

**BSBLDR602**

**PROVIDE  
LEADERSHIP  
ACROSS THE  
ORGANISATION**

# **BSBLDR602**

## **Provide leadership across the organisation**

Release 1

## **Learner Guide**

Aspire Version 1.1



# Copyright Warning

**This product is copyrighted to Aspire Training & Consulting  
(ABN 51 054 306 428).**

Aspire Training & Consulting owns all copyright to its products. Except as permitted by the Copyright Act 1968 (Cth) or unless you have obtained the specific written permission of Aspire Training & Consulting, you must not:

- reproduce or photocopy this product in whole or in part
- publish this product in whole or in part
- cause this product in whole or in part to be transmitted
- store this product in whole or in part in a retrieval system including a computer
- record this product in whole or in part either electronically or mechanically
- resell this product in whole or in part.

Aspire Training & Consulting:

- invests significant time and resources in creating its original products
- protects its copyright material
- will enforce its rights in copyright material
- reserves its legal rights to claim its loss and damage or an account of profits made resulting from infringements of its copyright.

Aspire also has learning resources available in these areas:

- Foundation skills
- LLN and employability skills (non-competency)
- Community services
- Early Childhood Education and Care
- Allied health

Aspire is committed to developing quality resources that meet the needs of our customers. However, occasionally Aspire finds, or is notified of, errors. Please refer to our website at [www.aspirelr.com.au](http://www.aspirelr.com.au) to see if there are any updates that may be relevant to you.

Every effort has been made to ensure the information in this book is accurate; however, the author and publisher accept no responsibility for any loss, damage or injury arising from such information.

Except where an information source is acknowledged, the names and details of individuals and organisations used in examples are fictitious and have been devised for learning purposes only. Any similarity to actual people or organisations is unintentional.

All websites referred to in this unit were accessed and deemed appropriate at time of publication.

Aspire Training & Consulting apologises unreservedly for any copyright infringement that may have occurred and invites copyright owners to contact Aspire so any violation may be rectified.

BSBLDR602 Provide leadership across the organisation, Release 1

© 2020 Aspire Training & Consulting  
Level 1, 464 St Kilda Road  
MELBOURNE VIC 3004 AUSTRALIA  
Phone: (03) 9820 1300

First published October 2020

Cover design: Anne-Marie Reeves Design  
Printer: Doculink Australia Pty Ltd, 1d/28 Rogers Street, Port Melbourne VIC 3207

e-ISBN 978-1-76075-701-4 (PDF version)  
ISBN 978-1-76075-700-7

## Contact details

Participant
Name:
Start date:
Phone number:
Email:
Work location
Name:
Address:
Postal address:
Workplace supervisor name:
Phone number:
Fax:
Email:
Registered Training Organisation (RTO)
Name:
Address:
Postal address (if different):
Phone number:
Fax:
RTO contact name:
Mobile:
Email:

# CONTENTS

---

## Before you begin vii

### Topic 1 | Communicate organisational mission and goals 1

1A	Confirm objectives, values and standards.....	2
1B	Establish links between organisational requirements and personal responsibilities .....	7
1C	Use appropriate media and language .....	12
1D	State and address expectations .....	16
1E	Investigate incidents and communicate results .....	20
	Summary .....	25
	Learning Checkpoint 1: Communicate organisational mission and goals ..	26

### Topic 2 | Influence groups and individuals 29

2A	Make decisions in line with policy .....	30
2B	Improve policies and procedures.....	35
2C	Globalisation and new work technologies .....	38
2D	Represent organisation in media and community .....	46
	Summary .....	49
	Learning Checkpoint 2: Influence groups and individuals.....	50

### Topic 3 | Build and support teams 53

3A	Assign accountabilities and responsibilities.....	54
3B	Resource teams to meet objectives .....	57
3C	Create a positive work environment .....	61
3D	Encourage innovation in teams and individuals.....	64
	Summary .....	68
	Learning Checkpoint 3: Build and support teams .....	69

## Topic 4 | Demonstrate personal and professional competence

73

4A Model and encourage ethical conduct .....	74
4B Adapt appropriate interpersonal and leadership styles.....	78
4C Set personal objectives and work outcomes .....	83
4D Develop professional competence.....	86
Summary .....	90
Learning Checkpoint 4: Demonstrate personal and professional competence.....	91

## Before you begin

This Learner Guide is based on the unit of competency *BSBLDR602 Provide leadership across the organisation*, Release 1. Your trainer or training organisation must give you information about this unit of competency as part of your training program. You can access the unit of competency and assessment requirements at: [www.training.gov.au](http://www.training.gov.au).

### How to work through this Learner Guide

This Learner Guide contains a number of features that will assist you in your learning. Your trainer will advise which parts of the Learner Guide you need to read, and which Practice Tasks and Learning Checkpoints you need to complete. The features of this Learner Guide are detailed in the following table.

Feature of the Learner Guide	How you can use each feature
Learning content	Read each topic in this Learner Guide. If you come across content that is confusing, make a note and discuss it with your trainer. Your trainer is in the best position to offer assistance. It is very important that you take on some of the responsibility for the learning you will undertake.
Examples	These highlight key learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There is a Learning Checkpoint at the end of each topic. Your trainer will tell you which Learning Checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

## Foundation skills

As you complete learning using this guide, you will be developing the foundation skills relevant for this unit. Foundation skills are the language, literacy and numeracy (LLN) skills and the employability skills required for participation in modern workplaces and contemporary life.

The following table provides definitions for each foundation skill.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> <li>Seeks ways to maintain and improve own skills and knowledge</li> <li>Identifies systems, devices and applications with potential to meet current and/or future needs</li> </ul>
Reading	<ul style="list-style-type: none"> <li>Evaluates and integrates facts and ideas to construct meaning from a range of text types</li> </ul>
Writing	<ul style="list-style-type: none"> <li>Researches, plans and prepares documentation using format and language appropriate to the audience</li> </ul>
Self-management	<ul style="list-style-type: none"> <li>Works autonomously making high level decisions related to the achievement of organisational goals</li> <li>Identifies designation of roles and responsibilities and their contribution to broader organisational goals</li> <li>Identifies implications of ethical and other organisational responsibilities in carrying out own role</li> </ul>
Teamwork	<ul style="list-style-type: none"> <li>Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development</li> <li>Collaborates and cooperates with others, playing an active role in leading and facilitating effective group interaction and influencing direction</li> <li>Facilitates a work environment in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes</li> </ul>
Planning and organising	<ul style="list-style-type: none"> <li>Accepts responsibility for planning and sequencing complex tasks and workload of self and others, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness</li> </ul>
Problem solving	<ul style="list-style-type: none"> <li>Applies problem solving processes to identify risks, evaluate options and determine solutions</li> </ul>

## What do you already know?

Use the following table to identify what you may already know. This may assist you to work out what to focus on in your learning.

Topic	Key outcome	Rate your confidence in each section
Topic 1: Communicate organisational mission and goals	1A Confirm objectives, values and standards	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Establish links between organisational requirements and personal responsibilities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Use appropriate media and language	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D State and address expectations	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Investigate incidents and communicate results	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Influence groups and individuals	2A Make decisions in line with policy	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Improve policies and procedures	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Globalisation and new work technologies	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2D Represent organisation in media and community	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3: Build and support teams	3A Assign accountabilities and responsibilities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Resource teams to meet objectives	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Create a positive work environment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Encourage innovation in teams and individuals	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4: Demonstrate personal and professional competence	4A Model and encourage ethical conduct	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Adapt appropriate interpersonal and leadership styles	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4C Set personal objectives and work outcomes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4D Develop professional competence	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



## Topic 1 | Communicate organisational mission and goals

- 1A Confirm objectives, values and standards
- 1B Establish links between organisational requirements and personal responsibilities
- 1C Use appropriate media and language
- 1D State and address expectations
- 1E Investigate incidents and communicate results

# 1A Confirm objectives, values and standards

---

Defining and communicating organisational objectives, values and standards in a way that is understood by and relatable to employees and stakeholders is essential to business success.

Organisations invest a great deal of time and resources in building an image and reputation. Developing a positive image and reputation only occurs if all members of an organisation consistently provide the same level of service to the required standard.

To ensure consistency, an organisation needs to clearly communicate its values, standards and goals as outlined in its strategic plan, mission statement and operational plans. These plans impose standards that team members need to meet. Strategic and operational planning functions are a major component of a leader's role. The leader must ensure that a realistic strategic direction is developed and disseminated throughout the organisation. The leader must also link the business unit plans and the responsibilities of work teams and individuals into the strategic plan.

To be an effective leader, you need to work collaboratively with your team and other managers. Use an appropriate leadership style to ensure the organisation's vision, mission and values are clearly understood so that all actions and decisions support them.

## Organisational mission, purpose and values

Mission, purpose and values statements provide clear direction to clients, stakeholders and employees as to what an organisation does, who it does it for and how it pursues its goals.

Most organisations work within a strategic framework underpinned by organisational mission, purpose and values statements. These statements communicate an organisation's aspirations, values, culture, philosophy and beliefs in a way that is easily understood by a wide audience.

Although mission, purpose and values are similar terms that are often used interchangeably, there are differences between them, as outlined below.

### Mission

A mission statement is action-oriented and describes what an organisation does and who it does it for. It may focus on customer service, social responsibilities, quality and/or timeliness. A mission statement should be easy to read so that members of the public as well as employees can understand the intent.

**Example:**

- BreastScreen SA: 'To extend the lives of South Australian women by the early detection of breast cancer and enabling improved treatments'.

### Purpose

A purpose statement outlines the core reasons an organisation exists and the outcome it seeks.

**Example:**

- Medibank Private: 'Better health for better lives'.

### Values

Core values outline and define what the business represents. Values are an important part of a strategic direction because they provide a framework for employees to work within.

**Example:**

- Westpac Banking: 'To be one of the world's great service companies, helping our customers, communities and people to prosper and grow'.

As a leader, it is important that you are aware of your organisation's mission, purpose and values so you can model and reinforce these behaviours with your team members. They are a valuable guide to the principles that should guide the actions and behaviours of people in an organisation. Clarify your organisation's values through discussions with colleagues, clients and stakeholders. You may wish to develop a survey for them to complete.

## Example

### Review a mission statement

Carly works for a company that provides training and consulting for businesses. She is responsible for reviewing the company's current mission statement. It turns out the statement has not been looked at for some time. Her approach is, firstly, to categorise the information she thinks should be included and to check it against the existing statement. She then makes a few changes to bring the statement more in line with the company's current strategic direction – that is, targeting more than one market – and feels satisfied. Carly believes she has shown good leadership by ensuring the statement reflects the company's strategic direction. All she has to do now is consult with other staff members to endorse the new statement.

Below are Carly's current and revised mission statements.

#### Current mission statement

- To provide best practice education and training services to employees undertaking workplace training.
- To be responsive to business training needs through undertaking training needs analysis in partnership with businesses.
- To enable each employee to achieve their full potential in the workplace.

#### Revised mission statement

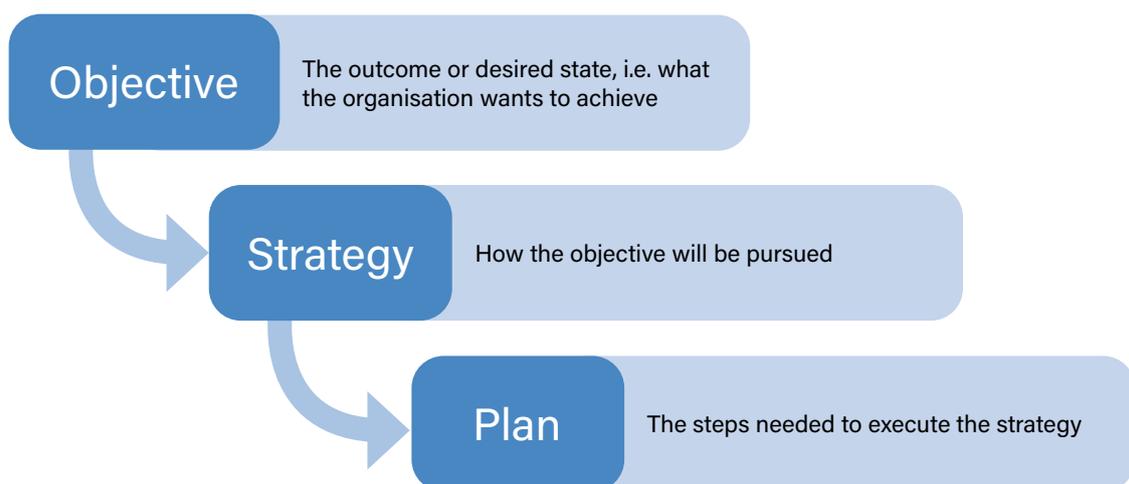
- To provide best practice education and training services to individuals and organisations.
- To be responsive to the training needs of individuals and organisations by working together to conduct training needs analysis and training development plans.
- To enable each person to achieve their full potential and support organisations to meet strategic objectives.

## Organisational objectives, strategies and plans

Organisational objectives, strategies and plans set out how a business or entity will go about pursuing its mission and purpose.

An organisation’s mission, purpose and values are the basis for a corporate strategy, which is usually documented in a strategic plan. A strategic plan provides more detailed information about how these overarching ideals will be achieved.

A strategic plan helps leaders organise operations and establish objectives and goals. Know what your organisation’s goals and objectives are so you can more easily plan work, identify the resources you and your team need, and set team members’ performance objectives to control operational activities. Key performance indicators (KPIs) allow management to accurately measure performance and adjust plans if needed. Strategic directions may relate to planning for financial viability, customer service, market share and/or staffing.



Below is an example of an organisation that has the objective of growing its market share by 10 per cent.

<b>Objective</b>	<ul style="list-style-type: none"> <li>Grow market share by 10% and overall turnover by 15%.</li> </ul>
<b>Strategy</b>	<ul style="list-style-type: none"> <li>Introduce new product range.</li> </ul>
<b>Plan</b>	<ul style="list-style-type: none"> <li>Build staff knowledge of new product range.</li> <li>Introduce new products to customers.</li> <li>Offer customers a bulk buy incentive, i.e. a lower price per unit when purchasing larger quantities.</li> </ul>

## Practice Task 1

### Question 1

---

Which of the following statements are correct? Select yes or no for each one.

- a) A mission statement defines the reasons an organisation exists and its desired outcome. » Yes    » No
  
- b) A strategic plan defines how an organisation's mission and purpose are pursued. » Yes    » No
  
- c) Leaders only need to set plans, not communicate them. » Yes    » No

### Question 2

---

What information would you need to gather to understand an organisation's strategic objectives, values and standards?

# 1B Establish links between organisational requirements and personal responsibilities

All employees in an organisation are responsible for upholding and working within the objectives, values and standards outlined for their work roles.

As a leader, ensure your work team is aware of organisational standards and values. Operational plans are helpful as they link an organisation's mission, vision and values to daily work tasks and activities.

Relevant legislation and regulatory requirements also guide how particular tasks and responsibilities are actioned in a workplace.

## Link objectives and values through operational plans

An organisation's strategic goals and values are driven through their operational plans. Individual and team-based plans at an operational level need to support the organisation's strategies.

Operational plans are tools for managing the day-to-day operations of an organisation – they describe the specific actions to be taken to achieve the objectives and goals set in strategic plans.

As a leader, these ground-level plans are extremely important as they help you enable your team to see the link between their day-to-day work activities and the organisation's strategic mission, vision and values. Operational plans help you to establish standards, monitor progress and assess whether the organisation's goals have been achieved.

### Operational plans typically outline:

- what has to be achieved
- what results are expected
- what methods are to be implemented to achieve the desired results
- who is responsible for each action or strategy.

## Identify relevant industry standards

Organisations must adhere to standards relevant to their industry. These standards are often found in regulations, codes of practice and by-laws.

Every industry will legislate and set standards that are specific and reflect key legislation. For example, transport industry standards include fatigue management (work health and safety [WHS]); carbon emissions, pollution and waste disposal (environment); employment awards (human resources); and customer regulations (customer service). A number of industries have peak bodies that can help organisations ensure their values and objectives comply with acceptable practices. You can look these up on the internet. Industry regulations can also be found on organisational websites. Be familiar with the peak body that governs the industry in which you work.

## Identify relevant legislation and regulations

All businesses must work within appropriate legislative requirements, and leaders must be aware of and ensure compliance with relevant legislation frameworks.

As a leader you must stay up to date with current legislation (which is easily accessible online). Also communicate requirements to your team and ensure compliance with the legislation. Clarify key points and remind your team of its WHS, equal opportunity and privacy obligations by holding regular team meetings, providing updates and fact sheets through email correspondence, and displaying posters and fact sheets on noticeboards.

### Workplace relations

Workplace relations are governed by the *Fair Work Act 2009* (Cth) and the *Fair Work Regulations 2009* (Cth), which outline the obligations of both employers and employees with regard to the employment relationship. The legislation provides minimum entitlements to employees and enables flexible working arrangements to ensure employees are not discriminated against. For further information, go to the Fair Work Ombudsman.

## WHS

WHS legislation includes:

- WHS acts
- regulations
- codes of practice.

There is also a national compliance and enforcement policy to ensure the health and safety of employees and visitors to organisational sites. The *Work Health and Safety Act 2011* (Cth) applies to all states except Vic. and WA, which each have their own acts.

Information relating to WHS requirements is available from Safe Work Australia at: [aspirelr.link/safe-work-australia](https://www.aspirelr.link/safe-work-australia)

## Anti-discrimination

Commonwealth and state laws cover equal employment opportunity and anti-discrimination in the workplace. All employees should participate in and comply with a workplace free from discrimination and harassment.

As a leader, it is important that you understand your rights and responsibilities under human rights and anti-discrimination law. By putting effective anti-discrimination and anti-harassment procedures in place in your team, you can ensure compliance with the law. The Australian Human Rights Commission can provide information and advice for employers as well as resources about how to prevent discrimination in the workplace.

Relevant legislation can be accessed by following the links on this website: [aspirelr.link/discrimination-laws-guide](https://www.aspirelr.link/discrimination-laws-guide)

## Privacy

The *Privacy Act 1988* (Cth) is an Australian law which regulates the handling of personal information about individuals. There are 13 Australian Privacy Principles:

- APP 1 — Open and transparent management of personal information
- APP 2 — Anonymity and pseudonymity
- APP 3 — Collection of solicited personal information
- APP 4 — Dealing with unsolicited personal information
- APP 5 — Notification of the collection of personal information
- APP 6 — Use or disclosure of personal information
- APP 7 — Direct marketing
- APP 8 — Cross-border disclosure of personal information
- APP 9 — Adoption, use or disclosure of government related identifiers
- APP 10 — Quality of personal information
- APP 11 — Security of personal information
- APP 12 — Access to personal information
- APP 13 — Correction of personal information

Further information is available at: [aspirelr.link/aus-privacy-principles](https://aspirelr.link/aus-privacy-principles)

### Example

#### **Establish links between organisational and personal responsibilities**

Monique clarifies and amends the Go Protein Health Company's vision, mission, values and objectives. She is then easily able to link her team's responsibilities to these elements so her team members can see how their work contributes to the organisation's operational plan and how their role contributes to broader organisational goals. The team understands that the company's vision, mission and values, as well as legislation and industry standards, underpin all the daily work tasks they undertake.

## Practice Task 2

### Question 1

---

Which of the following are elements of operational plans? Tick all that apply.

- What has to be achieved
- The organisation's vision
- The person responsible for each action or strategy
- The results that are expected
- The methods that are to be implemented to achieve the desired results

### Question 2

---

Which of the following statements are correct? Select yes or no for each one.

- a) Anti-discrimination is legislated for all workplaces. » Yes    » No
- b) The *Privacy Act 1988* (Cth) details how personal information is to be collected and stored. » Yes    » No
- c) Standards define how legislation is observed in specific industries. » Yes    » No

# 1C Use appropriate media and language

Clear communication of an organisation's mission and goals, whether formal or informal, is essential.

Every member of a team must understand the organisation's expectations and the leader plays an important role in this process. An effective leader is able to apply the most effective communication method to achieve team objectives. You need to know your audience and target the communication to ensure everyone understands the information.

Formal and informal methods of communication can be used to achieve team and organisational objectives and to establish productive work teams.

The table below compares formal and informal communication techniques.

<b>Formal communication methods</b>	<ul style="list-style-type: none"> <li>▪ Policies and procedures</li> <li>▪ Team meetings</li> <li>▪ Agenda and minutes of meetings</li> <li>▪ Written reports</li> <li>▪ Email (can also be informal)</li> <li>▪ Completed standard forms or templates</li> <li>▪ General business correspondence such as letters</li> <li>▪ Marketing materials</li> </ul>
<b>Informal communication methods</b>	<ul style="list-style-type: none"> <li>▪ Telephone conversations</li> <li>▪ Informal discussions during the workday</li> <li>▪ Informal chats during work breaks</li> <li>▪ Email (can also be formal)</li> <li>▪ Social networking</li> <li>▪ Information posted on noticeboards</li> <li>▪ Graphs showing data such as production levels</li> </ul>

## Adapt your communication to individuals and groups

Leaders must know how to adapt their communication style (both verbal and written) to ensure the recipient understands what is being communicated.

It is important to understand your audience and their level of language and literacy skills. Audiences may range from team members and other colleagues to board members, clients, customers, stakeholders and community members.

The people you communicate with may have difficulties with the English language or not understand some of the technical terms and industry jargon frequently used in the organisation. In some cases, they may need assistive technology.

Here are some strategies to help you adapt your communication style to groups and individuals in your organisation to ensure your message is communicated effectively.

<p><b>Understand your audience</b></p>	<ul style="list-style-type: none"> <li>▪ What does your audience already know?</li> <li>▪ What is the demographic profile of your audience and how will this affect understanding?</li> <li>▪ Will they understand jargon and technical terminology?</li> <li>▪ Do they have any needs to be addressed, such as a hearing or visual impairment?</li> </ul>
<p><b>Plan communication methods</b></p>	<ul style="list-style-type: none"> <li>▪ Will your message be spoken or written?</li> <li>▪ Will it be formal or informal?</li> <li>▪ What are your main points?</li> <li>▪ What media will you use?</li> <li>▪ Will diagrams and visuals help comprehension?</li> <li>▪ Is the environment too noisy?</li> <li>▪ Do you need a private area?</li> </ul>
<p><b>Communicate clearly</b></p>	<ul style="list-style-type: none"> <li>▪ Repeat and restate in verbal communication.</li> <li>▪ Use plain language in written communication.</li> <li>▪ Make eye contact in verbal communication.</li> <li>▪ When giving or writing instructions, use sequence signal words such as 'first', 'second', 'then'.</li> <li>▪ Use appropriate vocal tone, pitch and intonation.</li> <li>▪ Consider your pace when speaking – not too fast or too slow.</li> <li>▪ Be conscious of which words/parts of the communication you emphasise.</li> </ul>
<p><b>Check for understanding</b></p>	<ul style="list-style-type: none"> <li>▪ Ask direct questions to ensure the audience understands the message you are communicating.</li> <li>▪ Take into account the language and literacy skills of the audience to ensure they understand the whole message</li> <li>▪ Consider cultural aspects; in some cultures, it is insulting for people to say 'no' and they would rather tell you they understand.</li> <li>▪ Actively listen.</li> <li>▪ Consider body language – non-verbal communication accounts for up to 70% of meaning in spoken interactions.</li> </ul>

## Example

### Use appropriate media and language

Greta is the team leader of a diverse group of people working in a manufacturing organisation. She is especially mindful when communicating with team members who do not use English as a first language. She uses the following communication strategies:

- Use simple/plain language
- Avoid jargon and overly technical language
- Chunk information and deliver small bits of information at a time
- Use pictures/diagram and visuals
- Ensure messages are delivered in a space where you can be clearly heard

## Practice Task 3

### Question 1

---

Which of the following are considered informal methods of communication? Tick all that apply.

- Telephone conversations
- Chatting during breaks
- Team meeting agenda
- Email (can also be formal)
- Social networking
- Written reports

## Question 2

---

Draw a line to match each communication strategy to its example.

» Understand your audience

» Will your message be spoken or written?

» Plan communication methods

» Consider pace and tone of voice

» Communicate clearly

» Ask direct questions

» Check for understanding

» Will they understand jargon and technical terminology?

# 1D State and address expectations

As a leader, your role is to clearly explain what an organisation expects of its employees, in terms of performance and behaviours.

Clear communication of expectations helps build team commitment. The most effective leaders enable other people to feel good about themselves and the organisation they work for. They build rapport with team members and establish good working relationships by being a role model and leading by example.

To communicate clearly, use a range of strategies such as:

- formal and informal meetings
- emails
- intranet articles
- presentations
- information sessions
- notices.

Commitment towards organisational goals is imperative to the success of any business or not-for-profit organisation. This means that employees are willing to work harder to ensure organisational goals are met. Employee commitment to the organisation is critical to its success because activities cannot be effectively executed without staff willingly working towards common goals and objectives, and identifying with core values. Employees lacking the ability to identify with core values is a characteristic of a weak organisational culture.

When sharing or explaining this information, take into account your employees' communication needs and aim to inspire others to meet the expectations. Explain how meeting these expectations enables the employee, team and organisation to achieve their objectives.

Organisational expectations may include those related to WHS, product safety, customer service, environmental policy, behaviours, and values and ethics. The following table identifies some expectations and how they may be communicated.

WHS	<ul style="list-style-type: none"> <li>• Expectations: safe practices and procedures to avoid incidents and near misses</li> <li>• Methods: training, team meetings, email alerts, posters and signs, virtual and physical noticeboards</li> </ul>
-----	--

<b>Product safety</b>	<ul style="list-style-type: none"> <li>▪ Expectations: safety recalls, new procedures for use and incident reporting processes</li> <li>▪ Methods: training, team meetings, reminder posters, email alerts and intranet postings</li> </ul>
<b>Customer service</b>	<ul style="list-style-type: none"> <li>▪ Expectations: specials and sales, new marketing campaigns and new standards and policies</li> <li>▪ Methods: team meetings, email alerts and intranet postings</li> </ul>
<b>Environmental policy</b>	<ul style="list-style-type: none"> <li>▪ Expectations: new policies and procedures, new environmental laws, and regulations and organisational initiatives</li> <li>▪ Methods: team meetings, email alerts and intranet postings</li> </ul>

## Model standards and expectations

The standards you and other managers set provide a behaviour and standards framework for your team.

As a leader, promote and enhance your organisation's reputation both to your team and to clients, customers and the community in general. Behaviours that address organisational expectations and standards include the following:

### Address organisational expectations

- Be appropriately dressed and groomed.
- Maintain cleanliness of the shared work area and your work space.
- Treat clients and colleagues with respect.
- Promote the organisation's vision, values, goals, standards and image.
- Behave ethically.
- Comply with legislative requirements and organisational procedures.
- Be punctual and meet deadlines.
- Complete work on time and to the designated standard.
- Prepare for meetings.
- Maintain the privacy and confidentiality of customers and colleagues.
- Make effective and inclusive decisions.
- Recognise team and individual performance.
- Support, encourage and motivate team members.
- Share information.
- Listen to and learn from other people.
- Apply the same standards to yourself as you request from team members.

## Example

### Address the organisation's expectations

Bella, a team leader, ensures her team members are aware of organisational expectations by keeping herself informed of what is going on in the organisation.

Bella understands that as the team leader, she must lead by example. She regularly follows up any email alerts from senior management about changes to company policies and explains these changes at regular team meetings. She ensures her team also understand what the organisation expects from them as employees. By supporting, including and listening to her team, Bella has built a team that is committed to the organisation.

## Expectations of internal groups and individuals

Groups and individuals in an organisation will have specific expectations and standards; to build effective working relationships, ensure company expectations are understood by everyone.

Some expectations will be in line with the organisation's overall expectations or values, e.g. being punctual or meeting deadlines; however, others may relate more specifically to the function or role of the individual or group.

Taking time to understand the particular needs of individuals or groups will help create a shared purpose and effective working relationships. This process begins by exploring why the particular expectation or need exists. For example, a colleague may express a preference for face-to-face discussions as opposed to email. While others may at first see this preference as inconvenient, understanding she prefers face-to-face conversation because she finds it difficult to interpret tonality in email may help overcome resistance to having to walk across the office to interact.

Likewise, particular groups may also have expectations that can be better understood and adhered to when the reasons for those expectations are communicated. For example, payroll staff may expect all employees to submit their hours by 9am Tuesday for Friday payment. While some staff may feel this is too rigidly enforced, communicating time frames associated with manager approvals and bank processing may overcome resistance.

## Practice Task 4

### Question 1

---

Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) Organisations expect that employees will adhere to work health and safety (WHS) requirements.          | » Yes | » No |
| b) Organisations should clearly state their expectations regarding employee WHS requirements.             | » Yes | » No |
| c) Groups in an organisation may have specific requirements that do not exist at an organisational level. | » Yes | » No |
| d) Managers do not necessarily have to observe the privacy of their employees.                            | » Yes | » No |

### Question 2

---

How might a manager communicate their expectations to their team?

### Question 3

---

Which of the following should a manager consider when responding to questions about their expectations? Tick all that apply

- Their own communication style
- Reasons their team member might be unclear about expectations
- Their own communication needs
- Their own expectations and how they impact others

# 1E Investigate incidents and communicate results

An incident is any event that has or could have a negative impact on business objectives. Every incident that occurs must be acknowledged and investigated.

In organisational life, incidents and accidents are inevitable and the actions that follow differ according to the organisation's activities and work systems. The reaction to incidents and how they are investigated can have a powerful effect on the organisation's image and the public's perception of the business.

With easy access to social media, people have powerful avenues to tarnish the image of a company if there is a perception that incidents have not been handled appropriately.

Types of incidents in the workplace can be categorised as:

- WHS, including incidents, near misses and accidents
- environmental, such as illegal waste dumping, pollution or accidental spillage of chemicals
- cyber attack, such as hacking of computer systems or a breach of security
- products, such as product failure, contamination, injury or fatality
- customer service, such as accidents involving customers or non-compliance with consumer laws
- human resources, such as bullying and harassment or discrimination.

Organisations will have guidelines in the form of policies and procedures that need to be followed when investigating an incident. These may also be included in organisational risk management and contingency plans. Here are the typical steps involved in an incident investigation process.

<b>Step 1</b> Investigate promptly	Investigate promptly to: <ul style="list-style-type: none"> <li>▪ ensure information is accurate, while the incident is clear in the minds of those involved</li> <li>▪ prevent a perception that the incident is not being taken seriously.</li> <li>▪ circumvent possible social media exposure and campaigns.</li> </ul>
<b>Step 2</b> Interview witnesses	<ul style="list-style-type: none"> <li>▪ Take and keep notes when interviewing witnesses.</li> <li>▪ Ask witnesses to fill in relevant forms and complete relevant eyewitness reports.</li> </ul>
<b>Step 3</b> Evaluate options	<ul style="list-style-type: none"> <li>▪ Brainstorm options.</li> <li>▪ Assess options and rate responses.</li> <li>▪ Conduct relevant risk assessments.</li> <li>▪ Document all options considered.</li> </ul>

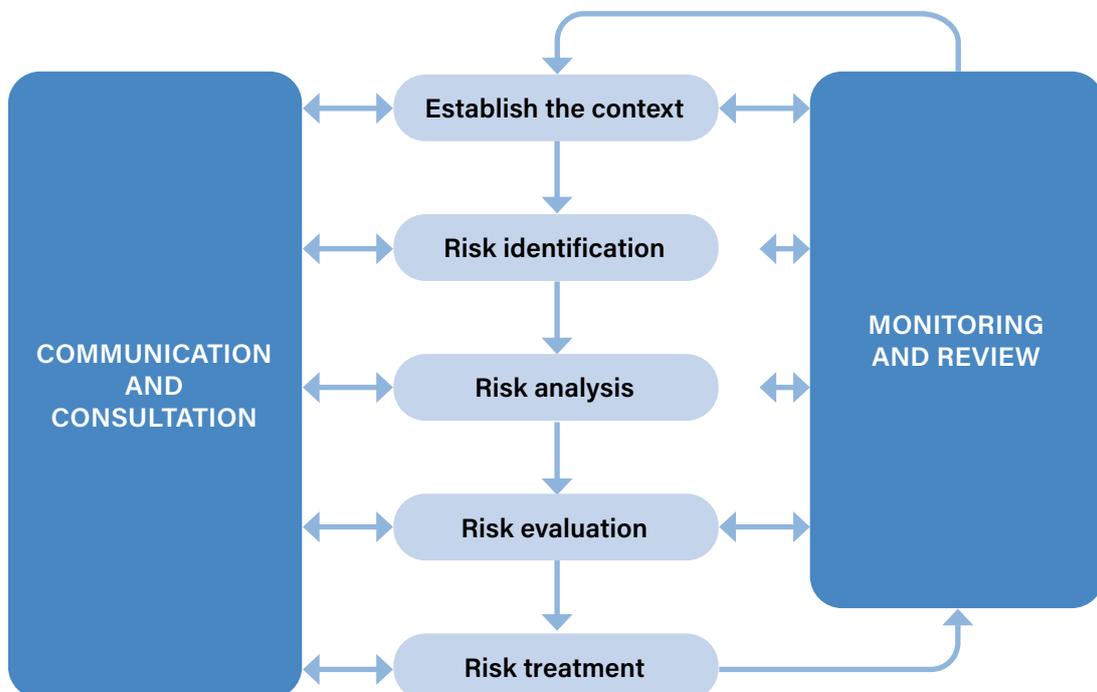
<p><b>Step 4</b> Complete records</p>	<ul style="list-style-type: none"> <li>• Document all discussions in forms and templates.</li> <li>• Complete and submit all required reports. Use professional language as reports may be subject to freedom of information access or required for investigative or legal purposes.</li> <li>• Follow organisational conventions and style guides to complete reports.</li> </ul>
<p><b>Step 5</b> Resolve the situation and communicate results</p>	<ul style="list-style-type: none"> <li>• Make a decision in accordance with the organisation’s mission, vision and values.</li> <li>• Follow organisational policies and procedures.</li> <li>• Inform all relevant parties and witnesses using appropriate communication methods, such as a progress or final report.</li> </ul>

## Follow a risk assessment process

Risk management assesses how likely it is that something could happen.

After an incident has been investigated, risk management will identify strategies to prevent or minimise the chances of the incident happening again.

It is an ongoing process comprising seven main elements, as identified in AS/NZS ISO 31000:2018 Risk Management – Guidelines.



## Communicate findings and results of an incident

Once an incident has been resolved, take action to avoid any recurrence. Communicate these steps to employees and other stakeholders as required.

Communicate the findings and results of incident investigations promptly, clearly and in a way that suits the comprehension levels of employees, so they can begin to meet the new organisational standards. Distribute final reports to your manager and relevant others, such as a WHS committee, and human resources or other specialised department leaders, so the key learnings can be used to inform how tasks or actions are performed in future.

When risks have been identified, the actions to be taken to resolve the risks may be communicated to key personnel in a number of ways using a range of media. The choice of communication media must align with your organisation's policies and procedures.

### Communication of incident investigations can be done via:

- team meetings
- minutes of meetings held to discuss plans and changes
- publication of new or modified policies and procedures
- risk management plans uploaded to the intranet
- email alerts to employees
- completion of organisational forms such as incident reports
- internal podcasts
- contingency plans
- risk management as part of induction training.

## Example

### Investigate incidents

Bill is the customer service manager in an organisation that produces and sells office chairs and furniture. He has received three complaints from customers that chair model YR87 is prone to tipping over.

Bill investigates the incidents and completes the relevant incident investigation process. As a result of the investigation, the product is recalled. Bill promptly communicates the recall to the sales team so it can take immediate action. He communicates by:

- calling an urgent team meeting
- emailing a summary of the incident investigation and resulting actions to the sales team
- posting the full incident investigation on the intranet
- sending the sales team the web link to the new procedures that have been written as a result of the investigation.

## Practice Task 5

### Question 1

---

What sort of incidents should be investigated in an organisation?

## Question 2

---

Number each step from 1 to 5 in the order you would follow when investigating an incident.

- Complete relevant paperwork and records
- Resolve and communicate outcomes
- Interview witnesses
- Investigate options for resolution
- Investigate what happened

## Question 3

---

How can the results of an incident investigation be communicated?

## Summary

- Managers and team members need to know and understand the organisation's mission, vision, values and objectives to work towards meeting organisational objectives.
- Use a range of communication media and methods to communicate the organisational mission, vision, values and objectives according to the audience and their needs.
- Adapt your communication style to ensure team members from diverse backgrounds can understand the organisational mission, vision, values and goals.
- Keep team members informed of organisational expectations to support them to work towards achieving organisational standards.
- Depending on the issue and the message, written communication, such as an email or a report, can be a more appropriate tool to communicate expectations and objectives than verbal communication.
- An essential part of incident investigation and risk management planning is communicating the resulting changes and new standards.

## Learning Checkpoint 1

### Communicate organisational mission and goals

#### Part A

1. Explain how you can clearly communicate the organisation's expectations in ways that build commitment to the organisation.

2. An employee was injured at your workplace. Why must this incident be investigated and who should the results of this investigation be communicated to?

3. Which of the following points should be considered when preparing a report to distribute to customers? Tick all that apply.

- Content pitched at an appropriate level, e.g. not using too much jargon
- The method that will be used to distribute the report
- Body language
- Demographic profile
- Visual or auditory impairments

4. Describe points to include in an employee communication that outlines findings of an investigation into a payroll processing delay.



## Part B

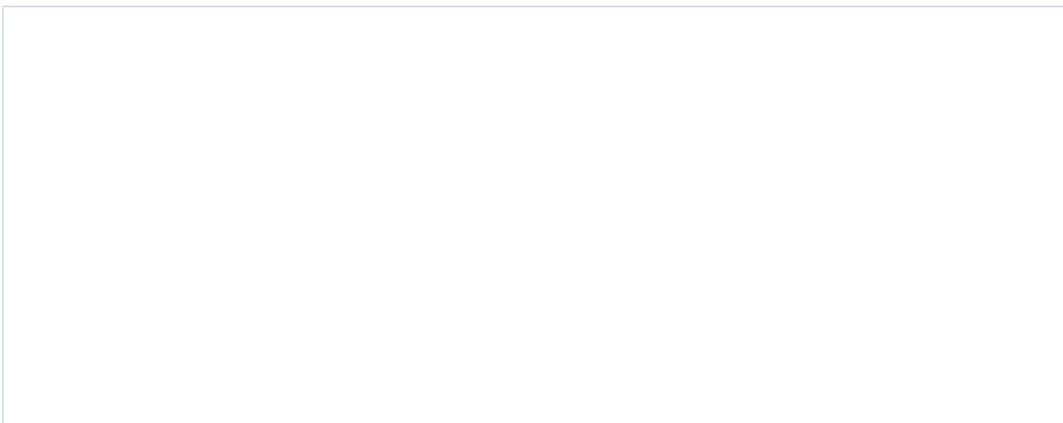
Read the case study and answer the questions that follow.

### Case study

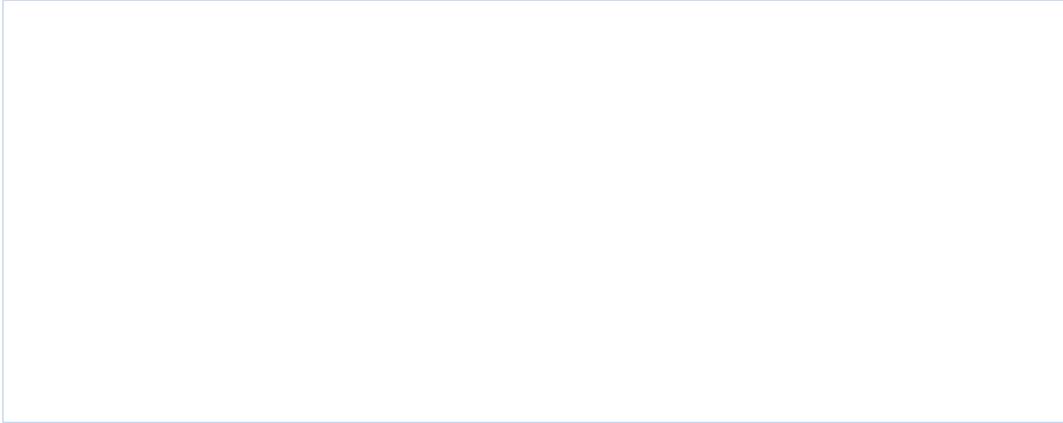
Anna is newly employed as a team leader of a local government department. She is in the process of becoming familiar with the expectations of her new employer and with the key objectives of her team.

Anna has inherited a team that is poorly performing and not meeting operational objectives. The team is diverse with wide-ranging cultural backgrounds, ages, education levels and skills. She needs to develop strategies to build the team's commitment to their set objectives so they can start to succeed and grow.

1. How can Anna find out information about the expectations, objectives and values of her new employer?



2. What methods could Anna use to communicate to her team the links between the organisation's objectives and the individual requirements of the team.



3. Anna needs to prepare a presentation to her team to help clarify organisational expectations and build support for these requirements. Provide an outline of the points Anna should include in her presentation.





## Topic 2 | Influence groups and individuals

- 2A Make decisions in line with policy
- 2B Improve policies and procedures
- 2C Globalisation and new work technologies
- 2D Represent organisation in media and community

## 2A Make decisions in line with policy

As a manager, a key part of your role is to oversee decision-making processes. Decisions must prioritise business objectives, vision and values.

Managers need to make key decisions on a daily basis that can directly impact business operations. This does not necessarily mean it is your sole responsibility to make a decision. Sometimes you will need to empower those in your team to make decisions or contribute to the decision-making process. As a manager, you will need to ensure that decisions support the organisation's objectives and are made in line with organisational policies and procedures and within an appropriate time frame.

Below is a decision-making model that includes the generally accepted steps in the process.

Decision-making model
1. <b>Clarify the problem.</b> For example, sales have dropped by 10% during the past year.
2. <b>Brainstorm and choose solutions.</b> List the viable alternatives that could resolve the problem; for example, develop new products or enter new markets.
3. <b>Implement the best idea.</b> Put the idea into practice; for example, meet with the sales and marketing team and develop and implement a marketing strategy to enter a new market.
4. <b>Monitor the impact of the decision.</b> For example, evaluate sales figures in three months' time.

### Implement group decision making

Group decision making gives employees the opportunity to participate and feel empowered, while taking advantage of a wider base of knowledge, skills and experience from which to make decisions.

Group decision making recognises that in the modern business environment, many decisions a manager may have once made by themselves are now too complex for one person to cope with.

The benefits of a consultative team culture are not limited to the additional insights and ideas a group of people working together can generate. People's satisfaction levels, as well as their interest in and commitment to their job, all improve in a team environment. Team members feel that their opinions are valued and that they have an important role in the context of the team and the organisation.

Effective group consultation and decision making relies on participants being adequately supported and resourced. This includes ensuring they have enough relevant information and time to contribute to the decision-making process.

## Ensure decisions take risk into account

**All decisions, whether large or small, have some chance or probability that they will not turn out as expected; in simple terms, this is what risk means.**

The higher the likelihood the decision will not turn out as expected, the higher the risk associated with the decision. All important decisions should incorporate risk management processes. This means not only evaluating the associated risks and determining plans of action to manage them, but also formulating contingency plans to be implemented if any of the risks eventuate. Work groups and teams can use a range of methods to solve problems and make decisions in a risk management context, some of which are shown below.

<b>Brainstorm</b>	Brainstorming may be used with groups to create new ideas, identify issues and risks, solve problems, and develop and motivate teams. Brainstorming is particularly useful when you are looking for creative and innovative solutions to problems, including risk controls or treatments.
<b>Use cause and effect diagrams</b>	Cause and effect diagrams are also known as 'fishbone' diagrams because the completed diagram resembles a fishbone. The recorder in the group should position the problem or issue at the head of the fish. Record the possible causes of the problem on the bones that project from the spine of the fish. The benefit of a cause and effect diagram is that it graphically separates the problem or issue from the symptoms of the problem.

## Example

### Comply with risk management plans

Robert has been appointed project manager of a team asked to improve customer service across several departments in the organisation. He has planned a customer mailout consisting of a mail-merged letter, a marketing catalogue (outsourced to a printing company) and a flyer advertising the new customer loyalty program (developed in-house) as part of the team's effort to upgrade customer service delivery.

The potential risks of this activity include:

- information needed for the catalogue is not received
- the printing company may not deliver on time
- key staff are unavailable
- the desktop publisher may not be skilled enough to format the new design
- no envelopes because the store person was not notified about the mailout
- not enough time is allocated and the activity is not finished in time for that day's post
- the photocopier may break down.

Together the team develops a risk management plan to ensure the activity can be conducted successfully and within time lines. Ideas to remove or limit the risks are suggested, discussed and agreed upon and contingencies put in place. Robert is confident the team is working well together due to the shared decision making.

## Ensure decisions comply with policies and procedures

When making decisions, ensure they comply with the organisation's policies and procedures.

Your organisation should have policies and procedures documented and easily accessible for all staff to ensure ready reference and compliance. Examples of relevant policies and procedures and their impact on decision making are shown below.

<b>Work health and safety (WHS) policy</b>	<ul style="list-style-type: none"> <li>▪ Do changes to existing work tasks or introduction of new procedures comply with WHS requirements?</li> <li>▪ Has consultation in line with organisational WHS policy occurred?</li> <li>▪ Has a risk analysis for the new process been undertaken?</li> </ul>
<b>Purchasing policy/procedure</b>	<ul style="list-style-type: none"> <li>▪ Is approval to purchase over a certain value required?</li> <li>▪ Does the organisation have a preferred supplier scheme?</li> <li>▪ Are there adequate funds in the budget available?</li> </ul>

<b>Recruitment policy</b>	<ul style="list-style-type: none"> <li>Does the policy state that all job vacancies should be advertised internally/externally?</li> <li>Does management need to approve requests to recruit into existing roles?</li> <li>Does all recruitment require a review of the relevant position description?</li> </ul>
<b>Travel policy</b>	<ul style="list-style-type: none"> <li>Is approval to make travel bookings required?</li> <li>Is a cap applied to daily living expenses?</li> <li>Does the organisation have a preferred vendor/supplier?</li> </ul>

## Ensure decisions comply with time frames

As a leader you may be better positioned than some of your team members to understand how the timely making or execution of a decision can impact the wider organisation.

Allow adequate time to ensure all decisions are well considered and go through a relevant consultation and evaluation process. One of the first steps when clarifying a problem is to establish by when a decision is required and the consequences of not meeting that deadline. This information should be communicated to everyone involved in the evaluation and decision process.

## Practice Task 6

### Question 1

Which of the following statements are correct? Select yes or no for each one.

- |  |       |      |
|--|-------|------|
| a) Empowering decision making is good for employee morale.                       | » Yes | » No |
| b) Evaluating risks is an important part of decision making.                     | » Yes | » No |
| c) As a leader you should make all decisions for your area of responsibility.    | » Yes | » No |
| d) Policies and procedures should only be consulted when making major decisions. | » Yes | » No |
| e) Time frames and deadlines inhibit decision making.                            | » Yes | » No |

## Question 2

---

In which of the following decision-making scenarios would you refer to your organisation's privacy policy? Tick all that apply.

- Purchasing a new photocopier
- Modifying staff personal detail forms
- Adding an email newsletter sign-up form to your website
- Deciding that client purchases must be sent to a home address

## 2B Improve policies and procedures

### Evaluate organisational policies and procedures to ensure they meet current organisational requirements.

Regular evaluations of organisational policies and procedures are required to ensure the standards and expectations of the organisation are met, and to reflect current industry practices, operations, customer needs and societal factors. They should also be formally evaluated to ensure they reflect current best practice and meet legislative requirements.

When reviewing policy and procedure documents, involve affected individuals and work groups, not only to consider their expertise and opinion but to promote their engagement with the organisation and its objectives.

Managers need to lead the way in evaluating policies and procedures and, where possible, encourage employees to participate in the process. This may involve staff evaluating their own work tasks on an ongoing basis to identify where changes to policies and procedures could be made.

The modern global environment provides people with greater access to information, products and services. As a result, there is a need to ensure policies, procedures and practices are current and relevant. It is important to stay up to date with all industry practices, emerging technologies and demographic needs to ensure the organisation remains competitive.

Evaluation of policies and procedures should consider the following points.

<b>Currency</b>	<ul style="list-style-type: none"> <li>When was the policy or procedure last reviewed?</li> <li>Does it reflect current practices?</li> </ul>
<b>Legislative requirements</b>	<ul style="list-style-type: none"> <li>Has applicable legislation impacted requirements and are these reflected in current documents?</li> </ul>
<b>Societal factors</b>	<ul style="list-style-type: none"> <li>Does the policy or procedure reflect current social/demographic trends, e.g. cultural awareness, considerations of working with an ageing/diverse population?</li> </ul>
<b>Risks</b>	<ul style="list-style-type: none"> <li>Does the policy or procedure address the risks associated with work practices?</li> </ul>
<b>Technology</b>	<ul style="list-style-type: none"> <li>Has the policy or procedure been updated to reflect technological changes, e.g. to include social media as a method for communicating with customers?</li> </ul>

Review processes should firstly seek to establish those who should be consulted. This may include management, workers directly impacted by the policy or procedure, and subject matter experts as required. These experts may include WHS consultants, human resources (HR) specialists, legal advisors, union representatives and peak body representatives.

## Empower individuals and groups to innovate and improve

As with group decision making, providing employees with the opportunity to contribute to how their work tasks are completed and the policies under which they work supports a work culture where people feel valued.

Being able to shape their work environment and contribute to how their day-to-day tasks are performed provides people with a sense of wellbeing and work satisfaction.

Moreover, modern management approaches recognise that individuals bring wide-ranging perspectives and backgrounds that can be valuable resources for an organisation. Tapping into this knowledge, experience and skills can greatly assist innovation and process improvement.

### Encourage innovation and improvement

- Encourage a culture of openness and allow staff to make suggestions.
- Reward innovative practices and identification of new ways to do things.
- Review policies and procedures as a regular part of staff meetings.
- Enable easy access to existing policies and procedures.
- Encourage staff to be part of formal review processes.

## Practice Task 7

### Question 1

---

Which of the following should be considered when reviewing internal policies and procedures?  
Tick all that apply.

- Currency, societal factors, legislation, technology, risks
- Correctness, social factors, legislation, technology, risks
- Currency, social media, politics, technology, risks
- Correctness, societal factors, technology, legal risk

### Question 2

---

Which of the following statements are correct? Select yes or no for each one.

- a) Empowering individuals and groups to modify their work processes leads to more engaged employees.      >> Yes      >> No
- b) Policies and procedures should be subject to scheduled, formal review.      >> Yes      >> No
- c) The risks associated with changes to policies and procedures should always be considered.      >> Yes      >> No
- d) One size should fit all with respect to communicating change requirements in an organisation.      >> Yes      >> No
- e) Improvements should be driven by management decision making alone.      >> Yes      >> No

## 2C Globalisation and new work technologies

Globalisation and rapidly changing technologies have had an enormous impact on business.

Globalisation can be defined as the process of international integration into one marketplace, rather than many marketplaces defined by national borders. Global situations that affect all countries and businesses include environmental considerations, money markets and banking, increased competition and competitors, and communication technologies.

Many organisations have links to overseas suppliers and some organisations have taken parts of their operations overseas. Technology has become increasingly important as it enables businesses to operate globally.

There is no doubt that globalisation has a range of impacts on organisations, both positive and negative. Indeed, the impact of globalisation is one of the main driving forces for organisational change. In a fast-moving business landscape – where technologies, demographics and expectations are rapidly evolving – it is essential to continually review how tasks are performed and whether current organisational frameworks are still relevant or need to be adapted.

Possible positive impacts	Possible negative impacts
<ul style="list-style-type: none"> <li>▪ Increased competition</li> <li>▪ Localising and adapting products and services to local markets</li> <li>▪ Allowing developing countries to compete and develop economically and raise their standards of living</li> <li>▪ Developed economies are able to purchase inexpensive goods and services</li> <li>▪ Regional trading alliances, for example, the Association of Southeast Asian Nations (ASEAN)</li> </ul>	<ul style="list-style-type: none"> <li>▪ Loss of jobs and industries; for example, many manufacturers have taken their business offshore</li> <li>▪ Potential exploitation of workers in developing countries, especially where WHS laws are lax or non-existent</li> <li>▪ Irresponsible business behaviour in developing countries, such as polluting the atmosphere or destroying environments through deforestation</li> </ul>

## Understand the impact of and work with new technologies

Technology has advanced more in the last few decades than in the past 2,000 years.

The revolution in information technology (IT) has meant large amounts of information can be transmitted at very low cost; this has been the main enabler of the massive changes the world has experienced.

Most organisations now typically employ a range of technological systems such as information systems and customer databases, electronic payment systems, and organisational intranets and corporate portals for internal sharing of and access to company information and transactions. Employees have smartphones, tablets and laptops for fast access to information, even from remote locations. Workplace learning materials and training procedures may be produced as applications (apps) and easily downloaded and viewed.

### Impacts of technology

- People can connect with others from anywhere in the world.
- Videoconferencing and online chats can be used for meetings.
- Nanotechnology (ultra-small technological systems) has emerged.
- The knowledge economy has emerged, which values workers for their energy, commitment and skills in innovation and judgment.
- Social media is increasingly used (e.g. Facebook and Twitter) to communicate with customers.
- E-commerce and digital marketing campaigns are frequently used.

## Consider new ways of working

Technology has changed the way we work, including where and when we work and the nature of employment itself.

Three key ways that technology has changed work arrangements are through increased casualisation, outsourcing and telecommuting – these are described below.

### Casualisation and contracting

Employers are able to call in casual employees or contractors only when the organisation needs them. This allows employers to minimise wage costs, roster workers around peak periods, and save money by investing little or nothing in training and development activities.

The downside is less committed and loyal workers. In some cases, this has led to skills shortages for specialised labour.

### Outsourcing

Outsourcing involves contracting out non-essential and non-core functions to independent providers. Common functions for outsourcing include:

- administrative work such as accounts and payroll
- IT services
- customer service and call centre operations
- HR functions such as recruitment and selection, and training and development.

### Telecommuting

Working from home or in another location can increase productivity, lower costs and give employees greater satisfaction. The provision of flexible working arrangements also incentivises people to remain loyal to the company.

Telecommuting is only effective if time and resources are invested in setting up the required systems. These include:

- conducting audits to ensure home working environments meet WHS standards
- investing in technology
- ensuring digital mobile devices and intranet connections to home offices do not pose security risks
- training managers to manage offsite workers
- training telecommuter colleagues to still work as a team
- training employees to work productively at home and to close the office door at the end of the day.

Each of the above ways of working has benefits for organisations. For instance, the rise of the 'gig economy' allows organisations to call on specialised resources and people with particular skills as and when they are needed. This increased focus on casual work and outsourcing tasks means that organisations do not have to bear the overheads associated with employing highly paid specialists. Businesses are also able to access these specialists and their up-to-date knowledge regardless of where in the world they are located.

Working from home is seen as a desirable employee benefit and therefore helps organisations to attract quality candidates for job openings. When managed well, working from home allows individuals to have work–life balance and a greater opportunity to manage their own workload.

All of these factors require careful management and regular communication to work well. As a leader, clearly communicate your expectations and work task details to any casual and outsourced employees. As they are not embedded in your organisation to the same extent as other employees, you cannot assume their understanding of your organisation and its requirements. Likewise, ongoing communication with telecommuting employees ensures they are aware of expectations and time lines, and are comfortable with their role and workload – this is key to the success of the arrangement.

### Example

#### Understand the global environment and new technologies

Mary works as a HR manager for a manufacturing company. Increased costs have led to management deciding to move production offshore, while keeping the head office, where Mary works, in Australia. This means Mary will need to change the way she works. To start with, she will be required to help recruit and induct local staff and management at the new premises. She will also need to help set up policies and procedures that are adaptable to the local culture. Mary knows she will have to adapt her management style to include the use of more technology for communication, as she will not be able to attend regular face-to-face meetings. Mary decides to prepare herself for the changes by improving her IT skills and learning about the local culture. She has enrolled in a basic language course to learn the local language.

### Change management processes

Increased work demands and changes to how work activities are performed requires teams and individuals to be ready for and open to change.

Everyone needs to be alert and responsive to new ways of coping with increased work demands and pressures – this may include developing new skills to feel empowered. Every day in the workplace can bring potential changes that require new actions or responses, or different levels of activity. Leaders must be adaptable and flexible to deal with the continually changing workplace.

Many factors can lead to change in organisations. These can be divided into internal and external reasons for change. Internal factors come from within an organisation and external factors from outside an organisation – these can be more unpredictable and harder to control. The table below presents some examples of reasons for change.

Internal reasons	External reasons
<ul style="list-style-type: none"> <li>▪ Key staff leave</li> <li>▪ Management changes</li> <li>▪ Downsizing</li> <li>▪ Merger or company takeover</li> </ul>	<ul style="list-style-type: none"> <li>▪ Economic downturn</li> <li>▪ Changes in legislation</li> <li>▪ Closure of suppliers and related businesses</li> <li>▪ Changes in technology</li> </ul>

## Change research and implementation methods

A variety of models exist that seek to provide a framework for organisations to implement change. These models can help guide your organisation, employees and stakeholders through the change process.

### Lewin's model

In the 1940s, Kurt Lewin, a leading social and organisational psychologist, argued that a person's behaviour is the result of two opposing forces: one force pushes towards preserving the existing state (the status quo) and the other force pushes for change. To change behaviour, three steps need to occur:

1. Unfreezing to encourage a person to forget old behaviours by disrupting the existing state.
2. Moving to new behaviours and attitudes.
3. Refreezing to ensure that new behaviours and attitudes become the new status quo.

To unfreeze behaviours, the driving forces for change need to be increased.

### Lewin's force field analysis

A change planning group can conduct a force field analysis by brainstorming all the driving and resisting forces affecting the situation. The driving and resisting forces can then be scored or ranked in order of strength and plotted in two opposite columns. In some cases, the driving forces can be increased, while in others, managers may need to develop specific strategies to decrease the resisting forces. For example, managers can increase the driving forces by explaining the reasons why a change needs to occur. To decrease resisting forces or barriers to change, managers can create a sense of security and empower employees to make decisions in relation to their job design. This analysis can also be used to assess strategies for change.

## Kotter's 8-step process for leading change

**1. Create a sense of urgency**

Change leaders need to ensure that employees feel an urgent need for change. They can do this by formulating a compelling and persuasive reason for why change is needed.

**2. Build a guiding coalition**

Leaders need to get on board senior management and other stakeholders who have power and influence to ensure change can be implemented.

**3. Form the strategic vision and initiatives**

Leaders need to create a new strategic vision, one that will direct the change and strategies. This new vision needs to be effectively communicated throughout the organisation and to external stakeholders.

[Steps 1 to 3 represent the first stage of Lewin's model: unfreezing.]

**4. Enlist a volunteer army**

Leaders need to empower a broad group of people as change agents – managers and employees who can act on the vision and drive change. These agents need to be encouraged to engage in creative problem solving.

**5. Enable action by removing barriers**

Leaders need to remove barriers to change that threaten the achievement of the vision. They need to increase the driving forces for change and decrease the resisting forces.

**6. Generate short-term wins**

Leaders need to plan for and track accomplishments, rewarding short-term wins that move the organisation towards achievement of the new vision.

**7. Sustain acceleration**

At this stage, leaders should use their established credibility to change organisational policies and processes that do not support the vision. This may mean hiring or promoting people who can implement change and/or creating new processes.

[Steps 4 to 7 represent the second stage of Lewin's model: moving.]

**8. Institute change**

Embed the change by demonstrating the relationship between organisational success and the new behaviours.

[Step 8 represents the third stage of Lewin's model: refreezing.]

## Manage resistance to change

As a team leader, it is important to understand others' resistance to change and the reasons why this may occur. It is easier to support people through a change process when you understand people's reactions, excuses or feelings towards change. Here are some strategies to deal with change.

### Strategies to deal with change

- Work in conjunction with team members to achieve work outcomes.
- Appreciate where people are coming from and why they are fearful. Allow team members to express their fears and help them articulate their fears through discussion.
- Devise a range of communication opportunities – one-on-one or in small groups – so people can talk through issues related to the impact of change.
- Group discussions, meetings, individual chats and reviews can help recognise and overcome objections to change and related issues.
- Take the lead in modelling and embracing change – this will help to lift barriers when team members see you taking on the changes.
- Identify people's development needs and consult with them in making training and development arrangements.

## Practice Task 8

### Question 1

Which of the following statements are correct? Select yes or no for each one.

- |  |       |      |
|--|-------|------|
| a) Technological changes have seen an increase in working from home.   | » Yes | » No |
| b) Potential exploitation of workers in developing economies is seen as a negative consequence of globalisation. | » Yes | » No |
| c) Outsourcing allows greater access to specialist skills and expertise.   | » Yes | » No |
| d) Outsourced/casual staff have the same communication needs as on-site or full-time employees.                  | » Yes | » No |
| e) Globalisation impacts all industries and organisations equally.   | » Yes | » No |

## Question 2

---

Number each step from 1 to 8 in the order you would follow according to Kotter's 8-step process for leading change.

- Enlist a volunteer army
- Generate short-term wins
- Create a sense of urgency
- Form the strategic vision and initiatives
- Build a guiding coalition
- Enable action by removing barriers
- Institute change
- Sustain acceleration

## Question 3

---

What are some of the factors to consider when integrating new technology into the workplace?

## 2D Represent organisation in media and community

The role of workplace leaders may include promoting a positive image of their organisation in the media and community.

Workplace leaders share responsibility for developing and promoting a positive image of their organisation. As a leader, model appropriate standards of behaviour so other members of staff will emulate you. Also demonstrate these standards of behaviour when you are dealing with clients, suppliers and other external stakeholders.

In addition, you may have to communicate with the media. This may include the print media (newspapers), television media (news services) and digital media (online news services or campaigners). Having a positive image in the media and in the community requires you to behave with courtesy, integrity and credibility. Form good working relations by role modelling the required behaviours and leading by example.

### Represent your organisation positively

Many organisations recognise the potential for damage to their reputation due to the actions of individual leaders and employees, and have strengthened their codes of conduct in response.

Be aware that, as a leader, you are always seen to be representing your organisation, even out of hours. This is particularly relevant when socialising with colleagues at work-related events or in the community related to your organisation.

Here are some points to consider when engaging in out-of-work activities such as using social media or attending events.

Social media account – personal and organisational

- Ensure your photos are appropriate for public viewing.
- Ensure the comments you make reflect your organisation's values.
- Only endorse or like things that reflect organisational values.

#### Organisational, network or community events

- Make sure your personal appearance and dress reflects positively on your organisation.
- Ensure your behaviour reflects the organisation's values and employee code of conduct.

Behaving with integrity means you perform your role and responsibilities morally, ethically and with professional competence according to both your organisation's values and those of the community.

Managers are role models for their organisation, and employees look to managers and follow their lead when confronted with situations that challenge their own integrity. Your workplace policies and procedures and code of conduct should be your main references to determine what your organisation expects of you in terms of your personal integrity. It is inappropriate professional behaviour to engage in gossip, knowingly pass on misleading information, handle grievances insensitively or undermine others.

#### Strategies to build your reputation as a person of integrity

- Follow workplace policies and procedures.
- Be fair, equitable and courteous.
- Communicate factually and objectively.
- Treat people with respect.
- Do not make degrading statements.
- Maintain confidentiality.
- Ensure all information is correct.
- Be truthful when dealing with customers.

## Practice Task 9

### Question 1

---

Which of the following actions may damage the public perception of your organisation? Tick all that apply.

- Sharing compromising photos on social media
- Criticising your organisation in the media
- Making negative comments about customers or competitors
- Attending a party
- Making racist remarks on Twitter

### Question 2

---

Which of the following statements are correct? Select yes or no for each one.

- a) Credibility promotes a positive public image. » Yes      » No
- b) Your public social media cannot impact your organisation. » Yes      » No
- c) When representing your organisation in the media you should freely express your personal opinions. » Yes      » No
- d) Sharing personal information about your colleagues damages your credibility. » Yes      » No
- e) As a manager you do not have to observe workplace procedures. » Yes      » No

## Summary

- Adopt a strategic and systematic approach when making decisions. Use a decision-making framework and involve others to ensure the best outcomes for the organisation are achieved.
- Consider the implications of your decisions. These include impacts on current policies and procedures, time lines and risks associated with decisions.
- Encourage groups and individuals to contribute to the decision-making process. This empowers employees to take ownership in their role and taps into wide-ranging knowledge and experience.
- Regularly review policies and procedures to ensure they reflect current requirements and work practices. In addition to formal reviews, encourage employees to look for process improvements – this will foster engagement and promote employee value.
- Technology and globalisation have changed the nature of work – be aware of and adaptable to these new ways of working.
- Represent your organisation positively in the media and community. Ensure your behaviour is appropriate, credible and courteous, and follow organisational policies and procedures.

## Learning Checkpoint 2

### Influence groups and individuals

#### Part A

1. When looking to improve organisational and workplace policies and procedures, what should you consider?

2. Which of the following are examples of challenges associated with integrating new technologies? Tick all that apply.

- Staff resistance to using new technology
- Increased need for manual handling
- Initial slowdown in productivity while technology is implemented/adopted
- Increased staff training needs
- Increased need for casual employees

3. List the four steps of the decision-making process.

4. Which of the following actions help employees represent their organisation in a positive way?  
Tick all that apply.

- Follow workplace policies and procedures
- Be fair, equitable and courteous
- Communicate factually and objectively
- Treat people based on their seniority
- Share stories about employees with friends
- Send emails with spelling errors
- Be truthful when dealing with customers

5. What factors lead to employees being resistant to the implementation of change?

6. How can team members be encouraged, supported and resourced to participate in consultation and decision-making processes?

## Part B

Read the case study and answer the questions that follow.

### Case study

Anna has been asked by her employer to appear in a report that will be aired on television news regarding the opening of the new library. Senior management are anxious to ensure that the segment goes well in order to address some negative sentiment that exists regarding recent reports that local government employees are being asked to work unpaid overtime.

1. Which of the following statements are correct? Select yes or no for each one.
  - a) If asked for comment by the journalist, Anna should express her personal views regarding the reports of employees not being paid for working overtime. » Yes      » No
  - b) Anna is considering wearing a t-shirt that expresses her political views during the interview. Would this be appropriate? » Yes      » No
  - c) Immediately prior to the interview, the organisation reaches a settlement with employee representatives regarding overtime payments. Would you recommend Anna announce this during the interview, i.e. before employees have been told directly? » Yes      » No
  
2. Anna did not feel the interview went well and is upset that it has been shared to the organisation's Facebook page. Which of the following methods would be appropriate ways to raise her concerns? Tick all that apply.
  - Leave a comment on the Facebook post
  - Share it to her own Facebook page and express her upset
  - Demand that the social media team take the post down
  - Raise her concerns with her manager



## Topic 3 | Build and support teams

- 3A Assign accountabilities and responsibilities
- 3B Resource teams to meet objectives
- 3C Create a positive work environment
- 3D Encourage innovation in teams and individuals

## 3A Assign accountabilities and responsibilities

Assigning tasks, accountabilities and responsibilities to teams is a key part of your role as a leader.

One strategy to ensure accountabilities and responsibilities are consistent with operational plans is to allocate tasks according to the strengths of each team member. Each person has abilities and characteristics that contribute to the team's goals. Assigning team tasks must be done fairly and without favour and must work to the strengths and skills of each team member.

A work breakdown structure (WBS) can be used to identify the component tasks of a project or plan. When breaking down strategies and plans into actionable tasks, ask questions such as 'What needs to happen to achieve this?'. Record the answers then check them by asking: 'Will these actions actually allow this activity or task to be completed?', 'What do employees need to be able to make the change?' and 'How long will this task take to complete?'.

After identifying tasks, sequence them in a logical order. Also identify the resources required to complete the tasks and assign responsibility to team members.

Here is an example of a WBS, with descriptions of the steps involved in the process.

<b>Task</b>	Identify the activity and the tasks required to complete it.
<b>Duration</b>	Estimate how long each task should take.
<b>Start/finish</b>	Detail when the team member(s) should start the tasks and note the due dates.
<b>Resources</b>	Write down the sorts of resources team members need to complete the tasks, for example, computers.
<b>Costs</b>	Write down the costs of completing the tasks, for example, wages/salaries.

### Understand team competencies

When working with teams it is important to understand the specific skills, experience and competencies of the team's members.

Researcher and management theorist Dr Meredith Belbin developed the Belbin team roles model to help individuals and team leaders identify and build strengths and improve weaknesses in teams, resulting in improved contributions and performance. Leaders and their team members can use this model in many ways. For example, the

model can be used to think about team members' strengths and weaknesses, their diverse ways of working and the roles they can perform in the team, how balanced a team is before bringing them together before a project, or how to manage interpersonal differences in an existing team. Belbin identified nine team roles; he then categorised those roles into three groups, as shown below.

<b>Action oriented</b>	<ul style="list-style-type: none"> <li>▪ <b>Shaper:</b> challenges the team to improve</li> <li>▪ <b>Implementer:</b> puts ideas into action</li> <li>▪ <b>Completer-finisher:</b> ensures thorough, timely completion</li> </ul>
<b>People oriented</b>	<ul style="list-style-type: none"> <li>▪ <b>Coordinator:</b> acts as a chairperson</li> <li>▪ <b>Team worker:</b> encourages cooperation</li> <li>▪ <b>Resource investigator:</b> explores outside opportunities</li> </ul>
<b>Thought oriented</b>	<ul style="list-style-type: none"> <li>▪ <b>Plant:</b> presents new ideas and approaches</li> <li>▪ <b>Monitor-evaluator:</b> analyses the options</li> <li>▪ <b>Specialist:</b> provides specialised skills</li> </ul>

## Confirm accountabilities and responsibilities

Employees may find it difficult to carry out assigned tasks if they struggle to understand what is required.

It is important to provide as much information as possible when assigning responsibilities to your team members. Always clarify tasks and allow team members to ask questions to confirm their understanding. Provide information about the key areas of safety, quantities, time frames and expected quality standards.

### Considerations when assigning team tasks

- Be consistent about the standards required and what needs to be completed.
- Make sure employees have the skills to complete their assigned tasks.
- Provide training, coaching and mentoring if required.
- Assign work fairly and evenly. Do not give less-vocal employees more to do because they do not complain or speak up.
- Check that employees understand and can carry out the tasks.
- Follow up and monitor progress.
- Mix up the jobs and be fair when assigning the perceived difficult or unpopular jobs.

## Practice Task 10

### Question 1

---

Draw a line to match each group in Belbin's model to its team role definition.

» Action oriented

» Plant: presents new ideas and approaches

» People oriented

» Completer-finisher: ensures thorough, timely completion

» Thought oriented

» Team worker: encourages cooperation

### Question 2

---

Which of the following should be considered when allocating responsibilities? Tick all that apply.

- Task time frame
- Coaching or training required to complete task
- Skills/attributes of people to whom tasks are being assigned
- Relationship/friendship with people to whom tasks are being assigned
- The team member who is likely to complain the least

## 3B Resource teams to meet objectives

Once individual and team responsibilities have been identified, consider the resources required to support staff to complete their daily tasks.

A resource analysis is a useful tool to evaluate the resources required to complete a task. This process includes exploring the required skills and personnel, physical resources (e.g. specific equipment), time to complete the task, and financial resources (e.g. purchases of tools or equipment, overtime and training costs). A resource analysis will allow you to understand the full extent of what is required to complete a task and any associated implications (e.g. diverting funds or an individual's time from other tasks).

Here is a breakdown of the resource analysis process.

### Define resource options

- The resources needed to support staff may include:
- human resources (HR) such as specialist or expert staff or consultants, and team members and their skills, roles and responsibilities
  - physical resources, such as equipment, technology and workspace
  - time required to complete a task or implement change
  - financial resources such as the funds to buy new equipment, update technology, provide training, or coach and mentor staff to address skill gaps.

### Analyse resources

- Analyse each task to determine resource requirements. Answer the following questions:
- What are the skills and experience necessary to do the work? What are the results of the gap analysis? Is a training needs analysis required? If yes, allocate responsibility for analysis.
  - Who should do the work?
  - How long will each activity and task take to complete?
  - What equipment or facilities are required?
  - What is the availability and cost of each resource?

### Estimate resources

Calculate the total estimate of the activity or task by multiplying *resource effort* by the *resource unit* rate for all the tasks listed in the WBS. Be sure to include all costs and allow for contingency.

For example, there may be staff movement which involves recruitment costs. The finance and HR teams should be able to advise costs and any standard contingency percentages required in budget planning. The total estimated cost of all activities, generally by month, until objectives are achieved should form the budget for the team. Submit the budget to senior management for approval to obtain the funds.

### Acquire resources

Once funds have been allocated, the team can set about acquiring the necessary resources. Make any purchases or requests for training in accordance with the organisation's purchasing and HR policies and procedures. As team leader, make sure your team members are familiar with the processes for acquiring resources and ensure they are followed. Also ensure all monies spent are included in the team's budget to monitor costs.

## Training needs analysis

A training needs analysis is a systematic way to identify gaps in team members' skills.

Use a training needs analysis to determine the areas of competency that workers need to develop. You can conduct an analysis in several ways, including via skills audits, surveys, interviews with staff, observation of staff skills on-the-job, and analysis of statistical data such as rates of productivity and errors.

From the results, identify appropriate professional development opportunities such as coaching, mentoring, off- or on-the-job training for a qualification, workshops, demonstrations, networking or joining an association. Below are some ways you can identify knowledge and skill needs in a team.

#### Address team learning needs

If your analysis identifies a training need for the whole team, plan an effective approach that encourages learning and maintains the team's enthusiasm and confidence.

Work with individual members to identify coaching, mentoring or off- or on-the-job formal training that enables them to address the knowledge or skill gap.

<b>Encourage learning</b>	While it is important to identify the learning needs of team members, you should also encourage them to identify their own learning needs and appropriate opportunities to address them. Part of your responsibility as a team leader is to encourage developmental learning that allows team members to follow a career path and take on new tasks as required.
<b>Support team members</b>	<p>Support team members' learning by familiarising yourself with options the organisation can offer to staff, such as:</p> <ul style="list-style-type: none"> <li>▪ contributing funds for resources or materials if they are self-funding their learning</li> <li>▪ providing paid time off for study</li> <li>▪ providing time for them to attend a course.</li> </ul> <p>These support mechanisms add to the value the employee places on the learning.</p>

## Example

### Identify training needs

With the harmonisation of work health and safety (WHS) legislation, all personnel in a large manufacturing organisation in Tasmania need to be updated on the impact of the national *Work Health and Safety Act 2011* (Cth). The implications are wide-ranging for the organisation due to the impact on the finance, payroll and HR areas, and also on people involved in the various levels of management.

The HR manager arranges for policies and procedures to be updated to reflect the new legislation. The production team leaders undertake a training needs analysis to identify:

- knowledge requirements
- current competencies
- the training needs of all team members.

From the results, they develop a training program that addresses all these needs so they can be confident the organisation complies with the legislation.

## Practice Task 11

### Question 1

---

Which of the following statements are correct? Select yes or no for each one.

- a) Time required to complete a task should be considered when determining resources. » Yes    » No
- b) Team members are not equipped to consider their own learning needs. » Yes    » No
- c) As a manager you should consider what support may be needed for an employee undertaking additional learning. » Yes    » No
- d) A training needs analysis will only identify formal training needs. » Yes    » No

### Question 2

---

Number each step from 1 to 4 in the order you would follow when conducting a resource analysis.

Acquire

Define

Analyse

Estimate

## 3C Create a positive work environment

As a leader, one of your main roles is to strike a balance between achieving organisational outcomes and maintaining a harmonious work team.

A positive work environment is one in which people feel comfortable, offer to take on difficult tasks, help other team members, are open to other people's suggestions and perspectives, and are willing to offer their own ideas. Such teams consistently meet the organisational objectives set out in operational plans.

Strategies to achieve a positive work environment include communication, consultation, group decision making, empowerment, delegation, emotional intelligence, and training and development. Work planning and team-building activities are further strategies to create and maintain a positive environment.

An integral part of being a leader is developing and implementing work plans and using them to create an environment where workers are motivated to achieve outstanding results.

Detailed work plans ensure that all team members are aware of their own objectives and how to achieve them. They provide individual team members with a formal outline of what is expected of them, time lines, required resources and how their performance will be measured.

Effective work plans contribute to creating a positive and productive work environment, as shown below.

### Effective work plans

Work plans:

- set the benchmark for individual performance
- ensure alignment of individual, team and organisation objectives
- provide a valuable formal feedback mechanism for team members and a monitoring tool for leaders
- provide a way to identify and document key performance indicators (KPIs) and team goals – these should follow the SMART formula (they need to be specific, measurable, achievable, realistic and time-bound).

To be effective, a work plan should have the commitment of both the leader and the team member it applies to and be consistent with the organisation's requirements. HR departments can help develop work plans, and many organisations have proformas and guidelines for plan development.

### Work plan characteristics

#### Work plans:

- are established through consultation
- are consistent with, or otherwise supportive of, the goals and objectives of the team and organisation
- are consistent with the individual's roles and responsibilities
- include specific training actions for addressing performance gaps
- include other personal development initiatives that may be identified
- promote regular formal and informal feedback
- provide meaningful incentives and rewards for achievement of goals
- are realistic, achievable and adequately resourced.

## Provide feedback on performance

Feedback on performance must be constructive, immediate and suitable for each team member to address performance issues, and to motivate team members to strive for continuous improvement.

You can give your team different types of feedback, as shown below.

<b>Positive feedback</b>	<ul style="list-style-type: none"> <li>▪ Provides praise and recognition for a job well done</li> <li>▪ Builds confidence and self-esteem</li> <li>▪ Builds team spirit</li> <li>▪ Motivates</li> </ul>
<b>Negative feedback</b>	<ul style="list-style-type: none"> <li>▪ Disempowers</li> <li>▪ Makes team members defensive</li> <li>▪ Creates fear and insecurity</li> </ul>
<b>Constructive feedback</b>	<ul style="list-style-type: none"> <li>▪ Guides team members</li> <li>▪ Is specific</li> <li>▪ Is clear about what needs to be done</li> <li>▪ Can be used to address both positive and negative performance</li> </ul>

To build the morale of your team, provide opportunities for relationships and skills to develop. Consider internal opportunities such as job rotation, job sharing, shadowing, mentoring and coaching. Taking the time to build the skills of your team assists you in meeting organisational objectives, as you will create a flexible and adaptable team that can function in a range of roles and support other team members to complete their job tasks.

A cohesive team requires strong relationships between team members. Relationships can be built through social activities such as team lunches and dinners. Social activities are also good for celebrating achievement of objectives. You can also run a mental team-building activity such as the Myers-Briggs Type Indicator® (MBTI) or learning styles inventory quiz so team members can better understand their own and other members' styles.

### Example

#### Create a positive work environment

Alex has been made a team leader at his workplace. His team is undergoing changes to its work role. Team members need to learn new skills and change some of their work practices. Alex conducts a training needs analysis to determine the skill gaps of his team. The results of the analysis help Alex determine what skills his team members already have, so he can assign tasks based on their strengths. The results also show where to provide development opportunities. After consulting with his team, Alex prepares a work plan for each person. Team members appreciate what Alex is doing and are already showing signs of enthusiasm and offering their own ideas.

## Practice Task 12

### Question 1

Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) An individual work plan should be created to cover the entire team.                | » Yes | » No |
| b) Constructive feedback can create fear and insecurity.                              | » Yes | » No |
| c) Feedback should wait for formal performance appraisals.                            | » Yes | » No |
| d) Team building activities should always be off-site events.                         | » Yes | » No |
| e) A positive work environment supports the achievement of organisational objectives. | » Yes | » No |

## 3D Encourage innovation in teams and individuals

Innovation is about creating something of value in response to a need for change in the organisation.

Innovation always starts with an issue or an idea. When working in a team, encourage each team member to contribute ideas and to take part in change and creative thinking processes.

While it is not always possible for everyone's ideas to be put into practice, it is important that each individual has the opportunity to contribute and feel their contribution is valued.

Creativity relates to thinking of new ideas. Innovation is putting new ideas into practice that creates some type of benefit to the organisation.

High levels of productivity can be linked to environments where team members are encouraged to contribute ideas. Team members become motivated to explore better ways to do things and have a greater degree of job satisfaction. Creating a team environment where innovation and ideas are fostered is the responsibility of all team members, including the leader. Sharing ideas and promoting innovation creates a workplace culture of responsibility and respect for others. It also helps to develop a creative workplace environment.

### Benefits of promoting innovation in the workplace

- Team members are more proactive, sensing changes and developing new ways to tackle tasks.
- Team members feel closer bonds with each other and this builds a positive team spirit.
- Team members feel that their work is important and valuable.
- Team members are more likely to be commended for their work.
- There is an increase in skill levels.
- Increased opportunities are provided for collaboration.
- Stronger innovation and teamwork skills are developed that will equip team members for other roles.
- Empowerment is fostered and encouraged in the team.

**Characteristics of innovative teams include:**

- positive support for changes in the organisation
- a high level of synergy and collaboration
- members who are conceptual thinkers and problem solvers
- passion about innovation
- inquisitiveness at micro and macro levels
- respect for each other
- investment of time in brainstorming sessions
- understanding of the benefits of innovation
- an ability to question norms and raise ideas in a professional manner.

Innovation can have major impacts in a business. It can be applied to any product, service, system and work process. Its results will usually lead to completing jobs faster, improving quality, increasing customer satisfaction, reducing waste, minimising expenses or coming up with something completely new.

Finding ways to innovate and add creativity to your business and career is enjoyable and rewarding. By being proactive in innovation at work, you will have a greater sense of engagement and feel more satisfied in your role.

Furthermore, by providing opportunities for innovation in teams, you can help your business to grow, achieve better performance in the market and increase customer satisfaction.

<b>Identify issues and needs that require an innovative approach</b>	Consider the following issues and needs that indicate a change is required: <ul style="list-style-type: none"> <li>▪ Issues in the physical work environment</li> <li>▪ Root causes of staff and customer complaints</li> <li>▪ New technologies in the industry</li> <li>▪ Negative feedback from staff</li> <li>▪ Pain points and bottlenecks in current processes</li> <li>▪ Current product fault issues</li> </ul>
<b>Consider improvement initiatives</b>	Examples of improvement initiatives include: <ul style="list-style-type: none"> <li>▪ improving budgetary performance</li> <li>▪ developing new services or products</li> <li>▪ improving or changing work conditions</li> <li>▪ improving outcomes from the work that is done.</li> </ul>

**Use strategies to support innovation**

Some strategies to develop a more innovative team approach include:

- generating ideas freely
- thinking creatively about how to capture and use good ideas
- making decisions and defining steps to work towards desired outcomes
- setting benchmarks and standards for the work team members do and what they want to achieve
- instilling motivation in individuals and the team as a whole to work effectively
- recognising and rewarding innovative approaches
- ensuring that each team member's interests, skills, abilities, strengths and weaknesses are considered so they can contribute in a way that is meaningful for them.

## Provide recognition and reward

Recognition and reward are about acknowledging a job well done.

Depending on your level of seniority, you may have the authorisation to give a promotion or pay rise. Most leaders, however, can reward and recognise the achievements of their team in a number of other ways.

Recognition and rewards promote ongoing positive feelings in a team and provide incentives for team members to keep striving to do their best and to achieve the team's objectives.

### Recognise and reward your team by:

- publicising achievements in the organisation, for example, by posting on the intranet
- providing regular feedback and praise
- allowing time off in lieu
- providing training and development opportunities
- presenting certificates of appreciation
- holding team celebrations, for example, providing lunch
- providing opportunities to learn new skills that could lead to promotion.

## Example

### Encourage creativity and innovation

Ranjit has been appointed the project manager for a team that has been formed to develop training resources for some new customer service standards. The team needs to meet regularly to discuss progress. At their initial meeting, Ranjit asks the team to collaborate to identify the most effective methods for team communication. At the next team meeting, the efficiency and effectiveness of a range of communication methods are discussed, including blogs, wikis and Skype. The team evaluates these options and decides to develop a team blog that will be used for communication and to share information with other members of the organisation. This has not been done before so everyone is keen to start developing and contributing to the blog.

## Practice Task 13

### Question 1

Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) Creativity involves putting a new idea into practice.          | » Yes | » No |
| b) Recognising innovative practice encourages further innovation. | » Yes | » No |
| c) Supporting innovation can damage team bonds.                   | » Yes | » No |
| d) A creative and innovative workplace can reduce stress levels.  | » Yes | » No |

### Question 2

Which of the following are benefits of supporting innovation? Tick all that apply.

- Team members become more proactive
- Team members seek higher salaries
- Team members become more self-reliant and less collaborative
- Team members feel their work is valued
- Team members are empowered

## Question 3

---

How can a leader encourage and support individuals to become more innovative?

## Summary

- Leaders are responsible for assigning accountabilities and responsibilities to team members. They need to understand the strengths and skills members bring to the team.
- Tools such as a work breakdown structure can help you assign tasks to your team members.
- Teams must be provided with appropriate physical, human and financial resources to achieve their objectives. As a team leader, ensure resource acquisition is in accordance with organisational policies and procedures.
- Conduct a training needs analysis to help identify the skill gaps and development opportunities in your team.
- Delegation is an opportunity for you to develop your team. Delegating tasks helps you manage your workload and provides opportunities for your team members to develop their skills.
- Empower your team and create an innovative environment – encourage creativity, give consistent, constructive feedback, and provide recognition and rewards on a regular basis.
- Teams where innovation is encouraged and rewarded experience greater levels of job satisfaction and higher productivity levels.

## Learning Checkpoint 3

### Build and support teams

#### Part A

1. How can Belbin's team roles model help you to understand the nature of work teams and how to allocate tasks to team members?

2. Explain the difference between delegation and empowerment. Give an example of each.

3. Which of the following are characteristics of effective work plans? Tick all that apply.

- Work plans are realistic, achievable and adequately resourced
- Work plans are established only in consultation with senior management and human resources team members
- Work plans are consistent with, or otherwise supportive of, the goals and objectives of the team and the organisation
- Work plans promote regular formal and informal feedback
- Work plans are inconsistent with the individual's roles and responsibilities

4. What sorts of resources might you need when delegating tasks?

5. How can teams be empowered to develop innovative approaches to workplace issues?

## Part B

Read the case study then answer the three questions that follow.

### Case study

Anna has now worked as a team leader for six months.

Her team is beginning to work more effectively together. Anna's objective is to continue to develop her team members so they feel empowered and encouraged to suggest new and innovative ways of working.

A key strategy to further develop her team is through increasing team members' responsibilities. This will provide training and development opportunities and promote a sense of making a contribution to the organisation. Anna needs to consider how to delegate so she can assign new tasks to team members.

Read the questions below and provide some strategies for Anna that address the needs outlined in each question.

1. Describe steps to be followed when delegating tasks.

2. Which of the following demonstrate Anna's support for her team? Tick all that apply.
  - Be consistent about the standards required and what needs to be completed
  - Check that team members understand and can carry out the tasks
  - Make sure they have the skills to complete their assigned tasks
  - Assume that sufficient resources are in place
  - Wait for the team members to ask for training, coaching and mentoring if required
3. Which of the following are methods Anna can use to empower her team and create a positive working environment? Tick all that apply.
  - Provide feedback in front of other colleagues
  - Provide training
  - Trust team members' abilities
  - Value others for their skills and abilities
  - Only delegate when absolutely necessary
  - Make decisions in isolation

4. What resources might Anna provide to allow her team to contribute to innovation and improvement?

A large, empty rectangular box with a thin blue border, intended for the student to write their answer to the question above.



## Topic 4 | Demonstrate personal and professional competence

- 4A Model and encourage ethical conduct
- 4B Adapt appropriate interpersonal and leadership styles
- 4C Set personal objectives and work outcomes
- 4D Develop professional competence

## 4A Model and encourage ethical conduct

---

Leaders set the ethical standards in organisations, so they must have clear ideas on what ethical conduct is and how to encourage team members to behave according to ethical principles.

A key part of ethical conduct is leading by example, by always being fair, honest and non-discriminatory when dealing with others. Ethical leaders are aware of their organisation's code of conduct and strive to reflect the behaviours outlined in the document.

### Leading ethically means:

- putting the organisation's values first when making decisions
- acting with integrity
- accepting responsibility
- actively initiating change and innovation
- being determined to improve the work of team members
- supporting the vision and mission of the organisation
- following organisational codes of conduct.

Business ethics, sometimes referred to as corporate ethics, are standards that organisations elect to follow to ensure organisational or corporate behaviour meets public expectations.

Ethical leaders must be aware of their legal and business responsibilities. They should ensure their individual actions and decisions comply with business law, regulations and the ethical expectations outlined in their organisational code of conduct. Non-compliance may have legal or organisational disciplinary consequences.

Many organisations choose to define their expectations around ethical behaviour in a code of conduct. A code of conduct outlines the organisation's corporate responsibilities and expectations about how leaders should behave.

## The relationship between ethics and social responsibility

As a leader, consider how your own behaviour and ethics impact perceptions of your organisation.

People are becoming increasingly aware of the activities of businesses and how employees conduct themselves in both public and private domains. Public opinion is widely distributed through the internet and social media and this is re-shaping expectations and standards. This means that organisational behaviour – good and bad – is increasingly transparent, often on a global scale.

Your ethical conduct can have many benefits for your organisation, including:

- creating a positive company image in the public domain
- lowering the risk of negative publicity
- increasing business opportunities by association with other ethically minded organisations
- providing a strong framework for team members' actions and behaviours.

As discussed in Topic 1, team members look to their leaders to determine appropriate levels of behaviour. A key part of your role is to model the behaviours and attitudes that you wish to see in your team.

Ethical leaders empower their team members through participative processes such as delegation, information sharing and acknowledgement of achievements and ideas. Ethical leaders are described as leading with courage.

## Example

### A code of conduct

Here is a typical code of conduct for employees.

All organisational personnel must behave in a way that upholds our values and protects our reputation.

Personnel must:

- be honest and inclusive
- treat everyone with respect and courtesy
- act ethically and with integrity
- not act in a harassing manner
- take direction from those in authority
- understand and comply with the requirements of the law and the workplace with regard to information privacy
- understand and comply with the requirements of the law and the workplace with regard to work health and safety
- understand and comply with the requirements of the law and the workplace with regard to environmental sustainability
- understand and comply with the requirements of the law and the workplace with regard to anti-discrimination and ethical behaviour
- understand and comply with any other Australian legislation relevant to their work role
- follow all workplace policies and procedures
- avoid any conflicts of interest
- use all the organisation's resources appropriately
- not provide false or misleading information in their workplace dealings.

## Practice Task 14

### Question 1

---

Which of the following are signs of an ethical leader? Tick all that apply.

- Accept responsibility for actions
- Follow codes of practice and business laws
- Treat people according to personal relationship
- Be non-discriminatory
- Clearly communicate ethical standards for the team

### Question 2

---

Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) Unethical behaviour can impact public perception of an organisation.               | » Yes | » No |
| b) Not adhering to standards set for others may be considered unethical.              | » Yes | » No |
| c) Unethical behaviour may also be illegal behaviour.                                 | » Yes | » No |
| d) A code of conduct includes what an organisation considers to be ethical behaviour. | » Yes | » No |

### Question 3

---

How can a leader encourage employees to behave ethically?

## 4B Adapt appropriate interpersonal and leadership styles

Effective leaders need to be able to adapt their interpersonal and leadership styles to suit the conditions around them.

You need to be skilled in all leadership styles and aware of which styles suit different circumstances. For example, if your team is under pressure to meet end-of-month deadlines, you might lead in a more direct way during this time, while for the rest of the month you might have a more hands-off approach.

Leadership theory has been widely studied over a number of years. As a manager, evaluating and, where appropriate, applying a leadership theory can enhance your own professional competencies.

Here are some commonly known styles, all of which focus on building trust and respect. You may wish to conduct further research into the wide range of workplace leadership theories and models and identify a model or a combination of models you are confident you can interpret and apply. Below is a summary of some of these theories and styles.

### Trait theory

Trait theory was developed from studies conducted by psychologists in the early part of the 20th century and was one of the first models of leadership style. It explores the still-popular idea that leaders are born with particular traits or characteristics such as:

- integrity and honesty
- open communication
- high level of job knowledge
- emotional intelligence
- courage
- fairness
- strength.

### Lewin's leadership styles

In the 1930s psychologist Kurt Lewin argued that there are three major leadership styles:

- Democratic – related to the principles of democracy and shared authority where leaders make the final decisions but in consultation with the team.
- Autocratic – strict obedience to the leader is required, following without question, and leaders make decisions with little or no input from team members.
- Laissez-faire – non-interference, allowing a great deal of autonomy.

These styles form the foundation of many other theories.

### Behavioural theories

Behavioural theories focus on the behaviour of leaders. In contrast to trait theory, this approach states that leaders do not need to be born with leadership traits because they can learn and develop the required skills to be a leader.

There are many behavioural theories of leadership, including:

- McGregor's Theory X and Theory Y
- Blake and Mouton's managerial grid
- Likert's concept of consideration and structure.

### Contingency theories

Adair's situational (also known as functional or contingency) theories suggest that different styles of leadership are needed for different situations. The situational approach is considered to be the most flexible approach to managing and leading others. It is based on the premise that as conditions change so will the most appropriate leadership style.

There are many situational theories of leadership, including:

- Fiedler's contingency model
- Hersey and Blanchard's situational leadership theory
- Vroom's leadership participation model.

When seeking to develop your own leadership style, it can be useful to follow a reflective process as outlined below. This process follows a continuous improvement approach, where the learnings are incorporated into future action and events, which are then in turn reflected on and evaluated.

This approach not only helps to identify your own leadership style and areas for improvement, but also points to when different leadership approaches can be useful in specific situations.

Leadership reflective steps
1. Keep a leadership journal. Note specific events, including what happened, who was involved and how you reacted in a specific situation.
2. Seek feedback from others, i.e. your managers or key team members, as to their interpretation of your actions and response to situations.
3. Reflect on your own initial reactions (as recorded in Step 1) after receiving feedback from others.
4. Refer to leadership theory and see if you can identify which theory or theories your behaviour/response aligns to.
5. Reflect on areas where you think you responded/led appropriately and where you could improve.
6. Reflect on contingencies that may impact leadership, i.e. different situations requiring different responses.
7. Incorporate the learnings into your future leadership.

## Emotional intelligence

Emotional intelligence is the ability to identify and adapt your own emotional response to various people and situations, and to read and manage the emotions of others in various contexts.

Developing your own emotional intelligence will help raise your awareness and improve your judgment when choosing leadership styles to use in different situations. If you can read the mood or emotions of your team and identify the significance of nonverbal cues, you will know when team members need your direct support and when they would prefer to be given some space and autonomy.

If team members are under pressure to meet deadlines, they would probably prefer to be given space to complete their work, so a supportive style is appropriate. In this situation, a more direct approach in which you constantly intervene and ask team members to provide you with updates will take them off task and may cause frustration.

If a team member has returned to work after bereavement, they may need space and time before they want to actively join in sharing team ideas and discussion. You may need to adapt your expectations so they can temporarily be a less active part of the team.

### Indicators of emotional intelligence

- Thinking before speaking.
- Accepting and considering criticism or negative feedback.
- Demonstrating empathy and sympathy.
- Praising others.
- Practising forgiveness.
- Keeping commitments to others.

### Example

#### Adapt interpersonal and leadership skills

Ali's leadership style reflects both transformational and transactional leadership styles.

When daily activities and targets need to be achieved, Ali takes on a transactional style of leadership. This enables him to plan work, identify key performance indicators (KPIs) for the team and prioritise the most important tasks to complete.

When Ali interacts with his team, he adapts his leadership style to reflect a more transformational approach. He focuses on building goodwill in the team and in his relationship with each team member, he supports the team and he encourages them to think of new ideas. He facilitates innovation and change for the better. When Ali adopts a transformational leadership style, he is using his emotional intelligence to take into account the feelings and emotions of his team members.

## Practice Task 15

### Question 1

---

Draw a line to match each leadership style to its description.

- |                             |   |
|-----------------------------|---|
| » Trait theory              | » Developed in the 1930s. Considers there are three major leadership styles – democratic, autocratic, laissez-faire.      |
| » Contingency theories      | » Focuses on the behaviour of leaders. Considers leaders can learn required traits.                                       |
| » Lewin's leadership styles | » Considers that leaders are born with particular traits or characteristics including emotional intelligence and courage. |
| » Behavioural theories      | » Also known as functional theories. Suggests that different approaches are required in different circumstances.          |

### Question 2

---

How does emotional intelligence impact how a person adapts their leadership style?

# 4C Set personal objectives and work outcomes

Leaders must take the initiative in setting their own personal work objectives and work program outcomes.

Successful leaders are skilled in managing their own personal work objectives and work program outcomes. Work objectives typically relate to specific, measurable tasks that may be linked to company performance, e.g. increase sales by 10 per cent. Work program outcomes are often more subjective, e.g. increase departmental usage of cloud-based systems, or implement a new structure.

Once you have set your objectives, sequence the activities and tasks required to meet them and detail estimates of time so progress can be monitored.

Prepare a work plan that details and shows the relationship between objectives and work program outcomes. For example, your objective may be to increase sales, however an associated work program outcome may be to increase the product knowledge of the sales team in order to achieve increased sales.

When you define your work or personal objectives, ensure they are SMART. The SMART goal or objective process is defined as follows:

<b>Specific</b>	Clearly defined and understood
<b>Measurable</b>	Quantifiable criteria that will allow you to measure progress
<b>Achievable</b>	Something you are actually able to achieve
<b>Realistic</b>	Attainable with respect to time frames, resources and ability
<b>Time-bound</b>	Clearly defined time frames

For example, a SMART objective might be:

- to increase sales by 10 per cent by the end of Quarter 2
- to reduce the number of consumer complaints by 20 per cent for the GloSmart range by year end.

While overall organisational objectives and plans (such as budgets and quarterly/annual reviews) will help indicate progress towards your own objectives and plans, it is your responsibility to monitor and evaluate progress against your plans. Regular evaluation allows you to recognise deviations from objectives and plans or insufficient progress towards their achievement.

By conducting regular reviews, you can implement corrective action before a situation becomes too critical. For example, your personal work plan indicates that you wish to improve your relationship with head office staff by contacting managers by telephone at least once a week. A review of your plan reminds you that you have not done this for three weeks. By acting now to ensure the weekly calls are made, you will be more likely to improve that relationship than if you were to not call for six weeks.

### Example

#### Set personal objectives

Jake prepares his work plan using the organisation's spreadsheet template. He makes sure he cross-references his tasks with the person to whom he has delegated aspects of the tasks. This is so he will be able to manage their performance as well as ensure the work is completed on time.

Jake then considers all his tasks and objectives and identifies two areas that he sets as his own personal objectives:

1. To improve his communication when explaining tasks to team members; although he gives team members the opportunity to ask questions, he is often so busy he just sends them an email detailing the work required.
2. To ensure everyone has enough time to complete activities; lack of time has caused low team morale on three occasions.

## Practice Task 16

### Question 1

Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) 'To increase profit margin by five per cent by June' Is an example of a SMART objective. | » Yes | » No |
| b) Managers should only set work plans for others.  | » Yes | » No |
| c) Leaders are responsible for their own work output.                                       | » Yes | » No |
| d) Work program outcomes relate to the organisation's mission and vision statements.        | » Yes | » No |

## Question 2

---

Which of the following statements indicate reasons you should set personal objectives and work program outcomes? Tick all that apply.

- To show your manager that you are doing your job
- To help you meet organisational objectives
- To help you meet personal work goals
- To provide a base against which you can measure your own work progress
- To have a discussion point at your next performance appraisal

# 4D Develop professional competence

A successful management career requires constant knowledge and skills development.

There are certain keys to success. Professional development planning is one way to ensure your career as a leader and manager is successful. This involves self-assessment, setting objectives, planning for development opportunities, formal education and networking, and monitoring your progress in meeting objectives.

A critical step in improving self-performance and professional competence is self-reflection. This is a process where you reflect on your current skills, identify gaps in your competence and skills, and note the areas that you need to develop. Self-reflection is about evaluating your skills, competencies and performance against the key objectives of your role, and for roles you would like to take on in the future.

## Key self-reflection questions

- Which objectives are being achieved?
- Which objectives are not being achieved?
- What are the reasons that objectives are not being achieved?
- What are my best skills?
- Which skills need further development?
- What opportunities are there for development?
- Who can help develop my skills?

Following self-reflection, conduct a skills audit or training needs analysis against current and desired future roles, and begin to plan your development in a more targeted and systematic way.

A planned approach to career preparation is based on the following steps.

## Professional development plan process

- **Set development objectives.** Setting short- and long-term objectives involves deciding what objectives to pursue in your organisation and in your career.
- **Identify actions to achieve objectives.** This may involve seeking a mentor, pursuing formal training and networking.
- **Implement an action plan.** This can be documented in the organisation's or your own professional development plan, and may form part of the organisation's documented performance development plan for you.
- **Evaluate progress.** Assess how your development plan is progressing and whether it is leading to your objectives. Do this regularly to ensure you achieve your objectives.

Professional development actions and activities are opportunities for your development. These opportunities may be formal or informal, in the workplace or off-site. Identify the most appropriate activities that will enable you to address skills and knowledge gaps, now and in the future, and ensure there are sufficient time and funds to complete the activities. Here are some examples of different development opportunities. Which ones do you already undertake and which ones may be appropriate for your future personal development objectives?

#### Internal opportunities

- Attend work meetings outside your area to learn more about others.
- Liaise with suppliers and customers to learn more about their requirements.
- Undertake job rotations with other managers and team leaders.
- Take part in job shadowing of other managers and team leaders.
- Seek a mentor.

#### External opportunities

- Participate in formal training and education through training organisations, TAFEs and universities.
- Participate in seminars and trade shows.
- Attend conferences.
- Attend professional development sessions organised by industry bodies and associations.
- Network with industry groups.

#### Self-paced or directed

- Subscribe to professional, trade or industry journals, newsletters and blogs.
- Become a member of professional organisations or associations.
- Participate in research projects.
- Undertake worksite visits.
- Join online communities of practice.

## Identify appropriate industry groups and networks

Most industries, professions, employment categories and locations have a range of networking groups where people can meet to discuss work and industry related topics.

Networks are the range of individuals and/or groups with whom you make regular contact about work-related information or projects. Business networks can include formal industry associations, online professional networks, and those networks you develop through working with others, such as suppliers, customers and government agencies. The networks you participate in depend on your area of work and the type of organisation you work for. For example, if you work in fleet management, you may consider joining the Australasian Fleet Management Association. A human resources (HR) practitioner may consider joining the Australian HR Institute.

### Key advantages to participating in a network

- Networks provide opportunities for professional development.
- Networks provide access to new ideas and innovations, and enable you to share your knowledge and solve problems.
- Networks provide opportunities to foster and develop business partnerships.

Professional networks could be local, interstate or global. The methods used to keep in contact or liaise with your networks could be via emails, letters, reports, telephone calls, meetings, social media, teleconferencing or videoconferencing. Business networks enable you to build your circles of influence and increase your own knowledge and access to sources of information about your occupational field. Networks can also be online. Online networks are a forum for sharing information and promoting organisations. One of the best-known online networks is LinkedIn, a global network designed for business and professionals.

## Example

### Improve self-performance using business networks

Ian is the director of marketing for a health foods firm. He is a member of the Australian Marketing Institute, a professional association, and he holds the professional recognition of Certified Practising Marketer (CPM). As a member of the institute, Ian receives regular marketing publications. He always attends the institute's annual conference held in October. On his return from the conference, he provides a briefing session to all his marketing staff and makes all publications available via a designated resource shelf in the office. He forwards electronic resources to relevant staff. Ian has a professional profile on LinkedIn and has benefited from the sharing of information through online professional discussions. He maintains a database of professional contacts.

## Practice Task 17

### Question 1

Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) Participating in seminars and trade shows is an example of an internal professional development opportunity. | » Yes | » No |
| b) Networking groups are useful only for seeking future employment opportunities.                               | » Yes | » No |
| c) Self-reflection is a useful tool for identifying professional development needs.                             | » Yes | » No |
| d) All professional development is expensive and time consuming.  | » Yes | » No |

## Question 2

---

Which of the following are benefits of participating in networks? Tick all that apply.

- Networks provide opportunities for professional development
- Networks provide access to new ideas and innovations, and enable you to share your knowledge and solve problems
- Networks allow you to spend time out of the office
- Networks provide opportunities to foster and develop business partnerships

## Summary

- Standards for ethical conduct can be found in organisational codes of conduct, which outline accepted professional behaviours.
- Use a range of different leadership styles and strategies to ensure you can meet the changing demands and circumstances of your team and organisation.
- Understanding emotions and the role they play in job performance enables you to make informed choices about how you lead your team.
- A planned approach to professional development helps you to improve your performance and build your competence.
- Professional development activities can be found within your organisation. Other activities external to the organisation, such as training courses and membership of industry groups, are also available.
- Networking with like-minded professionals provides an effective way to develop your knowledge and skills for your current role and those you aspire to hold.

## Learning Checkpoint 4

### Demonstrate personal and professional competence

#### Part A

1. Which of the following statements indicate ethical behaviour? Tick all that apply.

- Offering a promotion to a less qualified family member
- Ensuring all team members receive an invitation to a corporate social gathering
- Not disclosing that an item to be sold is damaged
- Advising a client when they have been incorrectly overcharged
- Overlooking a job application on the basis of the applicant's surname

2. Name three ways a leader can maintain and extend professional competence.

3. Which of the following statements are correct? Select yes or no for each one.

- |   |       |      |
|---|-------|------|
| a) Emotional intelligence means not being afraid to show your emotions.                                 | » Yes | » No |
| b) The autocratic leadership style was identified by Lewin in the 1930s.                                | » Yes | » No |
| c) As a leader it is more important to ensure that others meet their commitments than to meet your own. | » Yes | » No |
| d) Professional development is only relevant to junior staff.   | » Yes | » No |
| e) Managers should adopt and stick to one management or leadership style.                               | » Yes | » No |
| f) Research and reflection helps leaders recognise and adapt their leadership style.                    | » Yes | » No |

## Part B

Read the case study and answer the questions that follow.

### Case study

Anna has been a team leader in a local government department for 12 months. Her key achievements during that time have included changing the culture of her team to one that takes pride in achievement, implementing the new computer system and facilitating positive work relationships.

She is now thinking ahead to her priorities for the next 12 months, including her own professional development.

Read the questions that follow and provide some strategies for Anna that address the needs outlined in each question.

1. Anna reflects on her priorities and creates the following list. Which of Anna's priorities have been defined as SMART objectives? Tick all that apply.

- Increase knowledge of leadership strategies
- Attend five industry seminars and conferences in the next 12 months
- Develop more business networks
- Increase knowledge of IT communication systems such as videoconferencing
- Attend a course to improve skills in conducting performance reviews before the next round of appraisals is due

2. List three other professional development activities Anna could use to improve her skills in conducting performance appraisals.