

## **Competency 13 Develop Individuals and Team LO1. Provide team leadership**

### **1. Introduction What defines a team?**

"A team is a number of people with complementary skills who are committed to an agreed purpose, goals, and approach for which they hold themselves mutually accountable."

Effective team performance derives from several fundamental characteristics.

First, team members need to successfully integrate their individual actions. They have specific and unique roles, where the performance of each role contributes to collective success. This means that the causes of team failure may reside not only in member inability, but also in their collective failure to coordinate and synchronize their individual contributions. Team processes become a critical determinant of team performance, and often mediate the influences of most other exogenous variables.

Second, teams are increasingly required to perform in complex and dynamic environments. This characteristic applies particularly to organizational teams, and especially to top management teams.

Team leadership represents a third characteristic of effective team performance. Most teams contain certain individuals who are primarily responsible for defining team goals and for developing and structuring the team to accomplish these missions. These roles exist even in self-managing teams, although the conduct of leadership roles in such teams varies considerably from similar roles in more traditional teams. However, the success of the leader in defining team directions and organizing the team to maximize progress along such directions contributes significantly to team effectiveness. Definitely, we would argue that effective leadership processes represent perhaps the most critical factor in the success of organizational teams.

Despite the ubiquity (presence) of leadership influences on organizational team performance, and despite large literatures on both leadership and team /group dynamics, we know surprisingly little about how leaders create and manage effective teams. Previous leadership theories have tended to focus on how leaders influence collections of subordinates, without attending to how leadership fosters the integration of subordinate actions (i.e., how leaders promoted team processes).

Most leadership theories that mention team processes treat them as moderators(mediators) that indicate what leadership behaviors are most appropriate or effective in particular circum- stances.

Alternatively, few team performance models specify leadership processes as central drivers of team processes. Thus, in summarizing future research needs on team performance, raised some critical questions related to the behaviors that define effective team leadership and the corresponding knowledge, skills, abilities, and other characteristics that enable such behaviors. These observations point to the need for

conceptual models of collective performance that integrate both leadership influences and team dynamics.

Our examination of leader-team dynamics in this article rests on some central assumptions.

**First**, we clearly presuppose hierarchical teams, having a defined leadership role, with a specified role in office. Most organizational teams have such structures. As noted, even most self-managing teams have supervisors who are held accountable by "higher-ups" for team outcomes, and who are likely responsible for selecting team personnel, providing the team with resources and establishing the normative basis for team functioning.

**Second**, our examination in this article tends to focus on action, performing, and production work teams. Cites these teams, as well as service teams, management teams, project teams, and parallel teams, as indicative of the kinds of team forms that operate in organizations. We have developed our conceptual ideas around action teams, but we believe that the propositions offered here extend to other kinds of teams. The difference among team forms probably alters the specific display of particular leadership activities, but we believe that generic leadership functions apply across different kinds of teams.

**Third**, in a related point, we have not qualified our propositions according to the types of tasks being completed by the team.

### **Functional leadership**

One perspective of leadership, the functional leadership approach, specifically addresses in broad terms the leader's relationship to the team.

This perspective defines leadership as social problem solving, where leaders are responsible for

- (a) diagnosing any problems that could potentially impede group and organizational goal attainment,
- (b) generating and planning appropriate solutions, and
- (c) implementing solutions within typically complex social domains

### **Leader performance functions**

The perspective of leadership as functional social problem solving suggests a core of basic requisite leadership functions that are linked to the effective generation, selection, and implementation of problem solutions. organized these activities into a taxonomy of leadership performance functions having four super ordinate dimensions. The super ordinate dimensions are:

Information search and structuring.

Information use in problem solving.

Managing personnel resources.

Managing material resources.

## **Team effectiveness**

Provided a good working definition of a "team" as: a distinguishable set of two or more people who interact, dynamically, interdependently, and adaptively toward a common and valued goal /objective /mission, who have been assigned specific roles or functions to perform, and who have a limited life-span of membership

## **LO.2 Foster individual and organizational growth**

### **INTRODUCTION**

The recognition that learning occurs within the workplace and that it is necessary for the development of working knowledge and skills is not new. However, in recent years an interest among employers, researchers and policy makers in what comprises learning and how it can be facilitated within workplaces has increased, and there are now many areas of research in which learning at and through work is a central concern. The concept of the 'learning organization' is one particular example where this focus is captured, although other concepts such as 'lifelong learning' and the 'learning society' are also areas of research that contribute to the development of 'workplace learning' as a distinctive field of enquiry. As the notion of learning in the workplace is not new why, then, has there been an increase of interest in learning at and through work?

### ***Defining Workplace Learning***

The processes of change as described above have also meant that 'workplace learning' has itself acquired a broad variety of different meanings. There is no singular definition or one unified approach to what 'workplace learning' is, what it should be, or who it is/should be for. The reasons put forward for this are generally twofold. First, there is an issue of competing interests and values whereby,

The workplace has become a site of learning associated with two quite different purposes  
...

The first is the development of the enterprise through contributing to production, effectiveness and innovation;

The second is the development of individuals through contributing to knowledge, skills and the capacity to further their own learning both as employees and citizens in the wider society.

The second reason concerns the different disciplinary backgrounds from which workplace learning has been approached, investigated and theorized.

This has generated a myriad of different lenses through which workplace learning, and the various concepts embodied within it, are viewed and understood.

Taking these two main reasons together, 'workplace learning is a site of intersecting interests, contested ideas, multiple forms of writing and rapidly evolving practice'

**Workplace learning** is seen as a flexible form of learning which enables employees to engage in the regular processes of up-dating and continuing professional development which have been increasingly emphasized. Moreover, insofar as the learning is work-based it is also seen as facilitating forms of learning, and types of knowledge which are of particular relevance to the work in which the learners are engaged.

### **KSAs – Knowledge/Skills/Abilities**

#### **KSA Description**

**Knowledge** – Mastery of facts, range of information in subject matter area.

**Skills** – Proficiency, expertise, or competence in given area; e.g., science, art, crafts.

**Abilities** – Demonstrated performance to use knowledge and skills when needed.

#### **KSA Definitions**

##### **Interpersonal Skill**

Is aware of, responds to, and considers the needs, feelings, and capabilities of others. Deals with conflicts, confrontations, disagreements in a positive manner, which minimizes personal impact, to include controlling one's feelings and reactions. Deals effectively with others in both favorable and unfavorable situations regardless of status or position. Accepts interpersonal and cultural diversity.

##### **Team Skill**

Establishes effective working relationships among team members. Participates in solving problems and making decisions.

##### **Communications**

Presents and expresses ideas and information clearly and concisely in a manner appropriate to the audience, whether oral or written. Actively listens to what others are saying to achieve understanding. Shares information with others and facilitates the open exchange of ideas and information. Is open, honest, and straightforward with others.

##### **Planning and Organizing**

Establishes courses of action for self to accomplish specific goals [e.g., establishes action plans]. Identifies need, arranges for, and obtains resources needed to accomplish own goals and objectives. Develops and uses tracking systems for monitoring own work progress. Effectively uses resources such as time and information.

##### **Organizational Knowledge and Competence**

Acquires accurate information concerning the agency components, the mission[s] of each relevant organizational unit, and the principal programs in the agency. Interprets and utilizes information about the formal and informal organization, including the organizational structure, functioning, and relationships among units. Correctly identifies and draws upon source[s] of information for support.

**Problem Solving and Analytical Ability**

Identifies existing and potential problems/issues. Obtains relevant information about the problem/issue, including recognizing whether or not more information is needed. Objectively evaluates relevant information about the problem/issue. Identifies the specific cause of the problem/issue. Develops recommendations, develops and evaluates alternative course of action, selects courses of action, and follows up.

**Judgment**

Makes well reasoned and timely decisions based on careful, objective review and informed analysis of available considerations and factors. Supports decisions or recommendations with accurate information or reasoning.

**Direction and Motivation**

Sets a good example of how to do the job; demonstrates personal integrity, responsibility, and accountability. Provides advice and assistance to help others accomplish their work. Directs/motivates self.

**Decisiveness**

Identifies when immediate action is needed, is willing to make decisions, render judgments, and take action. Accepts responsibility for the decision, including sustaining effort in spite of obstacles.

**Self-Development**

Accurately evaluates own performance and identifies skills and abilities as targets of training and development activities related to current and future job requirements. Analyzes present career status. Sets goals [short and/or long term]. Identifies available resources and methods for self-improvement. Sets realistic time frames for goals and follows up.

**Flexibility**

Modifies own behavior and work activities in response to new information, changing conditions, or unexpected obstacles. Views issues/problems from different perspectives. Considers a wide range of alternatives, including innovative or creative approaches. Strives to take actions that are acceptable to others having differing views.

**Leadership**

Ability to make right decisions based on perceptive and analytical processes. Practices good judgment in gray areas. Acts decisively.

**Leadership Actions**

The leadership decisions described above affect team performance and development through the actions team leaders take internally and externally. It is important for team leaders to assess the problem and select the right action or set of actions. The model is a good guide for inexperienced team leaders and will become more useful as leaders gain experience that allows them to internalize the model to the point where it becomes almost tacit—that is, leaders respond to situations without even thinking about the model.

The actions listed in the model are not all inclusive, and astute team leaders will add

others and maybe delete some as they gain leadership experience in a team environment. What is most important is developing the ability to discern when an intervention is needed and the appropriate action to take during the intervention.

Internal task leadership actions are used to improve a team's ability to get the job done. They include the following:

- Being focused on appropriate goals
- Having the right structure to achieve the team's goals
- Having a process that makes decision making easier
- Training team members through developmental/educational seminars
- Setting and maintaining appropriate standards for individual and team performance

Internal relational actions are those required to improve team members' interpersonal skills. They include the following:

- Coaching to improve interpersonal skills
- Encouraging collaboration among team members
- Managing conflict to allow intellectual conflict but not personal conflict
- Enhancing team commitment
- Satisfying the trust and support needs of team members
- Being fair and consistent in exercising principled behavior

External leadership actions are those required to keep the team protected from the external environment but, at the same time, to keep the team connected to the external environment. These include the following:

- Networking to form alliances and gain access to information
- Advocating for the team with those who affect its environment
- Negotiating with senior management for recognition, support, and resources
- Protecting team members from environmental diversions
- Examining external indicants of effectiveness (e.g., customer satisfaction surveys)
- Providing team members with appropriate external information

One practice that has been known to work is to have senior management speak to the team at the start of a difficult project. This is much appreciated by the team members and shows the team members that senior management supports the project.

The critical point is that team member needs, in support of the goals agreed upon, are met either by the team leader or other team members. Of course, team effectiveness will be better if team member needs are met promptly and effectively, regardless of how the needs are met.

### **Team Effectiveness**

Team effectiveness consists of two overarching dimensions: team performance and team development. Team performance refers to whether and how well team tasks were accomplished, and team development refers to how well the team was maintained in

accomplishing the team's tasks. Several researchers have suggested criteria for assessing team effectiveness.

We will present these criteria in the form of questions to help assess team effectiveness.

- Does the team have specific, realizable, clearly articulated goals?
- Does the team have a results-oriented structure?
- Are team members capable?
- Is there unity with respect to commitment to the team's goals?
- Is there a collaborative climate among team members?
- Are there standards of excellence to guide the team?
- Is there external support and recognition for the team?
- Is team leadership effective?

These criteria are important in assessing team effectiveness. Effective team leaders will find formal and informal ways of examining themselves and their team against these criteria. Finally, team leaders must be willing to take action to correct weaknesses on any of these criteria.

### **LO.3 Monitor and evaluate workplace learning**

What are monitoring and evaluation?

The terms *monitoring* and *evaluation* are sometimes used together because some of the content and methods are the same. However, they are conducted for different reasons and purposes.

**Monitoring is concerned with progress.** It aims to ensure that the program is functioning as planned. Through regular monitoring, we can see whether the program is on the best path to success. When people monitor, they collect information that acts as feedback for both managers and participants.

**Evaluation aims to assess program performance.** It allows us to look at the results of the things we are doing, and make sure they are effective and correspond to our targets and goals. Evaluation is the collection and use of information to make decisions about program outcome, process or system.

### **The evaluation of learning and development in the workplace:**

#### **1. The value of learning and development for organizations**

The most basic reason for providing learning and development is to ensure that an organization's employees are able to carry out their current role. Some training may be mandatory in relation to health and safety or occupation-specific issues but much of it will be discretionary where organizations appreciate the added value that they will gain from having highly skilled and knowledgeable employees.

Organizations which are keen to improve their productivity, efficiency and profitability will look to move beyond mandatory training and look at more diverse learning and development activities

which will enable the employees to maximize their potential and provide a valuable resource for the organization. Learning and development can be a source of competitive advantage where employees gain appropriate new knowledge and skills which provides a strong argument for organizations to invest in their employees so that they can reap the benefits and differentiate themselves from their competitors.

However, provision of learning and development opportunities alone do not mean that an organization will be more productive and effective, there are many more steps needed. Firstly the opportunities need to be appropriate in terms of content and the way that it is delivered so that they will add value to the employees and the overall organization. As well as looking at appropriateness from an organizational perspective it is also necessary to consider the fit with teams in the organization and individual employees to ensure that their needs can adequately be met. In addition the learning and development activities need to be delivered in such a way that practical benefits to the workplace can be observed and to enable the employees to be able to transfer their new knowledge and skills to the benefit of all of the key stakeholders.

Prospective employees may also be enticed through the provision of a good range of learning and development opportunities as a way of differentiating employers who offer similar salaries. As well as the sometimes tangible benefits of the training this commitment to employees sends out a message that employees are valued and supported within the organization.

It is increasingly recognized that employees need to be actively aware of an organization's strategies and objectives and the provision of learning and development opportunities can help to cement this where clear links are drawn between the learning intervention and how it is aligned with the overall strategy.

## **2. What do we mean by evaluation of learning and development?**

Training evaluation can be described as a systematic process of collecting and analyzing information for and about a training program which can be used for planning and guiding decision making as well as assessing the relevance, effectiveness, and the impact of various training components. This demonstrates the wide range of activities that are associated with it as well as the many benefits.

A simplified explanation of evaluation: "*comparing the actual and real with the predicted or promised*" this emphasizes the need to reflect on what was achieved in comparison to what was hoped for. This definition also highlights the potential subjective-ness of evaluation for different individuals are likely to have diverse expectations and their review of the event(s) may also differ depending on a wide range of variables, for example; the learning interventions may be heavily focused towards one particular learning style.

The other definition is useful in illustrating the wide range of issues that evaluations are intended to capture as well as the assortment of reasons why evaluations might be necessary. It is therefore clear that organizations will need to have clarity in their rationale for evaluating and they need to ensure that this is shared with all of the relevant stakeholders. Failure to do this may lead to a mismatch in the data provided, thereby providing limited use to the organization and/or the trainer(s).

## **3. The importance of evaluating learning and development activities**



*“With the huge investment in developing training strategies, the question is no longer “should we train” but rather “is the training worthwhile and effective?”. This is consistent with a wide range of literature which accepts that training is important and recognizes the evaluation of it to be a key issue so that its ‘worth’ can be proven.*

### **3.1. To the organization**

There are a number of reasons why organizations should evaluate their learning and development activities and this includes the following:

- To help make decisions about what interventions should (or should not) be replicated in the future

- To provide evidence of investment in their [organizations] human capital

- To demonstrate the value that interventions bring to the organization

- To enable training departments to justify their expenditure, particularly where there is an increased focus on spending less whilst generating more outcomes.

- As part of business efficiency considerations

- To reinforce the importance of an evaluation process when testing new programs for employees.

- To assist in determining who should attend training programs.

- To allow the organization to identify whether there are better ways to achieve things rather than through the provision of formal learning and development interventions i.e. job aids which are more effective

Evaluation is even more important in the public sector and state:

*Effective evaluation is part of an accountable, professional and ethical public service. It is fundamental to good governance, good practice and good management.*

### **3.2. To individuals**

Evaluation provides individual learners with the opportunity to give feedback to their trainers; perhaps this is most useful when it is gathered early on in the process so that they can benefit from any resultant adjustments.

Individuals in subsequent cohorts can also benefit from the evaluation process if feedback is acted upon for the benefit of the program. This relies on individual learners taking the time to actively engage in the evaluation process and to provide honest feedback in the most relevant areas. Learners may also be able to benefit from the evaluation process if they are members of particular professional bodies which require reflective evidence of continuing professional development (CPD).

### **3.3. To trainers/facilitators**

Evaluation data may be used as a performance indicator which justifies the existence of a training department and/or investment in trainers. Independent trainers may also depend on their feedback to gain future business and/or to engage with potential new clients as an indicator of the quality of their provision and delivery. Trainers or facilitators can also benefit from evaluations so that they can update or amend it accordingly; this may be particularly useful if they are working in specific sectors or types of organization.

## **4. The purpose of evaluation**

The purpose of evaluation and state that it has the following four objectives:

- I. Assess if intended learning and development objectives have been met
- II. Continuous improvement of learning and development

- III. Assess whether resources are used wisely
- IV. Assess the value for money of the learning and development

From these four options organizations may decide to address all of them or concentrate on some of them. For example, many organizations do not have the resources to be able to assess the value for money of the learning and development so may focus more on the other three objectives. Other issues that may impact on the extent to which programs are evaluated are:

- The size of the organization

- The availability of expertise to generate evaluation frameworks and subsequently analyze the data provided by learners

- The objectives of specific training programs – in some cases the focus may be almost exclusively be on ensuring that the program-specific objectives have been met.

The original four objectives shown above were to include the following purposes:

- To determine success

- Assess if objectives have been achieved

- Make improvements

- Ensure quality

- Ensure accountability

- Meet external requirements

- Account for activity

- Assess value or merit

- Assess risk

- Justify investments

- Facilitate decisions whether to continue/discontinue the activity

- Ensure appropriateness and alignment

- Identify strengths and weaknesses

#### **Lo.4Develop team commitment and cooperation**

What does commitment and cooperation mean?

Commitment means acceptance of the responsibilities and duties and cooperation means help and assistance. By developing team commitment and cooperation in a work team you are assisting the team to meet its goals and objectives. Work teams that are committed and cooperative are more likely to achieve the goals the business has set.

#### **2. How do team leaders develop team commitment and cooperation?**

Team commitment and cooperation is developed through good communication and effective decision making, as well as fostering mutual concern and camaraderie between team members.

#### **3. What are the signals that team commitment and cooperation has been gained?**

There are a number of signals that indicate the work team is committed and cooperating.

These include:

- maintaining or increasing quality

- reaching or exceeding production targets

decreasing complaints from team members  
limited conflict between team members  
fewer workplace injuries.

#### 4. How important is good communication for a team leader?

Good communication skills are essential for any team leader. An ability to communicate with supported employees according to their preferences is a first step in developing team commitment and cooperation. Without the skills and knowledge to talk and act in ways that acknowledge the needs of supported employees in the work team, obtaining commitment and cooperation in the work team is difficult.

Knowing how each member of your team prefers to gather information and how each member prefers to get advice and to be given instructions will help you to communicate the team goals appropriately to each team member.

#### 5. Are the communication requirements of team members easy to identify?

No, at times you may find it difficult to identify the communication requirements as well as the communication preferences of your team members.

#### 6. What can influence a team member's communication requirements?

A number of things can affect how a team member communicates with you and with other team members. A specific style of communication, as a consequence of the supported employee's disability, may be a constant factor. There may be other situations which may arise, however, which have unexpected results. These could include such things as a change in the medication or the side effects of a medication, the team member may be ill, or there may have been changes in the work routines.

#### 7. Are team leaders always the best people to identify communication preferences and requirements?

Team leaders are the people who spend the most time working with and observing team members in the workplace, therefore they are usually the best person to identify communication preferences and requirements. There will be situations where you are unable to determine a supported employee's needs and will need to seek advice from other people.

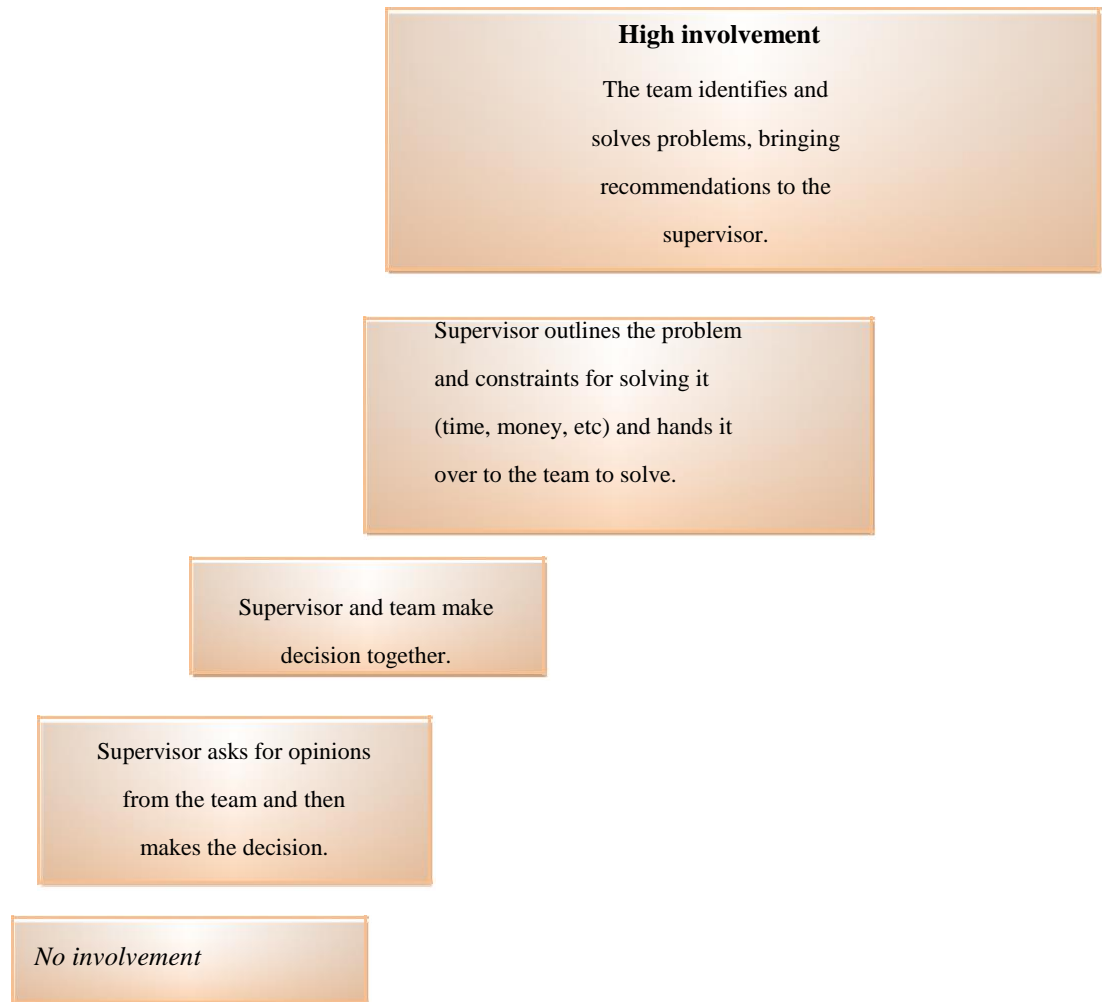
#### 8. How can team leaders help teams make effective decisions?

Team commitment and cooperation is also based on the team's capacity to make effective decisions. Many teams need assistance to learn how to make effective decisions and it is part of a team leader's role to provide this assistance.

Team leaders can help teams make effective decisions by encouraging a work environment that supports the team and its members to make considered choices, act on them and review the results of the action.

#### 9. When should supported employees be involved in decisions relating to the team?

There are degrees of team involvement in decision making. Your knowledge of the skills and abilities of the team members will guide your decision about the extent supported employees can contribute to making a decision. There are no rules for when and how team members should be involved. It is a matter for your judgment. The following diagram shows the degrees of involvement team members may have.



Involving team members in decision making, which can include problem solving, should be based on whether one or more of the following is met:

- ▶ The need for acceptance. The greater the need for the team to accept your decisions, the more you should involve them.
- ▶ The effect the decision will have on the team. The more the problem or decision affects the team, the more you should involve them.
- ▶ Their involvement in implementing the decision. If the team will be implementing or carrying out the decision, involve them.
- ▶ The ability and desire of the group to become involved. If the team wants to be involved, consider involving them, particularly if they have sufficient knowledge or expertise in the issue involved. Even if they do not, it could be useful for training and development purposes.

## 10. How can a team leader develop shared concern and camaraderie in a team?

Shared concern and camaraderie means team members support each other to complete the team's work. Your words and actions will do much to assist the development of this shared concern and camaraderie. Team members need to trust each other and you can act as a role model for this through your work with the team.

Team leaders build trust by:

- behaving consistently
- behaving with integrity
- sharing control by delegating
- including team members in decision making
- providing accurate, clear information
- explaining decisions
- respecting the team's diversity
- demonstrating consideration and sensitivity.

### Lo.5 Facilitate accomplishment of organizational goals

What are Teamwork and Team Building?

**Teamwork:** Concept of people working together as a team

**Team Building:** Process of establishing and developing greater sense of collaboration and trust between team members

#### Benefits to Organizations

- |                        |                          |
|------------------------|--------------------------|
| Increased productivity | Better problem solving   |
| Improved quality       | Enhanced creativity      |
| Better morale          | More effective decisions |

#### Benefits to Individuals

- Responsibility is shared
- Rewards and recognitions are shared
- Members can influence each other
- Everybody experiences a sense of accomplishment
- Work is less stressful

#### Need for Team Building

Joining a new team and immediately expecting to get along is not natural. We have evolved to work and live in closely-knit static societies. Sudden need to get along causes stress.

### **How do Teams Work Best?**

Teams succeed when members prove:

Commitment to common objectives;

Defined roles and responsibilities;

Effective decision making systems, communication and work procedures;

Good personal relationships.

### **Good Team Characteristics**

Everyone participates actively and positively.

Team goals are understood by everyone.

Individual members think hard about creative solutions to the problem.

Members are carefully listened to and receive thoughtful feedback.

Everyone takes initiative to get things done.

Each team-mate trusts others' judgments.

The team is willing to take risks.

### **A Good Team Member...**

Works for consensus on decisions

Shares openly and authentically

Involves others in the decision-making process

Trusts, supports, and has genuine concern for other team members.

"Owns" problems rather than blaming them on others

Attempts to hear and interpret communication from other's points of view

### **Common Team Problems**

Overbearing or dominating participants

Unquestioned acceptance of opinions as facts

Rush to accomplishment

Wanderlust: digression and tangent

Feuding members

Disconnected members

### **Team Morale Depends on...**

Support

Resources

Communication

Personalities

### **Team Building Features**

Trust

Participation

Shared value

Listening to understand

Shared reasoning/ advocacy

Conflict solution

Stakeholder input to

decision making

Cooperative partnership

Mutual respect

Cooperation

### **Team Building Ground Rules...**

Immediately bring relevant information to team

Involve all team members in discussion

Clarify decision making process

Agree on how to deal with conflict openly and responsively

Encourage innovation and risk taking ideas

Decide how to deal with ground rule violation

### **Team Development Stages**

**Forming** → **Storming** → **Regulating** → **Performing** → **Adjourning**

#### **Forming**

Team learns of opportunities and challenges, agrees on goals and begins to tackle tasks

Team members behave independently. They

may be motivated, although they are usually relatively uninformed of team objectives

Team members are on their best behaviors' but very focused on themselves

Supervisors need to be directive

#### **Storming**

Ideas compete for consideration

Team members open up and confront each other's ideas

Can be contentious and unpleasant

Tolerance among team members is required

Supervisors direct and guide decision making

#### **Regulating**

Members adjust behaviors' to make teamwork natural

Team agrees on rules, values, professional behaviors', shared methods, and working tools

Team members begin to trust each other

Motivation grows

Team may lose creative edge

Supervisors are more participative

Team members take responsibility in decision making

#### **Performing**

Team functions as a unit to get the job done smoothly and effectively without conflict or supervision

Team members become interdependent, motivated and knowledgeable and take decisions without supervision

Supervisors participate with team in decision making

Changes in leadership may revert to earlier stages

#### **Adjourning Stage**

Team Members

Become concerned about impending dissolution

Feel loss or sadness about ending the project and separating from the team

May deny feelings by joking or expressing dissatisfaction  
May have strong positive feelings on the team's accomplishments

### **Interpersonal Issues**

#### **Forming**

Inclusion and trust  
Willingness to include others in decision making  
Extent to which team members feel they can trust the Leader

#### **Storming**

Control, power, and conflict  
Extent to which team members want to follow directions set by others  
Who influences team's direction

#### **Norming**

Affection  
Willingness to express friendly feelings  
Shift of control focus from Leader to Team  
Avoidance of "group think"

#### **Performing**

No major issues

#### **Adjourning**

Loss and separation  
Feelings of sadness, loss or anger for impending team dissolution  
Tendency to become less productive

### **Task Accomplishment**

#### **Forming**

Low to moderate  
Focus on defining goals, tasks and strategies

#### **Storming**

Disrupted by negative feelings  
Slowly increases as conflicts are addressed



**Norming**

Increases

Positive feelings facilitate team results

**Performing**

Generally decreases

Sometimes work activity increases (e.g. deadlines, overcome sense of loss)

**Adjourning**

Generally decreases

Sometimes work activity increases (e.g. deadlines, overcome sense of loss)

## Leader Action Strategies/1

**Forming**

- Establish realistic goals
- Set standards for team interaction
- Clarify team tasks and team members' roles and relationships
- Take decisions and provide directions
- Monitor and provide feedback on team performance
- Demonstrate and teach skills

**Storming**

- Redefine goals, expectations, roles, and relationships
- Encourage and support interdependence
- Provide skill development
- Recognize and accept different opinions
- Manage conflicts
- Praise constructive behaviors'

## Leader Action Strategies/2

### Norming

- Involve team in decision making and problem solving
- Support team in setting goals and standards
- Encourage and acknowledge team

### Performing

- Serve as source for the team
- Monitor goals and performance in terms of review process
- Interface between team and organisation

### Adjourning

- Accept own feelings of loss
- Acknowledge feelings of others
- Enhance directive and supportive behaviours as appropriate

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