

BSBMGT605

Provide leadership across the organisation

Release 1

Learner guide

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Aspire Version 1.1

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BSBMGT605 Provide leadership across the organisation Release 1

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Before you begin

This learner guide is based on the unit of competency *BSBMGT605 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.

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 and case studies	Examples of completed documents that may be used in a workplace are included in this learner guide. You can use these examples as models to help you complete practice tasks and learning checkpoints. Case studies highlight 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.
Video clips	Where QR codes appear, learners can use smartphones and other devices to access video clips relating to the content. For information about how to download a QR reader app or accessing video on your device, please visit our website: www.aspirelr.com.au/help
Summary	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 outlines specific foundation skills noted for your learning in this learner guide.

Foundation skill area	Foundation skill description
Learning	<ul style="list-style-type: none"> Actively looks for and accepts ways to maintain and improve own skills and knowledge
Reading	<ul style="list-style-type: none"> Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	<ul style="list-style-type: none"> Records and reports key information related to the outcomes of the job to interact effectively and appropriately with the team Researches, plans and prepares documentation using format and language appropriate to the audience
Oral communication	<ul style="list-style-type: none"> Participates in a variety of spoken exchanges with clients, co-workers and stakeholders using structure and language appropriate to context and audience
Navigate the world of work	<ul style="list-style-type: none"> Works autonomously making high level decisions related to the achievement of organisational goals Reflects on designation of roles and responsibilities and how everyone's role contributes to broader organisational goals Appreciates the implications of ethical and other organisational responsibilities in carrying out own role
Interact with others	<ul style="list-style-type: none"> Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development Recognises the importance of building rapport in order to establish effective working relationships and inspire trust and confidence Collaborates and cooperates with others, playing an active role in leading and facilitating effective group interaction and influencing direction Facilitates a climate in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes

Foundation skill area	Foundation skill description
Get the work done	<ul style="list-style-type: none"> • 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 • Applies problem solving processes to identify risks, evaluate options and determine solutions • Facilitates a climate in which creativity and innovation are accepted as an integral part of achieving outcomes • Actively identifies systems, devices and applications with potential to meet current and/or future needs

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 Clarify objectives, values and standards	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Establish linkages between organisational objectives, values, standards and responsibilities	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Ensure appropriate media and language is used	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D State clear expectations and address them in a way that builds commitment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1E Investigate incidents promptly and communicate results	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2 Influence groups and individuals	2A Build others' trust, confidence and respect	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Embrace, resource and effectively implement improvements to workplace culture	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Demonstrate understanding of the global environment and new technology	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcome	Rate your confidence in each section
	2D Ensure actions convey flexibility and adaptability to change and accessibility	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2E Ensure collaborative and effective decision-making	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2F Ensure the organisation is positively represented	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 3 Build and support teams	3A Assign accountabilities and responsibilities to teams	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Ensure teams are resourced to allow them to achieve their objectives	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Empower teams and individuals through effective delegation and support	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Create and maintain a positive work environment	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3E Encourage teams and individuals to develop innovative approaches to work performance	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 4 Demonstrate personal and professional competence	4A Model ethical conduct and encourage others to adopt business ethics	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4B Adapt appropriate interpersonal and leadership styles to meet circumstances and situations	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4C Set and achieve personal objectives and work program outcomes	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	4D Continuously develop professional competence	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic 1

Communicate organisational mission and goals

A key part of being a leader is the ability to understand and implement an organisation's strategic direction and to reflect organisational standards by modelling its key objectives, standards and values and behaving ethically. This ensures leaders contribute to an organisation that develops integrity and credibility. A leader is also responsible for the operational planning for their department and team and this planning must reflect the organisation's overall strategic direction.

In this topic you will learn how to:

- 1A Clarify objectives, values and standards
- 1B Establish linkages between organisational objectives, values, standards and responsibilities
- 1C Ensure appropriate media and language is used
- 1D State clear expectations and address them in a way that builds commitment
- 1E Investigate incidents promptly and communicate results

1A

Clarify objectives, values and standards

Organisations invest a great deal of time and resources in building an image and reputation in business. 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 a way to clearly communicate its values, standards and goals as outlined in its strategic plan, mission statement and operational plans. These plans impose standards that your team needs 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 once it is developed. An effective leader works collaboratively with their team and other managers – using an appropriate leadership style to ensure the organisation's vision, mission and values are clearly understood by all so that actions and decisions support them.



Identify the organisation's vision statement

Most organisations work within a strategic framework underpinned by an organisational vision, mission, purpose and values. An organisation's vision may be communicated through a simple sentence that describes its aspirations, values, culture, philosophy and beliefs. A vision may incorporate a particular philosophy such as an environmental concern, or a commitment to social responsibility. The statement should be written to appeal to a wide audience. Statements that are short and to the point are often regarded as more effective. For example, a vision statement for a small business may be: 'Our vision is to be the country's leading retailer of fine wine'. Make sure you know where the current vision is displayed. It is typically shown on organisational websites, letterheads and at reception desks.

Review the organisation's vision statement

As a leader, you should clearly understand your organisation's vision because it is your responsibility to ensure your team is aware of these operational values and goals. You may even be responsible for developing a vision statement if your organisation doesn't have one or needs to redevelop an existing one to reflect the current environment.

To clarify the existing vision statement and confirm that it complements the organisation's strategic direction, check the following.

Vision statement checklist

- Does it address key questions such as: What are our values? What beliefs do we hold?
- Is it clear and succinct?
- Does it include a 'big picture' statement that underpins the organisation's strategic direction?

Identify the organisation's mission statement

An organisation's mission statement is underpinned by its vision and describes the organisation's purpose, what it does and why, and how it plans to achieve its goals. It may focus on customer service, social responsibilities, quality and/or timeliness. Mission statements should be easy to read so that members of the public as well as employees can understand the intent.

While mission statements may differ depending on the size of the organisation, they all describe the values and aspirations they aim to follow. As with the vision statement, they should project ideas about the direction of the business for the next three to five years. When developing or reviewing a mission statement, use the 'what-how-why' process. Here are some mission statements associated with some common business structures.

Not-for-profit organisation:

To bring an end to poverty through programs to empower communities and individuals through education and health improvement programs.

A large corporation

To be one of Australia's great businesses providing outstanding quality, service, value and integrity.

A small business

To produce the highest-quality bread using organic ingredients to exceed customer expectations.

Example: review a mission statement

Carly works for a company that provides training and consulting for businesses. She is responsible for reviewing the 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 feels needs to be included and 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 feels 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 her current and her revised statements.

Current statement	Revised statement
<p>To provide best practice education and training services to employees undertaking workplace training.</p> <p>Being responsive to business training needs through undertaking training needs analysis in partnership with businesses.</p> <p>To enable each employee to achieve their full potential in the workplace.</p>	<p>To provide best practice education and training services to individuals and organisations.</p> <p>Being responsive to individuals' and organisations' training needs by working together to conduct training needs analysis and training development plans.</p> <p>To enable each person to achieve their full potential and support organisations to meet strategic objectives.</p>

Determine organisational values

An organisation's core values are included in its mission and vision statements. 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.

As a leader, it is important you are aware of your organisation's values so that you can model and reinforce these behaviours with your team members. Values are principles that guide the actions and behaviours of people within 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.

Values can include statements about:

- workplace health and safety
- customer service
- environmental management
- social responsibility
- human resources
- employee care.

Examples: organisational values

Different organisations have different sets of values according to the structure and nature of their business and the specific philosophies and beliefs they hold, as is shown in the examples below.

Not-for-profit organisation

- We respect and value difference and diversity and will work to address disadvantage.
- We will work in partnership with individuals and communities to build capacity, acknowledging the wealth of knowledge and experience within the community.
- We will empower communities and individuals to identify options and develop their own solutions to identified issues.
- We will promote sustainable communities by supporting members to develop their advocacy skills and structures to enable change.

Medium-sized organisation

- Each and every member of the organisation is accountable for their actions and our products.
- Each and every member of the organisation is committed to provide quality products and services.
- Each and every member of the organisation is empowered to make decisions and to strive for success.
- Each and every member of the organisation is valued for their knowledge, skills, experience and differences and demonstrates respect for diversity.

Identify the organisation’s strategic direction

An organisation’s mission, vision and values are the basis for its corporate strategy, which is usually documented in a strategic plan. A strategic plan provides more detailed information about how the mission, vision and values work so the organisation can achieve its goals.

A strategic plan helps leaders plan an organisation’s operations. Planning also helps to establish objectives and set goals for an organisation. Knowing work goals and objectives makes it easier for you to plan work, identify the resources you and your team need, and plan team members’ performance objectives to control operational activities. Key performance indicators (KPIs) are set to 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.



Identify relevant legislation and regulations

All businesses must work within appropriate legislative requirements. There are regulations, laws and bylaws that apply to all businesses. Leaders must be aware of relevant legislation frameworks and ensure compliance. As a leader you must ensure you stay up-to-date with current legislation (which is easily accessible online). You must also ensure you communicate requirements to the team and that it complies with the legislation. You should clarify key points and remind your team of its work health and safety (WHS), equal opportunity and privacy obligations by holding regular team meetings, providing updates and fact sheets through email correspondence, and obtaining posters and facts sheets for noticeboards.

Here are some different types of legislation and regulations and a brief description of each.

Workplace relations

Workplace relations are governed by the *Fair Work Act 2009* and the *Fair Work Regulations 2009*, 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 at: www.fairwork.gov.au.

Work health and safety

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 *Workplace Health and Safety Act 2011* applies to all states except Victoria and Western Australia, which each have their own Acts.

Information relating to WHS requirements is available from Safe Work Australia at: www.safeworkaustralia.gov.au/sites/SWA

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. It's important that as a leader, 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 workplaces and the Fair Work Ombudsman provides resources about how to prevent discrimination in the workplace. Relevant legislation can be accessed by following the links on this website: www.business.gov.au/business-topics/employing-people/Pages/equal-employment-opportunity-and-anti-discrimination.aspx.

Privacy legislation

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

- 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 this website: www.oaic.gov.au/privacy/privacy-act/australian-privacy-principles.

Identify relevant industry standards

Organisations must also adhere to industry standards. These standards are often found in regulations, codes of practice and bylaws. Every industry will legislate and set different standards that are specific and reflect key legislation. For example, industry standards in the transport industry include fatigue management (WHS); carbon emissions, pollution and waste disposal (environmental); 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.



Example: clarify the mission, objectives, values and standards

Monique is the production manager at the Go Protein Health Company. To clarify the organisation's mission, objectives and values, Monique reviews the strategic and operational plans and checks the organisation's website to ensure what is published is consistent with details from the plans. She notices some inconsistencies relating to the values and currency of the standards of the Australia New Zealand Food Standards Code the organisation states it follows. The values identify that the organisation uses only organically grown ingredients. However, there are some ingredients that Monique is sure are not certified organic, and she believes that a standard has been amended, and now has a new title.

Monique discusses the issue with her team and they agree for the need to confirm the current standards. Monique raises the issue with her manager, the operations director, Peta. Monique provides Peta with information from her team relating to the values and the amendments to the standard, and together they work with the marketing department to ensure the amendments are made and communicated throughout the organisation. The following outlines the company's vision, mission and values statements, their objectives and the food technology standards they meet.

Go Protein Health Company

The Go Protein Health Company is an organisation that produces health bars and snacks. The company has been operating for four years and sees its point of difference in its use of organic ingredients.

Our vision

To be the world's best producer of health bars.

Our mission

Produce the highest-quality health bars – meeting the needs of our customers while being socially responsible and loyal to our stakeholders.

Our values

- Having a passion for organically grown ingredients
- Creating an empowered workplace culture
- Ensuring environmental sustainability for all our suppliers
- Encouraging innovation by continually developing our product range
- Promoting growth for all employees by giving them learning and personal development opportunities

Organisational objectives

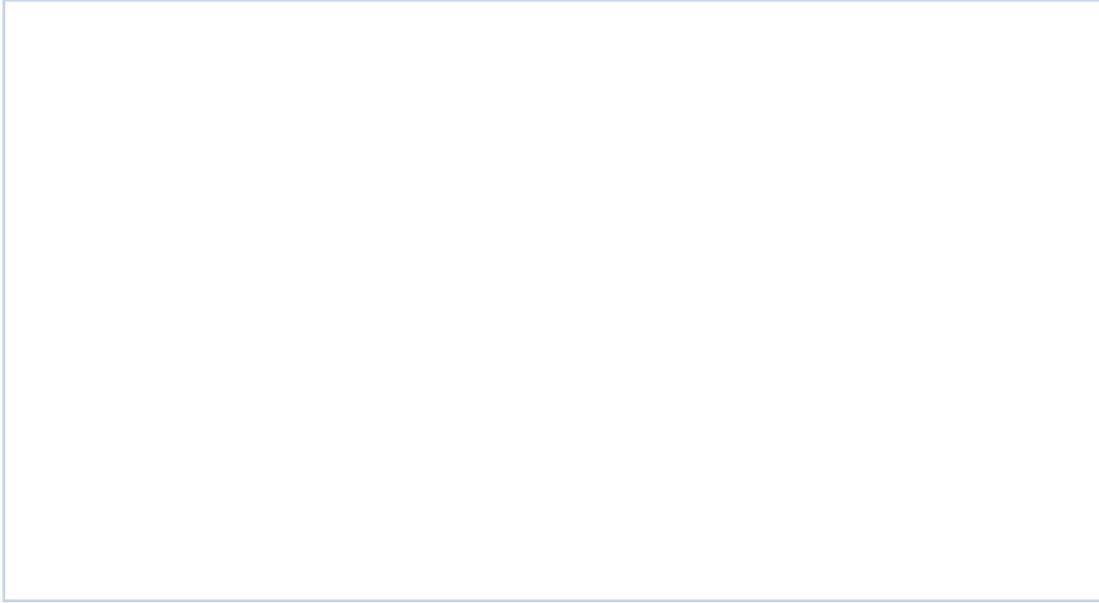
- Ensure loyal and repeat customer contact
- Develop two new products per year
- Each staff member to have one training opportunity in the coming year
- We comply with the following relevant food standards outlined in the Australia New Zealand Food Standards Code:
 - Standards relating to 1.2 Labelling and other information requirements
 - Standard 2.1.1 Cereals and cereal products
 - Standards relating to 3.2 Food safety requirements



Practice task 1

Identify at least five key features of the mission, vision and values statements for an organisation. Consider:

- the words and language used
- the image of the organisation being promoted.



1B

Establish linkages between organisational objectives, values, standards and responsibilities

All employees in an organisation have a responsibility to uphold and work within the objectives, values and standards outlined for their work roles. As a leader, you need to ensure your work team is aware of organisational standards and values. Operational plans provide a link between the mission, vision and values of an organisation as they apply to the daily work tasks and activities in the workplace.

Communicate objectives through plans

An organisation's strategic goals are usually achieved through their operational plans. These plans are the tools for managing the day-to-day operations of an organisation, given they describe the specific actions to be taken to achieve the objectives and goals set in strategic plans. These plans are extremely important for leaders as they help you enable your team to see the link between their day-to-day work activities and the organisation's mission, vision and values. Operational plans are an important way in which leaders can establish standards, monitor progress and assess whether 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.

Understand the types of operational plans

Some of the different types of operational plans are shown below.

Standing or multi-use plans

These plans outline the procedures and policies that must be followed in the workplace. Examples of standing plans include:

- the fire evacuation procedures to be used throughout the organisation
- standard operating procedures (SOP) for the completion of work tasks.

Single-use plans

These plans are implemented for one-off projects or programs and, as with all plans, need to be reassessed and evaluated throughout their development and implementation.

Examples of single-use plans are:

- to increase sales of a particular product
- to market a new product.

Directional plans

These plans are often used when there is a high degree of uncertainty and an organisation needs to be flexible enough to respond to changes. While these plans outline set objectives, they are different because they do not state specific goals or a specific course of action; for example, a directional plan may be focused on ways to increase revenue by between 5 and 10 per cent over a six-month period.

The role of job descriptions and key performance indicators

Job descriptions give specific details about each job or position within an organisation. They include the knowledge, skills and qualifications employees need for effectively performing the activities. KPIs link team members' daily tasks to the overall organisational mission. Ensure each team member understands how their role fits into the organisation's structure. By explaining how their tasks contribute to the organisation's overall plans, you can help build their commitment to the organisation.

Example: establish linkages

After clarifying and amending the Go Protein Health Company's vision, mission, values and objectives, Monique is easily able to link her team's responsibilities to these elements so her team members can see how the work they do 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

For each of the organisational objectives listed in this table for the Go Protein Health Company, write down a relevant team objective that would contribute to achieving the organisational objectives.

Organisational objective	Team objective
Ensure loyal and repeat customer contact	
Develop two new products per year	
Each staff member to have one training opportunity per year	
Food standards	

1C

Ensure appropriate media and language are used

Every member of a team must understand the organisation's expectations. The leader plays an important role in this process. Clear communication, whether formal or informal, is an essential part of an effective team and organisation. An effective leader is able to adapt and adopt the most effective communication method to achieve team objectives. This means knowing the audience and targeting the communication to ensure everyone understands the information.



Understand the communication process

Effective communication requires an understanding of the communication process.

Communication is the transfer of information from a sender to a receiver or a group of receivers. Sometimes this process is more complex than expected, as most workplaces have team members with diverse backgrounds and variations in age, gender, ethnicity, education level, confidence, skill level, maturity, language and cultural proficiency. Prior experiences, too, can have a major impact on communication and how effectively communications are understood.

Many models of the communication process exist but they all contain similar elements:

- A message is sent by a specific medium, such as the telephone, a letter or face-to-face.
- The message is received and decoded by the receiver.
- A response or feedback is supplied by the receiver.

Identify appropriate communication media

Communication can be classified in two key ways – formal and informal. Both methods of communicating are important for a leader to ensure objectives and goals are achieved and to establish effective working relationships.

Here is a comparison between formal and informal communication techniques.

Formal methods	Informal methods
<ul style="list-style-type: none"> • Policies and procedures • Team meetings, agenda and minutes of meetings • Agenda of meeting • Written reports • Email (can also be informal) • Completed standard forms or templates • General business correspondence such as letters • Marketing materials 	<ul style="list-style-type: none"> • Phone conversation • Discussing the issue on an informal basis during a work day • Chatting informally during breaks • Email (can also be formal) • Social networking • Information posted on noticeboards • Graphs showing data such as production levels

Communicate in writing

Communication should be documented in writing when a record of what has been discussed, planned or proposed is required. Written communication enables you to track information or refer to it when necessary. Different types of written communication suit different scenarios and circumstances. Here are some examples.

Emails

- Used daily
- Keep the communication short and simple
- Can be both formal and informal
- Used to follow up verbal discussions

Intranet newsletters

- Used in larger organisations where people may work at different sites
- Posted on the organisation's intranet
- Enables people in all areas of an organisation to access the information

Memos

- An internal document
- Often more formal than an email
- Addresses issues affecting specific topics and work groups
- Memos can be transferred via email to ensure efficiency and timeliness
- Many organisations no longer use memos and rely more on email

Presentations

- Usually communicated as notes with software such as Microsoft PowerPoint or online systems such as Prezi
- Summarise the key details of a verbal presentation
- Allow people who were unable to attend the presentation to access the information shared

Reports

- Can be both for external and internal information
- Formal written documentation
- Includes recommendations and actions
- Important to follow organisational style guide

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, which may range from team members and other colleagues to board members, clients, customers, stakeholders and members of the community. 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, or they may need assistive technology.

Here are some strategies to help you adapt your communication style to groups and individuals in your organisation and build rapport with others.

Understand the audience

- What does your audience already know?
- What is the demographic profile and how will this affect understanding?
- Will they understand jargon and technical terminology?
- Do they have any needs to be addressed, such as a hearing or visual impairment?

Plan your communication method

- Will it be spoken or written?
- Will be formal or informal?
- What are the main points?
- What media will you use?
- Will diagrams and visuals help comprehension?
- Is the environment too noisy?
- Do you need a private area?

Communicate clearly

- Repeat and restate in verbal communication.
- Use plain language in written communication.
- Make eye contact in verbal communication.
- Use sequence signal words such as first, second, then – when giving instructions or writing instructions.
- Use appropriate tone, pitch and intonation.
- Consider your pace when speaking – not too fast or too slow.
- Be conscious of which words/parts of the communication you place emphasis on.

Check the message has been understood

- Ask direct questions.
- Take into account cultural aspects; in some cultures it is insulting for people to say 'no' and so they would rather tell you they understand.
- Actively listen.
- Consider body language – non-verbal communication accounts for up to 70 per cent of meaning in spoken interactions.

Example: use appropriate media and language

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

- 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.



Practice task 3

Think of two examples when you have witnessed a communication breakdown. What were some of the reasons for this? Consider differences in cultural and language understanding between the sender and the receiver; inappropriate medium used.

1D

State clear expectations and address them in a way that builds commitment

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

Leaders must ensure all their actions are fair and equitable. One of the key ways this can be achieved is by clearly explaining what the organisation expects of them as employees, and what you expect of them as team members. This helps build team commitment.

Use a range of strategies such as:

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



Build commitment to the organisation

Clear and regular communication is a key strategy leaders use to ensure all team members remain committed to organisational expectations. Commitment means that employees are more willing to participate in ensuring expectations are met. Employee commitment to the organisation is critical to its success because its activities cannot be effectively executed without staff willingly working towards common goals and objectives, and identifying with the core values. Employees lacking the ability to identify with core values is a characteristic of a weak organisational culture.

How the information is shared or explained needs to take into account the employees' communication needs and should inspire others to meet the expectations. Be sure to explain how meeting these expectations enable the employee, the team and the organisation to achieve their objectives. The following identifies some expectations and how they may be communicated.

Work health and safety

- Expectations: safe practices and procedures to avoid incidents and near misses
- Methods: training, team meetings, email alerts, posters and signs, virtual and physical noticeboards

Product safety

- Expectations: safety recalls, new procedures for use and incident reporting processes
- Methods: training, team meetings, posters for reminders, email alerts and intranet postings

Customer service

- Expectations: specials and sales, new marketing campaigns and new standards and policies
- Methods: team meetings, email alerts and intranet

Environmental policy

- Expectations: new policies and procedures, new environmental laws, and regulations and organisational initiatives
- Methods: team meetings, email alerts and intranet

Values and ethics

- Expectations: employment obligations, updated standards and acceptable/unacceptable behaviours
- Methods: training, team meetings, email alerts and intranet

Determine organisational expectations

Organisational expectations may include those related to work health and safety, product safety, customer service, environmental policy, behaviours and values and ethics.

Here are some examples of the types of expectations you need to communicate clearly to your team through meetings, presentations, individual conversations and role modelling. Always respond to questions to clarify anything that is not understood.

WHS

- Safety rules, regulations, codes of practice
- Correct use of personal protective equipment
- Safe use of equipment and materials
- Office ergonomics
- Rest breaks
- Stress management

Product safety

- Guidelines and instructions on correct use
- Associated risks and dangers
- Responsible and ethical use
- Product recalls and safety alerts
- Specifications
- Key features

Customer service

- Appropriate communication methods
- Refunds and returns
- Customer service policy
- How to handle complaints

Environmental policy

- Safe disposal of waste
- Recycling
- Energy conservation
- Reducing emissions and pollution

Values and ethics

- Appropriate behaviour standards
- Dress code
- Bullying prevention policies
- Acceptance of diversity
- Accuracy of information
- Maintaining privacy

Address organisational expectations

The standards set by yourself and other managers provide a behaviour and standards framework for your team. As a leader and manager, you need to 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 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
- Be prepared for meetings
- Maintain the privacy and confidentiality of customers and colleagues
- Make effective and inclusive decisions
- Give recognition to 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 of team members
- Use the internet and email appropriately

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 within 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 the team meeting, which she holds on a regular basis. She ensures her team also understands 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.



Reinforce organisational requirements

Ensure that all team members understand and follow requirements. Arrange meetings or specific information sessions to explain, clarify and answer questions. You may need to reinforce key points by using a range of communication media.

Here are some communication guidelines and examples.

Communication guidelines	Examples
<ul style="list-style-type: none"> • Be clear on the expectation/s • Select the most effective method, such as team meeting or email • Use accessible language – avoid jargon • Allow time for discussion and clarification • Give feedback – Is the team meeting expectations? How can they improve? • Follow up • Reinforce 	<ul style="list-style-type: none"> • WHS organisational requirements that are discussed in team meetings can be reinforced by emailing safety fact sheets to the team. • Product safety issues that have been explained using email can be posted on the organisation's intranet for reinforcement. • Changes to the customer service standards discussed at the monthly leaders' meeting can be the focus of your next team meeting, followed by emailing team members the links to the policies on the intranet.

Example: communicate clear expectations

Kyle has recently been promoted to team leader. He has very strong beliefs about how a leader should behave. He has determined that he will comply with workplace policies and procedures by:

- being well-presented
- being punctual
- being honest and ethical
- using the internet and email appropriately
- providing excellent customer service
- maintaining the privacy and confidentiality of customers, team members and the organisation.

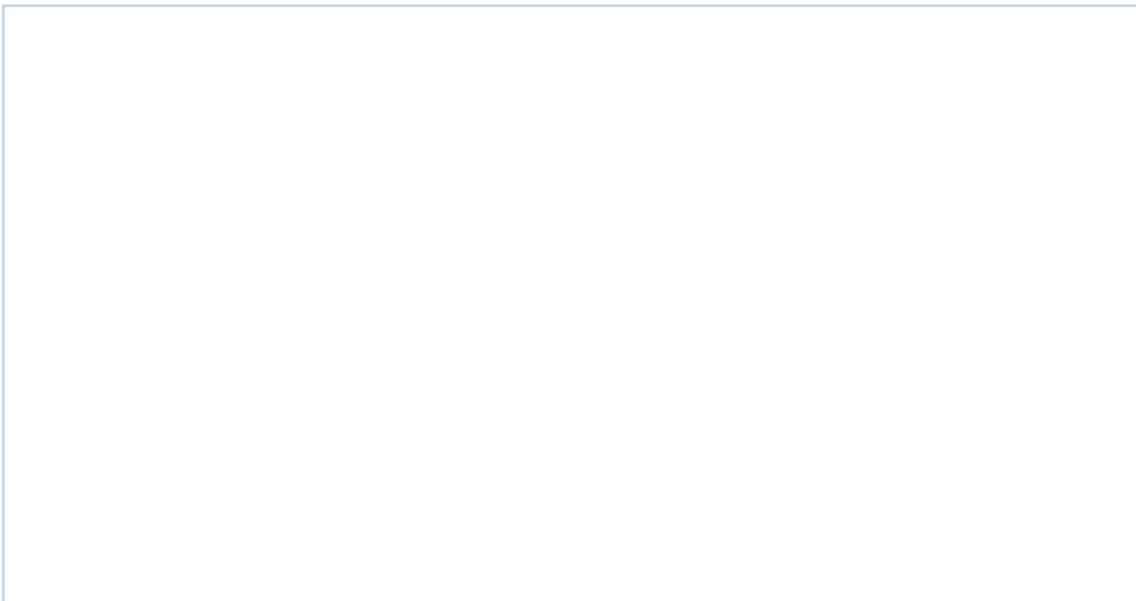
Kyle expects his team to meet the same standards. He reinforces these standards in the team by clearly explaining why they are important.

Expectations about team standards are reinforced by:

- having regular team meetings
- posting guidelines for meeting expectations on noticeboards
- pointing out changes in policies by emailing team members' the links for reading them on the intranet
- role modelling.

Practice task 4

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



1E

Investigate incidents promptly and communicate results

Incidents and accidents are inevitable. Every incident that occurs must be acknowledged and investigated. What may actually occur differs according to the organisation's activities and systems of work. 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 are not 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, accidental spillage of chemicals
- cyber attack, such as hacking of computer systems, breach of security
- products, such as product failure; contamination, injury or fatality
- customer service, such as accidents involving customers; non-compliance with consumer laws
- human resources, such as bullying and harassment; discrimination.

Investigate incidents

Most organisations have clear procedures and guidelines about how to resolve incidents. These may also be included in organisational risk management and contingency plans. Here are the typical steps in an incident investigation process.

Incident investigation and resolution

1

Step 1: Investigate promptly

- Ensures information is accurate, as the incident will be fresh and clear in the minds of those involved.
- Prevents a perception that the incident is not taken seriously.
- Circumvents possible social media exposure and campaigns.

2

Step 2: Interview witnesses

- Notes should be taken and kept when interviewing witnesses.
- Ask witnesses to fill in relevant forms and to complete relevant eyewitness reports.

3

Step 3: Complete records

- Document all discussions in forms and templates.
- Complete and submit all required reports. Reports should be written in professional language as they may be subject to freedom of information access or required for investigative or legal purposes.
- Follow organisational conventions and style guides to complete the reports.

4

Step 4: Evaluate options

- Brainstorm options.
- Assess options and rate responses.
- Document all options considered.

5

Step 5: Resolve the situation and communicate results

- Make a decision in accordance with the organisation's mission, vision and values.
- Follow organisational policies and procedures.
- Inform all relevant parties and witnesses using appropriate communication methods, such as a progress or final report.

Brainstorm options

Brainstorming is useful for generating ideas and solving problems. You will need a facilitator for the brainstorm. You may choose to perform this role yourself or you may wish to appoint someone else in the team to facilitate. The facilitator's role is to encourage participation, prevent criticism and manage interruptions. You will need a means of quickly recording the group's ideas, such as a whiteboard.



Identify and assess risks

Incidents such as accidents, systems failures, problems with products and industrial disputes should all be risk managed. Risk management is about assessing how likely it is that something could happen. This is an important follow-up once an incident has been investigated because risk management will identify strategies to prevent or minimise the chances of the incident happening again.

Manage risks

1. Identify the risk/s – list all the possible risks, problems and issues that may arise.
2. Determine the likelihood of the risk occurring (unlikely, likely, highly likely) and the impact, or consequences, of the risk should it occur.
3. Rate the risks – there are three basic ratings to determine the likelihood of the risk happening. These are: high, medium or low.
4. Treat the risks – suggest ways to remove or minimise the risk.

Determine the risk level

A risk assessment matrix may be developed and used to evaluate a risk, where likelihood and impact is identified to determine the level of the risk where these intersect on the matrix. High risks become the priorities for treatment or control. Moderate risks need management focus. Some low-level risks may be resolved through internal control such as routine procedures.

Consider the likelihood and impact of an activity you have been involved with relating to a team and use the matrix below to determine the risk level.

Level of likelihood	Level of consequences				
	1 (insignificant)	2 (minor)	3 (moderate)	4 (major)	5 (catastrophic)
A (expected)	Low	Medium	High	Very high	Extreme
B (probable)	Medium	Medium	Medium	High	Extreme
C (possible)	Low	Medium	Medium	High	High
D (improbable)	Low	Low	Medium	Medium	High
E (rare)	Low	Low	Medium	High	Medium

Communicate results

When risks have been identified, the action to be taken to resolve the risks may be communicated to employees in a number of ways using a range of media. The findings and results of risk management plans and/or incident investigations need to be communicated promptly, clearly and in a way that suits the comprehension levels of employees, so that they can begin to meet the new organisational standards. Final reports need be distributed to your manager and relevant others, such as a health and safety committee, so that the key learnings can be used to inform risk planning.

Communication of risk management plans:

- Publish new or modified policies and procedures
- Minutes of meetings held to discuss plans and changes
- Risk management plans uploaded to the organisation's intranet
- Email alerts to employees
- Completion of organisational forms such as incident reports
- 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 and a risk management analysis. As a result of the investigation and risk management analysis, the product is recalled. Bill promptly communicates the recall to the sales team so it can take immediate action.

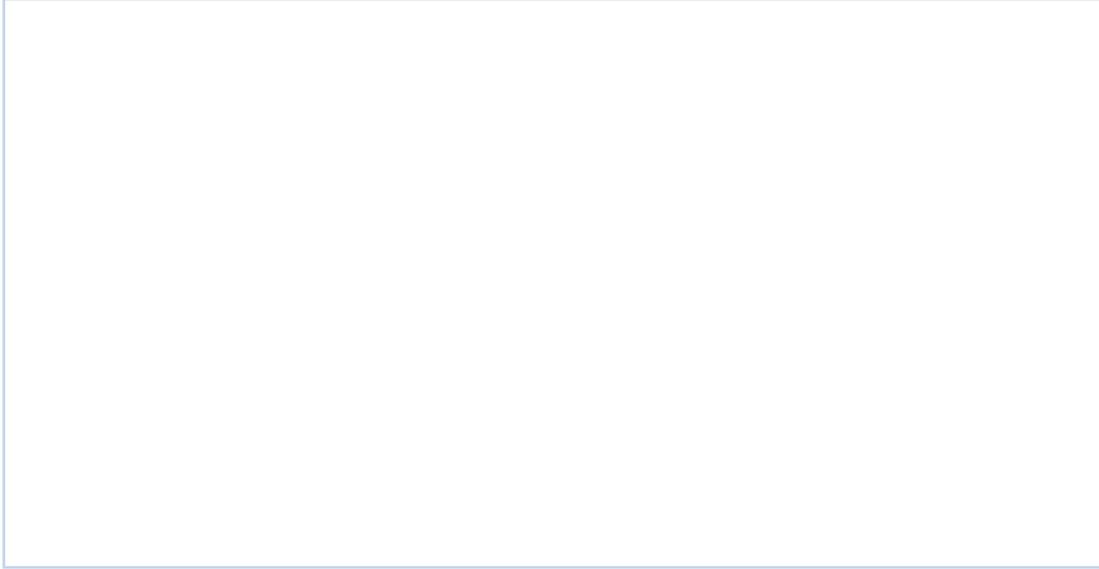
He communicates by:

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

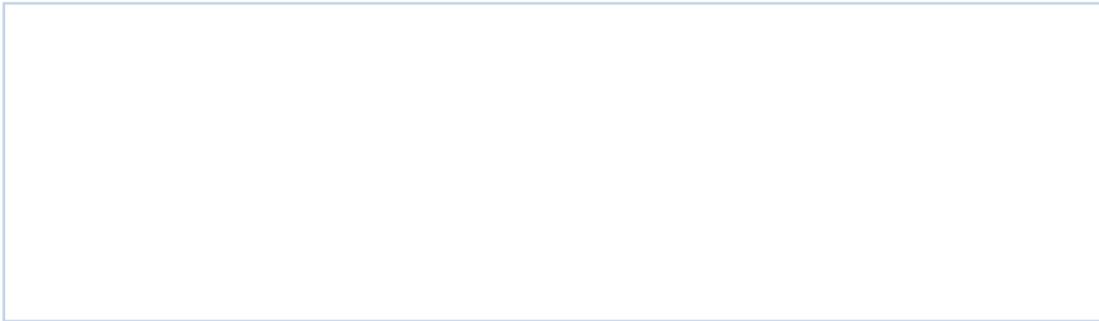


Practice task 5

1. Research the WHS incident investigation process of an organisation. Describe the process for investigating incidents. Note down information under each of the steps, identifying the tools and techniques used in each.



2. Explain the potential implications of not conducting WHS incident investigation.



Summary

1. Managers, team leaders and team members need to know and understand the organisation's mission, vision, values and objectives to work towards meeting organisational objectives.
2. Managers and team leaders must use a range of communication media and methods to communicate the organisational mission, vision, values and objectives according to the audience and their needs.
3. Managers and team leaders must adapt their communication style to ensure team members from diverse backgrounds can understand the organisational mission, vision, values and goals.
4. Managers and team leaders must keep team members informed of organisational expectations to support them to work towards achieving organisational standards.
5. Sometimes written communication, such as an email or a report, is a more appropriate tool to communicate expectations and objectives than verbal communication.
6. An essential part of incident investigation and risk management planning is communicating the changes and new standards that result from these.

Learning checkpoint 1 Communicate organisational mission and goals

This learning checkpoint allows you to review your skills and knowledge in communicating organisational mission and goals.

Part A

Choose an organisation and research its vision, mission and goals and answer the following four questions.

1. List the organisation's values.

2. List the organisation's standards.

3. Outline the role of the organisation's strategic direction.

4. Explain the link between organisational objectives, values and standards and the responsibilities of teams and team members in an organisation. Give examples.

Part B

Read the case study, and then answer the questions that follow.

Case study

Anna is newly employed as a team leader at a large local government department. Being new to the organisation, Anna must become familiar with the expectations of her new employer and with the key objectives of her team as a priority.

Anna has inherited a team that was dissatisfied with the previous team leader, who was described as a controlling person who withheld information from the team and took credit for their ideas. As a result many team members feel disillusioned and the team is consistently underperforming (it is not meeting operational objectives).

Anna's new team is diverse. Team members' cultural backgrounds, age, education and skills levels vary widely. Anna needs to develop strategies to build the team's commitment to their set objectives so the team can start to succeed and grow.

On Anna's first day, one team member tells Anna there is an unresolved incident that she needs to deal with. A customer slipped and fell when paying a bill in the reception area and as this is part of Anna's team, she now needs to deal with the incident. The incident occurred two weeks ago when the team was in transition between leaders and follow-up has not occurred.

Anna reviews the WHS policies and procedures, and finds that the organisation doesn't have a comprehensive procedure for investigating and reporting incidents in its administration areas. There is a template for recording the incident's basic details and an incident register that is kept in the human resources unit. The health and safety representative for Anna's area is on long-service leave. The WHS policy merely states:

Incidents are defined as any event that causes injury, potential injury or may be classified as a 'near miss'. All incidents shall be recorded in the incident register, which must be readily accessible.

1. Where would Anna find her team's objectives?

2. Where would Anna find information about the expectations of her new employer? What information should she expect to find?

3. Suggest a communication strategy for Anna to review the organisation's objectives with her team.

4. Anna needs to prepare an electronic presentation to her team to communicate expectations in a way that builds commitment. Provide an outline of the points Anna should include in her presentation.

5. Anna is to develop an incident investigation and reporting procedure that incorporates the assessment and treatment of risks to injury in the workplace. What should she include?

6. Outline the legislation, regulations, standards, codes or bylaws that Anna needs to abide by in resolving all incidents.

Topic 2

Influence groups and individuals

Being a leader requires the ability to positively influence groups and individuals within an organisation. By modelling the organisation's behaviours and values, a leader is able to gain the trust and commitment of their team to work towards achieving the organisation's objectives. Influencing groups and individuals requires key skills such as leadership, fair and flexible decision-making and consultation and the ability to create and maintain a positive work culture.

In this topic you will learn how to:

- 2A Build others' trust, confidence and respect
- 2B Embrace, resource and effectively implement improvements to workplace culture
- 2C Demonstrate understanding of the global environment and new technology
- 2D Ensure actions convey flexibility and adaptability to change and accessibility
- 2E Ensure collaborative and effective decision-making
- 2F Ensure the organisation is positively represented

2A

Build others' trust, confidence and respect

Leadership requires being flexible, adaptable and approachable. Leaders need to develop personal qualities such as high levels of emotional intelligence, honesty, competence, dependability and an awareness of leadership styles. They need to provide support and encouragement to others. Building trust and confidence is an integral part of leadership and of being a good role model and leader. When there is trust and respect, team members are more likely to work more effectively, be more open themselves, be comfortable in making suggestions, not be afraid to make mistakes and enjoy their time at work. They appreciate leaders taking the time to understand their background, strengths and preferences.



Understand leadership styles

There are various leadership theories and schools of thought that are of value to a leader. 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 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 whereby 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 the 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.

Identify current leadership trends

In more recent times, other trends in leadership and theory have emerged to be compatible with the values and ideas of 21st century workplaces. Examples include transactional and transformational leadership. Transformational leadership focuses on personal skills and is an effective approach when promoting change. The positive qualities of the leader are central to this leadership style. Transactional leadership focuses on getting tasks done in a way that meets the team's objectives. The ability to get things done and keep the team working smoothly is central to this leadership style.

Transactional and transformational leadership characteristics:

- A need to change the status quo and do things differently and out of the ordinary.
- Ability to develop and articulate a vision and to motivate others to take on that vision as their own.
- Acting as a change agent.
- Sensitivity to the environment by knowing what resources and constraints exist for bringing about change.
- Attention to the concerns and developmental needs of individual team members.
- Able to change team members' awareness of issues by presenting new solutions to problems.
- Exciting and inspiring team members to follow their lead.

Identify style to drive high performance, implement change and improvement

Transformational leaders are effective in driving high performance and implementing change and improvements to workplace culture as they have a high level of emotional intelligence (EI).

EI is a person's ability to understand how they and others are feeling about what is said and done, and to use this information to guide how they react to a situation.

Daniel Goleman, the driver of the EI concept, refers to transformational leaders who have high levels of EI as having 'primal leadership' skills. This means the leader can channel their own and the team members' emotions to ignite a passion to succeed that can improve performance.



Demonstrate emotional intelligence

Effective role models demonstrate high levels of EI and inspire others to follow their lead. Leaders with high levels of EI are consistent and stable when managing other people, while leaders who have highs and lows and are inconsistent are seen as having low EI. An emotionally intelligent leader has a calm and balanced way of dealing with issues and people and this creates a positive work environment.

Here are some key behaviours and ways to develop EI.

Key behaviours	Developing emotional intelligence
<ul style="list-style-type: none"> • Being observant • Understanding how people think and behave • Being consistent • Sharing with others • Being honest • Being a problem solver • Being a good communicator • Having empathy 	<ul style="list-style-type: none"> • Express your ideas and points to others clearly • Develop greater understanding of verbal and non-verbal cues • Use intuitive skills more clearly – trust your ‘gut feeling’ a little more, based on past experiences • Take greater control of the powerful emotions that you may experience

Drive continuous improvement

Continuous improvement is one way that organisations constantly evolve and change. This is a proactive approach to change and focuses on what can be done better and how to do it. Continuous improvement is often seen as a lifelong journey, because it is an activity that never ceases throughout the life of an organisation. Many factors can contribute and drive continuous improvement, including new research findings, the changing needs of customers and new technology. The trick is to ensure team members can identify these factors and act on them to achieve increased effectiveness and efficiency.

Examples of continuous improvements:

- Increased flexibility in service delivery that provides a greater range of choice for the customer.
- Lower response or delivery times for products.
- Improved quality of a product or service which ensures repeat customers.
- Better value for money for customers.

Be an ethical leader

There is no absolute rule on what ethical is and what it is not. A simple broad definition of the word ‘ethical’ includes being fair, honest and non-discriminatory. A leader must be ethical and promote ethical behaviour in their team members. Adhere to your organisation’s code of conduct or ethics, and make sure your team members follow your example.

It can be valuable to investigate what other businesspeople believe is meant by ethics. You can find out more at the following locations:

- The St James Ethics Centre provides information and resources on ethics, ethical decision-making and leadership, at: www.ethics.org.au/about/what-is-ethics
- The University of Santa Clara (United States) hosts a discussion on ‘What is ethics?’, at: www.scu.edu/ethics/practicing/decision/whatisethics.html

Be a positive role model

As a professional and a leader, it is important you are able to monitor your own performance so you can continue to behave as a role model. This ensures you contribute to an organisation that has integrity and credibility.

In your role as a leader, your performance should set an example for other people. This does not preclude you from making mistakes. Role models are people who do make mistakes, may have poor judgment and at times don't respond to staff appropriately. But what will set you apart as a role model is how you handle the mistakes and how you respond to the mistakes of others. The key traits of a role model are consistency, job competence, honesty, integrity and the ability to question any behaviour, values or standards that are damaging to the organisation. Being credible and having the appropriate personal traits enables you to lead by example and to be a positive role model for your team.



Be a credible leader

To be a credible leader, you need to be an effective and efficient manager of people, activities, tasks and organisational systems. According to leading academic Robert Katz, there are three categories of key skills a manager needs to master – these are shown below.

Technical skills

These skills demonstrate your proficiency in your specialised field. For example, you may have technical skills in accounting, finance, engineering, manufacturing, sales, information technology, training and education, building and construction or health care.

Human skills

These skills are associated with your ability to work well with others both as a group member and as a leader. They include communication, leadership, emotional intelligence, conflict management and negotiation skills.

Conceptual skills

These skills relate to your ability to interpret and read the working environment, to discern interrelationships among organisational parts, and understand how each part fits into the wider industry, community and work contexts.

Coach and mentor team members

Leaders can encourage and influence team members to adopt the values, behaviours and traits valued by the organisation through mentoring and coaching. Below is an explanation of what is meant by coaching and mentoring.

Coaching

Coaching in the workplace is used to assist new or inexperienced team members gain new or additional skills and knowledge that will enable them to improve their performance. Effective coaches provide support and direction when team members are learning the required tasks. Effective coaching involves providing constructive feedback, praise and commitment to the person being coached.

Workplace coaches take on a number of roles, including trainer, counsellor and performance manager. Becoming an effective workplace coach requires the development of specific skills and knowledge in order to bring value to this particular job role. Outstanding coaches also need to possess an attitude that drives them personally and others around them to want to improve.

Mentoring

Mentoring can be described as a learning relationship between an expert who facilitates learning in a less experienced person or 'mentee'. A mentor provides support, encouragement and guidance based on their own experiences, rather than offering specific advice. Mentoring brings many benefits to an organisation, including:

- retention of staff through the encouragement of personal and professional development
- development of future leaders
- increased staff empowerment
- knowledge sharing and the development of a 'learning organisation', in which continuous learning is promoted to enable the organisation, and staff, to respond to changes.

Coach and mentor qualities

Qualities of a good coach or mentor include the following:

- Good communicator
- Able to establish rapport
- Able to maintain privacy and confidentiality
- Able to gain agreement on outcomes and options
- Able to listen and be attentive
- Able to provide constructive feedback
- Able to motivate others
- Takes pride in the tasks being performed
- Is willing to share information and experiences
- Has an ability to recognise and solve problems

Build trust

Trust is the belief that another person will treat us well and not abuse their privileges. Trust does not generally start from the moment we meet someone. Some people have more trusting or accepting personalities than others. Some will make more positive judgments about a person's trustworthiness from their initial meeting than others. Most build up their trust in increments each time they interact with a particular person, based on the interactions they experience.

When defining trust many people refer to the 'credit system' or the 'emotional bank account'.

This is a system for building up credits based on good deeds, working together and building the relationship with a friend or colleague. When you have been trustworthy, dependable and have helped others, you build up perceived credits in their emotional bank account. On the other hand, you may have little credit in the emotional bank account of work colleagues who don't trust or value you.



Develop trust and confidence

Building up trust and credits in your relationships with others is achieved through everyday actions and over time. Here are some qualities which induce trust and confidence in others.

Qualities that increase trust

- Behaving with integrity and honesty
- Being competent at your job by keeping your skills and knowledge up to date
- Having a positive demeanour and good judgment
- Being loyal to your team
- Sharing information

Develop trust and confidence in a team

- Engage people in conversations and keep them informed
- Try to identify reasons for mistrust or non-involvement and address these
- Encourage involvement in a variety of group or team activities
- Encourage sharing of ideas and experiences in the team
- Recognise efforts towards new behaviours
- Praise and provide reward for achievements at work
- Follow through on promises and commitments

Example: build trust, confidence and respect

Joe runs the small business unit of a large organisation. Due to an economic downturn, he needs to reduce staff hours or retrench one staff member. He knows this is an extremely sensitive situation and one that needs careful handling. Joe calls a meeting and informs staff of the situation. He asks staff for their input and ideas. He posts weekly updates on the state of the business so that all staff are aware of what is happening. By being aware of their feelings, Joe hopes to maintain the confidence and respect people have in him and demonstrates his ability to be fair-minded, flexible and honest at this difficult time.



Communicate and consult with others

As a leader, communicating with your team is integral to enhancing its performance and functions. Communication must always be clear and understood by all team members. Consultation means involving your team and other relevant stakeholders in decision-making and holding regular meetings to ensure they are aware of key points of information.

Here are some communication ideas that can assist when working with others.

Establish a clear role and specific objectives

- Every team needs to have a clear role.
- If a team has more than one role, each of these roles must be clearly communicated.
- Set key performance indicators.
- Graphs are an effective way to communicate and show the team how they are tracking.

Learn from mistakes

- Consider what isn't working, how things could be done differently and how the team can learn from mistakes.
- Focus on finding solutions.
- Regular team meetings are an effective way to address mistakes and learn from them.

Implement responsive problem-solving

- Encourage problem-solving and brainstorming to collaboratively explore problems through root cause analysis and to develop solutions.
- Facilitate fair problem-solving; this is particularly important when negative conflict is present.

Provide and seek feedback

Giving and receiving feedback is an effective way to keep your team on track. One of the best ways to do this is to regularly ask for feedback on both individual and group performance. Effective feedback should focus on relevant behaviours or outcomes, not the person, and should be clear about how team members can improve. Asking for feedback also helps you find out what you can do better. Feedback can be sought from colleagues, higher management, the team, customers and clients. The key communication skill involves asking effective questions. Below are some ways of getting feedback from others.



Questions to gain feedback

- How are we going?
- What are we doing well?
- What are we doing poorly?
- Is there anything I/we could be doing better?
- Could you be more specific?
- Can you give me/us an example?
- How would you like me/us to do this differently?

Feedback model

- Establish the area/s of concern; for example, poor sales performance.
- Describe the effects of this lack of performance (percentage under target).
- List specific actions that can be taken to remedy the situation; for example, more sales calls.

Feedback guidelines

- Be genuine.
- Be thoughtful and sensitive to the person's feelings.
- Give negative feedback in private.
- Be mindful that feedback should be a two-way process; you must give and be willing to receive feedback as a team leader.

Example: communication and consultation

By comparing the following two situations you can see the importance of providing sensitive and timely feedback.

Situation one:

Team leader says: 'Fred, I don't think you have been very successful this month, maybe you've been slacking off a bit. You will need to improve your sales figures for the next month to meet budget. Just get out there and make it happen!'

Situation two:

Team leader says: 'Fred, I've analysed your sales figures for this month and compared them with your last three months. I think you need to lift your figures by about 10%. If you make just a few more sales appointments or follow-up phone calls, you will be able to achieve budget for next month. How do you feel about this? Is this achievable?'

If you were on the receiving end of each of these statements, no doubt your reaction to the second would be more positive. If you need to give feedback to your team members, you can see how choice of words makes all the difference.



Practice task 6

Read the case study, and then answer the questions that follow.

Case study

Marnie is a team leader in a mid-sized business. She has been called into a meeting with her manager and told that her department is to be restructured. This will result in job losses for two staff. The restructure will occur in the New Year when staff return after the usual shutdown in early January. Marnie does not want to worry staff and is concerned that if her team knows what is to happen, they will slow down and lose interest and she will miss out on her bonus for reaching targets. She gains agreement from senior management that her team will not be notified of the changes until the last day before the shut-down. As the weeks go by, there are rumours of retrenchments. Marnie calls a team meeting and reassures the team that all is OK. On the final work day of the year, Marnie decides to make the announcement about the restructure and the retrenchments. The team reacts angrily and some storm out of the meeting.

1. Have Marnie's actions reduced confidence and trust within the team? Why?

continued ...

... continued

2. How else could Marnie have handled the situation to support staff and build trust?

3. What consequences will Marnie's actions have for the staff who remain in her team?

2B

Embrace, resource and effectively implement improvements to workplace culture

Culture refers to the way people behave in an organisation based on the organisation's values, beliefs and operating procedures. As people become part of an organisation they develop common ways of working. These common ways of working are referred to as norms of behaviour or a collective culture. Leaders play an important role in creating a positive culture in the workplace. A crucial aspect is to ensure that any improvements to workplace culture are well resourced and supported by management.



A positive versus negative workplace culture

Some organisations have a 'positive culture'. Most people would agree that a positive work culture is one in which employees enjoy being at work and treat each other with respect and professionalism, while a 'negative culture' is one in which employees are disrespectful to one another, blame each other for failures and withhold information. Here are some additional characteristics of positive and negative workplace cultures.



Positive culture

- Mutual trust
- Strong team identity
- Active listening
- Open and honest communication
- Focus on solutions
- Respect for others
- Win / win approach
- Commitment to goals
- Camaraderie
- Creativity



Negative culture

- Poor team image
- People feeling threatened
- Blaming and scapegoating
- Focus on problems
- Game playing
- Lack of cooperation
- Dominant leadership
- Poor team spirit
- Some team members dominating and others withdrawing

Identify and address causes of dissatisfaction

Leaders should constantly strive to develop and improve team and workplace culture. Ways to do this include role modelling, motivating the team to take on valued behaviours, and addressing issues that lead to dissatisfaction among employees. Psychologist Fredrick Herzberg studied workplace culture and how it impacted on employees' satisfaction at work. He identified particular factors that made employees feel satisfied and dissatisfied at work. These are shown below.

Factors for satisfaction	Factors for dissatisfaction
<ul style="list-style-type: none"> • Achievement • Recognition • The work itself • Responsibility • Advancement • Growth 	<ul style="list-style-type: none"> • Company policies • Poor or lack of leadership and supervision • Poor relationship with supervisor and colleagues • Work conditions • Salary • Status • Security

Improve workplace culture

An important first step in improving workplace culture is to review and improve company policies and procedures to ensure they are employee friendly, accommodate different work styles and have the flexibility to take personal commitments into account. Overall, they should help create and support a culture of respect and dignity for all team members. Ideas that management may overlook but may be extremely important to staff may include providing opportunities for achievement, rewarding and recognising employees' contributions, and giving people more responsibility. All initiatives must be fully resourced to ensure they are successful. Here are some other strategies leaders can consider to improve workplace culture.

Strategies to improve workplace culture

- Provide effective, supportive leadership.
- Empower members; give as much responsibility to each team member as possible.
- Empower your team by involving them in planning and decision-making.
- Encourage training and development opportunities.
- Set high standards and make your expectations clear.
- Ensure everyone knows the relevance of their contribution and its value to the team and the organisation.
- Keep promises and build trust.
- Be a good role model; apply the same standard to yourself as you expect of your team.

Example: improve workplace culture

Henry's team always celebrates achievements, whether of the team collectively or of individual team members. He consciously works towards fostering a positive working culture. He makes sure the initiatives are fully resourced in terms of time available, funds for small gifts and materials to prepare certificates.

Henry makes a point of:

- giving certificates of recognition at the weekly team meeting to recognise team members who have supported other team members
- encouraging team members to undertake training opportunities
- thanking team members for their efforts
- keeping the team informed by regular emails and posts on the staff intranet
- reporting team achievements to senior management
- celebrating the team's achievements in a social setting away from the workplace.



Practice task 7

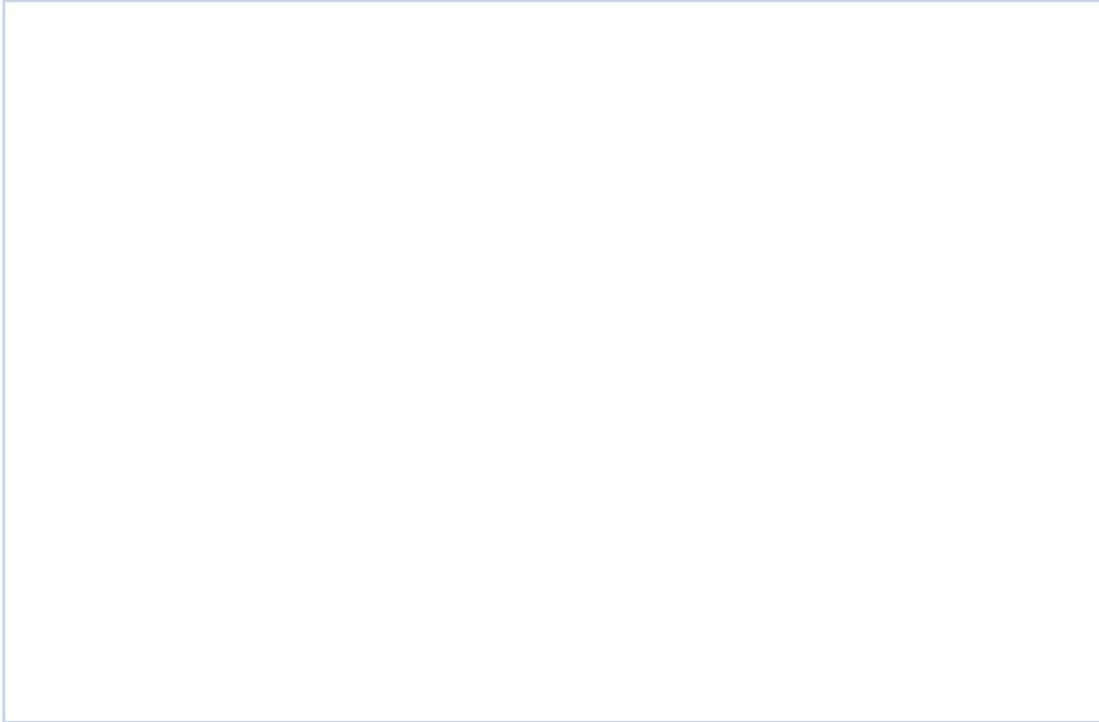
1. In your own words explain what you understand by the term 'organisational culture'.

2. What are examples of organisational culture you can identify in a workplace you have experience with?

continued ...

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3. Identify two aspects of a workplace's culture you believe could be improved. Describe the aspects and their impact on team performance. Recommend strategies you could implement to improve these aspects.



2C

Demonstrate understanding of the global environment and new technology

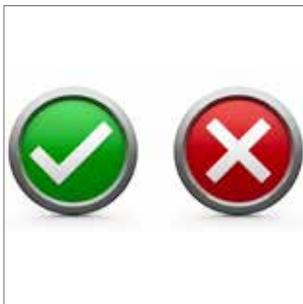
Globalisation and rapidly changing technology have had an enormous impact on business.

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



Understand the impacts of globalisation

The impacts of globalisation can be positive or negative for a number of different groups, as shown below.



Possible positive impacts

- Increased competition
- Localising and adapting products and services to local markets
- Allows poor countries to compete and develop economically and raise their standard of living
- Developed economies are able to purchase inexpensive goods and services
- Regional trading alliances; for example, Association of South East Asian Nations (ASEAN)



Possible negative impacts

- Loss of jobs and industries; for example, many manufacturers have taken their business offshore
- Potential exploitation of workers in developing countries, especially those where workplace health and safety laws are lax or non-existent
- Examples of businesses behaving irresponsibly in developing countries by polluting the atmosphere or destroying environments through deforestation

Lead others in a global environment

Managing in a global environment requires leaders to communicate knowledgably and effectively with people from a wide range of cultures and countries. One of the main impacts of globalisation relates to adapting organisational policies and procedures to fit with cultural differences: policies and practices may be perceived differently in different cultures.

To be successful in a global world, leaders should reflect on the way they view the world and other cultures. You need to understand developments in the global environment to ensure policies, procedures and practices are current and relevant to team members and customers. You should keep abreast of new and emerging technologies to ensure the organisation remains competitive in the development and delivery of products and services. Information can be obtained through research, membership of relevant professional associations, subscriptions to journals and networking with colleagues and other professionals.



Understand the impact and work with new technologies

Technology has advanced more in the past few decades than the past 2000 years. The revolution in information technology has meant large amounts of information can be transmitted at very low cost – 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, an organisational intranet and corporate portals for internal sharing and access to company information and transactions. Employees have smart phones, tablets and laptops for fast access to information, even from remote locations. Workplace learning material and training procedures may be produced as Apps and easily downloaded and viewed.

Impacts of technology

- People can connect with others from anywhere in the world.
- Video conferencing for meetings.
- Online chats for meetings.
- The emergence of nanotechnology – ultra-small technological systems.
- The emergence of the knowledge economy – which values workers for their energy, commitment and skills in innovation and judgment.
- Increase in use of social media such as Facebook and Twitter as a way of communicating to customers.
- eCommerce and digital marketing campaigns.

Consider new ways of working

Technology has also changed the way we work. Three key ways that technology has changed work arrangements are through increased casualisation, outsourcing and telecommuting. These are described below.

Casualisation and contracting

Employers 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

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

- administrative work such as accounts and payroll
- information technology services
- customer service and call centre operations
- human resources 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. It also provides an incentive for people to remain loyal to the company through flexible working arrangements.

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

- audits to ensure the home working environment meets work health and safety standards
- investment in technology
- ensuring that digital mobile devices and intranet connections to home offices do not pose security risks
- training managers to manage offsite workers
- training telecommuter colleagues to work with them
- training workers to work productively at home and to close the office door at the end of the day.

Example: understand the global environment and new technologies

Mary works for a manufacturing company as a human resources manager. Increased costs have led to management deciding to move production offshore, while keeping head office, where Mary works, in Australia. This means that Mary will need to change the way she works. To start with, she will need 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.



Practice task 8

1. What sources can you use to discover more about new and emerging technologies? List these below.

2. Describe in your own words what you understand by the term 'globalisation'.

3. What are some of the benefits and potential challenges organisations face as a result of globalisation?

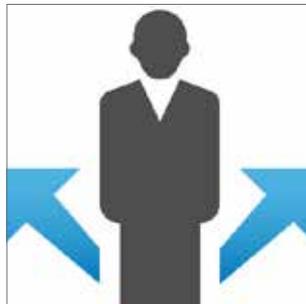
2D

Ensure actions convey flexibility and adaptability to change and accessibility

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

Reasons for change

Many factors lead to change in organisations. These can be divided into internal and external reasons for change. Internal factors are from within an organisation and external reasons are from outside the organisation – which can be more unpredictable and harder to control. Here are some examples of reasons for change.



Internal reasons

- Key staff leave
- Management changes
- Downsizing
- Merger or company takeover



External reasons

- Economic downturn
- Changes in legislation
- Closure of suppliers and related businesses
- Changes in technology

Understand resistance to organisational change

Leaders need to be ready to respond to changes at work. By developing your skills in monitoring change and recognising emerging patterns before a change occurs, you will be able to help yourself cope and guide your team for greater success in managing change.

There are many reactions to the introduction of, or news about, changes. Some people see it as an opportunity to develop new skills while others may see it as threat to their employment. Many people fear change. Change can bring with it a sense of happiness or excitement or, alternatively, frustration or anger.

Manage resistance to change

As team leader, it is important to understand the typical responses to change from others and the underlying reasons why these 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, why they are fearful and allow them to express fears. Help your team members articulate their fears through discussion.

Devise a range of communication opportunities – one-to-one or in small groups – so that people can talk through issues to do with the impact of change.

Group discussions, meetings, individual chats and reviews can all help in overcoming objections or recognising objections or 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.

Determine the organisation's change management process

Ensure you can lead your team through each step of the organisation's change process. Generally, most organisations have systems in place to manage the three critical phases: identify what needs to be changed; develop a plan to manage the change; implement the change. These are explained further below.

Identify what needs to be changed

- Analyse the external and internal environments to identify the need for change.
- Interpret internal environment analysis results to identify what needs to change; for example, structure, people, processes or technology.
- Prioritise the changes.

Develop a plan to manage the change

- Identify the resources, including human, you will need.
- Complete a risk management analysis.
- Set the budget.
- Set a time line.

Implement the change

- Write new policies and procedures.
- Arrange for suppliers to provide the resources needed.
- Provide training for employees.
- Support employees as they become accustomed to the changes.
- Monitor the change to ensure new behaviour or a new way of doing things is embedded and becomes the normal way of doing things.

Be flexible and adaptable in leading others

The recurrent theme within leadership schools of thought and styles is the idea that to be an effective leader, you must be prepared to be flexible and change your leadership approach to suit both your team and the circumstances in which your team finds itself. Consider the ideas proposed by situational leadership theorists. The variety of skills, knowledge, expertise and experience that staff bring to an organisation means that to effectively lead each team, leaders and managers need to adopt different leadership styles.



Examples of flexibility and adaptability

Leaders need to be flexible when making decisions and use their initiative to ensure that all parties are satisfied with the result.

For example:

- If a leader perceives that staff are unhappy with a particular change solution they may raise this at a meeting, encourage staff to offer alternatives, let them know that all ideas will be addressed and collaboratively identify a more acceptable solution.
- If a change in work hours results in inconvenience for staff with families, flexible arrangements should be made so no-one is disadvantaged, in accordance with anti-discrimination and equal opportunity laws.
- When introducing a new dress code, a leader may work to ensure that it is sufficiently flexible to meet the needs of those staff with a specific cultural dress requirement.

Empower team members

Team empowerment is an approach to leadership focusing on developing employees so they can take on many of the traditional leadership roles.

Empowerment is giving the authority to employees to make decisions. As most employees seek some degree of freedom and autonomy in their work, the power to make decisions gives employees a sense of achievement and accomplishment.

Empowerment allows people to develop their skills and be flexible and responsive to each situation as it arises. Another benefit for a team is that it also develops problem-solving skills.

Some indicators of empowerment might include:

- staff who can make decisions without consulting managers
- staff solving predictably recurring problems
- staff who support other staff through their previous experience of similar situations
- evidence of improved teamwork demonstrated by body language and observations
- staff have greater confidence to deal with unhappy customers.

Deal with conflict

Handling potential conflict is a critical leadership skill when managing changes. Here is a guide to resolving conflicts and grievances which may arise in your workplace.

Conflict management model

1**Discussion**

- Initiate and encourage discussion of the issues.
- Frame the discussion – make a short, neutral statement that establishes what the discussion will be about and explains to the people involved what you want to discuss.

2**Provide information**

- Explain the impact that the conflict is having on the team.
- Use 'I' statements so the focus is on your perceptions.
- Use language that is neutral and not accusing.

3**Gather information**

- Allow all people to have their say.
- Use empathy and active listening skills to acknowledge the feelings and viewpoints of all.
- Ask questions to clarify and summarise your understanding.

4

Solve problems

- Summarise the problem. What are the issues? Where does each party stand? What are the facts and feelings of each party?
- Search for a mutually acceptable solution. Brainstorm possible solutions. Accept all solutions suggested, even if unrealistic.
- Evaluate the possible solutions. Take each suggested solution and explore the pros and cons. Discuss which ones will work and which won't work, and why.
- Decide together. Choose the solution most acceptable to the majority. Plan how the solution will be implemented together. Evaluate the effectiveness of the solution once it has been implemented.

Example: enabling change

Jenny convenes a team meeting to brainstorm ways the team can improve its response time to follow up sales leads. She lets all team members have an equal chance to speak. She accepts all suggestions and then asks the team to decide which changes they think will work best. She sees her role as a facilitator for change and a resource person who provides the resources and training required for change to be successful.

Practice task 9

Read the case study and answer the four questions that follow.

Case study

Jan has just been appointed the coordinator of a small team. She has staff spread over two offices. Jan spends most of her day in her office and she believes that tasks are critical to the success of a team and to meeting the objectives set out in the operational plan. Jan's communication with the team is minimal and she does not include them in decision-making. Team members do not know what is occurring and how decisions are made. The team performance is gradually slipping.

1. What sort of leadership is Jan demonstrating?

2. How should she adapt her leadership to get the team back on track?

3. What are some of the consequences of her actions on the team and herself?

2E

Ensure collaborative and effective decision-making

Most people would agree about the importance of consulting relevant individuals, groups and stakeholders in decision-making processes. Consulting the relevant people and providing opportunities for their participation in decision-making are ways leaders can satisfy the needs of both the organisation, existing and potential customers and other stakeholders. Another important benefit of consultation and participation processes is that stakeholders are more likely to feel they have contributed to the outcome and therefore are more likely to accept and support the final outcome.



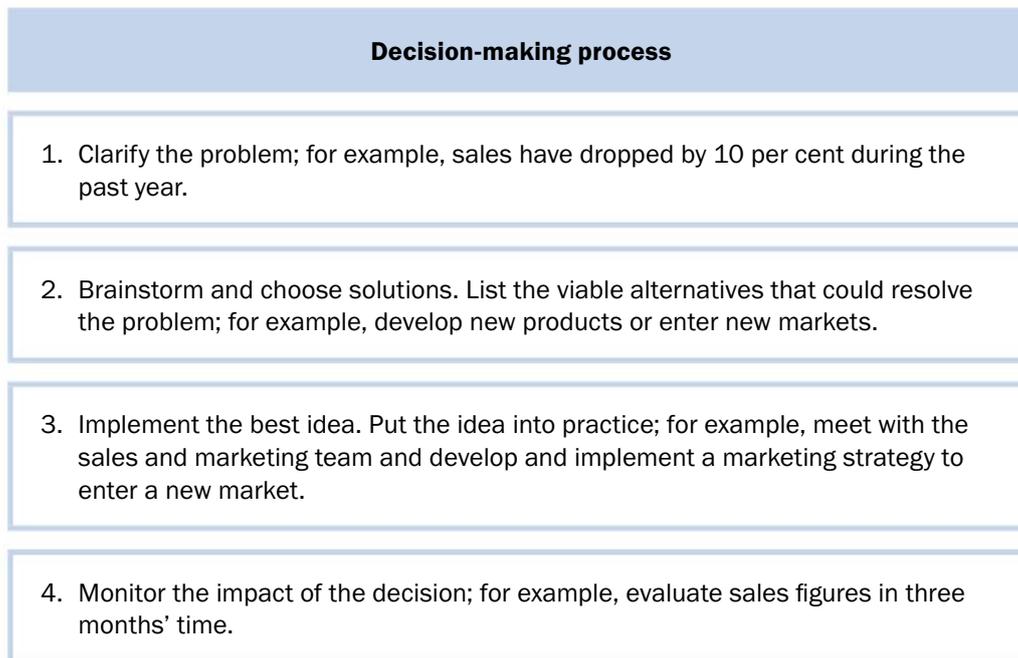
Ensure decision-making is participative

Leaders may use various decision-making approaches and styles. Some leaders are rational decision-makers, which means that they think logically and consider all information and options before they make a decision. Others are creative and intuitive decision-makers. This means they focus on the impact of the decision as a whole, rather than systematically reviewing all the information available. Below is a comparison between the two styles.

Decision-making and leadership	Decision-making styles
<p>Some decision-making styles reflect leadership styles. For example:</p> <ul style="list-style-type: none"> • Decision by authority: the leader or other authorised person makes a unilateral decision. • Decision by minority: when a small number of group members exert their influence over the majority of the team. • The democratic approach: the majority of the team agrees with the choice being made and all involved have had a chance to have their say. • Decision by consensus: finding a proposal that is acceptable to all team members. • Decision by unanimity: all team members are in agreement with the decision. 	<ul style="list-style-type: none"> • Direct decision-makers think in a rational and logical way, and are decisive. • Analysers look for alternatives and information, and make decisions after careful consideration. • Those who focus on concepts consider many alternatives and creative solutions. • Those who focus on behaviour ask the team for ideas, and want the team to embrace the decision made.

Use a decision-making model

Various models for decision-making have been developed. See below for a model that includes the generally accepted steps in the process.



Implement group decision-making

Group decision-making gives employees the opportunity to participate and feel empowered, while taking advantage of the wider base of knowledge, skills and experience available to make decisions. Group decision-making also recognises that in the modern business environment, many decisions a manager may once have 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 generate. People's satisfaction levels, as well as their interest in and commitment to their job, all improve in a team environment. People in a team feel their opinions are valued and that they have an important role in the context of the team and the organisation.



Ensure decisions take risks into account

Risk management is associated with all aspects of organisational management and operations and, in particular, decision-making. All decisions 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 this, but also formulating contingency plans to be implemented if the risk does 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.

Brainstorming

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.

Cause and effect diagrams

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. The possible causes of the problem should be recorded on the bones that are growing out of the spine of the fish. The benefit of the cause and effect diagram is that it graphically separates the problem or issue from the symptoms of the problem.

Identify the required resources

Resources are needed to turn plans and goals into actual outcomes. Resources such as people, technology, raw materials, equipment, machinery and finance need to be considered. You also need to consider time. Allow adequate time to implement the tasks, taking into account existing team member responsibilities. The types of resources you may need for implementing your decisions are listed below.

Technical resources

- What sorts of technology will you need?
- Will you need to buy new computers or tablets?
- Will you need updated software?

Human resources

- Will you need specialist staff as contractors?
- Will you need to employ additional staff?
- Will you need staff on short-term contracts?
- Will staff need additional training to implement all facets of the decisions made?

Materials and equipment

- Will you need to order more from your suppliers?
- Can your existing suppliers accommodate your needs?
- What machinery or manufacturing equipment is required?

Financial resources

- Will you need an increase in the budget?
- Will you need to develop a new budget?
- Are there enough funds to implement the decisions?

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 mail-out consisting of a mail-merged letter, a marketing catalogue (printed by an outsourced printer) 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 printer may not deliver on time
- key staff are unavailable
- the desktop publisher may not be skilled enough to format the new design
- there may be no supply of envelopes because the store person was not notified about the mail-out
- not enough time was 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.

Practice task 10

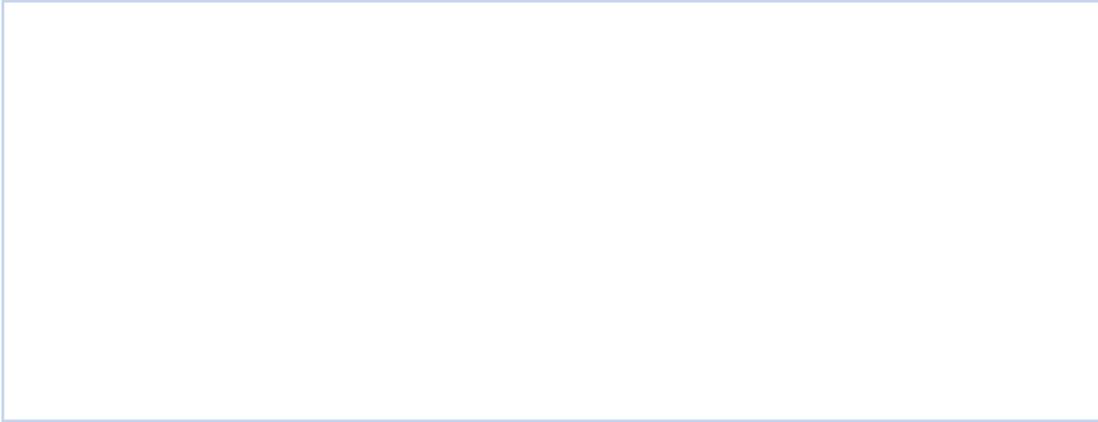
1. List one key feature for each of the following decision-making styles:

- Direct
- Analysing
- Focus on concepts
- Focus on behaviour

continued ...

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2. Your organisation is implementing a new computer system to increase efficiency in generating financial data at the end of each month. Outline the potential risks.



2F

Ensure the organisation is positively represented

Workplace leaders share the responsibility of developing and promoting a positive image of their organisation. You need to model appropriate standards of behaviour so other members of staff will emulate you. You also need to 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). In these instances ensure that you never criticise the organisation publicly. Having a positive image in the media and within the community requires you to behave with courtesy, integrity and credibility. Good working relations are formed when leaders role model the required behaviours and lead 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 therefore strengthened their codes of conduct. Be aware that, as a leader, your after-work activities may be linked to your work. Ensure that the organisation's resources are used for their intended purpose only. Here are some ways that your actions can potentially damage the image and reputation of your organisation.

Social media account – personal and organisational

- Uploading compromising photos.
- Making inappropriate comments.
- Endorsing or liking things that conflict with organisational values.
- Making inappropriate comments; for example, racist or sexist comments.
- Making negative comments about geographical areas, customers or competitors.

Organisational, network or community events

- Inappropriate personal appearance.
- Public drunkenness or drug taking.
- Remember that people can film on smart phones and instantly upload videos to YouTube.

Behave with integrity

Behaving with integrity means you are performing your role and responsibilities morally and ethically and with professional competence according to both your organisation's values and those of the community. You are a role model for your team, so team members look to you and follow your lead when confronted with situations that challenge their own integrity. Your workplace policies and procedures and codes 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 promote your own career by undermining 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.

Establish credibility with the media and community

Credibility refers to being believable and trustworthy. If you are a spokesperson for your organisation, it is important to establish yourself as a credible person to develop a wider positive image of your organisation.

Strategies to establish credibility and develop trust:

- Negotiate in good faith
- Share information
- Keep commitments
- Be open and direct
- Be available for comment

Practice task 11

What impact has technology and social media had on the way organisations are represented in the media?

Summary

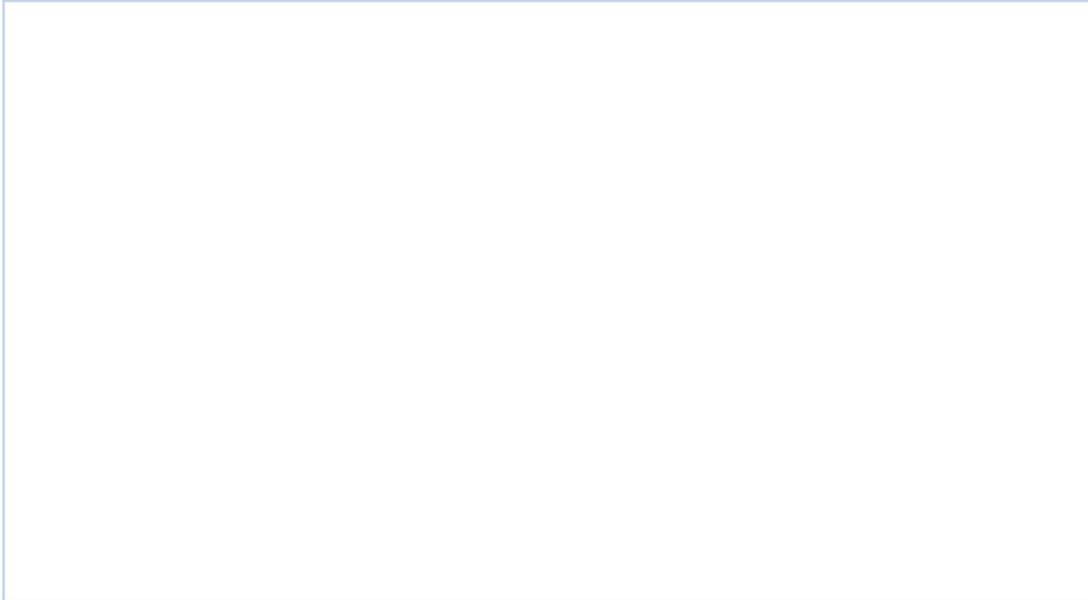
1. Building trust, confidence and respect in a team requires time and actions of goodwill, such as involving your team in decision-making, listening to their ideas, and being flexible and approachable.
2. Workplace culture is powerful, so it is critical that you implement a positive culture in your workplace in which employees enjoy being at work and treat each other with respect and professionalism.
3. Technology and globalisation have changed the nature of work; a good leader must be aware of, and able to adapt to, these new ways of working.
4. Knowing how to identify different leadership styles and adapt these to ensure team effectiveness are key skills for a leader.
5. Decision-making models can help you make considered and systematic decisions.
6. Decision-making must include a consideration of risk management strategies.
7. As a leader, you must represent the organisation positively in the media and community, ensuring your behaviour is appropriate, credible and courteous, and follows organisational policies and procedures.

Learning checkpoint 2 Influence groups and individuals

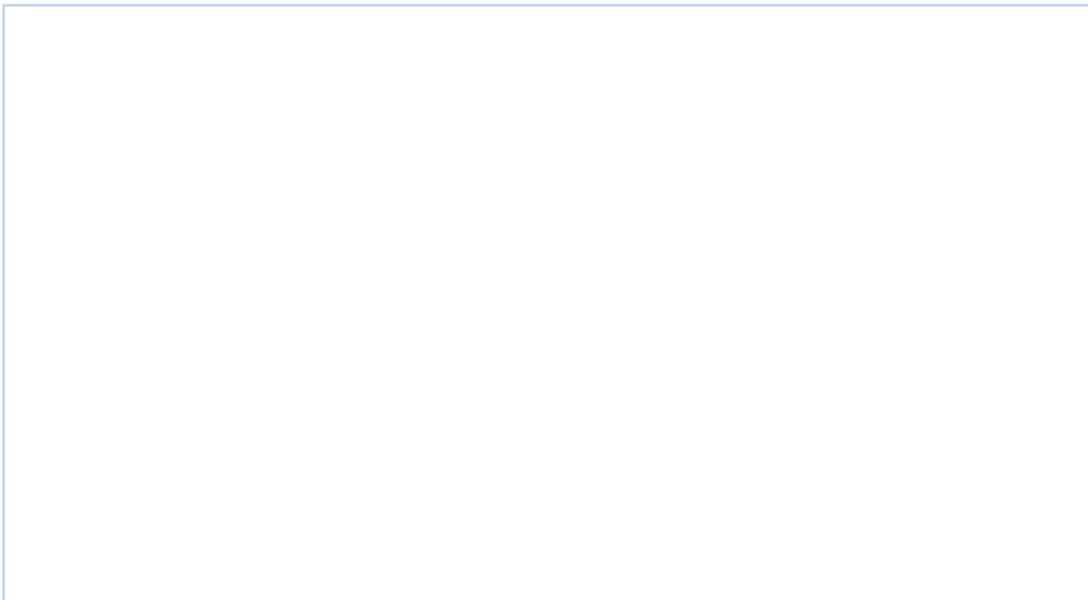
This learning checkpoint allows you to review your skills and knowledge in influencing groups and individuals.

Part A

1. List four impacts of new and changing technology in work activities.



2. List five ways to represent your organisation positively in the media and community.



Part B

Read the case study, and then answer the questions that follow.

Case study

Anna has been working in her new job as a team leader in a local government department for two months. She is working towards building a positive team environment and culture but there is still a long way to go. Anna strives to be a positive influence and role model by sharing information, supporting team members and encouraging discussion and team work. Anna has been informed by senior management that the long-awaited and much-dreaded computer system upgrade is to be implemented in her department in the next three months. She is asked to provide feedback and decide which of the two proposed systems will suit her department's activities better: option one is the PRO356 and option two is the EXP841 system. As well, Anna needs to develop a risk management plan for senior management covering the introduction of the new system for her department. Anna is concerned about how her team will respond to the changes. Anna has turned to you as her mentor for support. Read the questions below and provide some strategies for Anna that address the needs outlined in each question.

1. Detail six actions Anna can take to ensure she has the trust and confidence of the team.

2. Outline at least five elements of an effective work culture that Anna should strive for.

3. What sort of decision-making style could Anna use in deciding which computer system is most suitable?

4. Outline four methods Anna could use to effectively include and consult with her team about the proposed changes.

5. List three resources/considerations Anna will need to take into account to ensure the new computer system can be implemented successfully.

6. Identify the potential risks for Anna in her implementation of the new system.

7. What leadership style/s should Anna demonstrate to effectively promote the change? Explain your reasoning.

Topic 3

Build and support teams

Leaders need to develop both the individuals in the team and the team as whole. This cannot be done without the support of the team. Support is earned through trust and respect. You need to demonstrate the personal qualities of a leader by being open, honest, ethical, consistent, respectful, committed to the organisation and the team, and considerate of individual needs and differences. Trust is also engendered through careful planning and having a shared vision for the team, clear roles for individuals, equitable distribution of tasks, setting goals and standards for work and effective monitoring and recognition of achievement.

In this topic you will learn how to:

- 3A Assign accountabilities and responsibilities to teams
- 3B Ensure teams are resourced to allow them to achieve their objectives
- 3C Empower teams and individuals through effective delegation and support
- 3D Create and maintain a positive work environment
- 3E Encourage teams and individuals to develop innovative approaches to work performance

3A

Assign accountabilities and responsibilities to teams

Developing your team is important to ensure it can function to meet the organisation's operational plans. Teams go through a number of processes to develop as a functioning unit. Once a team has developed, a key strategy in ensuring accountabilities and responsibilities are consistent with operational plans is to allocate tasks to the strengths of each team member. Each person in a team 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.



Understand the stages of team development

The stages of development that all teams go through can be recognised by various characteristics. The key characteristics of each major stage may be described using Tuckman's model for team development. Tuckman, an academic who conducted research into group dynamics, developed a stages of group development model in 1965 (which is still commonly used) to help explain group behaviour. In 1977, the adjourning/mourning stage was added. Here is an explanation for each stage in team development.

Forming

- Define the team's nature
- Exchange information about each other
- Identify the team's purpose
- Attempt to define personal agendas, rules, regulations, procedures and leadership

Storming

- Emergence of individual personalities
- Bidding for power and control
- Conflicts and disagreements

Norming

- Work through personal issues
- Individual differences/conflicts resolved
- Development of norms and practices
- Individual role establishment
- Consensus emerges

Performing

- Fully functional
- Team's energy directed to performing tasks at hand
- Committed to goals
- Discussion is mature
- Problems are confronted and resolved
- Qualities of team are recognised

**Adjourning/
mourning**

- Team roles are no longer available
- Camaraderie of the group is missing
- Positive aspects, not negative, are the only ones remembered

Apply Belbin's team roles model to enhance team performance

Researcher and management theorist 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 team contributions and performance. For leaders and their team members, this model can be used in many ways. For example, it can be used to think about team members' strengths and weaknesses, their diverse ways of working and the roles they can perform within the team, how a team balances out before a project team is brought together, or how to manage interpersonal differences within an existing team. Belbin identified nine team roles and he categorised those roles into three groups, as shown below.

Action-oriented roles

- Shaper: challenges the team to improve.
- Implementer: puts ideas into action.
- Completer-finisher: ensures thorough, timely completion.

People-oriented roles

- Coordinator: acts as a chairperson.
- Team worker: encourages cooperation.
- Resource investigator: explores outside opportunities.

Thought-oriented roles

- Plant: presents new ideas and approaches.
- Monitor-evaluator: analyses the options.
- Specialist: provides specialised skills.

Identify the strengths and preferences of your team

As a leader, you are often given targets or goals the organisation has predetermined. The roles and responsibilities of each team are determined from the organisational goals and objectives, and the planning that has taken place for achieving the goals. In some cases these roles are very stable and rarely change. In others they are dynamic and changing all the time. The best way to determine team roles and responsibilities is to consider the skills and attributes of your team members. A SWOT analysis is a good way to do this.



A SWOT analysis identifies the strengths, weaknesses, opportunities and threats of a given situation, group, or company. Be aware of the way people like to work. Some team members may prefer to work alone to meet their time lines, while others may benefit from interaction and discussion.

Develop a work breakdown structure

A work breakdown structure (WBS) can be used to identify the tasks required to complete an activity to meet an objective. The team might use a table to map the tasks to outputs. Each level of the diagram or table is created by asking: 'What needs to happen to achieve this?' These answers are recorded and are checked 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 does this task take to complete?' When the tasks are identified, they can be sequenced in a logical order. The required resources can also be identified and responsibility for the tasks assigned to team members. Here is an example of a format for a WBS, with descriptions of the steps involved in the process.

Task	Duration	Start/finish	Resources	Costs
Identify the activity and the tasks required to complete the activity. List the tasks here.	Estimate how long each task should take.	Write down when the team member should start the task/s and the due date.	Write down the sorts of resources team members need to complete the tasks; for example, computers.	Write down the costs of completing the tasks; for example, wages/salaries/contractors/cost of resources.

Prepare a responsibility assignment matrix

A responsibility assignment matrix (RAM) can also be used to plan how you allocate and assign tasks to team members. The matrix includes the WBS tasks listed on the vertical edge, with the responsibilities on the horizontal edge.

This matrix is often based on the Responsible, Accountable, Consult and Inform (RACI) format. Some RACIs are organised by roles and some by projects, as shown below.

RACI matrix
Responsible These are the people who will perform the work to achieve the activity or task.
Accountable These are the people responsible for approving the activity or tasks, or the outputs.
Consult These people may be specialists, sometimes referred to as subject matter experts, whom others go to for advice.
Inform These people need to be provided progress reports or information on outputs or outcomes from activities.

Confirm accountabilities and responsibilities

Employees may find it difficult to carry out assigned tasks if they struggle to understand them. It is important to provide as much information as possible when you assign responsibilities to team members. Always clarify tasks and allow team members to ask questions to confirm their understanding. Information needs to be provided that covers 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. Don't give less vocal employees more to do because they don't 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.

Example: prepare a product development RACI matrix

The following RACI is for a business unit developing a new product line and taking it to market. It outlines the participation of the key responsible people.

Grouped activities/ roles	Unit manager - Simon	Team leader - Rebecca	Design coordinator - Lilly	Production coordinator - Olivia	Marketing and sales coordinator - Zach	HR coordinator - Enzo
Product design	A/I	R	R	C/I	C/I	C/I
Product manufacturing	A/I	R	C	R	I	C/I
Product marketing and sales	A/I	R	I	C/I	R	C/I
Manage people	A/C	R	I	C/I	C/I	R
R= responsible; A = accountable; C= consult; I = inform						

Practice task 12

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

3B

Ensure teams are resourced to allow them to achieve their objectives

The leader and team members need to identify what resources are required to complete activities and tasks to achieve objectives. Here is a breakdown of the process involved with resource analysis.

Activity resources

The resources may include:

- human resources such as specialist or expert staff or consultants; 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, coach and mentor staff to address skill gaps.

Analysis of resources

Each task needs to be analysed to determine resource requirements. The questions to answer are:

- 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 of resources

The total estimate of the activity or task is calculated by multiplying resource effort by the resource unit rate for all the tasks listed in the WBS. It is important that all costs are included, allowing for contingency.

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

Acquire resources

Once funds have been allocated, the team can set about acquiring the required resources. Any purchases or requests for training need to be made according to the organisation's purchasing and human resources policies and procedures. As team leader, you need to know that team members are familiar with the processes for acquiring resources and ensure they are followed. You also need to make sure all monies spent are included in the team's budget to monitor costs.

Ensure team members have the required knowledge and skills

A training needs analysis is a systematic way to identify gaps in team members' skills. The analysis can be conducted in several ways, including 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 of identifying knowledge and skill needs in a team.

Deal with team learning needs

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

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

Encourage learning

While it is important that you identify the learning needs of a team member, 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 the team member to follow a career path and take on new tasks as required.

Support team members

You can support team members' learning by being familiar with options the organisation offers to staff such as:

- contributing funds for resources or materials if they are self-funding their learning
- providing paid time off for study
- providing time for them to attend a course.

These support mechanisms add to the value the employee places on the learning.

Example: identify training needs

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

The human resources 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 13

1. Identify your own learning needs and those for a team member. If you are not currently working, consider your previous position. Include any documentation you use to do this, such as a training needs analysis.

2. Identify available learning opportunities that match the learning needs.

3C

Empower teams and individuals through effective delegation and support

High-performing teams are empowered teams. This means they can make decisions and continue to work in the absence of the leader. Empowered employees are able to take on additional tasks, which in turn helps them to develop their skills further. Delegating tasks to team members is a key strategy that a leader can use to empower team members.

Empower team members

Empowered employees can make decisions without consulting managers, work autonomously, solve predictably recurring problems and support each other. Here are some attributes of empowered teams and team members.

Characteristics of empowered teams

- Make decisions together
- Support risk takers
- Accept ownership
- Promote actions

Characteristics of empowered team members

- Accept and take responsibilities
- Generate ideas
- Take risks
- Share information
- Make decisions
- Feel valued

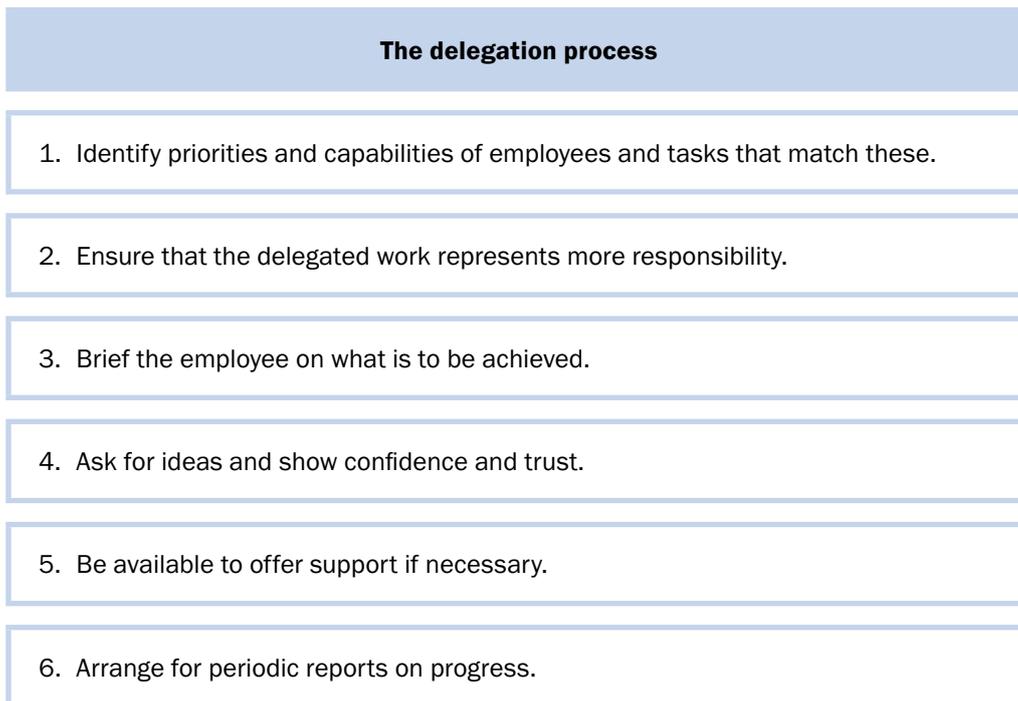
Characteristics of an empowering leader

- Sources information and share it
- Provides training
- Trusts team members' abilities
- Values others for their skills and abilities
- Delegates as a way of upskilling staff

Delegate responsibilities

Delegation involves giving people the authority to carry out tasks that are normally your responsibility. Effective leaders delegate tasks and benefit from having their time freed to work on more complex tasks. Delegation also benefits the team because it provides opportunities for upskilling team members. In some companies there are comprehensive guidelines and rules about what people can and cannot be involved with and this may limit the jobs and tasks you can allocate or delegate. It is important to be aware of any policies or authorisation limits, otherwise industrial issues may arise. As a team leader you must understand any constraints before you allocate someone extra duties, so as to avoid creating a conflict within the team.

Below is a summary of the delegation process.



Capitalise on the benefits of delegation

Effective team leaders delegate so that they can empower their team and spread the load of work. It is an effective use of your time and energy to delegate to others so that you can concentrate on more important tasks and responsibilities. But many leaders fear delegating or sharing tasks.

One of the main reasons why managers don't delegate is fear of not being the best at the job. Some fear empowering others or passing on their knowledge. Others believe they are the only ones who can do a particular job. Here is a summary of reasons why people don't delegate and some ways that delegation can succeed.

Why people don't delegate	Delegation success factors
<p>Common excuses leaders make for not delegating include the following:</p> <ul style="list-style-type: none"> You will be blamed when the job goes wrong. It wastes a lot of time to share information with others. It's quicker not to delegate. You might have to pay employees for doing extra duties. It's your responsibility and not someone else's. If you share these jobs with others they will think you're losing your power. Employees will want more power as they learn more tasks and information. 	<ul style="list-style-type: none"> Let go of your tasks and see them as belonging to the team rather than yourself. Understand that accountability for tasks still rests with you. Break down tasks to make them achievable. Ask others; don't tell them – encourage your team members by asking them how they think tasks should be done. Match the tasks to people as this will ensure more success. If people make mistakes then consider them as growth opportunities. Cultivate independent thinking so team members are open to accepting delegated tasks. Link people with resources to complete their delegated tasks.

Deal with difficult group interactions

A leader must be able to handle the conflicts and difficulties that generally arise within teams and between team members and the team leader.

Key considerations in dealing with difficulties include:

- Ensure everyone is calm, do not run a session or meeting in the heat of the moment.
- Ensure you are ready to listen first.
- Be objective. Make sure you can focus on the problem, not the person.
- Ensure there is enough time to explore the issue, without interruptions.
- Arrange to deal with the conflict away from the work task and in a quiet area.
- Plan any meeting with an agenda so that you know what you want out of the interchange or discussion.



Implement a process for dealing with issues

If issues need to be discussed in a formal meeting, here is a six-step process to follow.

Issue resolution process

- 1 Describe the problem.
- 2 Express how the problem made you feel.

- 3 Empathise; show that you are able to see why the problem occurred.
- 4 State what you want from the other person.
- 5 Explain what will happen if the agreed-upon solution is or is not kept.
- 6 Arrange to have a brief follow-up meeting or catch up in a week's time.



Negotiate win-win outcomes

Negotiation is about achieving a win-win outcome for all people involved in the negotiation. This means that all people feel that a good outcome has been achieved. More information about negotiation processes and conflict management models can be found on the Conflict Management Network's website, at: www.crnhq.org.

The following is one model for ensuring negotiations have a win-win outcome.

Negotiating a win-win outcome
Focus on the problem. Do not focus on the person/people.
Stick to the issues.
Be clear about your needs.
Begin with what you agree on and move on from there.
Make sure you understand agreed solutions.

Example: empower others

Susie has a team of three people. From discussions, she knows that Jen is interested in developing her skills in accounts and financial management. Susie delegates some of the more basic tasks in maintaining the department budget to Jen. She briefs Jen on what is required, answers her questions and then gives her a time line for completion. She offers to mentor Jen as she completes the tasks. Susie also suggests a training course that Jen may be interested in and a professional association she may wish to join. Jen accepts the added responsibilities, and feels valued and keen to do her best. While Susie knows that encouraging Jen is a key part of her duties as a leader, delegation also frees her up to tackle the huge job of investigating new technologies.



Practice task 14

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

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

3D

Create and maintain a positive work environment

One of the leader’s major 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.

Develop work plans

An integral part of being a leader is developing and implementing work plans and using them to monitor each team member’s performance. Detailed work plans ensure that all team members are aware of their own objectives and how to achieve them.

Work plans are personal to each team member. They provide the team member with a formal outline of what is expected of them, time lines, the 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 plans	Characteristics of a work plan
<p>Work plans:</p> <ul style="list-style-type: none"> set the benchmark for individual performance ensure alignment of individual, team and organisation objectives provide a valuable, formal feedback mechanism for each team member and a monitoring tool for you provide a way that you can identify and document key performance indicators (KPIs) and team goals. KPIs and team goals should follow the SMART formula. This means they are specific, measurable, achievable, realistic and time based. <p>To be effective, the 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. Human resource departments can help develop work plans, and many organisations have proformas and guidelines for plan development.</p>	<p>Work plans have the following characteristics:</p> <ul style="list-style-type: none"> Established through consultation Consistent with, or otherwise supportive of, the goals and objectives of the team and the organisation 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

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. There are different types of feedback you can give your team, as shown below.

Positive feedback

- Provides praise and recognition for a job well done
- Builds confidence and self-esteem
- Builds team spirit
- Motivates

Negative feedback

- Can disempower
- Makes team members defensive
- Creates fear and insecurity

Constructive feedback

- Guides team members
- Is specific
- Is clear about what needs to be done
- Can be used to address both positive and negative performance

Conduct team-building activities

Providing learning opportunities is an effective way to build the skills of your team. 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 relationships between team members to be strong. Relationships can be built through social activities such as team lunches and dinners. Social activities are also good for celebrating achievement of objectives. You could also run a mental team-building activity such as the Myer Briggs Type Indicator (MBTI) or learning styles inventory quiz so team members can 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 that he can assign tasks to their strengths. The results also show where to provide development opportunities. After consulting with his team, Alex prepares a work plan for each team member. Team members appreciate what Alex is doing and are already showing signs of enthusiasm and offering their own ideas to help the change go smoothly.



Practice task 15

Which of the following are characteristics of effective work plans?

- 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.
- Work plans provide meaningful incentives and rewards for the achievement of goals.
- Work plans include vague training actions to be undertaken to address performance gaps.

3E

Encourage teams and individuals to develop innovative approaches to work performance

Change is a constant for organisations and leaders. Because change cannot be eliminated, leaders must learn how to manage it successfully. Innovation is often closely tied to an organisation's change efforts, so leaders must know how to manage this process. Innovation always starts with an idea. When working in a team, each team member should be encouraged to contribute ideas. 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.



Promote creativity and innovation in the workplace

Creativity is thinking of new ideas. Innovation is putting new ideas into practice. When team members are encouraged to contribute ideas it increases the team's productivity. 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.

An innovative workplace culture is characterised by the following:

- All team members are encouraged to have and share ideas
- The opportunity to share ideas in a safe and non-threatening environment is provided
- Team members are prepared to compromise and to respect others' contributions
- Strong commitment to the organisation
- Higher levels of satisfaction
- Lower levels of stress

Support innovation

Ideas to improve team productivity come from various sources including customers, suppliers, management and team members. Leaders may be inspired by their networking contacts, ideas picked up at conferences or articles in industry journals. All ideas should be viewed as having potential merit and should neither be dismissed nor taken up without proper investigation.

Some improvement initiatives and benefits and strategies to support innovation are outlined below.

Improvement initiatives

Examples of improvement initiatives include:

- improving budgetary performance
- developing new services or products
- improving or changing work conditions
- improving outcomes from the work that is done.

Benefits of supporting innovation

Encouraging your team to be creative and innovative can benefit your team in many ways. Examples of benefits include:

- 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 the work they are doing 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 them for other roles
- empowerment is fostered and encouraged within the team.

Strategies for support

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 define steps to work towards desired outcomes
- setting benchmarks and standards for the work they do and what they want to achieve
- instilling motivation in individuals and the team as a whole to work effectively
- recognising and reward innovative approaches
- ensuring that each team member's interests, skills, abilities, strengths and weaknesses are considered so that they can contribute in a way that is meaningful for them.

Provide recognition and reward

Recognition and reward is 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 the 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 within the organisation; for example, posts 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 16

Explain the difference between creativity and innovation. Give an example of each.

Summary

1. Teams evolve after going through a number of stages of development. As the leader you can facilitate this process by identifying the strengths and skills team members bring to the team.
2. Tools such as a work breakdown structure and responsibility assignment matrix can help you assign tasks for your team members.
3. Teams must be provided with appropriate physical, human and financial resources to achieve their objectives. As a team leader, you must ensure resource acquisition is in accordance with organisational policies and procedures.
4. Conducting a training needs analysis helps you identify the gaps in skills and development opportunities for your team.
5. Delegation is an opportunity for you to develop your team. Delegating tasks helps you manage your workload and provide opportunities for team members.
6. You can empower your team and create an innovative environment by encouraging creativity, providing consistent, constructive feedback, and recognition and rewards on a regular basis.

Learning checkpoint 3

Build and support teams

This learning checkpoint allows you to review your skills and knowledge in building and supporting teams.

Part A

1. Identify three team-building activities that would be appropriate for a team in creating a positive work environment. Explain your choices.

2. Outline the characteristics of an innovative organisation.

3. List at least four strategies to develop an innovative team approach.

Part B

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

Case study

Anna has now worked in the local government department 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 the team is through increasing team members' responsibilities. This will provide training and development opportunities for the team. Anna needs to consider how to delegate so she can assign new tasks to team members. She identifies three team members who have expressed an interest in taking on more responsibilities. Anna begins to delegate tasks to these three team members.

- Gill is the currently the team's administrative assistant and is interested in managing the budgets. She is also keen to undertake further studies in managing finances.
- Dephti is interested in marketing and wants to become involved in the marketing strategy.
- Mai currently does data entry but is more interested in customer service and sales.

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

1. Outline the steps in delegation that Anna should follow.

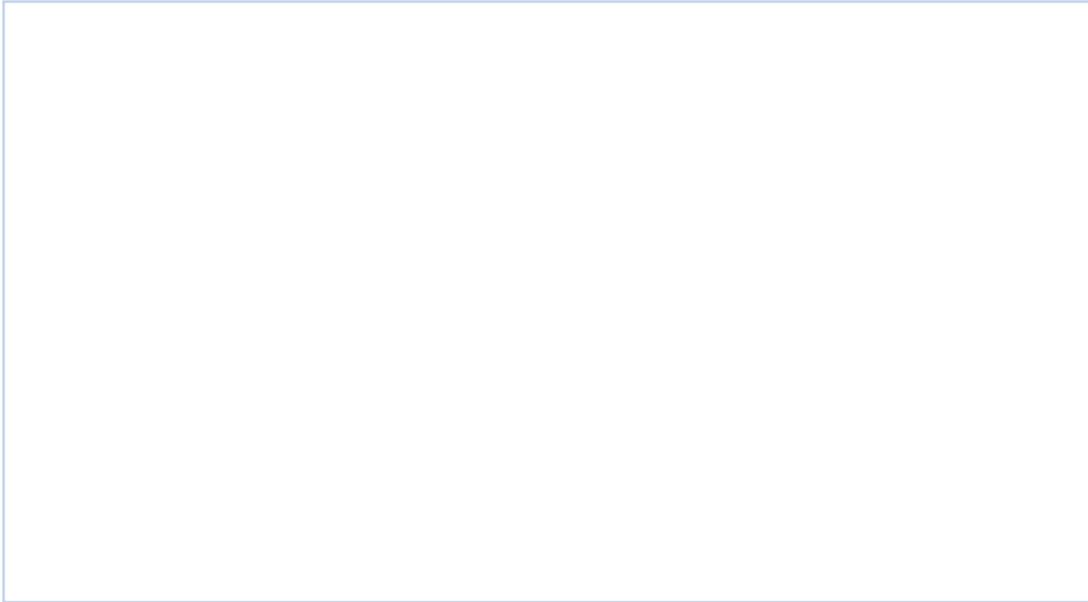
2. Anna needs to conduct a training needs analysis for the team members to ensure they can take on increased responsibilities and new tasks, as well as develop a training plan to address gaps. Conduct a training needs analysis and develop recommendations to address gaps for Gill, based on the following template.

Name:					
Objective:					
Knowledge and skill area	Rating			Notes	Training development opportunities
	Excellent	Above average	Needs improvement		
Communication skills to liaise with team members and finance team				Needs to become more assertive.	

Skills in using the organisation's financial management software				Limited experience in preparing variance analysis reports.	
Numeracy skills to analyse financial reports				Strong numeracy skills.	
Ability to use financial ratios to interpret budgets				Strong skills, know basic profit ratios, but limited experience,	
Knowledge of legislation and Australian accounting standards				Limited knowledge.	
Knowledge of organisational accounting methods and process				Will need to be extremely familiar with methods and processes.	
Knowledge of organisational budgeting methods and process				Will need to be 'excellent' as no one within the team can provide direct support.	
Knowledge of organisational auditing requirements				Only has basic knowledge	

3. Outline how Anna can support her team to complete their delegated tasks.

4. How can Anna empower her team?



Topic 4

Demonstrate personal and professional competence

While organisations assist employees in their career planning and development through professional development activities, the onus remains on the individual to take responsibility for their own career. Employees are obliged to become more active in making conscious decisions about their own career prospects and to seek opportunities to maintain and develop their professional competence.

In this topic you will learn how to:

- 4A Model ethical conduct and encourage others to adopt business ethics
- 4B Adapt appropriate interpersonal and leadership styles to meet circumstances and situations
- 4C Set and achieve personal objectives and work program outcomes
- 4D Continuously develop professional competence

4A Model ethical conduct and encourage others to adopt business ethics

Leaders set the ethical standards in organisations, so they must have clear ideas and guidelines about right and wrong behaviour, 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. A code of conduct outlines the organisation's corporate responsibilities and expectations about how leaders should behave.



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
- be courteous
- act ethically and with integrity
- treat everyone with respect and courtesy
- not act in an 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.

Lead with courage

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

Leading with courage means leaders:

- accept responsibility
- actively initiate change and innovation
- are determined to improve the work of their team members
- voice their opinions and share information
- support and enhance the values and goals of the organisation
- follow organisational codes of conduct
- reflect the behaviours outlined in organisational codes of conduct.

Define business ethics

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.

Understand the relationship between ethics and social responsibility

People are becoming increasingly aware of the activities of businesses and how employees conduct themselves in both the public and private domain. 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 for the organisation
- increasing business opportunities by association with other ethically minded businesses
- providing a strong framework for team members' actions and behaviours.



Example: model ethical conduct

Sadie is the newest member of staff at the Fresh Start Fitness Centre and her role is to sell memberships. There have been complaints from new members of the centre who feel the membership package they have purchased does not suit their needs. These members say they were sold the most expensive membership despite clearly communicating that they wanted a basic membership only.

Ahmed is Sadie's team leader and he is concerned that Sadie has not behaved ethically in her dealings with members. The fitness centre sets staff members' targets for attracting new memberships; however, team members are not expected to achieve targets by offering members inappropriate membership packages. While investigating Sadie's behaviour he discovers that she offered one person an unauthorised discount in exchange for free tickets to an event.

Ahmed is aware that apart from being unethical, dissatisfied members will cancel their membership at the first opportunity and will tell their friends and family of their poor experience. He is also aware that as a team leader, it is his responsibility to ensure his team adheres to organisational codes of conduct and ethical behaviour. Ahmed works with Sadie to correct the problems and offers her mentoring to help her become familiar with the organisation's ethical expectations.



Practice task 17

List three actions of an ethical leader.

4B

Adapt appropriate interpersonal and leadership styles to meet circumstances and situations

Effective leaders need to be able to adapt their interpersonal and leadership styles to suit the conditions around them (that is, be a situational leader). You need to be skilled in all leadership styles and be 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 directive way during this time, while for the other three weeks of the month you might have a more hands-off approach.

Develop your emotional intelligence

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 non-verbal 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 directive 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 to be given 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.



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 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. This means he is focused on building goodwill in the team and his relationship with each team member; he supports the team and 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 18

Scenario

A team member is visibly upset and keeps stopping and starting the task they are working on. You have four options:

- When you pass by their desk, tell them that if they don't complete their task on time they are letting the team down.
- Take the team member aside and ask them to complete a routine task instead and let them know they can return to the other task when they feel they can cope.
- Explain that you understand they are upset but they need to meet the urgent deadline.
- At the end of the day, ask them why their task has not been completed.

As a leader, what is the most appropriate action for helping the team member in the following situation?

4C Set and achieve personal objectives and work program outcomes

Leaders must take the initiative in setting their own personal work objectives as well as those of their teams. Once the objectives are set, the activities and tasks required to meet the objectives need to be sequenced and estimates of time detailed so progress can be monitored. Prepare a work plan for yourself. Once your own work tasks and activities are assigned, you should analyse them and identify what specific personal objectives you wish to focus on. For example, if you are to manage a complex project, you may target your ability to lead and manage the various delegated tasks as a personal objective. When you monitor your performance you may find that this is an area that requires further professional development.

When you define your work or personal objectives, ensure they are SMART. For example, a SMART objective might be:

- to increase the knowledge and skills of team members to effectively manage customer feedback by running four workshops in Quarter 2
- to improve your leadership skills so fewer issues arise during project management by seeking professional development opportunities and completing training by the end of the year.

S	M	A	R	T
Specific	Measurable	Attainable	Realistic	Time framed
Target and clearly define a specific area that you want to improve.	Suggest an indicator of progress; quantify if possible. Determine how you will know the goal has been achieved.	Agree what the goals should be and keep them achievable in the time frame.	Identify what results can realistically be achieved given the available resources, knowledge and time.	Specify when the result can be achieved; make sure there is enough time to achieve the goal, but not too much time.

Monitor a work plan

Work plans need to be reviewed regularly and updated following any performance reviews. In some organisations, reviews are conducted formally through yearly performance appraisals, while in others, team leaders are responsible for reviewing progress against objectives with the support of senior management. However, you need to personally monitor your progress and implement corrective action when you may not be on target to meet objectives.



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 task. 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. Improving 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. Ensuring that everyone has time to complete activities; lack of time has caused low team morale on three occasions now.



Practice task 19

Set three objectives for yourself using the SMART method.

4D Continuously 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.

Identify the need to improve professional competence and self-performance

A critical step in improving self-performance and professional competence is self-reflection. This is a process whereby 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 questions in self-reflection:

- 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?



Plan professional development

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

1. Set development objectives: setting short- and long-term objectives involves deciding what objectives to pursue in your organisation and in your career.
2. Identify actions to achieve objectives: this may involve seeking a mentor, pursuing formal training and networking.
3. 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.
4. Evaluating progress: assessing how your development plan is progressing and whether it is leading to your objectives. This should be done regularly to ensure you achieve your objectives.

Identify and undertake professional development activities

Professional development actions and activities are opportunities for your development. These opportunities may be formal or informal, in the workplace or off-site. You need to identify the most appropriate activities that will enable you to address skills and knowledge gaps, now and in the future, and ensure there is 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

- Attending work meetings outside your area to learn more about others
- Liaising with suppliers and customers to learn more about their requirements
- Job rotations with other managers and team leaders
- Job shadowing of other managers and team leaders
- Seeking a mentor

External opportunities

- Formal training and education through training organisations, TAFEs and universities
- Participating in seminars and trade shows
- Attending conferences
- Professional development sessions organised by industry bodies and associations
- Networking with industry groups

Self-paced or directed

- Subscription to professional, trade or industry journals, newsletters, blogs
- Membership of professional organisations or associations
- Participation in research projects
- Worksite visits
- Online communities of practice

Identify appropriate industry groups and networks

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. Those you participate in depend on your area of work and the business your organisation is in. For example, if you work in fleet management, you may consider joining the Australasian Fleet Management Association. A human resources practitioner may consider joining the Australian Human Resources Institute.

There are several 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.

Maintain network contacts

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, phone calls, meetings, social media or teleconferencing. 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. One of the best-known online networks is LinkedIn, which is a global network designed for business and professionals. Online networks are a forum for sharing information and promoting organisations.

Example: improve self-performance and professional competence and 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 holds the professional recognition of Certified Practising Marketer (CPM). As a member of the institute, he receives regular marketing publications. Ian always attends the institute's annual conference in October of each year. He provides a briefing session to all his marketing staff on his return from the conference and makes all publications available via a designated resource shelf in the office. He forwards electronic resources onto 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 20

No downloads, no text box PTConduct research on professional industry groups and networks that relate to your career objectives. Identify three groups that will enable you to develop your competence through the provision of resources such as papers and articles, training and/or certification and networking opportunities.

Summary

1. Standards for ethical conduct can be found in organisational codes of conduct, which outline accepted professional behaviours.
2. Leaders must use a range of different leadership styles and strategies to ensure they can meet the changing demands and circumstances of their team and organisation.
3. Understanding emotions and the role they play in job performance enables you to make informed choices about how you lead your team.
4. A planned approach to professional development helps you to increase your performance and build your competence.
5. 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.
6. 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

This learning checkpoint allows you to review your skills and knowledge in demonstrating your personal and professional competence.

Part A

1. Provide an explanation for the following aspects of ethical behaviour.

Aspect	Explanation
Importance of behaving ethically	
Consequences of not behaving ethically	
Examples of ethical behaviour	
Developing ethical behaviour	

2. How can you encourage team members to adopt business ethics?

3. Provide two examples of how you can adapt your leadership style to suit different circumstances.

Part B

Read the case study, and then answer the questions that follow.

Case study

Anna has been a team leader in a local government department for 12 months now. 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. Anna reflects on the skills she still needs to develop and identifies the following list:

- Increase knowledge of leadership strategies
- Increase knowledge of industry best practice
- Represent the organisation at industry seminars and conferences
- Develop more business networks
- Improve negotiation skills
- Increase knowledge of IT communication systems such as video conferencing
- Improve skills in conducting performance reviews

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

1. Change three of Anna’s areas of development to SMART goals/objectives.

2. Consider three professional development opportunities for Anna in the next 12 months. Prepare a learning and development plan based on the following template for Anna to improve her knowledge and skills.

Development areas	Learning/development opportunity (What activities do I need to do?)	Resources/support (What resources/support will help me?)	Time scale (How long will it take, and by when?)	Review (How will progress be measured?)

3. Explain to Anna the benefits of participating regularly in business networks.