cannot find common ground. Often a third party, such as a team leader, is needed to help find the compromise. Compromise involves give and take on both sides, however, and usually ends up with both walking away equally dissatisfied.

***3. Enforcement of Team Rules:*** Avoid using this method if possible, it can bring about hard feelings toward the leader and the team. This technique is only used when it is obvious that a member does not want to be a team player and refuses to work with the rest. If enforcement has to be used on an individual, it may be best for that person to find another team.

***4. Retreat:*** Only use this method when the problem isn't real to begin with. By simply avoiding it or working around it, a leader can often delay long enough for the individual to cool off. When this approach is used in the right environment by an experienced leader this technique can help to prevent minor incidents that are the result of someone having a bad day from becoming real problems that should never have occurred.

***5. De-emphasis:*** This is a form of bargaining where the emphasis is on the areas of agreement. When parties realize that there are areas where they are in agreement, they can often begin to move in a new direction.

***How do Team cope with conflict?***

***Communication Skills***

Good communication skills prevent conflict or destructive escalation. Many of us do not communicate well. Sometimes our body language does not fit our verbal messages creating a cognitive dissonance in the listener. We may personalize issues. We may criticize people rather than actions, behaviours, or situations.

Listening effectively is the other half of good communication. The most common deficiency is letting our mind race ahead of the speaker's voice. We may use this speed difference to formulate responses or defences. Or we may allow our mind to wander on other subjects and miss part of what is said.

This is, at best, frustrating for the speaker. It also leads to misunderstandings. Team members must train their minds to focus on words and message until the speaker finishes. Only then should they analyze and formulate a response.

***Problem Solving***

Problem solving skills define a problem, gather information, analyse the information, synthesize solutions, select the best solution, and implement it. These activities occur in distinct steps and in an orderly and structured way.

Without good problem solving skills people jump to conclusions. The conclusions that various people jump to are often wildly different. Without a factual basis, the discussion turns to who is "wrong" and who is "right" with an undertone of who is "OK" or "Not OK". Problem solving avoids conflict with structure and consensus.

Teams can also bring problem solving directly to bear on a conflict. They treat the conflict as a problem, gather information, analyze, search for solutions, and implement.

***Other Skills That Prevent Conflict***

Other team skills have a collateral effect of avoiding or mitigating conflict. Time management prevents arguments about who does what and when. Cross training prevents boredom and prevents conflict over workloads. Facilitation controls meetings and reduces frustration over wasted time.

***Conflict Resolution Skills***

Intervention occurs when parties to a conflict are confronted. In the mildest form, a team member quietly and separately points out the situation to one or more of the individuals involved. In the strongest intervention the entire team confronts the conflicted parties much as friends and relatives might confront an addict.

Feedback is an effective conflict resolution technique. In feedback, one individual confronts another in a structured setting with a carefully crafted statement. A feedback statement goes like this:

"When you... (Describe the Behaviour)"

"I feel... (Describe your Emotion)"

"Because... (Describe the reason for the Emotion)"

"What do you think" (Wait for Response)

An example would be: "Jim, when you are late for meetings it makes me angry because your tardiness wastes everyone's time and prevents our team from conducting its business. What do you think?" The addressee of the feedback statement must then respond in a structured way. A facilitator governs and controls the process. Feedback is powerful. It defuses anger and brings rationality to a discussion. Feedback and Intervention are only two of many conflict resolution techniques.

***Acknowledge that the conflict exists***

1. Gain common ground by putting the conflict in perspective with the goals and purpose of the team.
2. Seek to understand all angles of the disagreement, keeping in mind that understanding is different from agreement.
3. Attack the issue, not each other. Channel anger and hostility into problem solving and action planning.
4. Develop an action plan describing what each person will do to solve the problem.

This method allows both parties to acknowledge the nature of the conflict, and then jointly work toward resolving it. As with Varney's (1989) approach, the key to this process is responding quickly and effectively when conflict presents itself. Teams are cautioned to avoid covering up painful issues. Sooner or later, unresolved issues tend to resurface, often in uglier forms than before. Along the same lines, teams should not automatically defer an issue to management, as this dis-empowers the team.

Instead, they should learn how to handle disputes themselves, requesting help from management only when their own attempts at resolution have failed. Fisher et al. (1995) stress that team members should be encouraged to voice their concerns in team meetings rather than outside the team setting, in an attempt to avoid what they call the Parking Lot Commentary (p. 212).

This happens when team members are afraid to voice feelings to the team so they begin to talk about team issues in conversations with individuals. When this occurs it undermines the trust and integrity of the team.

No matter what kind of team it is, no method of managing conflict will work without mutual respect and a willingness to disagree and resolve disagreements. Each person on the team must be willing to take the following four steps when a team meeting erupts into a storm:

***Listen:*** To hear what someone else is saying is not the same as listening. To listen effectively means clearing your mind of distractions and concentrating not only on the words but also on nonverbal gestures, which often convey ninety percent of what the person is trying to say. When resolving disagreements, you often have to deal with feelings first.

***Acknowledge:*** You can acknowledge people's positions without agreeing with them. Show this with statements like, "I understand that you're angry," "If I understand you, you think we should", or "Let's explore your opinion further." You may still disagree with them, but at least they know you've heard them.

***Respond:*** You've listened and acknowledged what the other person is saying. Now it is your turn to be heard. If you're offering criticism of your teammate's ideas, make sure it's constructive, and if you're disagreeing with them, be ready to offer an alternative. Be willing, also, to be questioned or challenged, while avoiding defensiveness when you answer.

***Resolve remaining differences:*** Define the real problem by looking for what's causing the disagreement. Then analyze it into its manageable parts. Now you can generate alternative solutions to the problem and select the alternative on which everyone can agree.

For individuals to work effectively in teams they must be able to clearly communicate their ideas, to listen, and be willing to disagree. Although it is difficult, learning to appreciate each other's differences reflects a team's ability to manage conflict.

When conflict occurs we must not turn our backs and hope it will go away. Instead, we must learn to tolerate it, even welcome it, for well-managed conflict can be the source of change and innovation.

***Developing Team Member Roles***

Perhaps the simplest way to organise team development is to use the member roles as a focus. Referring to the team role framework previously mentioned (figure 2, p.16), each quadrant can be conceptualised as a prerequisite role for a well-rounded team. Each role not only serves vital team functions, but also interacts with, and counterbalances other roles to promote creative solutions to problems.

Together the four roles provide a vehicle for understanding, coordinating and developing successful team functioning:

***Harmonisers*** help build team identity and consensus.

***Explorers*** gather information and generate, test and focus ideas.

***Regulators*** define boundaries and control information flow by formulating and enforcing practices, policies and procedures.

***Promoters*** influence, implement and export work and ideas outside the team.

While the four role concepts are useful labels for particular activities and interactions, the behaviours that comprise each role are the most important focus for team member development. Focussing on simple behaviours offers the most powerful means of observing, assessing, coaching, counselling and training both individual team members and the team as a whole.

By evaluating behavioural strengths and vulnerabilities, a team can define its role gaps, leverage the role strengths of its individual members and promote overall team competence that grows over time. All roles are needed all the time for the best team performance.

However, excellent teams use a different role emphasis to meet various situational demands. Each of the four roles is vital for some situations, but each can also, at times, undermine others.

For example, Harmonisers, through their open acceptance of others and their ability to find common interests and values, are most adept at establishing report among team members.

These attributes, however, frequently present roadblocks to productivity by forcing the team to expend too much time and too many resources no group affiliation. How can a team therefore what role or roles are most needed for particular tasks? Mostly through on-going dialogue, refining and redefining evolving team priorities and the appropriate role mix to address them, a team can assess and establish the best mix for the job at hand.

Besides offering the team advantages in particular contexts, one team role often acts synergistically when used in conjunction with other roles. For instance, effective explorers and regulators are most often the drivers of planning and organising. Explorers ensure open dialogue, a flow of ideas and clear conceptualisation.

The regulators help translate these concepts into practical goals and plan to fit with team and organisational practices. Effective teams encourage the creative dialogue, at times charged with creative conflict, between representatives of these two roles.

***Stages of Team Development***

While their primary function is to perform work on the job, teams also represent a group process that evolves through a series of life stages. This process seems to be characteristic of all maturing groups of people working together over an extended period of time.

The stages of growth occur in phases through activities such as:

* Defining a common agenda
* Establishing boundaries and roles
* Testing relationships and group limits
* Taking chances with feelings and information
* Sharing and trusting (to form group cohesiveness)
* Clarifying work tasks and procedures
* Implementing productive work

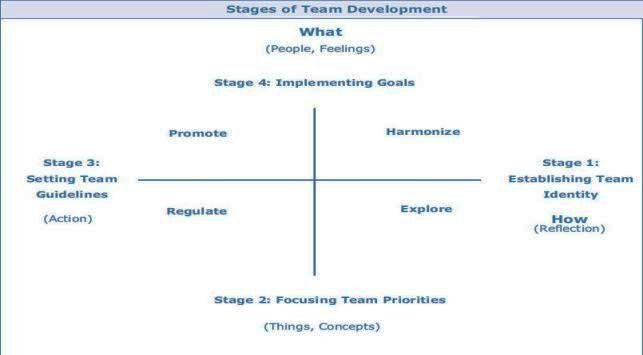
The organisation, a team leader or any individual member can facilitate team development by strengthening the behaviours that underline each team role, by enhancing overall team role differentiation and coordination and by defining the prerequisites of the team growth stages.

In all cases, the most effective teams progress from a small group of individuals with separate traits and interests to a sharing cohesive, well-functioning unit with common purposes.

This process occurs in four stages:

* Establishing Team Identity
  + Focussing Team Priorities
    - Setting Team Guidelines
      * Implementing Team Goals

each the result of resolving tensions between two or more of the four basic team roles. The four stages of team development together form a cycle supported by all the roles working together as a coordinated whole. The ideal group or team would have all the roles in significant proportions, each coming forward with appropriate force at the appropriate stage.



In the ***Establishing Team Identity Stage***, the team does not yet have clear boundaries, functions or focus, or specified roles. The basic tasks at this first stage are to establish mutual trust and clarify a focus for teamwork. These agendas are supported by the harmonising and exploring roles.

These two sets of skills represent a dynamic tension in early team development between smoothing differences in order to find a common purpose or common goals (harmonising) and fostering an open, inquisitive dialogue to develop a clear focus for action.

Tension or conflict in modest amounts creates a healthy dialogue with enough agreement to establish trust and enough divergence and openness to prevent complacency, conformity or inactivity.

In the ***Focussing Team Priorities Stage***, the group agenda shifts from who is in the team and what will this team do to developing a specific agenda and the resources and methods necessary for productive work. These team tasks are supported by two team roles, exploring and regulating.

Exploration in this context promotes new results in the form of defining the talents and functions of team members. New team potentials are opened as a variety of group functions and individual roles are classified or conceived.

This process develops the diverse human resources of members. The companion role, regulation, in contrast, harnesses team efforts into specific goals, plans, milestones and directions. The result of a healthy dynamic tension at this second stage is a functional team with clear operations.

In the ***Setting Team Guidelines Stage***, the team becomes stable and effective in implementing its plans. Stability of group identity and consistency are supported by regulating. At this stage of development, this role promotes clear-cut policies and procedures.

More importantly, it guarantees that the team’s work proceeds through the tracking of milestones and deadlines as well as the execution of contingencies. The companion role, promoting, represents the interactions that change individuals, the team as a whole and team outputs into forms useful to customers.

This collaborative stage is responsible for creating new behaviours, new processes, new products and new services.

In the ***Implementing Team Goals Stage***, the team delivers its results to customers and decides what resources, if any, to retain for future use and how to use them. This stage embodies a final conflict or tension between promoting and harmonising. Production is the ultimate purpose of many, but not all the teams.

Output is critical. However, a team that is not time-limited, such as a problem solving team, must decide what information, members, materials, roles and values to develop and retain in order to survive and thrive. Too often teams, even the large teams called businesses, place short term results and productivity above long term visions and values.

Striking a balance between the promoting and the harmonising roles can be of assistance to teams to chart more effective, future orientated strategies.

***How to Develop Team Skills***

Team development has been an on-going workplace quest for several decades. Unfortunately, many efforts have failed over time because they lacked focus and commitment to team excellence. Systematically applying the team role framework can help teams overcome these potential deficits the model, action statements and behaviours help focus members on activities that increase team competence. In other words, the team framework helps members **fulfil** leadership and membership functions, **respond** effectively to situational demands and **develop** their team spirit, power and skill level.

Team development traditionally has its primary focus **inside the team.** However, in today’s organizations, a wider system perspective and overall system support are basic necessities for team success.

All effective teams are anchored by a vision- often a vision initiated and shared by upper level management-and a mission or set of goals and plans. Possibilities and problems should be central focuses of all visioning or planning sessions. These meetings define the context or situation within which the team must function. In turn, the scale and scope of situational demands drives the priorities and resources required for team development.

This overall process or set of steps is a prerequisite in all team development setting. However, the types of team, the scale of the team-building effort and the nature of the organization determine the best methods of intervention. In most settings, team development is accomplished through a combination of training (to motivate members and initiate attitude and behaviour change) and ongoing facilitation.

Initially, team facilitation is usually done by a disinterested process consultant. Eventually, through most teams need to become self-designed, self-facilitating and self-changing.

Teams must build-in all instances-their applications skills or tool set (such as meeting management negotiation skills, etc.) and their **team member role competencie**s as they move through development steps. Team development efforts should also include clarifying an approach to leadership functions that generates linkages and promotes and fosters relationships to other teams and organisational systems.

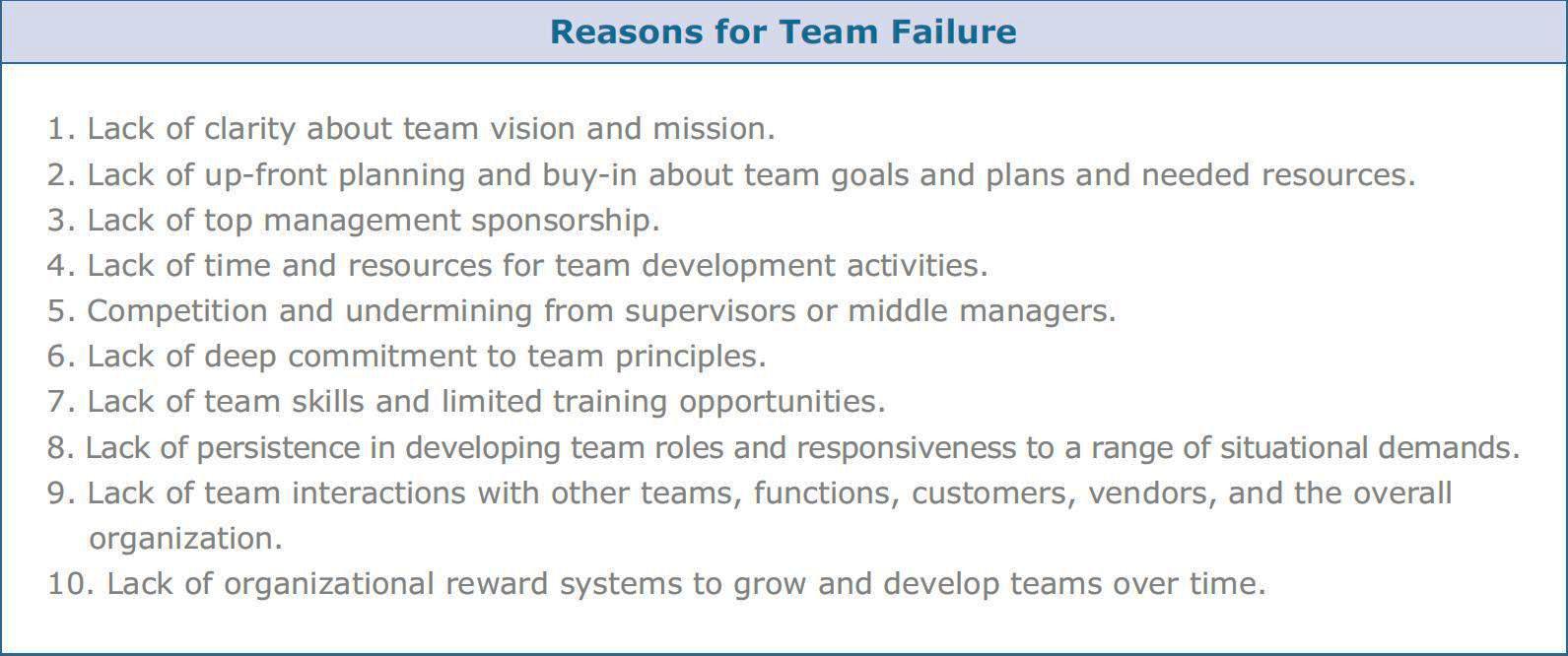
In larger-scale team-building efforts (self-directed work team programs, for example), consultation must occur at all levels of intervention (intra-team, systemic and cultural) with ongoing “external” or facilitative support over time.

A typical team development path might include steps such as:

* Generating a vision of teamwork that fits with larger organizational strategies;
* Specifying a mission for team functioning that includes an initial set of goals and plans;
* Assessing current team functioning to define gaps between current reality and excellence;
* Developing team role competence;
* Enhancing the team tool set and techniques;
* Gaining team skills for responding to complex organizational demands;
* Developing linkages with the larger organization;
* Generating team methods, for member development and continuous team learning and change.

Finally, large-scale efforts such as self-directed work force initiatives or cross-functional design team formation must evolve over time-often over many years. First efforts usually promote significant, but all-too-often superficial change.

Frequently, organisations subsequently undermine the structural or cultural changes that have been initiated but not yet firmly established. Therefore, large-scale interventions requiring significant changes (such as value shifts, reporting relationships changes, appraisal or compensation systems) must have review and renewal processes built into them to ensure that they are continuously evaluated and improved, to ensure maximum achievement.



***What is the role of the Team Leader?***

In short, the following is what the role of a team leader encompasses:

***Provide team leadership and coaching***

* Create an environment oriented to trust, open communication, creative thinking, and cohesive team effort
* Provide the team with a vision of the project objectives
* Motivate and inspire team members
* Lead by setting a good example (role model) - behaviour consistent with words
* Coach and help develop team members; help resolve dysfunctional behaviour
* Facilitate problem solving and collaboration
* Strive for team consensus and win-win agreements
* Ensure discussions and decisions lead toward closure
* Maintain healthy group dynamics
* Intervene when necessary to aid the group in resolving issues
* Assure that the team members have the necessary education and training to effectively participate on the team
* Encourage creativity, risk-taking, and constant improvement
* Recognize and celebrate team and team member accomplishments and exceptional performance

***Focus the team on the tasks at hand or the internal and external customer requirements***

* Coordinate with internal and external customers as necessary
* Familiarize the team with the customer needs, specifications, design targets, the development process, design standards, techniques and tools to support task performance
* Assure that the team addresses all relevant issues within the specifications and various standards
* Provide necessary business information
* Serve as meeting manager or chairman
* Initiate sub-groups or sub-teams as appropriate to resolve issues and perform tasks in parallel
* Ensure deliverables are prepared to satisfy the project requirements, cost and schedule
* Help keep the team focused and on track

***Coordinate team logistics***

* Work with functional managers and the team sponsor to obtain necessary resources to support the team's requirements
* Obtain and coordinate space, furniture, equipment, and communication lines for team members
* Establish meeting times, places and agendas
* Coordinate the review, presentation and release of design layouts, drawings, analysis and other documentation
* Coordinates meetings with the product committee, project manager and functional management to discuss project impediments, needed resources or issues/delays in completing the task

***Communicate team status, task accomplishment, and direction***

* Provide status reporting of team activities against the program plan or schedule
* Keep the project manager and product committee informed of task accomplishment, issues and status
* Serve as a focal point to communicate and resolve interface and integration issues with other teams
* Escalate issues which cannot be resolved by the team
* Provide guidance to the team based on management direction

***In Your Groups***

Discuss the qualities you feel are required from a Team leader to be effective. Differentiate between the qualities required for personal interaction and those required to ensure production requirements are met.

|  |  |
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| **Personal Interaction Qualities** | **Production Qualities** |
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Monitoring and evaluation are vital if organisations are to judge whether change efforts have succeeded or failed. Conventionally, it involves measuring performance against pre-set indicators, often with the help of outside experts. Often too, this is done at the end of the project cycle. However, monitoring and evaluating in this way does not help improve ongoing projects, nor can participants learn from 'surprises'. Both are required in the learning-based approaches being adopted by organisations in regard to resource use efficiency initiatives. Moreover, seen in a 'pass or fail' way, monitoring is often feared rather than embraced by project members.

Alternative approaches to monitoring and evaluation have emerged because of a growing recognition of the limitations of this approach. These are usually more participatory and focus also on the process of reaching the final results, rather than just assessing whether the group reached defined objectives. This approach encourages monitoring of intermediate indicators of progress, and therefore can serve to guide and motivate the team as it proceeds.

It also facilitates an understanding of the link between team process and results. Evaluating the process enables determination of issues such as:

* How well the team are able to adapt the approach and goals to their particular context
* Whether others in the company participate and have a role in shaping the process and design of the programme
* Whether there has been a positive move towards desired outcomes

The participatory nature of these evaluations encourages the use of evaluation as a learning tool and allows the perspectives of different team members to be articulated. It also provides information to feed into programme design, enabling the programme managers, in partnership with team members, to rethink, and adapt goals and methods during the programme according to emerging issues.

Often the role of the evaluator in this regard is best undertaken by a third-party intervener whose specialty is helping the different parties frame realistic goals, measure progress towards operational inclusion, recognise when a change of strategy may be required, and extract insights from their hard labours. "The evaluator does not have the answers, but raises the important questions" (Ashton 1998).

***Ways of assessing progress (Task and process)***

* Identifying small, immediate, actionable first steps is an important way of initiating team motivation. Acknowledging and celebrating small successes is also a way of tracking team progress and maintaining interest.
* Effective groups pay attention to both the task (i.e. what the group has to do) and the process (i.e., how the group functions and maintains relationships). Groups often neglect their process issues, commonly in order to concentrate on their task. However, both task and process will suffer if they are split from each other. Because task and process are linked, it is important to measure progress of both. It is also important to notice the changes that have occurred and reinforce them. Groups can become frustrated if they are only comparing their current achievements to an ultimate goal rather than recognising them as important steps along the way.
* Too many groups depend upon the good work, energy, and commitment of one or more individuals. If the individual(s) are transferred or stop contributing, the process may be blocked or simply fail. The process should be institutionalised as much as possible, making it as independent of individuals and outside inputs.

Below there is an example of a basic scorecard which can be used for the evaluation of teams. This is, however, generic and must be adapted specifically to the agreed outcomes of the team’s production/delivery requirements.

***On Your Own***

You are required to monitor the activities of a group in your workplace. Your observations must purely be visual and should be allowed sufficient time to cover all of the activities mentioned in the table on the next page. Make use of this tool to complete the observation. Once completed, you should write a paragraph on your findings as well as what your suggestions for improvement are for the team. Prepare to give the rest of the class feedback on your observation as well as your recommendations for improvement on the team which you observed.

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| **No.** | **Task** | **Rate** |
| **1. Results and productivity** | | |
| 1.1 | Does the team have clearly identified actionable steps to achieve its goals? |  |
| 1.2 | Does the team monitor its progress by concrete milestones? |  |
| 1.3 | Does the team regularly and frequently assess how well they are working together? |  |
| 1.4 | Are the team's successes big and small acknowledged? |  |
| **2. Team structure** | | |
| 2.1 | Is the team the right size, with the right mix of players for your purpose? |  |
| 2.2 | Does the team have the flexibility to bring in people and change membership to suit the project? |  |
| 2.3 | Does the team have the right resources? Money |  |
| 2.4 | Time |  |
| 2.5 | People |  |
| 2.6 | Does the team meet regularly? |  |
| **3. Team operation** | | |
| 3.1 | Does the team have effective leadership? |  |
| 3.2 | Do team members understand their roles and are they able to carry them out effectively? |  |
| 3.3 | Does the team have good networks? Internally |  |
| 3.4 | Externally |  |
| 3.5 | With management |  |
| 3.6 | Does the team have useful meetings with clear identification of tasks? |  |
| 3.7 | Does the team have effective ways of managing conflict? |  |
| 3.8 | Is the team functioning in a way that people freely express ideas and share opinions? |  |
| 3.9 | Does the team stay motivated? |  |
| **4. Team skills: Does your team have these?** | | |
| 4.1 | Managing meetings: setting agendas, managing time, etc.. |  |
| 4.2 | Documenting progress: keeping minutes, records, etc.. |  |
| 4.3 | Data and information gathering |  |
| 4.4 | Facilitation: dealing with conflict, managing constructive debates, etc.. |  |
| 4.5 | Innovation : introducing creative ideas |  |
| 4.6 | Presentation : summarizing findings to relevant audiences |  |
| 4.7 | Networking: bring comment, feedback, etc. to team |  |
| 4.8 | Motivation : reminding team of success |  |
| 4.9 | Task performing: reliably doing relevant tasks |  |

***My recommendations for the team***

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**You are now ready to go through a check list. Be honest with yourself.**

# Tick the box with either a √ or an X to indicate your response.

* **I am able to explain the theory of teams and the importance of teams in workplace activities**
* **I am able to apply the theory of teams to team dynamics**
* **I am able to explain the process of building teams**
* **I am able to analyse the role of team leader in promoting team effectiveness**
* **I am able to evaluate the effectiveness of a team and propose ways to improve team effectiveness**

# You must think about any point you could not tick. Write this down as a goal.

# Decide on a plan of action to achieve these goals. Regularly review these goals.