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Analyse leadership and related theories in a work context

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Build teams to achieve goals and objectives

LEARNER GUIDE

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Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks



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LEARNING UNIT ONE

1

ASSESSMENT CRITERIA



Analyse leadership and related theories 120300

SPECIFIC OUTCOME 1 - 4

- Explain the concept of leadership
- Differentiate between leadership and management
- Analyse leadership theories
- Apply the different roles and qualities of leadership in a work context



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THE CONCEPT OF LEADERSHIP

As a **process**, leadership is the use of non-coercive influence to direct and coordinate the activities of group members to meet a goal.

As a **property**, leadership is the set of characteristics attributed to those who are perceived to use such influence successfully.

Leadership is the process by which a person exerts influence over other people and inspires, motivates, and directs their activities to help achieve team or organisational goals. Leaders can influence others because they possess power.

DEFINITIONS OF LEADERSHIP

There are many recognised definitions of leadership. We will explore a few of them:

1st Definition:

“Leadership is an influence relationship among leaders and followers who intend real changes that reflect their mutual purposes.”

2nd Definition:

“Leadership is the process of persuasion and example by which an individual or team induces a group to take action that is in accord with the leader’s purpose or the shared purpose.”

John Gardner in his book *On Leadership*

3rd Definition:

“Leadership is the energetic process of getting people fully and willingly committed to a new and sustainable course of action, to meet commonly agreed objectives while having commonly held values.”

4th Definition:

“Leadership is a process by which individuals are influenced so that they will be prepared to participate in the achievement of organisational or group goals. It is the role of the leader to obtain the commitment of individuals to achieving these goals”.

5th Definition:

“Leadership is a special case of interpersonal influence that gets an individual or group to do what the leader wants to be done.”

6th Definition:

“Leadership is a process by which a person influences other to accomplish an objective and directs the organisation in a way that makes it more cohesive and coherent. Leaders carry out this process by applying their leadership attributes, such as beliefs, values, ethics, character, knowledge and skills. Although your position as a manager, supervisor, team leader, etc. gives you the authority to accomplish certain tasks and objectives in the organisation, this power does not make you a leader...it simply makes you the boss. Leadership differs in that it makes the followers want to achieve high goals, rather than simply bossing people around.”

LEADERSHIP SKILLS

- **Leadership** is an influence relationship among leaders and followers who intend real changes that reflect their shared purposes.
- **Management** is the attainment of organisational goals in an effective and efficient manner through planning, organising, leading and controlling organisational resources.

A **good leader** has a vision that creates a futuristic view of where they want to be, they know to turn ideas into success. **Leaders** distinguish between success and failure.

This can be illustrated as:

	Management Focus	Leadership Focus
Direction	<ul style="list-style-type: none">• Planning and budgeting• Keeping an eye on the bottom line	<ul style="list-style-type: none">• Creating a vision and strategy• Keeping an eye on the horizon
Alignment	<ul style="list-style-type: none">• Organising and staffing• Directing and controlling• Create boundaries	<ul style="list-style-type: none">• Creating shared culture and values• Helping others grow• Reduce boundaries
Relationships	<ul style="list-style-type: none">• Focusing on objects (producing selling goods and services)	<ul style="list-style-type: none">• Focusing on people (inspiring and motivating followers)

	Management Focus	Leadership Focus
	<ul style="list-style-type: none"> Based on position power Acting as boss 	<ul style="list-style-type: none"> Based on personal power Acting as coach, facilitator, servant
Personal Qualities	<ul style="list-style-type: none"> Emotional distance Expert mind Talking Conformity Insight into organisation 	<ul style="list-style-type: none"> Emotional connections (Empathy) Openminded (Emotional Intelligence) Listening (Communication) Nonconformity (Resilience) Insight into self (Integrity)
Outcomes	<ul style="list-style-type: none"> Maintains stability 	<ul style="list-style-type: none"> Creates change, often radical change

“A leader is someone who knows the way, goes the way and shows the way”

If we focus on **Personal Qualities** mentioned in the table, each can be described as follows:

QUALITIES OF A LEADER

Empathy

Understanding the problems of the individuals in a team is the first step in becoming an effective leader. Developing **empathy** requires a **leadership** style that allows for empathetic occurrences and **creates closer connections** with followers. This may mean that when a team member is underperforming to assist and provide support, not only to the situation, but it may **require moving critical tasks** from the **member** until such time that the member has recovered from whatever situation they have been dealing with.

Emotional Intelligence

Emotional intelligence goes hand in hand with empathy and is the art of being able to manage one's emotions. Good leaders have higher influence, which is done by connecting people emotionally. Leaders should be emotionally intelligent because:

- ✓ It manages emotions effectively
- ✓ Create better social awareness
- ✓ Provides seamless communications
- ✓ Helps with conflict resolution

Handling your emotions as Leader prevents negative emotions from influencing decision-making. This will lead to a less likely result of decision making and manage conflict better.

Communication

A **good leader** is a good communicator. You need to be able to communicate clearly and effectively what you want and need. Until you get everyone seeing the same vision as you have it will be difficult to get the results you want. This will be required that your vision be documented with a clearly graphical representation of where you want to be. In addition, words have the power to encourage, build and motivate people resulting in them doing the unthinkable.

Good Leadership also displays **good listening skills**, when we listen to others to understand rather than reply, good decisions can be made. When we listen with **intent**, communication is enhanced and more effective.

Resilience

A **good leader** can get through tough times, with determination and recover quickly from the difficulty. **Good Leaders** will always rally with their followers – in others dig through tough times with them. Where most people would focus on the complaining about problems, good leaders focus on solutions and not the problems.

Integrity and Honesty

These are two very important qualities that a leader needs to have to drive a team to achieve the results they want. How can you expect this from your team if you can't give it?

This doesn't always mean that you would always tell your team members how good they are, this means that you need to provide them with positivity and constructive guidance.

These are only some of the qualities of a leader others include Accountability, Confidence, Transparency, Humility, Delegation and empowerment, Commitment, etc.

ROLES OF A LEADER

Good Leader are not always experts in the subject or topics or tasks that need to be performed, they need to be geared to get followers to fill the action activities to provide the results. **Good Leaders** provide guidance through establishing the vision, motivating themselves and others, create synergies, facilitate development, innovate and

be creative. Although these are only some of the roles, Bud to Boss¹ provides the following roles as important to success of a team:

- **Coach.** As a leader you have a responsibility and need to develop others to succeed in their roles and prepare for future roles.
- **Facilitator.** You need to make things easier for others. While we might think of this most often in a meeting or group situation, there are many times when you will serve as facilitator to help processes flow better and boost productivity.
- **Strategist.** This role isn't just for the highest-level leaders in an organization. All leaders must think strategically, keep the big picture in mind, and plot what directions and approaches the team should use to reach the desired results.
- **Visionary.** Related to strategy, leaders must have a picture of where they are heading and why that destination matters to the organization, their team and themselves.
- **Change agent.** With strategy and vision comes the ever-present need for change. As a leader, you must guide and champion the changes that you envision and the ones that have been entrusted to you from up the ladder.
- **Decision-maker.** You want others to engage and offer their feedback. However, as a leader, you will need to be decisive and make the hard choices. You can't be afraid to make a decision, even when you are working with less-than-perfect information or you must make one that will be unpopular.
- **Influencer.** Call it mediation or negotiation or even arbitration, but this role is really about influence. As a leader, you must constantly be influencing others in a positive way.
- **Team player.** You can't always take the lead. You need to be a teammate, too, and that means understanding when to step out of your leadership role and let others take the lead.
- **Delegator.** You can't do it all. The best leaders delegate both willingly and strategically to ensure everything is done and to train their employees to take on bigger roles in the organization.

¹ www.budtoboss.com

- **Listener.** Leaders often think they need to be doing all the talking, but that is a mistake. In fact, the best leaders talk less, and ask, listen, and observe more. Make sure you really listen to the people you lead.

LEADERSHIP VS MANAGEMENT

You Manage Things, But Lead People

Leadership is Getting people to Follow you

The Difference between Leadership and Management by James N. Farr

A leader can be a manager, but a manager is not necessarily a leader. The leader of the work team may emerge informally as the choice of the group. If a manager can influence people to achieve the goals of the organisation, without using his or her formal authority to do so, then the manager is demonstrating leadership.

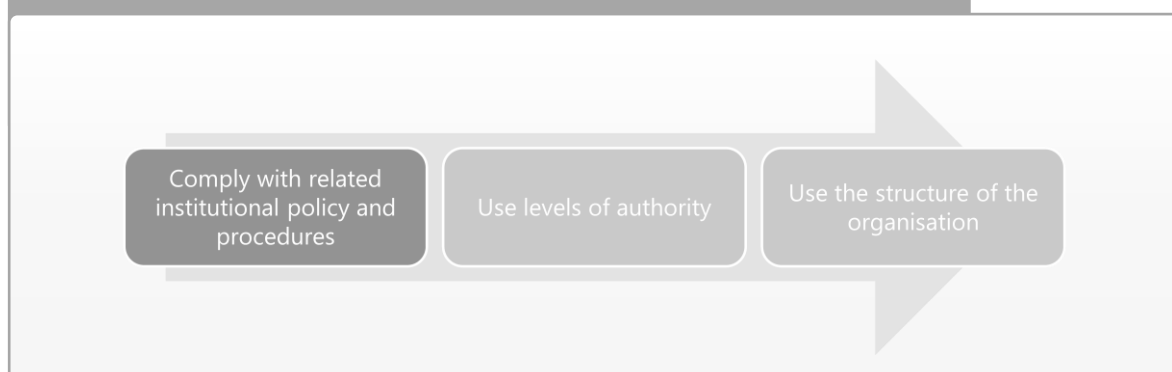
Management is the process of setting and achieving the goals of the organisation through the functions of management: planning, organising, directing (or leading), and controlling. A manager is hired by the organisation and is given formal authority to direct the actions of others in fulfilling organisation goals.

Thus, leading is a major part of a manager's job. Yet a manager must also plan, organise, and control. Leadership deals with the interpersonal aspects of a manager's job, whereas planning, organising, and controlling deal with the administrative aspects. Leadership deals with change, inspiration, motivation, and influence. Management deals more with carrying out the organisation's goals and maintaining equilibrium.

ACCOUNTABILITY AND RESPONSIBILITY

Responsibility is the **obligation** to do **assigned** tasks. The individual employee is responsible for being proficient at his or her job. The **manager** is responsible for what **employees** do or fail to do, as well as for the resources under their control. Thus, responsibility is an integral part of a manager's authority, this includes ensuring compliance with institutional policies, procedures, and legislation

CONCEPT OF ACCOUNTABILITY AND RESPONSIBILITY



The accountability and responsibilities of leaders and managers differ in the way that they:

Responsibilities fall into two categories: **individual** and **organisational**.

Employees have **individual responsibilities** to be **proficient** in their job. They are responsible for their actions. Nobody gives or delegates individual responsibilities. Employees assume them when they accept a position in the organisation.

Organisational responsibilities refer to **collective organisational accountability** and include how well departments perform their work. For example, the supervisor is responsible for all the tasks assigned to his or her department, as directed by the manager.

When someone is responsible for something, he or she is liable, or accountable to a superior, for the outcome. Thus, accountability flows upward in the organisation. All are held accountable for their personal, individual conduct.

Accountability is answering for the result of one's actions or omissions. It is the reckoning, wherein one answers for his or her actions and accepts the consequences, good or bad. Accountability establishes reasons, motives, and importance for actions in the eyes of managers and employees alike. **Accountability** is the final act in the **establishment** of one's **credibility**. It is important to remember that accountability results in rewards for good performance, as well as discipline for poor performance.

Because of the pure nature of both management and leadership, both have a **responsibility** to the **organisation** to ensure that during the **completion** of tasks and activities that **policies** and **procedures** with the **relevant legislation** are always adhered.

This means that they will also need to be held accountable for the implementation of the tasks and activities, performed by the team. If we look at an example of the difference between a Manager and Leader taking responsibility and being accountable:

A **Manager** would **manage** and **ensure** the **processes** are **documented** and **established**, where a **leader** will **establish direction** in the team allowing the team to develop a **vision** for the **future** as they see it and implement the vision, using processes in the workplace.

In short, a Manager would tell a team what to do, a Leader would provide a pathway then monitor, encourage, align, motivate, and inspire team members to achieve the goal, through established policies, procedures, and processes in the workplace.

The following table provides insight into the roles or activities of the manager and the leader, it also highlights how a Manager and Leader would take responsibility and be accountable:

Activity	Management	Leadership
Creating an Agenda	Planning and budgeting. Establishing detailed steps and timetables for achieving needed results; allocating the resources necessary to make those needed results happen.	Establishing direction. Developing a vision of the future, often the distant future and strategies for producing the changes needed to achieve that vision.
Developing a Human Network for achieving the Agenda	Organising and staffing. Establishing some structure for accomplishing plan requirements, staffing that structure with individuals, delegating responsibility and authority for carrying out the plan, providing policies and procedures to help guide people and creating methods or systems to monitor implementation.	Aligning people. Communicating the direction by words and deeds to all whose cooperation may be needed to influence the creation of teams and coalitions that understand the vision and strategies and accept their validity.
Executing Plans	Control and Problem-solving. Monitoring results vs plan in some detail, identifying deviations and then planning and organising to solve these problems.	Motivating and inspiring. Energising people to overcome major political, bureaucratic and resource barriers to change by satisfying extremely basic, but often unfulfilled, human needs.
Outcomes	Produces a degree of predictability and order and has the potential to consistently produce major results expected by various stakeholders (e.g., for customers, always being on time; for stockholders, being on budget)	Produces change, often to a dramatic degree and has the potential to produce extremely useful change (e.g., new products that customers want, new approaches to labour relations that help make an organisation more competitive)

Advantages and Disadvantages

Manager

The advantages of the concept for a Manager are very straight forward because every step of the way is virtually stipulate to the team members, it leaves little room for initiative and growth thereby minimizing. Responsibility would be taken by the member to complete the task as instructed, so the Manager knows that the task will be done and

should be done as instructed. If it is not done and or done as instructed the accountability and responsibility lies with the member – thus delegating both accountability and responsibility to the member.

The problem however with Managing rather than leading is that the Manager is constantly busy planning, monitoring, and plotting out results, having little time to focus on human elements of the team members. Teams may become drained, overwhelmed and even de-motivated when not appreciated. When focus is on the task rather than on the performance of the member completing the task, it could lead to members not taking responsibility, slacking in action and not assuming accountability.

Leader

The Leader however provides guidance and just paves the way, rather than dictating methods to the member, expresses that methods must be implemented. This allows the Leader to focus on the overall performance of the team, rather than dictating each task that needs to be performed to achieve an objective – delegating responsibility to the member and the leader then being accountable.

A disadvantage to Leadership for accountability and responsibility, could result in a Leader becoming overwhelmed with human elements and all the responsibility of being accountable. Constantly motivating, encouraging, and communicating to improve performance is a draining exercise and can lead to burn out. Overall accountability is also delegated to the Leader, which can be stressful, when dealing with underperforming team members.

ANALYSE LEADERSHIP THEORIES

INTRODUCTION

The Modern Leader is evolved from many years of theories that were developed and applied by various leaders around the world. Many powerful influences have provided their insight into how these theories came about and why they worked at the time.

Leadership theories and models help us to understand what makes leaders act the way they do. The idea is not to lock yourself into a type of behaviour discussed in the model but to realise that every situation calls for a different approach or behaviour to be taken.

One thing that is noticeably clear is that the old ways of management no longer work and will never work again. The magnitude and pressure of environmental, competitive, and global market change we are experiencing is unprecedented. It is a very interesting

and exciting world, but it's also volatile and chaotic. You cannot address these new challenges with more of the same management solutions – successful change requires leadership.

The following leadership Theories have been developed:

Great Man Theory

The Great Man Theory

Thomas Alva Edison was an inventor and businessman who developed many devices which greatly influenced life in the 20th century. Dubbed "The Wizard of Menlo Park" by a newspaper reporter, he was one of the first inventors to apply the principles of mass production to the process of invention and can, therefore, be credited with the creation of the first industrial research laboratory. Some of the inventions credited to him are the telephone and the lightbulb.

Early research on leadership was based on the study of people who were already great leaders. These people were often from the aristocracy, a few from lower classes had the opportunity to lead. This contributed to the notion that leadership had something to do with breeding.

Personal characteristics of leaders (the "Great Men") were emphasised, and the implicit idea was that leaders are born rather than made. All leaders were supposed to have certain stable characteristics that made them into leaders. The focus was on identifying and measuring traits that distinguished leaders from non-leaders or effective from ineffective leaders. There was the hope that a profile of an 'ideal' leader could be derived that could serve as the basis for selection of future leaders. This approach led to the Trait Theory of leadership.

Trait Theory

The first organised efforts by researchers to understand leadership involved trying to isolate certain traits that leaders were supposed to have in common, e.g., intelligence, assertiveness, above-average height, good vocabulary, attractiveness, self-assurance, an extrovert personality, etc.

However, for every set of traits they identified, they found thousands of exceptions: Napoleon was short of stature, Abraham Lincoln was an introvert, and Margaret Thatcher was not generally regarded as extremely attractive!

What did emerge, however, was that effective leadership is not the result of a specific set of characteristics, but rather how well a leader's traits correspond with the qualities required for a specific position.

There have been many different studies of leadership traits, and they agree only in the general qualities needed to be a leader.

Disillusionment followed the lack of empirical evidence for the existence of a 'leadership trait profile'. This, in turn, led to a new emphasis on studying leadership style, meaning what leaders do.

In this approach, the effectiveness of leaders is dependent on the exerted leadership style. Whereas the trait approach focused on stable personal characteristics, which were usually thought to be largely innate, the style approach implied that leadership is a behavioural pattern, which can be learned.

BEHAVIOURAL THEORIES

The behavioural theorists identified determinants of leadership so that people could be trained to be leaders. They developed training programs to change managers' leadership behaviours and assumed that the best styles of leadership could be learned.

Behavioural theories focus on the behaviour and relationships of people interacting with a world of people. These theories imply that leaders can be trained.

The scientific management movement

Frederick Winslow Taylor's scientific **management movement** in the early 1900s sought to improve production by increasing worker productivity through **time and motion studies**.

In their book, ***Management of Organizational Behavior: Utilizing Human Resources***, Hersey and Blanchard observe that:

"The function of the leader under scientific management or classical theory was obviously to set up and enforce performance criteria to meet organisational goals. The focus of a leader was on the needs of the organisation and not on the needs of the individual."

Taylor was an engineer who focused on the production side of management. He observed workers on the job, analysing their tasks, how they performed these tasks and the tools they used. He concluded that workers were inefficient and not very productive.

His solution was to redesign tools for maximum efficiency. For example, at

Bethlehem Steel, he redesigned the shovel used for shovelling raw materials into an open furnace. As a result, the number of shovelers was reduced to less than half, productivity increased, costs decreased, and worker wages increased.

The human relations movement

Elton Mayo shifted the emphasis to the **human relations movement** in the 1920s. This movement sought to examine **employee needs and motivation** to increase output. Mayo's best-known work was the Hawthorne Study conducted at the Western Electric Company.

In this study, lighting was varied to observe its effect on productivity. Surprisingly, worker productivity was less sensitive to changing lighting conditions than it was to the **perception on behalf of employees that management was interested in studying their behaviour.**

"The function of the leader under human relations theory was to facilitate **cooperative goal attainment** among followers while providing **opportunities for their personal growth and development.**

The focus, contrary to scientific management theory, was on individual needs and not on the needs of the organisation.

In essence, then, the scientific management movement emphasized a concern for the **task (output)**, while the human relations movement stressed a concern for **relationships (people)**. The recognition of these two concerns has characterized the writings on leadership ever since the conflict between the scientific management and the human relations schools of thought became apparent.

PARTICIPATIVE LEADERSHIP THEORY

Participative leadership includes the Leadership style theories that focus on a combination of factors, such as the people, the task, the situation, the organisation and a number of environmental factors.

- Involvement in decision-making improves the understanding of the issues involved by those who must carry out the decisions.
- People are more committed to actions where they have involved in the relevant decision-making.

- People are less competitive and more collaborative when they are working on joint goals.
- When people make decisions together, the social commitment to one another is greater and thus increases their commitment to the decision.
- Several people deciding together make better decisions than one person alone.

A Participative Leader style assumes, rather than taking autocratic decisions, seeks to involve other people in the process, possibly including subordinates, peers, superiors, and other stakeholders. Often, however, as it is within the managers' whim to give or deny control to his or her subordinates, most participative activity is within the immediate team. The question of how much influence others are given thus may vary on the manager's preferences, and beliefs and a whole spectrum of participation are possible, as in the table below.

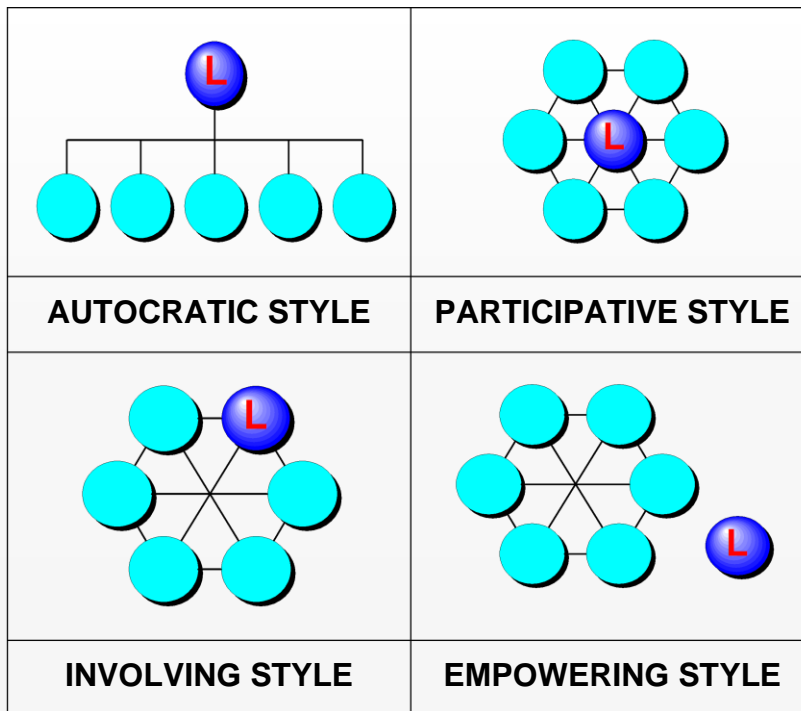
<i>Participative Leadership</i>				
< Not participative			Highly participative >	
Autocratic decision by leader	Leader proposes decision, listens to feedback, then decides	Team proposes decision; leader has final decision	Joint decision with team as equals	Full delegation of decision to team

There are many varieties on this spectrum, including stages where the leader sells the idea to the team. Another variant is for the leader to describe the 'what' of objectives or goals and let the team or individuals decide the 'how' of the process by which the 'how' will be achieved (this is often called 'Management by Objectives').

The level of participation may also depend on the type of decision being made. Decisions on how to implement goals may be highly participative, whilst decisions during subordinate performance evaluations are more likely to be taken by the manager.

Leadership styles can be illustrated as:

Leadership Styles



There are many potential benefits of participative leadership, as indicated in the assumptions, above. However, Participative Leadership can be a disaster when managers ask for opinions and then ignore them. This is likely to lead to cynicism and feelings of betrayal.

This management approach is also known as consultation, empowerment, joint decision-making, democratic leadership, Management by Objective (MBO) and power-sharing.

SITUATIONAL LEADERSHIP THEORY

Situational Leadership assumes the best action of the leader depends on a range of situational factors.

The Style recognises when a decision is needed, an effective leader does not just fall into a single preferred style, such as using transactional or transformational methods – which will be discussed later in the Guide. In practice, as they say, things are not that simple.

Factors that affect situational decisions include motivation and capability of followers. This, in turn, is affected by factors within the situation. The relationship between followers and the leader may be another factor that affects leader behaviour as much as it does follower behaviour.

Situational Leadership



A classic example of leadership varying by the situation is Winston Churchill, who succeeded in wartime and then failed in peacetime by losing a General election. He was unable to reflect people's post-war needs.



By contrast, Charles De Gaulle was a strong wartime Leader, who then managed to reflect the needs of the populace in peacetime whilst still holding his own views (and values) on the future of France – so succeeding in both situations.

The leaders' perception of the follower and the situation will affect what they do rather than the truth of the situation. The leader's perception of themselves and other factors such as stress and mood will also modify the leaders' behaviour.

Leaders here work on such factors as external relationships, acquisition of resources, managing demands on the group and managing the structures and culture of the group.

LEARNING UNIT TWO

2

ASSESSMENT CRITERIA



Build teams to achieve goals and objectives 252037

SPECIFIC OUTCOME 1 - 5

- Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities
- Apply the theory of teams to team dynamics
- Explain the process of building teams
- Analyse the role of team leader in promoting team effectiveness
- Evaluate the effectiveness of a team and propose ways to improve team effectiveness

2

Build teams to achieve goals and objectives 252037

BUILDING TEAMS

The six most important words: "I admit I made a mistake."

The five most important words: "You did a good job."

The four most important words: "What is your opinion?"

The three most important words: "If you please."

The two most important words: "Thank you,"

The one most important word: "We."

The least important word: "I."

- Author unknown

We all know the saying that there is no "I" in "team" and we probably all agree that there is no better description of how to get along in a team than the anonymous author's seven wise sayings quoted above.

Team members thrive on praise and recognition and how a team leader needs to consult members to obtain their buy-in and maintain productivity.

One of the most difficult of understanding of building of teams is the Human Individual as a Team Member. Teams are built with a variety of personalities, skills and attitudes all at different levels of understanding, maturity and generations.

THEORY OF TEAMS

Firstly, we need to agree that teams and groups are not the same things:

A **group** is a collection of people who do not share a common goal and do not work together to achieve it. For example, a few strangers travelling in a lift is a group and not a team.

A **team** can be defined as "a number of people, usually in the same place at the same time, with the same general goals, who have the collective and coordinated skills necessary to carry out their purpose or goal successfully".

Imagine

Imagine a soccer or rugby team that refuses to work as a team. Instead, each player concentrates on getting all the glory and spends more time stabbing other players in the back than doing what the team needs. What would happen? The answer's obvious: the team would lose.

Imagine, too, a baseball team that assigned players to a different position every day. Consider working in a company where one day you are an accountant, the next day a security guard, another day, you are a salesperson. Chances are, with both the baseball team and company, success would not come easy, if at all.

Like players on a strong baseball team or employees in a well-run company, team members fill specific, defined roles. People fill these roles in many ways. Some might volunteer for positions; some might be elected by the group, or even appointed by a manager.

Most theories that exist around the building of teams recognises that teams develop through different stages – that we will discuss later. Other theories relate to the context and environment of teams and teamwork, which recognises that teams don't exist in isolation.

Teams perform and exist in realm that requires a number of characteristics be present for teams or team work to exist namely:

- Everyone participates actively and positively in meetings and projects.
- Team goals are understood by everyone.
- Individual members have thought hard about creative solutions to the problem.
- Members are carefully listened to and receive thoughtful feedback.
- Everyone takes initiative to get things done.
- Each teammate trusts the judgement of the others.
- The team is willing to take risks.
- Everyone is supportive of the project and of others.
- There is plenty of communication between team members.
- Team decisions are made using organized, logical methods.
- Full team acceptance is expected as decisions are made.
- Dissenting opinions are recorded and may be revisited if future situations dictate.

- Team goals are given realistic time frames.
- Everyone is focused on the goal of the project, while also digging into the underlying details.²

Characteristics of a Team vs Group

From the characteristics as set out above and what we know about a group it would be fair to say a team compared to a group has socially constructed phenomenon and linking mechanisms that integrates individuals to form a team of people. Where a group on the other hand doesn't have a common goal or specific roles that are dependent on each other.

Guzzo and Dickson³ define a work team as:

"...made up of individuals who see themselves and who are seen by others as a social entity, who are **interdependent because of the tasks they perform as members of a group**, who are embedded in one or more larger social systems (e.g., community, organisation), and who **perform tasks that affect others** (such as customers or co-workers)".

Merely calling a group of people a team doesn't make it a team or deliver on performance.

In a group most discussions and topics are formed around the individuals in the group and can take any shape, form, or discussion points dependent on the group members. When compared to a team there are far more compelling things that happen, everyone is on the same page, have the same goal, they are supportive, trust each other's judgement, etc.

Although some of these characteristics may occur in a group as well, there is no need for responsibility from the group member to agree or disagree and if not on the same page simply walk away or start another discussion with someone else in the group.

Types of Teams

When working in a team, it is important in understanding the dynamics of the team what type of team exists. What is the reason for the team and why does it exist? This will favourably assist in ensuring that the team forms to create and have the characteristics

² The Team Building Directory – Advice and information about all things team building

required. If we don't know what the overall purpose of the team is it may be difficult to identify our purpose to the team.

There are six major types of teams:

Informal Teams	Informal teams are generally formed for social purposes. They can help to facilitate employee pursuits of common concerns, such as improving work conditions. More frequently, however, these teams form out of a set of common concerns and interests, which may or may not be the same as those of the organisation. Leaders of these teams generally emerge from the membership and are not appointed by anyone in the organisation.
Traditional Teams	Traditional teams are the organisational groups commonly thought of as departments or functional areas. Leaders or managers of these teams are appointed by the organisation and have legitimate power in the team. The team is expected to produce a product, deliver a service, or perform a function that the organisation has assigned.
Problem Solving Teams	Problem-solving teams or task forces are formed when a problem arises that cannot be solved within the standard organisational structure. These teams are generally cross-functional; that is, the members come from different areas of the organisation and are charged with finding a solution to the problem.
Leadership Teams	Leadership teams are generally composed of management brought together to span the boundaries between different functions in the organisation. For a product to be delivered to market, the heads of finance, production, and marketing must interact and come up with a common strategy for the product. At top management levels, teams are used in developing goals and a strategic direction for the firm.
Self-Directed Teams	Self-directed teams are given autonomy over deciding how a job will be done. These teams are provided with a goal by the organisation, and then determine how to achieve that goal. Frequently there is no assigned manager or leader and very few, if any, status differences among the team members. These teams are commonly allowed to choose new team members, decide on work assignments, and may be given responsibility for evaluating team members. They must meet quality standards and interact with both buyers and suppliers, but otherwise, have great freedom in determining what the team does. Teams form around a particular project and a leader emerges for that project. The team is responsible for carrying out the project, for recruiting team members, and for evaluating them.

Virtual Teams

Technology is impacting how teams meet and function. Collaborative software and conferencing systems have improved the ability for employees to meet, conduct business, share documents, and make decisions without ever being in the same location. While the basic dynamics of other types of teams may still be relevant, the dynamics and management of virtual teams can be vastly different. Issues can arise with a lack of facial or auditory clues; participants must be taken at their word, even when video-conferencing tools are used. Accountability is impacted by taking a team virtually. Each member is accountable for their tasks and to the team as a whole usually with minimal supervision. Key factors in the success of a virtual team are the effective formation of the team, trust and collaboration between members, and excellent communication.

Importance of achieving set objectives

A business is a comprehensive vision of the founder, owner, etc. This business would have a vision and a mission of the founders that needs to be for filled. This is then broken down into smaller objectives – namely departments where similar functions are grouped together to achieve the smaller part of the goal. In each department certain tasks and activities need to be performed to achieve the smaller goals, people are given these tasks and activities to do.

Therefore, we can safely say that if a team doesn't perform it could lead to the overall objective of the organisation not being met or it may not be met effectively and cost the organisation money and time.

When members in a team contribute the characteristics as set out above, the individual goals are met in accordance with the required performance, this then contributing to the overall success of the organisation.

TEAM DYNAMICS

For a team to develop the characteristics of a good team, needs to establish the force that stimulates change or progress within a system or process – hence a dynamic.

This dynamic was written in the mid-sixties by Bruce Tuckman which suggested that it is possible to identify four distinct stages in the development of a team.

Stages in Building a Team



Stage 1: Forming

In the Forming stage, team members are getting to know one another and getting comfortable with one another. Members will naturally try to understand their own roles, the roles of the other team members and their purpose in the group. This is entirely natural and to be expected. People are unsure, suspicious, and nervous.

- **Characteristics of Forming**

Look for the following behaviours in the Forming stage:

- Members trying to define the task
- Idealistic, conceptual discussions as people try to express who they are
- Discussions about what information needs to be gathered

Help team members get to know one another. Make sure the purpose and task are clearly defined and share management expectations of the group. Give the team time to get comfortable with one another but move the team along as well.

Stage 2: Storming

Once the team has worked together for a while, they will leave the Forming stage and enter Storming.

This is where members become more familiar with each other and politeness begins to wear off, and disagreement occurs over the basic mission and operating procedures. Control often becomes the primary issue. Who is going to decide what? Disagreements can be either obvious or subtle.

The ideas, attitudes, and behaviour which team members have brought with them are challenged and sometimes dismissed. Competition between team members is typical at this time, but if the members come through this stage, then a strong team will ensue.

Storming is the most difficult stage for a team to weather, but it is necessary for healthy team development. When team members begin to trust one another enough to air differences, this signals readiness to work things out.

- **Characteristics of Storming**

Look for the following behaviours in the storming stage:

- Members begin to show their true styles.
- A growing impatience will surface over lack of progress.
- Members will get into one another's territory, causing irritation.
- General disagreement over process, task, and overall purpose of the team.

During this stage is important not to ignore the goings on. Acknowledge it with the team as a natural developmental step. The leader should bring the conflicts out into the open and address them. This is a good time to review ground rules, revisit the purpose and related administrative matters of the team.

Stage 3: Norming

The norming stage is when teams recognise their differences and deal with them, they move to Norming, the stage when they ask, "How are we going to accomplish our work?"

Beyond the politeness and nervousness of Forming and past the issues and concerns of Storming, teams will want to review how they are functioning. As team members learn to work out their differences and emotional conflicts are reduced, they will have more time and energy to focus on their purpose.

The team is settling down and establishing the norms under which it will operate. Experiments with ideas establish the norms. It is at this stage that the team establishes patterns of behaviour, levels of trust and decision methods.

- **Characteristics of Norming**

Look for the following behaviours in the norming stage:

- Ground rules and formal procedures that may have been overlooked in the beginning are now taken more seriously.
- The team will want to discuss items more; less time will be spent on idea generation and more on decision-making.

- Members will want to limit agenda items to focus on specific topics.
- Subgroups may be formed to move along faster.
- Conflicts are addressed and resolved.

At this stage, the team has the **process** down well. **The task** will take on new significance as the team will want to accomplish its purpose. Leaders should keep this in mind and remind the team of the task.

Stage 4: Performing

Finally, the team is complete, working together and capable of performing to its full capability. Conflicts, roles, and problems of adjustment have been resolved, the team has entered the 'performing' stage.

Performing teams are just that, a highly effective, problem-solving unit that can reach solutions quickly and can even head off issues before they become problems.

• **Characteristics of Performing**

A team in the performing stage will:

- Be productive. Tasks will be accomplished, and the team will look for more to do.
- Be pro-active, and not necessarily wait for direction from management.
- Demonstrate loyalty to the group, and respect individual dissension and disagreement.

Teams at the performing level are generally self-regulating. Processes, decision-making and other matters of team management will be handled independently by the team.

Remember: Teams do not develop as neatly and sequentially as these stages imply. Teams can cycle from one stage to another relatively easily or get stuck in one stage.

Some people may even have the unpleasant experience of being on a team that disbanded because the team never progressed past the Storming stage.

As the leader, you must be aware of what stage of development your team is in, to effectively lead and motivate them to become the high-performing team described by Tuckman or to intervene when you see that they are becoming self-satisfied and stagnating, as described by the later writers.

REASONS FOR DISAGREEMENTS AND CONFLICT IN A TEAM

According to Pat Lencioni of the Table Group, all teams are potentially dysfunctional:

Pat Lencioni

"This is inevitable because they are made up of fallible, imperfect human beings. From the basketball court to the executive suite, politics and confusion are more the rules than the exception, which is a shame because the power of teamwork is substantial."

Besides the more common type of reasons for disagreements like personality clashes, values, beliefs and emotional maturity - Ray Laferla identifies five dysfunctions that can disrupt functioning and destroy fully performing team. They work as a hierarchy and, therefore, the presence of anyone can cause the downfall of teamwork:

Hierarchy of disruptive reasons of conflict



Lack of Trust

At the base of the hierarchy is **trust**. When team members are mistrustful of one another, and/ or the team leader, they focus on backstabbing, internal politics and serving their own interests.

Essentially, trust within a team is the confidence among team members that their peers' intentions are good. Without a certain comfort level among team members, a foundation of trust is next to impossible. An absence of trust occurs when team members are reluctant to be vulnerable with one another and are unwilling to admit their mistakes, weaknesses or need for help.

Achieving vulnerability-based trust can be difficult because in the course of career advancement and educational pursuits, many successful individuals sometimes become competitive with their peers and protective of their reputations. Often it is a challenge for executives to turn off those competitive instincts that run counter to building a

cohesive team. Creating trust is a process that takes time. In working to overcome a lack of trust, team members should get to know each other's working styles and personalities.

Conflict Avoidance

If team members do not trust one another, they will **avoid conflict** and choose simply to agree to any suggestion, particularly if it comes from management.

Teams that are lacking in trust are incapable of engaging in constructive debate about key issues, causing situations where team conflict can easily turn into veiled discussions and back-biting comments.

In a work setting, if team members do not openly air their opinions, inferior decisions can be the result.

Unfortunately, conflict is considered taboo in many situations, especially at work. And the higher up you go along the management chain, the more you witness individuals spending inordinate amounts of time and energy trying to avoid the kind of passionate debates that are essential to any successful team. The first step to conquering this dysfunction is to acknowledge that conflict can be productive.

Hierarchy of disruptive reasons of conflict

Case study: Unresolved Disagreement

Florence and Shirley were team members in the bakery department. Both had the responsibility to clean the display unit, but Florence felt that she was doing it much more often than Shirley. She mentioned this to Shirley, but Shirley felt that they were cleaning the unit on an equal basis. There was a *difference in perception* that was unresolved.



To keep peace in the team, Florence did not press the issue. As time went on, however, she began to resent the fact that Shirley still didn't do her share. Finally, one day, while cleaning out the display, she stopped what she was doing and stormed into the other room to confront Shirley. This time she was terribly angry and emotional, which then caused Shirley to react the same way. Each took a position and locked into it. The argument continued until the team leader stopped it and moved them to another room. After talking through the situation, it was finally resolved.

The seeds of this conflict were planted when the issue was originally discussed but left unresolved at least to Florence. Florence stuffed the emotions into her belly and did not really deal with them. Eventually, her feelings grew in intensity and finally "blew" all at once.

From: <http://www.teambuildinginc.com/tps/031b2e.htm>

Lack of Commitment

Just as team members need to trust one another to work well together, they also need to be **committed to the team**.

Without conflict, it is difficult for team members to commit to decisions, creating an environment where ambiguity prevails. Lack of direction and commitment can make employees unhappy and unsettled.

A lack of commitment is often caused by the desire for consensus and the need for clarity. It is important for teams to be able to find ways to achieve buy-in, even when the complete agreement is not possible.

Great teams make sure all opinions are heard and then reach a decision based on the best solution.

Uncertainty can impact commitment when teams are constantly searching for more information to make the “right” decision and can ultimately paralyse a team.

Avoiding Accountability

The fourth dysfunction- **avoiding accountability**- builds on the previous three: Team members who are mistrustful, who avoid conflict and lack commitment will avoid being accountable for their actions because they are unsure of what is required of them. Such team members shift the blame when things go wrong and are often allowed to get away with the substandard performance.

When teams do not commit to a clear plan of action, even the most focused and driven individuals hesitate to call their peers to account for actions and behaviours that may seem counterproductive to the overall good of the team.

Team members who are close may hesitate to hold one another accountable for fear it could jeopardise their relationships. Ironically, this only causes the relationships to deteriorate as team members begin to resent one another for not living up to expectations.

Members of great teams improve their relationships by holding one another accountable, thus demonstrating that they respect one another and have high expectations for one another's performance.

Peer pressure helps to maintain high standards as do published goals and regular progress reviews.

Inattention to Results

If team members do not know what is expected of them and subsequently avoid responsibility, they will **not pay any attention to results**. "A team that is not focused, is bound to stagnate, will not be competitive, loses quality staff and is easily distracted," says Laferla.

Team members tend to put their own needs (ego, career development, recognition, etc.) ahead of the collective goals of the team when individuals are not held accountable. If a team has lost sight of the need for achievement, the team, department, and business ultimately suffer.

The only way to conquer this dysfunction is to make desired results clear and reward those behaviours and actions that contribute to those results.

Hierarchy of disruptive reasons of conflict

Case study: personality clashes

Fred is intuitive and relishes group brainstorming sessions. He just loves proposing new ideas. Sue, on the other hand, is good with detail and analysis, but not as strong in idea-generating. During one of their team meetings, Fred proposed several new ideas to the team. Sue's detail orientation was easily able to pick apart some flaws in Fred's ideas before they even had a chance to be discussed adequately. Actually, without saying it, Sue thought Fred's ideas were ridiculous and that he was irresponsible for proposing them before thinking them through.

Each time his new ideas were attacked by Sue, Fred became more agitated. Finally, after proposing his last idea toward the end of the meeting, Fred turned to Sue and, red-faced and angry, said: "OK, now tell me what's wrong with this idea!" Feeling attacked in front of the team, Sue responded defensively. Back and forth they went until open conflict erupted, and the meeting ended on a sour note.

This is the classic rift between those who are good at initiating ideas, looking into the future, and those who are more prone to doing the analysis, appreciating detail and steps, and more rooted in the here and now. The idea person thinks the other is a "stick in the mud" while the detail person thinks the idea person to be irresponsible and prone to flights of fancy. In fact, *both are needed for team performance*. There is a time for idea generation and a time for doing the final analysis to make the idea come alive.

Team members that understand personality tend to appreciate each other's differences rather than lament them. They know how to use those differences to the team's advantage. For example, if Fred would have sought out Sue prior to the above meeting and bounced his ideas against her ability to find the fatal flaws, the two of them could have presented ideas that would have been better received by the entire team.

From: <http://www.teambuildinginc.com/tps/031b4e.htm>

Hierarchy of disruptive reasons of conflict

Case study: Differences in Values and Beliefs

One day in 1983, a young worker and an older worker were discussing the state of the country's economy over lunch. The subject turned to automobile production, and the young worker stated that he had just bought an automobile manufactured in Japan. He said that the quality of Japanese cars was far higher than that of American cars and proceeded to quote some data to prove it.

The older worker was visibly angered by this and began to defend American cars and the need to "Buy American." He argued that to buy foreign cars was anti-American, and "besides, Americans always made good products." They continued arguing until the older worker could not take the discussion any longer. His hand was shaking as he said: "Look, I lived through World War II, and I would never buy anything made in Japan!"

The young worker, however, did not pick up on the signal and continued citing facts that supported his argument. The discussion led to some hard feelings between the two, and it was some time before they could resume their relationship.

What the young worker failed to recognise was that there were significant events (perhaps the bombing of Pearl Harbour) that had shaped the older worker's values and beliefs. The older worker was not hearing the young worker's argument because he was filtering the entire conversation through his "anti-Japanese" filter. Finally, this deeply held belief erupted in an emotional outburst and the beginning of a conflict.

From: <http://www.teambuildinginc.com/tps/031b5e.htm>

Unique Challenges of specific teams

There are many different and unique challenges presented by different types of teams, however more so with cross-functional and virtual teams because of their nature they pose additional challenges that are not faced by other types of teams.

CHALLENGES FACED BY CROSS-FUNCTIONAL TEAMS

Cross-functional teams are considered as teams that encourages social collaboration and concept creation.

A cross-functional team consists of employees from various functional areas of the organisation – research, engineering, marketing, finance, human resources, and operations, for example – who are all focused on a specific objective and are responsible for working as a team to improve coordination and innovation across divisions and resolve mutual problems.

Almost all organisations are divided into departments, divisions, and branches. That was traditionally a logical way to divide labour. With the growth of the large organisation, it made sense to put the accountants together to crunch numbers, marketing types together to work their sales magic, and all other like-minded people together to carry

out their specific functions. This worked well, and things got done. But then, life changed. Customers began demanding higher quality and quicker response time. Organisations found that they could capture market advantage if they could define an opportunity and get a new product to market quickly, but the old vertical silos worked too slowly.

The challenges however for these types of teams:

- Staff tended to blame the slow response on other departments, and, over time, animosity often developed between departments. It was "those fools" over in Department X that kept holding things up. They rarely identified problems within their own departments. After all, they understood one another –spoke the same language, did similar jobs, and even dressed pretty much the same.
- Myths developed about those strange people over there in that department. New employees learned these folk tales without ever even having met any of those "monsters" up on the tenth floor.
- Then came the age of the flatter organisation, where partnership is now the buzzword of the day and although we sit at the same table, and all speak the language of cooperation, these historical feuds, perceptions, and war stories keep us from engaging honestly with our counterparts in other departments and this is the greatest challenge cross-functional teams face: **lack of communication and mistrust**.
- We **lack systems** to link the boxes on the organisational chart. Working between departments is like entering a world where there are no rules. When we attempt to link up with our colleagues in another department nothing in the organisational structure supports the links.
- When you tamper with ingrained management practices, communication patterns, rewards, and so forth, people are threatened. It disrupts their familiar world. It is difficult to know the rules. Causing **resist** from Management and or even the older generation.

CHALLENGES FACED BY VIRTUAL TEAMS

Virtual teams are defined as teams of people that interact and work over a computer-generated platform, this takes a mindset change in that the dynamic of talking to people on the other side of the computer can be vastly different in the approach. When people are resistant to change and or are not tech savvy, it can be intimidating, and the member may avoid communicating when necessary because of the intimidating feeling.

The discipline which is required to succeed with a virtual team is equal to that of the physical one; for example, both team types need clear decision-making systems, meetings which are planned, and the ability to solve problems and designate roles and responsibilities.

The dividing line between the two is the complexity which is involved in the **implementation of discipline** within the virtual team. The truth of the matter is that at the most basic level, virtual teams are harder to create when compared to traditional teams, and they are also more challenging to maintain.

Another challenge that virtual teams face is **communication which is inconsistent**. Some studies have indicated that as much as 80% of the communication that occurs among humans are things other than the actual words that are used. People often say more with their bodies and facial expressions than they ever say with words. Some of these things include body language, voice tone, and the speed at which a person speaks.

THE PROCESS OF BUILDING TEAMS

As a leader you will be responsible in building a team, whether this is a newly formed team or an older team of people that have been working together for several years.

This essentially means that the teams are already in a stage of dynamic either – storming, norming or performing and maybe even forming – because the forming stage can reoccur if a new member joins the team.

However so, whatever stage the team is in or for how long the team has been together, there is a process to building successful teams.

STEPS IN THE PROCESS OF BUILDING TEAMS

- **Establish clear, achievable goals:** In *Why teams do not work*, Harvey Robbins and Michael Finlay identified that one of the main reasons for the failure of teams is that they don't know where they are going and why they are being put together. A team works best when members clearly understand its purpose and its goal.
- **Set a clear plan:** Having established a team for a specific purpose and made that purpose clear, the next step in the process is to ensure that the team is not left to their own devices. Help the team determine what advice, assistance, training, materials, and other resources it may need. Develop a flowchart setting out the required steps of a project and the required resources, including a training budget.

- **Define roles clearly:** Effective teams empower their members and demand their contributions, so performance expectations are essentials. Focus attention on 'who' is to do 'what'. Shared roles too, need to be clearly stated. An added advantage of ensuring clearly defined roles is that it limits the possibility of the same people getting stuck with the same tedious tasks.
- **Insist on clear communication:** An effective team is interdependent: each member makes significant contributions, and each depends on the other. In the team context, good discussions depend on how well information is passed between and among team members. Insist that members' communications are clear, that they listen actively, explore opportunities rather than debate them and share information.
- **Encourage team behaviours:** TEAM means 'Together Everyone Achieves More', so make sure the climate of your workplace encourages all members to use their skills to make work an even better place to be. Behaviours will include initiating, seeking information, suggesting procedures, clarifying, elaborating, and recognising the contribution of others. Collaboration replaces competition as the team's way of operating, with clear boundaries set so that teams are aware of any limits to their autonomy.
- **Agree on decision-making procedures:** Ultimately, a team will have to decide, and the way it goes about that will be an indicator of its effectiveness. (Group decision-making procedures were covered in the previous module). Be prepared to intervene in any group process by providing the required leadership.
- **Increase awareness of group processes:** If individuals are to become fully functional members of a team, they must be aware of group processes – how the team is put together. You need to demonstrate the important role played by group dynamics, draw attention to non-verbal messages, and be aware of changes in the group's behaviour.
- **Expect participation:** Most people are goal-directed, social beings and teams provide ideal opportunities for more people to be involved in decisions, especially decisions whose outcomes are likely to affect them. So, all members should participate in discussions and decisions, share a commitment to the project's success, and contribute their talents. Understandably, that participation will be balanced according to factors like knowledge and the topic under discussion, investment in the outcome, and the level of commitment the person is prepared to make. People who are not prepared to participate should not be considered for a team project or work team.

- **Establish ground rules:** Have the team set rules or norms for what will, and will not, be tolerated in the group. It is too late to consider ground rules after the team has been operating for some time.

Role of team leader

A Team Leader is someone that oversees functionality of a team by giving guidance, support, and instruction. A Team Leader assists the Leader in assuming some of the day-to-day guidance that a team needs. They are often responsible for setting goals, objectives and give suggestions for the team.

A Team Leader takes on the Role of a Leader and in context refers to the Leader of a Project Team. One that ensures that the team remains:

- Committed
- Motivated
- Responsible

The Role of Team Leader assumes the role of a Leader, most if not all roles assigned to a Leader are relevant to a Team Leader in a Project environment or in an organisational hierarchy where Team Leaders are designated.

Because Team Leaders are often hands-on, they can address any challenges that face the team immediately, providing flexibility, evaluating performance, examining efficiency of individual tasks. They improve effectiveness because they obtain mutual respect solidarity, by developing followership by building trust, respect, and loyalty amongst team members.

Furthermore, they allow for tough conversations and challenging debates or even negotiations of business matters, they allow the team to be fully involved in decision making and goal setting.

All the above of which are characteristics related to a Leader contribute toward the success of a team, build team cohesion, and keeps the team mostly in a performing stage by ironing out any challenges drive by human behaviour before it disrupts the team's dynamic.

IMPACT OF LEADERSHIP STYLES

In Learning Unit 1 we discussed different leadership styles and what is applied to by using the style. These leadership styles can be divided into 2 (two) categories: Transactional and Transformational.

Using each method together with a particular style will result in specific impacts on a team, which is in turn dependent on the members of the team – their personalities, readiness to accept tasks, motivational levels, etc.

Transactional leadership directs rather than lead – also known as Managerial Leadership, it focuses on Supervision, organisation, and group performance. This method uses rewards and punishments to motivate followers. This method only keeps followers motivated short term. It depends on self-motivated people who work well in structured, direct environment.

The impact of this Leadership methods is only as effective as the readiness of the team or member of the team to be directed – told what to do, rather than being allowed to manage themselves.

Transformational Leadership on the other hand aims to inspire and motivate, influencing members rather than directing. It enhances motivation, job performance and moral of a team through various mechanisms. Transformational Leadership raises team members motivational and morality higher. It inspires, to create positive changes, increases the team's moral, lead to innovation, improve conflict resolution and reduced turnover.

The impact of Transformational Leadership on a team will be exceptional provided that members are ready to accept an undirect working environment, where they are not always told what to do, but rather what needs to be achieved. If the team or a individual member of the team needs to be told what to do, this could lead to tasks and or activities not being completed, which will then ultimately result in team cohesion not being met.

We can conclude that the impact of effectiveness of a style on improve team effectiveness, is largely dependent on the individual members of a team and readiness to accept the method. The Situational Leadership theories aims at addressing this through the application of a variety of styles based on the situation. Therefore, if you had team members that are self-motivated, disciplined, etc. Apply a leadership style that aims to achieve the best result from each member based on their readiness.

TECHNIQUES FOR MANAGING TEAM DYNAMICS

There are techniques for the constructive management of team dynamics and conflict that the team leader can use to promote trust, cohesion, creativity, and productivity.

First it is important to analyse the basis of the problem, could it be your leadership style, or is it simply the team not getting along, personalities, poorly structure team rules, motivation, personal problems, etc.

Although there are a number of challenges that can occur to upset the team dynamic, some experts suggest the following Strategies and Techniques for managing team dynamics:

Build a health workplace culture:

Create an environment in which people can thrive, that has a positive impact on their wellbeing. A place where they can feel safe to share their ideas – put up scribble boards (that members can walk by and share their ideas in quick note on the board or write down a challenge for another member.

Understand Diversity

Help people understand that having a leverage of a diverse team, will equip the organisation better in achieving ambitious objectives. Understand and educate members about the power of diversity.

Diversity generally allows for other views from different people that have had different experiences, which leads to different insights and perspectives.

Value Relationships

People enjoying working with one another tend to be more likely to fully engage and share talents. Relationships of trust and respect provide great foundations for great teams.

Taking time to acknowledge and deal with conflicts that may arise, shows that you value the members and is important in quality relationships.

Set the Behavioural Standards

Make members aware of what type of behaviour will and will not be accepted in the team. Develop a set of core values and rules for the team to ensure that everyone understands what is expected. While individual needs and objectives are important, ensuring commitment to the team's objectives is essential.

Hold Members Accountable

It is far too often that there are no consequences for unaccountability. Hold members accountable, there is no point in setting expectations and there is no follow through. If someone doesn't meet the expectations, act decisively to address the misalignment.

Resolve Conflict

No matter how tight nit and efficient your team is at any stage, things can go wrong for many reasons. Members may be over worked, problems at home, disagree on what should be done, etc. Point is conflict is inevitable. Recognise when members are struggling to relate to each other, acknowledge and address. Encourage open, honest, respectful discussions that aim to resolve rather than hurt.

EVALUATE TEAM EFFECTIVENESS

We have now covered the concepts you need to understand to build and lead a team to meet set goals and objectives. We have considered the principles and processes of building a team, explored leadership styles and their impact on a team.

In this section, we are going to put it into practice and look at how we are going to apply it to our own work environment and teams.

Characteristics of High Performing Teams

High performing teams have sets of characteristics by which they are defined, it is important to be aware of the characteristics to evaluate your team.

One would think that High Performing Teams are those that are always achieving their goals on time as required, they are pretty much the opposite, it doesn't mean if the team is meeting their goals that they are high performing. There are sets of characteristics that need to be achieved together with meeting the said objectives.

Lead change⁴ suggests the following characteristic in an easy to remember acronym:

P = Purpose and Values - A high performing team shares a strong sense of purpose and a set of common values. They are clear about what their work is and why it is important. The purpose is what focuses energy and drives interdependence and performance. It is from purpose that mutually agreed upon goals are derived, roles defined, and strategies developed. If purpose and values are not clear, the team will falter.

E = Empowerment - Policies, rules and procedures enable the team to do their work easily. The team has access to relevant information and resources. They have the skills necessary to succeed or at least know how to get them. The team's decision-making practices, scope of authority, and accountability strategies are clear. They have the autonomy, opportunity, and ability to experience their personal and collective power.

⁴ www.leadchange.org.uk

R = Relationships & Communication - This is the lifeblood of the team. Team members feel like they can take risks, share their thoughts, opinions, and feelings without fear. Listening is considered as important as speaking. Differences are truly valued and if differences lead to conflict, the team is skilled in dealing with it in a way that maintains human dignity. Trust and mutual respect are high. They care and depend on each other.

F = Flexibility - The team can adapt to constantly changing conditions and demands. Roles are shared and team members back one another up. Everyone shares in team development and leadership. Strengths are identified and used. The team engages in both hard work and fun. Feelings as well as opinions are valued.

O = Optimal Productivity - A HPT is committed to producing significant results. There is a commitment to high standards and quality. They take great pride in meeting deadlines, achieving goals, and getting the job done. They hold each other accountable. There is striving for continual improvement. They have effective decision and problem-solving methods to enhance creativity and participation. Everyone carries their weight, and they hold each other accountable. They take great pride in team accomplishment.

R = Recognition & Appreciation - Recognition and appreciation is the responsibility of all team members and the leader. The organization recognizes and values the team contribution. Individual and team accomplishments are recognized. Milestones are celebrated. Team members feel highly regarded in the team.

M = Morale - Morale is the sense of pride and satisfaction that comes from belonging to the team and accomplishing its work. Team members are confident and enthusiastic. There is a sense of optimism about the future. Team spirit is high.

There are a number of methods of evaluation of which each measure differing areas, some may only measure attitudes and behaviour, others like an **Objective evaluation** will measure if an employee has met a goal or not and is an effective way of measuring performance, provided that the standards and goals are set accurately.

To effectively evaluate a team's functioning against high performing teams it would then be necessary to integrate the high performing characteristics into the evaluation together with the written performance expectations of activities that need to be performed.

Example templates for Evaluations can be found at www.sampleforms.com.

Action Plans to improve effectiveness

After you have successfully evaluated your team's functioning, it is important to address the shortcomings to improve the team's effectiveness. Not only does help morale

because it shows team members that you are interested in their work and how it is executed. It also provides a super guideline on what needs to be improved to achieve high performing team status.

An action plan may include the following elements:

- Goals of the team
- Action Steps required, by who, by when and resources needed to execute
- Success indicators
- Barriers and Strengths
- Date the action plan was drawn up
- Date to revisit the commitment

Ensure that the evaluation and action plan address the Team's effectiveness and not the individual, it should be what the team needs to achieve as whole. We will discuss individual action plans later in the guide.

LEARNING UNIT THREE

3

ASSESSMENT CRITERIA



Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks 15224

SPECIFIC OUTCOME 1 - 4

- Recognise team member performance
- Encourage participation in decision-making.
- Delegate tasks.
- Review decisions and performance of delegated tasks.

3

Empower team members through recognising strengths, encouraging participation in decision making and delegating tasks 15224



TRAINING FORCE
Linking Training to Industry

Investing in your talent!

RECOGNISE TEAM MEMBER PERFORMANCE

What a job?



Men wanted for hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful. Honor and recognition in case of success.

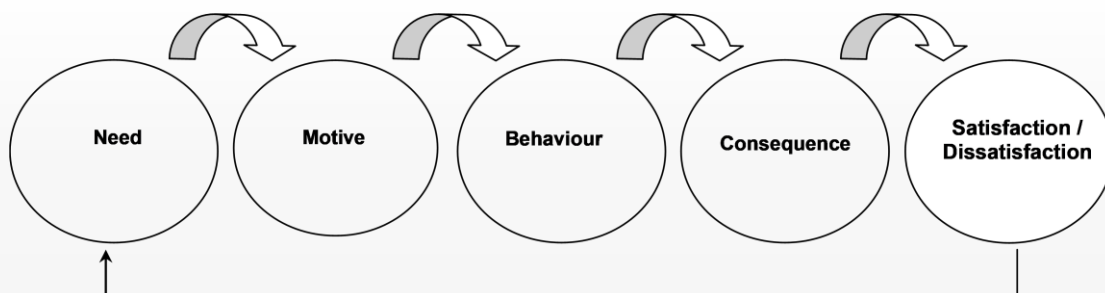
Explorer Ernest Shackleton in a 1890 job advertisement for the first Antarctic expedition.

Recognition of team members performance is not always about monetary value, as most would think. Recognition is a form of reward that acknowledges the effort initiated by the member.

Before we can even think of recognising performance, we need to know what motivates them or encourages members to perform as expected.

The most common definition found for motivation is: “A motive is an inner state that energises or moves (motivation), and that directs or channels behaviour toward goals.” We can regard that “inner state” as a process:

Process of inner state



A person's motivation is a combination of desire and energy directed at achieving a goal. Influencing someone's motivation means getting them to want to do what you know must be done. A person's motivation depends upon two things:

- **The strength of certain needs.** For example, you are hungry, but you must have a task completed by a nearing deadline. If you are starving, you will eat. If you are slightly hungry, you will finish the task at hand.
- The perception that taking a certain action will help satisfy those needs. For example, you have two burning needs - The desire to complete the task and the desire to go to lunch. Your perception of how you view those two needs will determine which one takes priority. If you believe that you could be fired for not completing the task, you will probably put off lunch and complete the task. If you believe that you will not get into trouble or perhaps finish the task in time, then you will likely go to lunch.

To understand and motivate people, you must know human nature. Human nature is the common qualities of all human beings. People behave according to certain principles of human nature. These principles govern our behaviour.

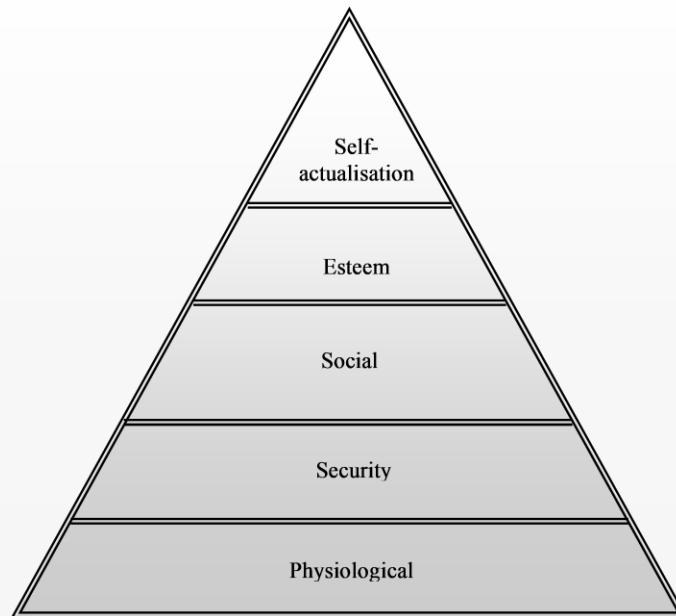
MOTIVATIONAL THEORIES

Maslow's Hierarchy of Needs

Human needs are an important part of human nature. Values, beliefs, and customs differ from country to country and group to group, but all people have similar needs. As a leader, you must understand these needs because they are powerful motivators.

Abraham Maslow felt that human needs were arranged in a hierarchical order (1954). He based his theory on healthy, creative people who used all their talents, potential, and capabilities. At the time, this methodology differed from most other psychology research studies in that they were based on observing disturbed people.

Maslow Hierarchy of Needs



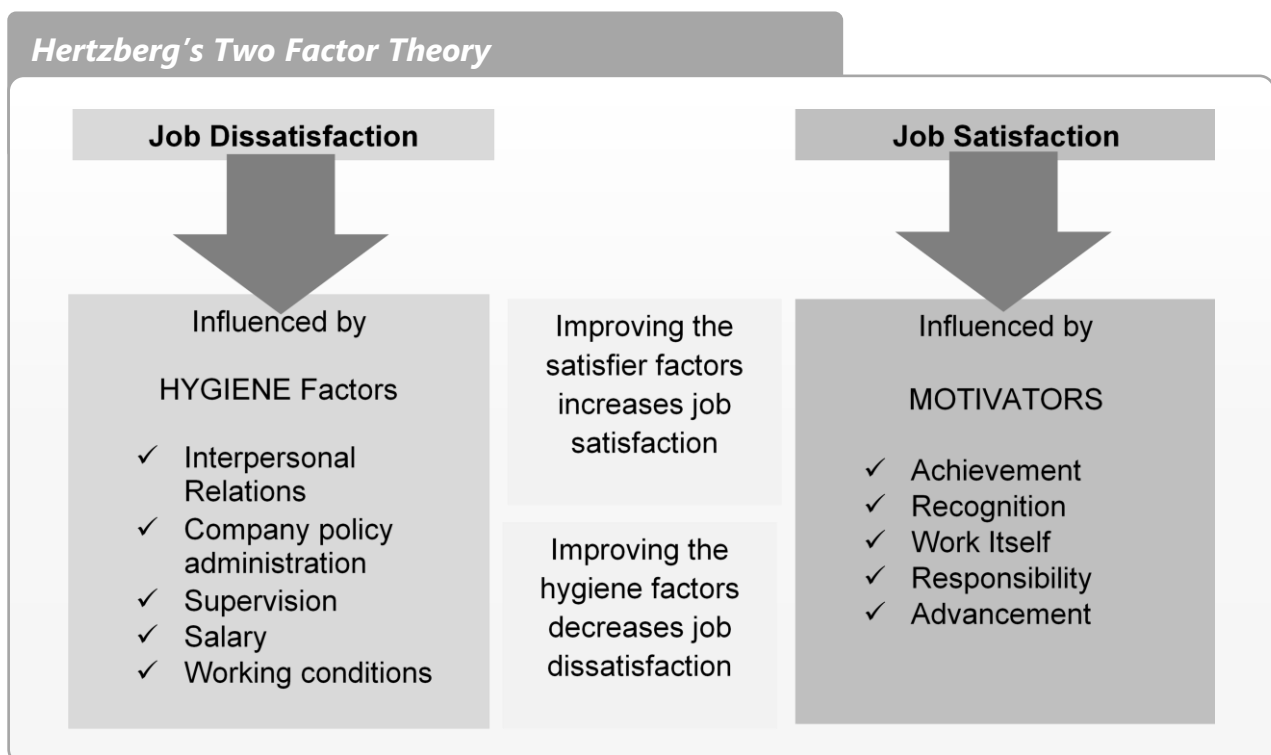
Maslow's "needs."	Represents	How typically met	Relevance to management
Biological / Psychological	The most basic needs - physical facilities providing health, comfort, convenience	Heat, air conditioning, comfortable furniture, smoke-free environment	Basic motivation is wages and fringe benefits - trade unions ensure that the basic needs of their members are satisfied.
Security	Assurance of stability, predictability, safe, non-threatening climate	Security and protection, adherence to traditional methods	Job security, medical aid and pension schemes satisfy an employee's need for security.
Social	Companionship, love, belonging, affection, acceptance	Acceptance, being well thought of opportunities for socialisation on and off the job	Forming work teams and encouraging employee interactions, managers help ensure employee's social needs are met.
Esteem	Recognition, reputation, status,	Status symbols, large office, title, awards,	Managers play a major role in satisfying the need for esteem by

Maslow's "needs."	Represents	How typically met	Relevance to management
	prestige, approval, self-respect	public recognition, praise	rewarding high achievement.
Self-actualisation	Personal development, growth, learning, fulfilment of potential	Opportunities to learn, grow, contribute, mature, self-direct	Managers must create a climate to make employee self-actualisation possible. Give difficult and challenging tasks, so there is work growth.

To use this theory to motivate an individual, the leader would need to determine which needs are being met and attempt to determine which needs are still to be met according to what matters to the subordinate.

Herzberg's Hygiene and Motivational Factors

Herzberg developed a list of factors in 1966 that is based on Maslow's Hierarchy of Needs, except his version is more closely related to the working environment.



Hygiene factors must be present in the job before motivators can be used to stimulate that person. That is, you cannot use motivators until all the hygiene factors are met. Herzberg's needs are specifically job-related and reflect some of the distinct things that people want

from their work as opposed to Maslow's Hierarchy of Needs which reflect all the needs in a person's life.

It is important to highlight the major influences on the motivation of people. According to the influential motivator-hygiene theory, motivation occurs when people have job satisfaction. Job satisfaction can be improved by increasing opportunities for:

- Achievement
- Recognition
- Responsibility
- Career advancement

Building on this model, Herzberg coined the term "job enrichment" to describe the process of redesigning work to build in motivators.

TEAM MEMBER ROLES, DUTIES AND RESPONSIBILITIES

As a Leader it is imperative to recognise and evaluate performance to improve, we first need to know and understand the role and duties of the position that the member fills and how that work fits into the section.

A job description clarifies work functions and reporting relationships, helping employees understand their jobs. Job descriptions aid in maintaining a consistent salary structure. Performance evaluations may be based on job descriptions.

Duty statements focus on primary, current, normal, daily duties, and responsibilities of the position (not incidental duties, an employee's qualifications or performance, or temporary assignments). Related or similar duties should be combined and written as one statement.

Each duty statement should be a discreet, identifiable aspect of the work assignment, described in one to three sentences, and should be outcome-based, allowing for alternate means of performing the duty, changes in technology, preferences of employees and supervisors, and accommodations for workers with disabilities, without altering the nature of, and/or the duty itself.

EXAMPLE of Duty Statements

Compiles reports on a quarterly basis to

Adjusts height of lathe tool ..

Drives tractor to worksite ...

Opens valve to flush pipe.

Listens to customer at counter.

Compares department expenses with budget

When examining duty statements and or Job descriptions, the verb in the statement would describe what the object of the statement is doing.

Examining Duty Statements

Verb	Object	Purpose
Collects	financial data	to evaluate budget requests.
Conducts	analytical studies	to support financial planning.
Compiles	enrolment data	for distribution to administrators.
Cleans	computer equipment	in conformance with established schedules.
Drives	a pickup truck carrying motor fuels	to job sites.
Overhauls and repairs	equipment	daily, or as needed.

Although the statement alone is not enough to determine the level of performance, it only tells us what the member needs to do, not what is the standard of results need to be achieved.

The performance determined by a member is usually a task that most likely would've already been determined by the Human Resources Department and or even Predecessors. For this instance, it is important that you can identify the level of performance required and are able to indicate how these fit into the organisation. This is documented in what is called a KPI

Performance and known as a Performance Appraisal Process within an organisation that usually takes place at strategic times during a year.

Example KPI Template – sourced from SlideShare

Template : KPI Table for HR Manager

No.	Key Result Areas	Key Performance Indicators	Weight of KPIs	Target	Actual	Score	Final Score
1	Recruitment	Average lead time to recruit employees					
		Performance score of new employees within 6 months					
2	Training and Development	Training Hours per Employee / Year					
		% difference in the rate of productivity before and after training					
3	Performance and Career Management	% of employees that fully execute their Individual Development Plan					
		% of employees that participate in career coaching program					
4	Employee Retention and Productivity	% of employees that leave the organization in a given time period					
		Profit per employee					

The **weight of each KPI** is defined by the weightage of each KPI and is determined based on the scale of importance. The total weight age should be equal to 100.

The **target** is determined by historical data and future expectations. These can be percentage-based figures, or a scoring depending on the type of KPI. For instance: if the Weight of KPI's for the 1st KPI was 15, which was determined that 15% of the work should be dedicated to recruitment of employees. **If this value** was an indication of a percentage over a year period, this means that the **target** may translate to 60 days of the year.

Then the member's tasks and activities are monitored, and the **actual** performance documented. The **actual** value is then divided by the Target value and scoring obtained.

Dependent on what was reported over the annual period, so let us say the member spent 70 days on recruitment of employee's, 70 days becomes the **actual** value. This means that the score obtained is = 86.

The **final score** will then be calculated by multiplying the score with the weight of the KPI. From our example the final score will calculate as follows: $86 \times 15/100 = 13$

Once you have identified the level of performance expected for each employee and have an indication of how they fit into the department, section, or division.

We can now start motivating members, by expressing what they are doing well, what they need to improve and what is expected from them.

EXPECTED PERFORMANCE COMMUNICATED

Performance management is the systematic process by which your organisation involves its employees, as individuals and members of a group, in improving organisational effectiveness in the accomplishment of the company's mission and goals.

"The overall goal of performance management is to ensure that the organisation and all its sub-systems are working together in an optimum fashion to achieve the business objectives of the organisation.

Therefore, performance management should optimise results and align the business results of the organisation. If a performance management system does not ultimately affect the overall organisational performance, then individual performance management has not succeeded."

Communication of what you expect from members, what they need to keep doing and what they need to improve on, is the 1st step in Managing Performance to ensure they are kept up to standard.

When communicating what is expected from the member, it is important to use a technique that builds and empowers rather than seeks to find fault. "The Hamburger Technique" that is often used to provide feedback to a member is an effective way of ensuring that the member has a great experience during the process and doesn't feel that they are being targeted.

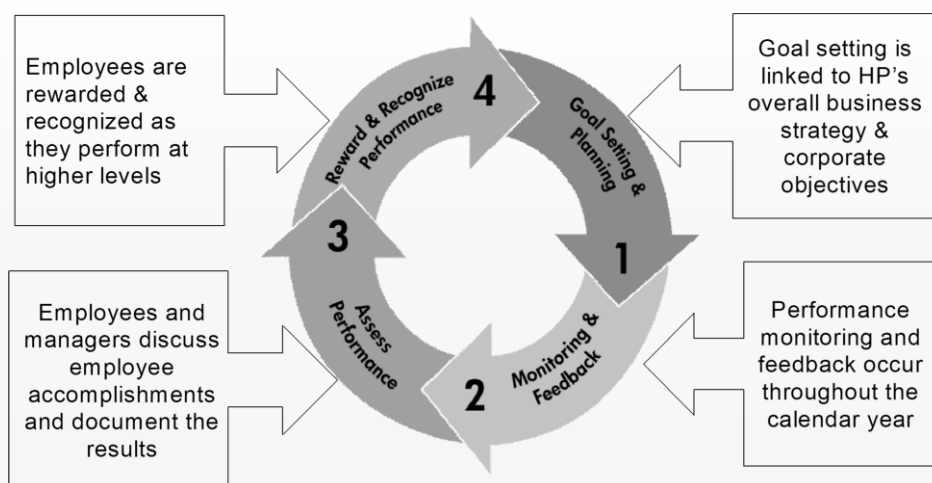
Sandwich Technique for Feedback

Positive + A “good” message opens the receiver to genuine communication, preventing him/her from switching off from what might be criticism
Constructive – The constructive message is then delivered to affect the improvement in behaviour.
Positive + The final “good” message sends the member away feeling positive about the exchange.

PERFORMANCE MANAGEMENT PROCESS

The following is an example of a performance management process:

EXAMPLE



Phase 1 - Goal Setting and Planning:

Performance expectations and goals for groups are set in advance so that they can channel their efforts toward achieving organisational objectives. By involving employees in the planning process, leaders ensure that they understand the goals of the organisation, what needs to be done, why it needs to be done, and how well it should be done. Employee performance plans should be flexible so that they can be adjusted for changing objectives

and work requirements. When used effectively, these plans can be beneficial working documents that are discussed often and not merely paperwork that is filed in a drawer and seen only when ratings of record are required.

Check:

- Do you have the organisational mission and goals?
- Does the employee understand these goals, and how his / her role achieves them?
- Is there a job profile in place for the role?
- Have you contracted performance with the employee to identify if there are any obstacles in his / her way of achieving the goals or resources / training required to achieve them?

Phase 2 - Performance Monitoring and Feedback

An effective leader monitors assignments and projects continually. Monitoring well means consistently measuring performance and providing ongoing feedback to employees and work groups on their progress toward reaching their goals. This includes conducting progress reviews with employees where their performance is compared against their expected outputs and standards. Ongoing monitoring provides the opportunity to check how well employees are meeting predetermined measures and to make changes to unrealistic or problematic standards.

By monitoring continually, unacceptable performance can be identified at any time during the performance period and assistance provided to address such performance rather than waiting until the end of the period when summary rating levels are assigned.

Check:

- Do you provide ongoing timeous feedback?
- Do you ask the employee for feedback on how processes can be improved?
- If performance is not being achieved identify problems?

Feedback should be provided in a way that helps to empower and encourage the member to achieve the expected results. The hamburger method as mentioned earlier is a great technique in providing feedback.

It is also important that feedback is not only given at a pre-determined time, but also as events occur, when the member is doing something that may jeopardise them achieving the expected, provide them with positive constructive feedback to remedy whatever they need to remedy, whether it be behaviour, the way of executing a task/activity, etc.

Guidelines for giving corrective feedback on inadequate or marginal performance

- Put the employee at ease
- State the purpose of the discussion. Establish receptivity
- Go over the original instructions to see that they were properly understood in the first place and that the standard was established.
- Give details of the employee's performance. Provide specific descriptive information. Be unemotional and matter of fact and be ready to handle defensive reactions. Be specific.
- Concentrate on what the employee did or did not do, and not why outputs were not met.
- Do not make remarks about character. DO NOT say, "You are stupid!"
- Explain why the performance is unacceptable and provide information that will assist the employee to improve future performance.
- Check for understanding and acceptance. If the employee does not understand the feedback, then work to clarify the areas of misunderstanding.
- If the employee understands and accepts that his/her performance is not up to standard, work together on ideas for change and improvement.
- Listen to reasons if offered. Feedback is a sharing experience, not a telling experience. If necessary be flexible and open to explanation. You may not always have access to all the details.
- Be helpful. Provide information that will help the employee improve future performance
- Share responsibility. Ask what you can do to help improve the employee's performance so that it reaches the required standard.

- Restate the standard and what is required in the future.
- Check for understanding
- Summarise the conclusions.
- Agree on the action plan.
- Set a date for a follow-up meeting
- Resist the temptation to ask, "Why?" Asking why generally takes you close to doing therapy and many members react to "Why?" as a blaming or fault-finding question. Instead of "Why didn't you finish this project on time?" try "What got in your way and how can you deal with it next time?"

Feedback and discussions are essential to ensure the continued development and support of the member. All the progress should be recorded to indicate what needs to be done in the next review period

Feedback needs to be done in a manner that would support learning and growth. Feedback also needs to be a dialogue where the team members can voice ideas and opinions relating to the issues at hand.

It is a process of both requesting information and giving information. By requesting information, you obtain the members' perceptions of what and how well they are doing. By giving information, you convey information about their performance. If you give inadequate or incorrect feedback, it can cause a variety of problems.

Give feedback on positive issues, then move on to areas where development is still needed, ending off with issues in an area where the member has performed well again.

Phase 3 - Assess Performance

In this phase, employee performance is evaluated against the standards and summarised. This can be helpful for looking at and comparing performance over time or among various employees. Organisations need to know who their best performers are.

Within the context of formal performance appraisal requirements, rating means evaluating employee or group performance against the outputs and measures in an employee's performance plan and assigning a summary rating of record. The rating of record is assigned

according to procedures included in the organisation's appraisal programme. It is based on work performed during an entire appraisal period.

Check:

- Do you understand your organisation's rating scales?
- Do you know how to avoid rating errors? Refer to notes that follow.

Phase 4 - Reward and Recognise

In an effective organisation, effective leaders use rewards well. Rewarding means are recognising employees, individually and as members of groups, for their performance and acknowledging their contributions to the organisation's goals. A basic principle of effective management is that all behaviour is controlled by its consequences. Those consequences can and should be both formal and informal, both positive and negative.

Good performance is recognised without waiting for nominations for formal awards to be solicited. Recognition is an ongoing, natural part of the day-to-day experience. Many of the actions that reward good performance - like saying "thank you" - do not require a specific regulatory authority. Nonetheless, awards regulations provide a broad range of rewards that are more formal, such as a lunch voucher, an afternoon off, and many non-monetary items.

Check:

- Do you understand your organisation's reward and recognition policy?

Ineffective organisations, leaders and employees have been practising good performance management naturally all their lives, executing each key component process well. Goals are set, and work is planned routinely. Progress toward those goals is measured, and employees get feedback. High standards are set, but care is also taken to develop the skills needed to reach them. Formal and informal rewards are used to recognise the behaviour and results that accomplish the mission. All component processes working together and supporting each other achieve natural, effective performance management.

Guidelines for giving feedback on good performance would include:

- One of the most effective communication tools in creating trust and repetitive positive behaviour is positive reinforcement. Set a goal for yourself, so that those who work on your team can be reassured that if they work hard their work will be noticed and rewarded.

- Look for opportunities to praise
- Be specific, direct, and sincere. Tell the truth. Be unemotional and matter of fact
- State what you have observed. Give details of performance. It is not enough to say, "You did a good job" instead say, "Congratulations on getting the job out on the due date. I know that you had a critical problem, but you used your initiative and sorted the problem out on time. Well done!"
- Always communicate the value of what was done. Clearly explain the consequences, results, the difference the action has made, the impact of the situation on others, the importance, benefit advantages. Always give feedback in context.
- Thank the person for the good performance. Express your appreciation in a sincere manner.
- Always reinforce good performance with positive feedback straight away
- Praise when honestly deserved. Do not exaggerate or over praise and don't praise too often or it will lose its effectiveness. False or generalised praise misses the mark
- Remember that positive feedback is in itself a reward. People need to know how they are doing.
- Do not reward mediocre or poor performance.
- Do reward performance that you want to be repeated.
- Keep to one topic. This is not the time for general discussion, nor the time to remember past mistakes

ENCOURAGE TEAM PARTICIPATION

To encourage participation in decision-making, you need to do the following:

- Include team members in division/section/department decision-making by fully informing them of the situation and the decision/s that needs to be taken
- Encourage team members to think of solutions to the problem being as innovative as possible solutions.

- Ask team members to provide alternatives, evaluate the alternatives and select one for implementation.
- Seek the best solution for getting team members to debate their viewpoints and work towards finding common ground.

There are number of techniques that can be used to encourage participation from team members. First, the environment and culture of the team that you have created will assist determine the level of encouragement that is required or needed.

If the team is already innovative and creative and self-sufficient, when posed with a problem a valuable solution will most likely be found promptly.

EMPOWERING TEAM MEMBERS

Employers often want to empower their employees, but they don't always know quite how to go about it. Empowering employees is crucial to the survival, expansion, and growth of your business. It not only creates employee satisfaction but increases productivity and morale. Here are five tips to empower your employees.

Ask for input

It can be hard to ask for ideas and suggestions from staff members if your department isn't used to working together on projects as a team. But who knows your customers better than the employees who interact with them daily? And for internal issues, employees are during the daily activities and can contribute valuable information for making things better. These employees know what will work both internally and externally to make everyone happy. By allowing all your employees to actively add input, you will not only add value to your clients, but you will add value to your staff as well.

Reinforce with positive feedback

Make sure your employees know when they have done a job well. Many employers may avoid consistently giving positive feedback to employees because they believe employees are just doing their jobs and shouldn't require recognition. However, employees often become unmotivated when they hear only negative feedback. Employees who feel respected and valued within their departments will perform better on their tasks and are more likely to stay loyal to your company.

Designate leaders

It is important to delegate projects and tasks to individual employees and give them authority over specific projects because it gives them a sense of value within the organisation. They begin to see the goals of the company more clearly and feel more a part of the process. Assign projects to high-performing employees and make them leaders on individual tasks. This will not only help alleviate your own workload, but it also gives your employees an opportunity to shine.

Mentor your employees

The most successful companies are the ones that invest in their most valuable assets, their people. Investing in your employees' developmental growth not only benefits them, but it also benefits your company. Instead of focusing on just being their boss or managing your team, try being your employees' mentor. Focus on coaching them to success. Help them achieve not only the department or company goals but their personal career goals as well. Find out where they want to be in the next year, or even five years, and help them achieve their goals by giving them the tools they need to develop and become successful.

Encourage open communication.

Make sure that you clearly communicate your goals, projects and ideas, and encourage your employees to do the same. Establish an environment where employees are comfortable expressing their comments and feel free to experiment with new ideas. Encourage your employees to contribute to brainstorming activities and commend them for their feedback. This will generate new ideas and establish a more team-oriented atmosphere.

Empowering your employees doesn't have to be difficult. When using tried and tested methods, you will start to see a difference in your members attitudes, improved respect among co-workers and an increase in productivity. Members will also see leaders rising to the challenges of more responsibility and a sense of ownership and pride in their members work.

TECHNIQUES TO ENGAGE TEAM MEMBERS

Brainstorming

Brainstorming is the process of opening our minds to many new ideas. It is used to generate a lot of different ideas on a given topic.

It is an excellent way of developing many creative solutions to a problem. It works by focusing on a problem and then coming up with very many radical solutions to it.

Ideas should deliberately be as broad and odd as possible and should be developed as fast as possible. Brainstorming is a lateral thinking process. It is designed to help you break out of your thinking patterns into new ways of looking at things.

During brainstorming sessions, there should be no criticism of ideas. You are trying to open possibilities and break down wrong assumptions about the limits of the problem. Judgments and analysis at this stage will stunt idea generation.

Ideas should only be evaluated once the brainstorming session has finished - you can then explore solutions further using conventional approaches.

If your ideas begin to dry up, you can 'seed' the session with, for example, a random word.

Group brainstorming can be very effective, as it uses the experience and creativity of all members of the group. When individual members reach their limit on an idea, another member's creativity and experience can take the idea to the next stage. Therefore, group brainstorming tends to develop ideas in more depth than individual brainstorming.

Brainstorming in a group can be risky for individuals. Valuable but strange suggestions may appear stupid at first sight. As a result, you need to chair sessions tightly so that uncreative people do not crush these ideas and leave group members feeling humiliated.

Brainstorming rules:

- One person acts as a scribe and writes down the group's ideas - appoint one person to note down ideas that come out of the session. A good way of doing this is to use a flip chart. This should be studied and evaluated after the session.
- Define the problem you want to be solved clearly, and layout any criteria to be met.
- Think of as many ideas as you can and offer them – even if you think they are silly! They may not be foolish and may trigger off ideas in other members
- Let the ideas flow freely and quickly
- Build on the ideas of others

- Ensure that no one criticizes or evaluates ideas during the session. Criticism introduces an element of risk for group members when putting forward an idea. This stifles creativity and cripples the free-running nature of a good brainstorming session.
- Keep the session focused on the problem
- Encourage an enthusiastic, uncritical attitude among members of the group.
- Try to get everyone to contribute and develop ideas, including the quietest members of the group
- Let people have fun brainstorming. Encourage them to come up with as many ideas as possible, from solidly practical ones to wildly impractical ones.
- Welcome creativity.
- Ensure that no train of thought is followed for too long
- Encourage people to develop other people's ideas, or to use other ideas to create new ones

Where possible, participants in the brainstorming process should come from as wide a range of disciplines as possible. This brings a broad range of experience to the session and helps to make it more creative.

Notice Boards

Use a notice board in a communal space where members can share ideas as they come up. In Team Meetings discuss the ideas and or suggestions that may have arisen from the ideas shared on the board. When a problem arises, write it on the board and ask members to provide solutions, have a meeting and discuss the various solutions to come up with alternatives where necessary.

Problem Solving Technique

The problem-solving techniques, aims at allowing members to brainstorm problem statements, set the problem statement, evaluate the problem, provide solutions, evaluation the solutions and provide effective solutions to ensure the problem is solved. Because it is a structure process, members will most likely feel like part of the team. The actual technique will be discussed in later Clusters.

Debates

During most if not all the techniques above, would most likely result in members debating specific solutions and or ideas.

Seek the best solution for getting team members to debate their viewpoints and work towards finding common ground (reach consensus).

Working towards finding common ground: reaching consensus

The consensus is a decision-making process that fully utilises the resources of a group. It is more difficult and time-consuming to reach than a **democratic vote** or an **autocratic decision**.

Most issues will involve trade-offs, and the various decision alternatives will not satisfy everyone. Complete unanimity is not the goal - that is rarely possible.

However, it is possible for everyone to have had the opportunity to express his/her opinion, be listened to, and accept a group decision based on its logic and feasibility considering all relevant factors. This requires the mutual trust and respect of each team member.

A consensus decision represents a reasonable decision that all members of the group can accept.

It is not necessarily the optimal decision for each member. When all the group members feel this way, you have reached consensus as defined here. This means that a single person can block consensus if he or she feels that it is necessary.

Debating viewpoints

- Make sure everyone is heard from and feels listened to.
- Avoid arguing for your own position.
- Present your position as clearly as possible.
- Listen to other team members' reactions and comments to assess their understanding of your position.
- Consider their reactions and comments carefully before you press your own point of view further

- Do not assume that someone must win and someone must lose when a discussion reaches a stalemate. Instead, look for the next most acceptable alternatives for all parties.
- Try to think creatively. Explore what possibilities exist if certain constraints were removed.
- Do not change your mind simply to avoid conflict, to reach an agreement, or maintain harmony. When agreement seems to come too quickly or easily, be suspicious. Explore the reasons and be sure that everyone accepts the solution for basically similar or complementary reasons.
- Yield only to positions that have objective or logically sound foundations or merits.
- Avoid conflict-reducing techniques such as majority vote, averaging, coin toss or bargaining.
- When dissenting members finally agree, do not feel that they must be rewarded or accommodated by having their own way at some later point.

Many other ways exist to encourage participation and ensure all team members engage in problem solving and solution generation. You will need to establish and decide on an approach that talks to your members in way that encourages this type of participation.

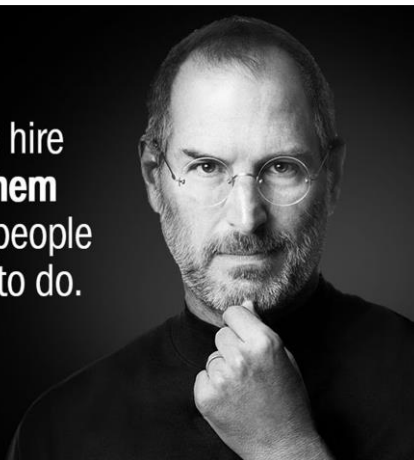
DELEGATE TASKS

Quote

It doesn't make sense to hire smart people and **tell them** what to do; we hire smart people so they can **tell us** what to do.

– Steve Jobs

AZ QUOTES



As the legendary Steve Job's said, why do Managers want to do all the work, when they have hired smart people to do it. This often happens when Managers/leaders are or apply a Micromanagement approach and don't form trust within the team. They want to constantly be in control.

It is impractical for the manager to handle all the work of the department directly.

To meet the organisation's goals, focus on objectives, and ensure that all work is accomplished, managers must delegate authority. Authority is the legitimate power of a manager to direct team members to act within the scope of the manager's position.

By extension, this power, or a part thereof, is delegated and used in the name of the manager. Delegation is the downward transfer of formal authority from superior to subordinate. The employee is empowered to act as the manager, while the manager remains accountable for the outcome. A delegation of authority is a person-to-person relationship requiring trust, commitment, and contracting between the manager and the employee.

The manager assists in developing employees in order to strengthen the organisation. He or she gives up the authority to make decisions that are best made by subordinates. This means that the manager allows subordinates the freedom to make mistakes and learn from them. He or she does not supervise subordinates' decision-making but allows them the opportunity to develop their own skills.

The manager lets subordinates know that he or she is willing to help, but not willing to do their jobs for them. The manager is not convinced that the best way for employees to learn is by telling them how to solve a problem. This results in those subordinates becoming dependent on the manager. The manager allows employees the opportunity to achieve and be credited for it.

An organisation's most valuable resource is its people. By empowering employees who perform delegated jobs with authority to manage those jobs, managers free themselves to manage more effectively. Successfully training future managers means delegating authority. This gives employees the concrete skills, experience, and the resulting confidence to develop themselves for higher positions.

Delegation provides better managers and a higher degree of efficiency. Thus, collective effort, resulting in the organisation's growth, is dependent on delegation of authority.

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A delegation of authority is a person-to-person relationship requiring trust, commitment, and contracting between the manager and the employee. It is the handing out of tasks and giving of authority and responsibility to a team member so that s/he can make his/her best contribution to the overall productivity of the team or department.

Effective Delegation

Delegation has a number of benefits for everyone involved even the organisation, it:

- Improves Quality of work
- Enhances Members Motivation
- Members may perform the task better than the Leader/Manager
- Grows and develops people

Delegation has much to do with the Leadership Style being applied. When we use a Delegation Leadership Style as a Situational Leader. You need to make sure of the following:

- Give the member the whole task to do
- Make sure that member understands exactly what to do
- Share a picture of the results to be achieved

Remember that this Leadership Style depends on the situation and readiness of the member.

Delegation as process, is defined as “the act of empowering to act for another”. It is an administrative process of getting things done by members of a team, giving the member the responsibility to be accountable for the delegated task.

When delegating you never want the member or team to see the delegation as a dumping of tasks.

Anyone can delegate, but effective delegation is a highly skilled process that requires a structure approach of planning, thought, managerial and leadership skills – where

managerial skills will relate to the setting out of the actual process and leadership allowing the member to freedom to accomplish the task/activity.

The first step in the Delegation process is to:

Allow members to participate in the delegation process

By allowing members to participate, they accept their assignments are more likely committed to success.

Specify Standards

Standards must be clearly considered and specified in relation to the performance standards of the task/activity being delegated.

Balance responsibility and Authority

This is often an area that is left unbalanced, work is delegated but matching responsibility with the freedom to decisions is avoided.

Focus on Results

Once the task/activity has been delegated the Leader/Manager needs to allow the member the freedom to make choices to accomplish the delegated task/activity.

Task that can be considered for Delegation:

- The manager should delegate any task that a subordinate performs better.
- Tasks least critical to the performance of the manager's job can be delegated.
- Any task that provides valuable experience for subordinates should be delegated.
- The manager can delegate the tasks that he or she dislikes the most.
- The manager should not delegate any task that would violate a confidence.

Analyse the work plan or task

When planning to delegate, you need to analyse the work plan or task and break it down into smaller tasks, programmes or units of work and take a decision as to who in the section is best suited to carry them out.

Before your team commences the day's tasks, you should plan what needs to be done and ask yourself the following important questions.

- What information do I need to ensure these tasks are done properly? For example, do I need a Standard Operating Procedure (SOP) for the ABC?
- What equipment and consumables do I require (this is usually found in the SOP)?
- Is the equipment needed for today's tasks available? Does this equipment need to be booked?
- How long will each task take (estimate times are taken for each task)?

Planning is the thinking that precedes the work. If planning is done well, then time and effort are not wasted.

By breaking down large amounts of work into manageable tasks, a team can focus effectively on the priorities that are most important to the team/ department.

Tasks are broken down when a block of information is chunked further into smaller portions. For instance, after identifying the tasks, they are numbered from 1 to 3, to set priorities. The number 1s are done first, followed by the number 2s, and so on. Each task should be handled only once.

When deciding who is best suited to carry out the work, you need to ask yourself three questions:

1. Can the person do the job? In other words, is s/he competent? Does s/he have the required knowledge and skills?
2. Will the person do the job? In other words, is s/he motivated and willing to do the job?
3. How does the person compare with others who are being considered for the job? Is s/he the best person for the job, be it due to motivation or ability?

Try to give members tasks they can do best or are interested in. (If members truly are not interested in a task, they might not do a good job.) Sometimes members who could do the

job extremely well may be insecure about their abilities. Communicate your trust in their skills. Their motivation will be higher when they know they are trusted.

Decision Authority

Indicate the decision-making authority required to execute the task to the employee so that team members can react to situations immediately and effectively

Make sure that the delegate you have selected, as well as the other team members, know the scope of the employee's decision-making authority.

The employee must be given enough authority to execute the task efficiently. Team members must be able to accept this person's decision-making authority so that they can react to situations immediately and effectively.

You must also give the employee and the team clear guidelines on which decisions *must* be referred to you, as you will always remain accountable for what happens on your team.

Feedback and reporting schedule

Agree with a regular feedback and reporting schedule with the employee, so that corrective action can be taken timeously, should it become necessary, but be careful not to micromanage and appear to be "looking over the employee's shoulder" all the time.

Initially, reporting and feedback will need to happen at regular and short intervals, but the frequency of feedback and reporting decreases once the employee has proved that s/he is competent and comfortable to do the job.

Monitor delegated tasks

If you train your staff to apply the same criteria as you would yourself (by example and full explanations), then they will be monitoring on your behalf. And since they will witness many more situations over which control may be exercised (you cannot be in several places at once) then that control is exercised more diversely and more rapidly than you could exercise it by yourself. If monitoring and maintaining control is truly your concern, then you should distribute the control mechanisms to enable parallel and autonomous processing.

Recognise Achievement of Delegated Task

After the task has been completed, evaluate the task based on the expectations and the criteria set when the task was delegated. If certain aspects were left out when seeing the initial job definition, the delegate should not be criticised for leaving them out.

Work with the delegate to determine how you and the delegate feel the performance turned out, and how the performance can be improved.

Almost nothing is worse than pouring oneself into a task, having it turn out perfectly, and then being ignored by the person who delegated it. Give recognition and praise for the work members have done. By giving recognition and letting them know you appreciate them, they will feel a further sense of pride in their work and may be more willing to help in the future.

Remember:

- Praise the praiseworthy
- Give honest and frequent praise, but do not overdo it. Otherwise, you will devalue the impact of the praise
- Pass on praise from others
- Remind members of their value to the team
- Search for the praiseworthy

REVIEW DECISIONS AND PERFORMANCE OF DELEGATED TASKS

The word “review” means to look at with the intention to change.

In the review process, the decisions made during the execution of the task need to be reviewed in terms of their efficiency to reach the stated objectives. This is usually a Team Process and should be conducted in small work sessions.

The review should consider:

- The process used
- The methods applied
- The objectives reached

In each instance, a review needs to cover all the elements of the instance. For example: The process used to execute the task, should show that the best possible process was used to

achieve the objective and if the process was within the policies and procedures of the organisation.

When reviewing, if the process achieved the objective, but didn't follow organisational policies and procedures, the process wouldn't be the best practice, if the breach of the organisation policies and procedures would impact the organisation legally.

This then in essence means that although the objective was reached, it doesn't necessarily mean that the task/activity was performed successfully.

All areas of the task, the process, methods, objectives, must be in line with organisational policies and procedures as well use best practice methods to complete the task.

The review process can be accompanied with a checklist to audit the various areas that need to be consider for success – including member performance, methods, techniques, processes, and legislation.

Alternative plans of action

Draw up alternative plans of action, by involving the group/team, for incorrect decisions and delegated tasks which are not being carried out successfully.

Alternative actions plan should be developed to remedial the performance and address alternative decisions for incorrect decisions made during the initial task/activity execution.

CONCLUSION

In concluding all the information in this Guide, we can safely say that a Leaders Leadership Style can be adapted to members of their team, communication should be planned for effective communication to take place. Personalities and differing cultures must be considered when applying any methods to successfully lead the Team to achieve the objectives that have be set.