

BSBLDR411

**DEMONSTRATE
LEADERSHIP
IN THE
WORKPLACE**

BSBLDR411

Demonstrate leadership in the workplace

Release 1

Learner Guide

Aspire Version 1.1



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Before you begin

This Learner Guide is based on the unit of competency *BSBLDR411 Demonstrate leadership in the workplace*, 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	These highlight key learning points and provide realistic examples of workplace situations.
Practice Tasks	Practice Tasks give you the opportunity to put your skills and knowledge into action. Your trainer will tell you which practice tasks to complete.
Summaries	Key learning points are provided at the end of each topic.
Learning Checkpoints	There is a Learning Checkpoint at the end of each topic. Your trainer will tell you which Learning Checkpoints to complete. These checkpoints give you an opportunity to check your progress and apply the skills and knowledge you have learnt.

Foundation skills

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

The following table provides definitions for each foundation skill.

Foundation skill area	Foundation skill description
Reading	<ul style="list-style-type: none"> Gathers, interprets and analyses text relating to organisational goals, standards and values to aid planning and decision making
Writing	<ul style="list-style-type: none"> Records and reports key information related to the organisational goals, standards and objectives Researches, plans and prepares documentation for relevant stakeholders
Oral Communication	<ul style="list-style-type: none"> Uses structure and language when developing performance plans, or when seeking and providing information about organisational goals and objectives
Numeracy	<ul style="list-style-type: none"> Identifies and comprehends mathematical information in familiar texts to establish key performance indicators
Enterprise and initiative	<ul style="list-style-type: none"> Identifies how own role meshes with others and contributes to broader work goals Monitors adherence to organisational policies and procedures and considers own role in terms of its contribution to broader goals of the work environment
Teamwork	<ul style="list-style-type: none"> Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective outcomes Identifies the importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Planning and organising	<ul style="list-style-type: none"> Develops plan to manage relatively complex, non-routine tasks with an awareness of how they contribute to longer term operational and strategic goals Uses systematic, analytical processes in complex, non-routine situations, setting goals Evaluates effectiveness of decisions in terms of how well they meet stated goals

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: Prepare to demonstrate leadership	1A Identify requirements for management performance	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1B Identify qualities for positive management performance	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1C Develop and implement performance plans	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	1D Establish and use key performance indicators	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
Topic 2: Align behaviour with organisational values	2A Locate organisational standards and values for conducting business	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2B Identify how own performance upholds organisational values	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	2C Identify and organise information on issues	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident

Topic	Key outcome	Rate your confidence in each section
Topic 3: Model leadership behaviour	3A Facilitate participation in decision making	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3B Examine options and assess risks	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3C Prepare plans to implement decisions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident
	3D Use feedback to monitor decisions	<input type="checkbox"/> Confident <input type="checkbox"/> Basic understanding <input type="checkbox"/> Not confident



Topic 1 | Prepare to demonstrate leadership

- 1A Identify requirements for management performance
- 1B Identify qualities for positive management performance
- 1C Develop and implement performance plans
- 1D Establish and use key performance indicators

1A Identify requirements for management performance

Every employee must work within the guidelines and framework set by their employer.

As a team leader, project coordinator or supervisor, you will be expected to manage staff and their performance. You will need to demonstrate skills in planning, organising, time management, coaching and mentoring performance. To carry out these functions, you must understand the requirements expected of the organisation.

Staff will look to you as a representative of the organisation. You will need to guide your staff to perform in a way that reflects its work culture, values and ethics.

Businesses use a range of documents to guide staff operations and frame the way they want work tasks to be completed.

Vision and mission

Team leaders are expected to show behaviours that reflect the organisation's vision and mission. Every organisation has a purpose for its existence and a vision of where it wants to be and how it will get there. Vision and mission statements are usually found in the organisation's annual report and on its website.

Your work performance and those of the people you lead will be measured against key performance indicators (KPIs) and the company's expectations for standards of work and behaviour. Each of these are underpinned by the vision and mission or 'big picture' goals of the organisation.

Vision statement

- A vision statement sets out the very broad, long-term future aim of the organisation.
- For example, a vision statement of company might be: 'Inspiring you to live your passion'.
- A leader can identify the importance to this organisation of meeting the individual needs of their customers.

Mission statement

- A mission statement describes, what the organisation plans to do to reach its vision. Often, an organisation will display its mission statement prominently to remind employees of its overarching principles and objectives.
- For example: 'To provide solutions and engaging experiences that enable our customers to make the most of their leisure time'.
- A leader in can clearly identify the importance of providing assistance to customers.

Focus on business strategies

You need to know how the team's operational plan contributes to the organisation.

The business strategy will typically outline the formal goals of the organisation and what processes or steps are involved in reaching these. A series of operational plans will support the business strategy. These can cover a division, unit, department or team within the organisation. The operational plans will provide more detail on the activities that need to be undertaken to achieve the organisation's goals. Collectively, the operational plans should match the objectives of the business plan.

Part of your role may be to administer elements of the business strategy. This may include managing projects, managing staff performance and monitoring targets or deadlines.

Effectively communicating the operational plan to the team means that team members can see the broader importance of their work and the components that have the greatest priority. Team members will:

- be focused on achieving milestones
- have a heightened sense of achievement
- understand the consequences of not meeting a target
- be able to identify issues
- be keen to address any problems that arise.

Organisational policies and procedures

An organisation's policies and procedures provide a framework for all work activities.

Organisational policies and procedures define the processes and provide the frameworks for workplace activities. Many policies are underpinned by legislative requirements such as work health and safety (WHS), privacy, anti-discrimination and employment conditions.

Policies and procedures set the expectations about work practices and behaviours, and provide a benchmark for expected outcomes or deliverables. When sending emails to customers or suppliers, for example, there will be a policy and procedures for email usage that ensures language and behaviour protocols are adhered to, and defines ways to communicate that will not harm the reputation of the organisation.

Organisational policies and procedures can be provided to staff as part of the induction program. If you are moving into a management role, you will need to access policies and procedures relating to managing a team for your organisation. These may be used as a reference point in your performance review.

Here is a list of policies and procedures that may be required for managing a team:

- code of conduct
- communication policy / procedure
- privacy or confidentiality policy
- sustainability policy
- IT policy / procedure
- anti-discrimination policy
- purchase approval policy / procedure
- travel policy / procedure
- working-out-of-hours policy
- workplace health and safety policy.

Legal requirements

Many legal guidelines are incorporated into policy and procedures manuals.

By complying with policies and procedures set by the organisation, you are complying with a range of legislated requirements.

Every staff member must be aware of their obligation to prevent the costs of legal consequences and damage to the organisation's reputation as a result of non-compliance with or a breach of legislated rules.

Examples of legislation and regulations that relate to business include:

- *Work Health and Safety Act 2011* (Cth)
- anti-discrimination legislation such as the *Racial Discrimination Act 1975* (Cth) and the *Age Discrimination Act 2004* (Cth)
- *Privacy Act 1988* (Cth)
- taxation laws administered by the Australian Taxation Office
- *Corporations Act 2001* (Cth)
- *Competition and Consumer Act 2010* (Cth)
- *Fair Work Act 2009* (Cth).

Business reputation

Organisations spend time and money building their reputation and key brands, and maintaining their image.

Every interaction, both inside and outside of the business, needs to reflect the values and standards of the organisation. Positive interactions help build and reinforce the image and reputation among clients, suppliers and the public. These interactions extend into social occasions, where anything you say about your workplace affects the opinions of friends, acquaintances and family.

Organisations use a values statements to communicate the fundamental philosophy of the organisation. The values statement, policies and procedural documents are your team's formal instructions. In addition, informal instructions are the standards you set the team on ways to behave, your expectations for quality of work and other workplace behaviours.

You can promote the maintenance and enhancement of the organisation's reputation by considering the following:

- dress and grooming standards
- layout, maintenance and cleanliness of workplace (particularly client areas)
- punctuality
- how clients or customers are treated
- use of language and terminology
- the quality of work written emails, documents and other communications
- working within set budgets
- encouraging cohesion within the team
- meeting of KPIs, milestones and deadlines.

Team operations

Time management is a key element in implementing operational plans and getting tasks completed. As a leader, you can set the example by completing your duties and by carrying through on promises and meeting deadlines. If changes affect your plans, ensure you communicate effectively and efficiently with your team to minimise confusion and misunderstanding.

Effectively communicating information means facilitating regular team meetings. There should be an agenda with minutes and meetings must always start and finish on time. Allow time before each meeting to collate or review your thoughts and any documents you need to bring with you.

Example

Job description

The responsibilities of a team leader will be outlined, in varying levels of detail, in their job description.

A sample job description for a team leader at a retail call centre has been provided below.

Alpha Funds Management – Job description

Job title: Team leader – retail call centre

Designation: Grade 3

Work unit: Retail call centre

Responsible to: Manager – client delivery

Primary objective

The team leader – retail call centre ensures the provision of high-quality telephone and ancillary support services to the satisfaction of retail clients through effective leadership of a team in client delivery.

Key responsibilities

- Ensure the team provides timely, accurate information to clients and efficiently updates records in line with service standards and to the satisfaction of clients.
- Manage staffing (in conjunction with the human resources department) and other resources to the agreed budget in line with human resource policies and procedures.
- Provide management reports as determined by the manager – client delivery.
- Ensure all team members are appropriately trained to meet client needs.
- Maintain a safe working environment and compliance with regulations.

Selection criteria

Essential:

- Sound knowledge of investment management industry and managed investment vehicles
- Demonstrated leadership potential through understanding and practical application of human resource principles and practices in the workplace at individual and group level
- Advanced interpersonal, communication and organisational skills, which have resulted in effective team membership
- Proven ability to support and coach colleagues to achieve expected outcomes
- Demonstrated ability to work with clients and provide the services they require
- Proven skills in the effective use of information technology, records and systems maintenance for the effective delivery of client services

Desirable:

A tertiary qualification (degree or diploma) in business administration, commerce or financial services

Approved: _____ Date: _____

Practice Task 1

Question 1

Which of the following statements are correct? Select 'Yes' or 'No' for each one.

- a) The vision is a statement of where the company wants to be and how it will get there. >> Yes >> No
- b) Team members must study the business strategy document before they can set their priorities. >> Yes >> No
- c) The business strategy outlines the formal goals of the organisation and the steps to reach these. >> Yes >> No
- d) The operational plan provides the goals for the business strategy and the vision and mission of the organisation. >> Yes >> No
- e) Operational plans provide detail on the activities that need to be undertaken to achieve its goals. >> Yes >> No

Question 2

Which of the following statements relate to organisational requirements for staff?
Tick all that apply.

- Documents such as policies and procedures are written to comply with legislation.
- Staff need discipline and a set of formal instructions on ways not to behave in public.
- Staff will want to dress the same as their leader.
- A leader is expected to be up to date on their knowledge of policies and procedures.
- Planning and organising skills play a big part in managing a team.

1B Identify qualities for positive management performance

Leadership is influencing and motivating others.

Being an effective leader requires that you lead by example. The popular catchphrase ‘walk the talk, don’t just talk the talk’ means exactly that. Your team will be noting your behaviour and will quickly identify any inconsistency between what you say and what you do. If you want an involved team, get involved. If you want team members to trust each other, get them to understand and work cooperatively together and help them to form positive workplace relationships.

As a leader you need to provide support and guidance, influencing and inspiring team members and, where possible, modelling best practice to get the job done. By providing a motivated environment, leaders make a difference to a team’s performance.

Group dynamics

Group dynamics are responsible for setting the tone and behaviour of a team and can be responsible for both positive and negative attitudes.

The way the team works together as a group also dictates the way people within the group react to change. Group dynamics can work against group members where individuals want to do something differently and break away from agreed goals or ways of doing things. The group may want them to conform instead.

As a group leader, you need to be mindful of the way the team dynamics work.

Dynamics can dictate the way the team:

- cooperates to achieve their goals
- voices opinions
- listens to the ideas of others
- acts in harmony or conflict between team members
- undertakes their roles and responsibilities.

Leadership theories

Leadership theory has been widely studied over a number of years.

Here are some commonly known styles of leadership that all focus on building trust and respect within a team. You may wish to do more research into other 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 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 or situational 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.

Characteristics of an effective leader

There is a lot of information online about what makes an effective leader.

According to the Harvard Business School, the characteristics of a good leader include the following list.

1. Ability to influence others
 - Influencing others requires building trust
 - Focusing on understanding team members' motivations and encouraging them to share their opinions allows you to use that knowledge to make change and show that their voice matters.
2. Transparency – to an extent
 - The more open you are about the organisation's goals and challenges, the easier it is for employees to understand their role and how they can individually contribute to the company's overall success. That sense of value and purpose then translates into higher levels of employee engagement.
3. Encourage risk-taking and innovation
 - By creating a culture that embraces failure, employees are more emboldened to test theories or propose new ideas, because they see that creativity is valued.
4. Value ethics and integrity
 - Employees want to feel safe in their environment and know that their manager will advocate for them, treat them fairly and, ultimately, do what's right for the business.
5. Act decisively
 - Once you make a decision, stick with it, unless there's a compelling reason to shift focus. Your goal is to move the organisation forward, but that won't happen if you can't make a decision without wavering.
6. Balance hard truth with optimism
 - Effective leaders don't avoid the hard truths. Instead, they take responsibility for their decisions, maintain optimism, and focus on charting a new course of action. They also help others cope with organisational change and address issues quickly, so that problems don't fester and escalate.

The following describes the skills required of a leader.

Organising	Arranging and coordinating the people, materials, equipment, time and funding to get the job done
Planning	Analysing, setting goals, establishing timelines, setting targets and performance standards, deciding what skills are needed to get the job done and how the work should be approached
Mentoring	Helping individuals gain deeper insights into the complexities and opportunities in the workplace through reflection, adaptation and exploration of new approaches. Mentors provide encouragement, support and constructive feedback.
Coaching	Knowing how to get the best out of another person. For example, sports coaches are not necessarily former superstars, although they are knowledgeable about their sport. A coach's expertise lies in understanding people and introducing processes that help to work through problems and encourage progress.
Staffing	Selecting the right people for the team; that is, individuals with the skills, knowledge and personal attributes necessary to get the job done. The team leader must also manage any staff absences to ensure their impact on the team's work is minimised.
Monitoring	Checking the team is meeting deadlines and targets, individual team members are performing well, budgets are adhered to, whether extra resources or help are needed, the relevant policies and procedural guidelines are being followed and health and safety standards are being met

Role model positive behaviours

Consider the following statements.

- Team members will watch how you spend your time and take your lead. More than just noting when you arrive and when you leave, they will also note how and where you set your priorities in the workplace.
- Staff will see the way you communicate with your managers and share information about the team and their achievements. They will watch when you ask for help and seek advice from someone with more experience.
- Staff expect you to provide them with direction, motivate and inspire them, and lead by example. They will want to have their talents acknowledged and celebrated.

In contrast, here are examples of negative role modelling behaviours.

- When a leader is not truthful or honest, they will question what they are hiding or on what other occasion they have been dishonest.
- When a leader doesn't follow through on promises, and objectives are ambiguous or ever-changing, team members won't know how to perform to achieve expected outcomes.

Practice Task 2

Question 1

Which of the following statements relate to qualities of a leader? Tick all that apply.

- Encouraging staff to take frequent risks so there will be innovation
- Being mindful of the way the team communicates and speaks to one another
- Having experience as a sports coach
- Being a positive role model and leading by example
- Being truthful, even if it hurts the feelings of others

Question 2

Select true or false.

A laissez-faire leader is likely to have minimal control over the performance of the team and let the team make the decisions.

» True

» False

1C Develop and implement performance plans

Performance planning and reviews are usually the responsibility of a team leader.

Most managers find that their day-to-day activities involve implementing the organisation's operational plan. This means working towards achieving the goals set for the team. Just as importantly, each member of your team should be carrying out their responsibilities and tasks allocated as a team member.

Performance plans

1. Performance plans are personal to each team member.

They provide the team member with a formal outline of what is expected of them; that is, how their performance in the workplace will be measured and how they have performed against those measures.

2. Performance plans set the benchmark for individual performance.

Properly written, they ensure the alignment of individual, team and organisation objectives. They provide a valuable, formal feedback mechanism for each team member and a monitoring tool for you.

3. Performance plans are prospective.

A performance plan covers the next review period. The performance review covers how the team member has performed relative to the plan. The effective use of performance plans requires that you regularly conduct performance reviews with each staff member – with the performance plan being the key document under discussion.

4. Review of performance to identify opportunities for further development.

The performance review is an important opportunity to make sure you have identified and documented each team member's individual development needs and aspirations. Any such development actions identified during the review should be documented in the performance plan for the next period.

Performance reviews identify whether there is a gap in skills or knowledge, whether training or professional development is necessary, whether there is opportunity for promotion or transfer, or whether a mentor could assist the individual.

Developing performance plans

To be effective, the performance plan should be developed following guidelines.

These guidelines are listed below. They should:

- be established through consultation
- be consistent with, or otherwise supportive of, the goals and objectives of the team and the organisation
- be consistent with the individual's roles and responsibilities
- include specific training actions to be undertaken to address 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
- be realistic, achievable and adequately resourced.

Features of performance measures

The purpose of a performance measure is to measure success against personal and organisational objectives.

Organisational objectives can include:

- completion of projects on time, within budget and to high quality standards
- individual contributions to work projects
- meeting behaviour expectations aligned to organisational policies and procedures
- contribution to the team or organisation.

The objectives of the employee may be to gain experience in another area of an organisation by transfer or promotion; it may be to learn a new skill or increase their knowledge in a particular area; or improve their other skills such as providing feedback, speaking up in meetings, collaborating with others etc.

Performance plans will usually be developed by the manager and refined and finalised after discussion with the team member. They often cover a set period, from quarterly intervals to one year. It should include general information about the staff member, such as their job role and time in that job role, information about the team and area of the organisation and the name and details of their manager.

Leaders need to monitor these plans and use them to assess areas for continuous improvement. For example, if a skills gap or a training requirement is identified, then this will be recorded in the plan with a timeline of when it can be achieved.

Example

Performance plan

A performance plan might look like the following example.

Performance plan		
Employee's name		
Job title		
Manager/Supervisor's name		
Employment period		
Work area		
Key responsibilities from job description	Personal objectives	Organisational objectives
KPIs – measure of performance		
Strategies/Actions /Tasks		
Comments/Timeline		
Employee's signature: _____	Date: _____	
Supervisor's signature: _____	Date: _____	

Performance review report		
The performance improvement plan commenced on:		
This review was conducted on:		
Personal objectives	Organisational objectives	Review comments
KPIs – performance against measures for success		
Actions required		
Employee's comments		
Employee's signature: _____	Date: _____	
Supervisor's signature: _____	Date: _____	

Give feedback on performance

Providing team members with regular, constructive, well-placed feedback can be extremely beneficial.

Feedback promotes the flow of communication within a team and encourages team members to seek the advice, assistance and ideas of their colleagues. If the feedback is related to poor performance or behaviour it can still have a positive outcome all round. As long as negative feedback is given in a constructive manner, it can help team members improve their own working styles for an even better result in future.

Give feedback when it is most needed, such as immediately after the team member has achieved a goal, when they handle a difficulty well, or if they fail to meet a deadline. Timely feedback ensures that what you say will be more relevant because it is still fresh in the person's mind. Thanking someone or explaining how they should have done something better is ineffective if it is delivered long after the event.

For many people, acknowledgment of a job well done, especially in a public setting, is a welcome recognition. Taking the time to acknowledge the efforts of groups, individuals or the whole team during meetings where colleagues or more senior staff are present, shows others that their contribution is important and valued.

Feedback involves explaining to the people or person involved just what their hard work means and how they have made a difference.

Informal feedback	Debriefing with individual team members to discuss what could have been done differently, what worked, what did not, what they would like to see happen next time Discussions with colleagues or peers or those within a professional network or mentoring program
Observation	Making observations on the way staff work as a team to encourage improvements in communication or the way tasks are completed; looking for better ways to work as a team
Advice from expert or personnel with experience	Referring a staff member to an expert or specialist for advice, such as a HR department, counsellor or WHS expert, to discuss new, safer ways of doing tasks
Formal feedback methods	Providing feedback through performance appraisals, online surveys or 360-degree feedback surveys (people who have frequent interaction with the person give them a rating or qualitative feedback on their performance)
Reflection	Encouraging staff to reflect on their performance, responsibilities, and workplace relationships; this can be recorded in a journal or personal document

Example

Providing feedback

A manager gives feedback on a job well done at the end of a team meeting.

'I want to take the time now to talk about the work that Margie and Harif have been doing on the new customer-service questionnaire.

'They have worked very hard on this project and last week the new questionnaire replaced the old one. Initial reports they have provided me show that the new questionnaire gives us 60 per cent more data on each client than we had before. This is already having a major impact on our product design department.

'The completion of the new questionnaire is one of the key performance indicators for our team, so that task can now be crossed off our list. On behalf of the team, I'd like to thank Margie and Harif for their hard work and congratulations on a job well done.'

The manager also met privately with Margie and Harif and talked to them about their project. He discussed how the project went, asked for feedback on their work and what they would do differently next time. He also mentioned a couple of areas that he thought were particularly well done and reinforced the major contribution they had made to the team.

Practice Task 3

Simon has been a sales assistant in the organisation since finishing his apprenticeship six months ago. His performance review will be next week and his team leader will need to review his performance for the last six months.

Simon was given the following performance plan.

Key responsibilities from job description	<ul style="list-style-type: none"> • Sales assistant skills: <ul style="list-style-type: none"> Has a friendly, open and engaging first impression to customers • Is able to handle a large volume of goods • Has a comprehensive understanding of matters in relation to sales, retail sales, maintaining and managing stock • Effectively works with the team • Is always professional in his communication with others
Personal objectives	<ul style="list-style-type: none"> • To be given a promotion with more responsibilities for customer contact
Organisational objectives	<ul style="list-style-type: none"> • To provide excellent services to customers
Actions taken in last six months	<ul style="list-style-type: none"> • Observation of role of senior sales assistant • Short course in inventory databases
Supervisor's comments	<ul style="list-style-type: none"> • Stock has not been maintained and organised out the back during busy periods. • Spends too much time chatting with customers.

Question 1

If you were providing feedback to Simon, in what order would you deliver your feedback?

Question 2

What factors do you need to consider when developing Simon's next performance plan?
Tick all that apply.

- Ensure there is an alignment of his personal objectives and organisation objectives.
- Pass on negative feedback to make him work harder.
- Determine skill or knowledge gaps and arrange suitable training or professional development.
- Speak with Simon several times a day to monitor his work.
- Refer to his plan for areas of improvement.

1D Establish and use key performance indicators

Organisations typically use a combination of indicators to monitor the implementation of their operational plan.

A common way of tracking progress is to identify the key goals or targets in the operational plan and express these as measurable milestones. These are called key performance indicators (KPIs). Some organisations use the term 'key result areas' (KRAs).

KPIs:

- measure profitability, productivity or output, or quality of goods and services produced
- allow concise, readily understood measures of performance
- provide an effective communication tool for reporting to management or back to the team
- measure a group's or individual's performance against identified goals or targets
- must be easy to measure and not dependent on guesses or assumptions
- can be expressed in numerical terms or measures of quality.

Measurable criteria

Quantitative KPIs for a project could include:

- 95 per cent of all tasks completed on time – this specifies the goal (tasks completed on time) and the measure of the goal (95 per cent)
- zero dollars over budget
- zero errors in all material, or faults in products.

These KPIs are easily measured and can be reported on at several stages of a project to track progress and address problems as they occur.

In many cases, less specific KPIs need to be set. This may be because the activity a person or team is working on is hard to measure, or because the activity itself is more qualitative in nature. This means that the quality is measured and not the quantity.

'Working well as a team' or 'producing high-quality work' may be measured through team reflection and discussion, or by using a set of criteria that measures high-quality work. Tracking complaints from customers, tasks having to be repeated and numbers of warranty claims are examples that may help indicate quality.

Setting KPIs

Setting, measuring and reporting on KPIs is a way of controlling the implementation of the operational plan so it remains within the parameters you have established.

KPIs allow you to identify issues or problems, identify areas for improvement and introduce corrections when your progress does not meet your expectations.

Here are four key points to consider when setting KPIs.

Setting KPIs	
1	<p>Make sure the KPIs are easily understood.</p> <p>Don't establish KPIs that require you to give detailed explanations of their meaning. KPIs should offer a readily understood snapshot against the plan.</p>
2	<p>Communicate KPIs to staff and management.</p> <p>Both the people who report to you and the people you report to should be aware of what your KPIs are. This helps staff understand the importance of their tasks, inspires and motivates them to achieve and builds a strong sense of team – everyone is working toward a common goal.</p>
3	<p>Make sure KPIs are appropriate.</p> <p>Don't set a KPI that requires a complex activity to be completed within a week. KPIs must be relevant, appropriate to the task and achievable.</p>
4	<p>Make sure KPIs can be measured accurately.</p> <p>For each KPI you put in place, note how it will be measured. Wherever possible, try to implement KPIs that are quantifiable (that is, they can be measured and reported on numerically).</p>

Meet goals and objectives

You will be measured on your team's contribution to the operational plan.

Developing KPIs for your team and the individual team members represents a key opportunity to ensure alignment between the goals of the organisation and those of your team and the individuals in the team.

When setting the KPIs for each staff member, you need to ensure that the objectives of each team member collectively support the team's objectives.

The process of reviewing objectives with each team member should:

- provide certainty and clarity about what is expected of them
- give them a sense of ownership of their allocated roles and responsibilities
- provide recognition of their contribution to the broader organisation
- motivate them to feel they are a valued member of both the team and the organisation at large.

Monitor performance

How one team performs affects its own chances of success, but also has an impact on the other teams.

There can be a flow-on effect over the performance of the entire organisation. You need to track how well a team is performing and make any necessary adjustments to plans, processes, work methods or the skill mix.

While planning establishes what to do, monitoring helps determine if it is being done and how well. It is the process of measuring and comparing actual results or work in progress with planned performance. It may reveal the need to modify plans or change the way work is done, or even the way it is monitored.

Monitoring performance may involve measuring results after the process is complete. These can be described as lag indicators or historical indicators, because you will have to take corrective action retrospectively if the results are unsatisfactory.

Lead indicators are measures designed to track things as they happen. Timely and effective monitoring can provide an early warning so any necessary corrective action can be taken before serious problems arise.

Financial information is often used as a KPI. Costs associated with projects can be measured throughout the project to ensure tasks and allocated work assignments meet timelines and budgets. Cash flow monitoring and financial reporting are accurate ways to provide information that can determine if teams are working on time and in budget.

Whether you are using lag or lead indicators, there are practical steps you should take, as outlined here.

1. Establish precisely what you need to monitor.

What is most important to your project or operation? What could cause the most damage if it went wrong?

2. Establish specific measures.

Once you have established what is really important, monitor it. These are KPIs.

3. Compare what is happening with what should be happening.

Your task is to decide what variations are significant enough to warrant taking corrective action.

4. Take action as necessary.

If actual performance does not match planned performance, you need to take some kind of action to make good the discrepancy.

Effective monitoring should be:

- accurate and easily understood – you need measurements and information by which to judge the need to act
- timely – information needs to be available in ample time to take corrective measures
- worthwhile – there is no point in allocating time and resources to measuring and gathering the information, unless the benefits are greater than the costs of obtaining it.

Take action

The action taken needs to be appropriate. Monitoring may reveal:

- substandard performance
- initial plans and goals that were too ambitious
- circumstances that have changed to such a degree that they are no longer realistic and achievable.

In the case of circumstances changing and affecting KPIs, the operational plan may need to be adapted to suit the changed circumstances. However, the most effective action is preventive: continuous monitoring gives warning early enough to take steps to head off the problem. Good contingency planning in the first place will allow changes and corrective measures to be put in place quickly.

Example

Determining effectiveness

A computer help-desk unit within a large organisation measures the success of its operational plan by setting goals. For example, the help-desk unit's operational plan states that its role is 'to provide excellent assistance to the organisation's employees when they experience computer problems'. This is so the rest of the company can continue its work with a minimum of downtime in the event of a computer-system failure.

The help-desk unit set a number of KPIs to measure whether the team was doing this well. Staff made sure that the KPIs were simple to understand and report on.

To measure whether its help was effective, the help-desk manager counted the number of complaints made against the unit each quarter and then compared that number with a predetermined target. If the target was exceeded, then the unit did not meet its target and did not implement its plan well. However, if the number of complaints was below the level staff set for themselves, then they knew their performance to date was on target – or better.

Practice Task 4

Question 1

Draw a line to match each term about key performance indicators with its description.

- | | |
|------------------|--|
| » Quantitative | » Measures the quality |
| » Qualitative | » Measures the quantity |
| » Lag indicator | » Measures that track things as they happen |
| » Lead indicator | » Measures that track things retrospectively |

Question 2

Which of the following statements relate to monitoring business objectives? Tick all that apply.

- Key objectives can be expressed as measurable milestones.
- KPIs are an effective communication tool for reporting on objectives.
- Monitoring means mistakes can be identified early and the business objectives changed.
- Financial reporting provides accurate information on budgets.
- Contingency planning allows for changes and corrective measures to be put in place quickly.

Summary

- Update your understanding of organisational requirements such as policies, procedures, organisational plans, business strategies and the organisational goals listed in the vision and mission statements.
- Communicate requirements to staff and support them in their application and delivery of the set standards.
- Different theories exist on the different styles of leadership. Some believe leaders are born with particular traits and others state that these skills can be learned.
- Act as a positive role model for the team, as they will be looking to you for guidance and taking note of your behaviour.
- Practice leadership skills such as providing direction, motivation and inspiration. A good leader will recognise and nurture the talents of their team members, empower them and celebrate their success.
- Develop performance plans that align individual, team and organisation objectives.
- Provide feedback to each team member and monitor their performance for continuous improvements.
- Use KPIs as a measure of tracking progress and express these in a simple, measurable and reportable way.

Learning Checkpoint 1

Prepare to demonstrate leadership

Part A

1. Which of the following need to be considered when measuring performance?
Tick all that apply.

- Organisational policies that formalise the goals of the organisation
- Business objectives that outline the mission and vision of the organisation
- Ensuring reputation and image are maintained and not damaged
- Setting measures for performance, such as KPIs that monitor spending
- Setting achievable and realistic goals for the team

2. Draw a line to match each leadership characteristic to its example.

- | | |
|------------------|---|
| » Transparency | » Leading by example |
| » Role modelling | » The tone and behaviour of a team such as showing respect by listening to the ideas of others |
| » Mentoring | » Being open about challenges and issues that may arise. |
| » Team dynamics | » Helping others develop insights into their work through reflection and constructive feedback. |

3. Draw a line to match each leadership theory to its description.

- | | |
|------------------------|--|
| » Lewin style | » Leaders are born with particular traits or characteristics, such as integrity and honesty. |
| » Behavioural theories | » Leaders are characterised by three styles: democratic, autocratic and laissez-faire. |
| » Situational theories | » Leadership traits can be learned and developed. |
| » Trait theory | » The most appropriate leadership style is chosen for different conditions. |

Part B

Mark is a project leader in charge of establishing a training program to be rolled out across the organisation, one department at a time. He is working with his team to collect the information that management will need before they can determine the final budget for the project.

In the first stage of the project, Mark needs to develop the KPIs for his team and report them to his manager.

1. Which of the following statements relate to KPIs for a team? Tick all that apply.
- Mark should determine some milestone dates to report on KPIs, track progress and address issues as they occur.
 - Mark should be able to measure his team's performance against identified goals or targets for the project.
 - Mark needs to ensure his team exceeds their KPIs, as this will affect the achievement of his KPIs.
 - KPIs make the team nervous and put them under pressure to perform.
 - Mark should try to change the business objectives rather than alter the KPIs.

2. What leadership attributes would help Mark manage a high-performing team?
Select 'Yes' or 'No' for each one.

- | | | |
|--|-------|------|
| a) Consistently promote the organisation's vision, values, goals, standards and image. | » Yes | » No |
| b) Work on his autocratic style so he can get work done without input from others. | » Yes | » No |
| c) Recognise success and give due recognition. | » Yes | » No |
| d) Encourage the team to trust each other and work co-operatively together. | » Yes | » No |
| e) Motivate them to collaborate and share information. | » Yes | » No |

About three months into the project, Mark needs to arrange a meeting with each of his team to provide feedback on their performance plan.

3. Which of the following are ways Mark can provide feedback and encourage continued improvements in the team? Tick all that apply.
- Check that personal goals have not changed and update the plan if required.
 - Work to identify additional training needed to meet skills or knowledge gaps.
 - Arrange a transfer to another department or area for those team members who don't meet expectations.
 - Present negative feedback in a constructive manner.
 - Distribute performance reviews to everyone in the team so they can all share the learnings.



Topic 2 | Align behaviour with organisational values

- 2A Locate organisational standards and values for conducting business
- 2B Identify how own performance upholds organisational values
- 2C Identify and organise information on issues

2A Locate organisational standards and values for conducting business

An organisation's work culture is the undocumented set of values, beliefs and attitudes that underpin the behaviour and actions of staff.

Many organisations state their expectations for the behaviour and actions of staff in formal documents. These expectations are explained to new employees at the time of their induction and can be found on the business's intranet. New employees may be required to read and sign a statement that they have read, understood and agree to abiding by the principles outlined in the documents.

This is informed by the leadership styles, strategic directions and decisions made by management. The attitudes and work styles of management flow through an organisation; they are reflected in the way people work across departments and teams, and in individual employee attitudes. Staff will be expected to conduct their work according to these 'unwritten' or implied sets of behaviour.

Organisational standards

Standards are a formal set of benchmark principles that outline how a business wants its employees to conduct themselves.

Standards for conduct can be used in the same way as quality standards are used for products or services; they describe what characteristics staff should exhibit in their activities and actions in the workplace.

Standards will be backed up by policies and procedures, and will cover:

- areas or departments such as customer service, sales, marketing, dispatch or deliveries
- business activities such as networking, conflict management, parameters for project work etc.
- behaviour of staff.

Standards are used in a business because they:

- build or enhance the organisation's image and reputation
- improve quality of goods and services
- provide consistency of service delivery across the organisation
- provide employees with direction and certainty in their day-to-day functions
- prevent accidents.

Organisational values

Organisations formalise their values in short values statements or key words.

A list of values can be quite short but will express the philosophy, attitude and behaviours the organisation expects of its staff. It can also indicate to the wider community the corporate behaviour that can be expected; for example, regarding sustainability or contributing to community activities etc. These can be located on the intranet or company website.

A simple list of corporate values might include key words such as:

- teamwork
- open communication
- assist and support other staff to grow and learn
- flexibility
- ethical approach
- respect for others.

Code of conduct

A practical document that underpins the values and standards of an organisation is its code of ethics or code of conduct (sometimes they incorporate both). Ethics in business involves describing behaviours that reinforce the values and purpose (mission) of the organisation.

Here is an example:

Principles of the code	
Personal integrity and professionalism	We act with integrity and professionalism in the performance of duties and are scrupulous in the proper use of information, funds, equipment and facilities.
Relationships with others	We treat people with respect, courtesy and sensitivity and recognise their interests, rights, safety and welfare
Ethical behaviour	We comply with all requirements of this code, policies, procedures and applicable laws and regulations.
Accountability	We report any breaches or suspected breaches of this code, policies, procedures and applicable laws and regulations.
Procedural fairness, equity and consideration	We exercise fairness, equity and consideration in all dealings, in the course of carrying out duties.
Avoid conflicts of interest	We avoid real, apparent or perceived conflicts of interest.

Example

Business principles and standards

Team members at Big Time Music receive induction training when they first join the store, which includes an introduction to the customer service standards. They are given a copy of the standards.

The customer service standards speak to the customer, but also indicate to staff the expectations the company has for the service they will provide to customers.

Customer service standards

- | | |
|---|---|
| <ul style="list-style-type: none"> ▪ Help customers as quickly as possible ▪ Greet customers politely ▪ Identify ourselves ▪ Speak plainly ▪ Listen carefully to customer needs ▪ Provide clear product information ▪ Maintain customer privacy ▪ Provide customers with a reference number | <ul style="list-style-type: none"> ▪ Be reliable and professional at all times ▪ Treat customers with respect and dignity ▪ Record information accurately and store it securely ▪ Ask customers how we can improve our customer service ▪ Act on the feedback customers give us ▪ Behave ethically and honestly ▪ Not discriminate against customers |
|---|---|

Practice Task 5

Question 1

Draw a line to match each term to its definition.

- | | |
|----------------------------|---|
| » Code of conduct | » The philosophy, attitudes and behaviours the organisation expects of its staff |
| » Work culture | » A set of principles that outline how a business wants its employees to behave and conduct themselves |
| » Organisational values | » A set of behaviours for staff that defends the values and purpose of the organisation |
| » Organisational standards | » A practical document that underpins the values and standards of an organisation |
| » Organisational ethics | » An undocumented set of values, beliefs and attitudes that underpin the behaviour and actions of staff |

Question 2

Identify three reasons why businesses develop sets of standards.

2B Identify how own performance upholds organisational values

Reflecting on your strengths and weaknesses as a leader is important for continuous improvement.

Reflecting on and monitoring your own performance as a leader involves making sure you act in a way that aligns with the values of the organisation. Your actions are the ways you interact with your team members, management, customers and others who you deal with as a part of your job role.

A leader must always 'walk the talk', which means they must demonstrate the values and standards that they expect from others. Values are not just found in a written document; they must be real and able to be demonstrated. Read the table below for examples of how the action of a leader reflects the values of an organisation.

Leadership skill	Example	Organisational value
Provide clear expectations	<ul style="list-style-type: none"> ▪ Set high standards and make your expectations clear. ▪ Set challenging goals and make sure everyone knows what they are. Explain how success will be measured and what time frame they need to work to. 	<ul style="list-style-type: none"> ▪ Open communication ▪ Honesty ▪ Support others to grow and learn
Delegate responsibilities	<ul style="list-style-type: none"> ▪ Most people will respond well to being given responsibility. They like to feel in control of their own work and of monitoring their own progress. 	<ul style="list-style-type: none"> ▪ Trust ▪ Accountability
Offer a variety of tasks	<ul style="list-style-type: none"> ▪ Work with the team to make the work is interesting and worthwhile. Help ensure variety, interest and challenge by: <ul style="list-style-type: none"> – rotating jobs – reducing the number of tasks by enlarging the scope (and variety) of each one – giving individuals responsibility for a job from start to finish – making sure everyone knows the relevance of their contribution and its value to the team and the organisation. 	<ul style="list-style-type: none"> ▪ Assisting others to grow and learn ▪ Respect ▪ Teamwork ▪ Flexibility
Remove barriers to good performance	<ul style="list-style-type: none"> ▪ Often poor performance is out of the control of the team. It can be a lack of resources, faulty tools, unreasonable deadlines or wrongly defined objectives. 	<ul style="list-style-type: none"> ▪ Honesty ▪ Accountability ▪ Flexibility

Leadership skill	Example	Organisational value
Keep promises	<ul style="list-style-type: none"> Don't make promises you can't keep. If you do make a promise that you are unable to keep, let team members know and explain why. 	<ul style="list-style-type: none"> Honesty Trust Open communication
Empower your team	<ul style="list-style-type: none"> Involving the team in planning and decision making. Give them responsibility and make them accountable. This helps build commitment. 	<ul style="list-style-type: none"> Accountability Trust Respect
Set a good example	<ul style="list-style-type: none"> Set the same standard for yourself as you expect of your team members. If you want them to adhere to rules and procedures, you must adhere to them yourself. 	<ul style="list-style-type: none"> Team work Passion Accountability
Provide opportunities for success	<ul style="list-style-type: none"> Give every team member the opportunity to be successful, or at least to feel they are achieving success. Although success is a reward in itself, it is always good to be noticed. Say thank you and offer praise. 	<ul style="list-style-type: none"> Assisting others to grow and learn Respect Passion
Develop skills	<ul style="list-style-type: none"> Develop people's skills. <ul style="list-style-type: none"> Provide opportunities for team members to build on existing skills. Develop new skills and broaden their knowledge. Opportunities to grow and learn in the job provide interest, a sense of achievement and motivation. 	<ul style="list-style-type: none"> Assisting others to grow and learn Respect Trust

Uphold integrity and credibility of the organisation

Businesses spend time building their credibility with stakeholders.

The reputation of a business is built around trust and having people believe in their capabilities to provide goods and services. It takes time and effort to build credibility but it is an easy thing to lose.

Integrity is a quality of honesty and strong moral principles. When staff point out or act to correct things they know are morally wrong or dishonest, they are demonstrating integrity. From the client's or customer's point of view, a demonstration of integrity can make a big impression on their opinion of the business. When people external to the organisation respect and trust a business, they will recommend it and vouch for it to others.

Staff need to ensure their own behaviour and performance contributes to the integrity and credibility of the organisation. You can check your behaviour and those of your team by:

- being a reliable source of information and decision making
- developing trust by doing what you say
- being reliable, so people can count on you to follow up on promises and actions
- accepting responsibility for mistakes and errors
- demonstrating loyalty to individuals, the team and the organisation
- giving credit where it is due
- being consistent in directions, objectives and actions.

Adjust and improve

The effectiveness of your team is a reflection on you as a leader.

If a leader underperforms, this will affect the performance of other areas of the business that depend on the functions of the team. Take time to reflect if your actions to are aligned with the values and standards set by the organisation.

After some reflection, you may decide to make adjustments to the way you work with your team, such as:

- communicating instructions, objectives or standards of work
- mentoring staff to improve performance
- performance managing staff
- redirecting negative behaviour or attitudes
- motivating staff to meet deadlines
- adapting your communication to suit the circumstances
- responding to feedback, especially negative feedback
- role modelling positive behaviours
- demonstrating social or cultural awareness and diversity within the team
- showing empathy and compassion to staff.

Practice Task 6

Question 1

Draw a line to match each organisational value to its example.

- | | |
|--------------------------|--|
| » Honesty | » Adapting your communication to suit a staff member with English as a second language |
| » Credibility | » Suggesting a short course to develop a skill |
| » Integrity | » Asking for and accepting both positive and negative feedback on your leadership |
| » Respect | » Acknowledging that a problem was your fault |
| » Assist others to learn | » Taking actions to correct things that are morally wrong |
| » Open communication | » Being reliable so that people feel they can count on you |

Question 2

Which of the following are adjustments to leadership to better reflect organisational values?
Tick all that apply.

- Adapting a communication style to suit a team member with English as a second language
- Arranging to meet up with the team on the weekend for dinner
- Distributing a list of changes that the whole team needs to make to their behaviour
- Offering support when a member has a personal crisis
- Re-stating the expected standards of work

2C Identify and organise information on issues

Many issues among staff result from strained relationships between individuals.

Conflict is part of everyday working life and can be a dispute between team members or departments, misunderstandings with customers, or between yourself and a colleague or team member.

When handled appropriately, issues can lead to improvements in understanding between colleagues, more efficient work practices, a greater awareness of issues and the development of better communication. Role model ethical decision making and fairness at every opportunity. This reinforces a workplace culture of acceptance and respect for all.

For issues in the workplace, leaders should be familiar with and refer to organisational values, statements on standards, code of conduct, position description documents and process documents such as conflict resolution or conflict management.

Identify workplace issues

Swift identification and analysis are central to effective resolution of issues.

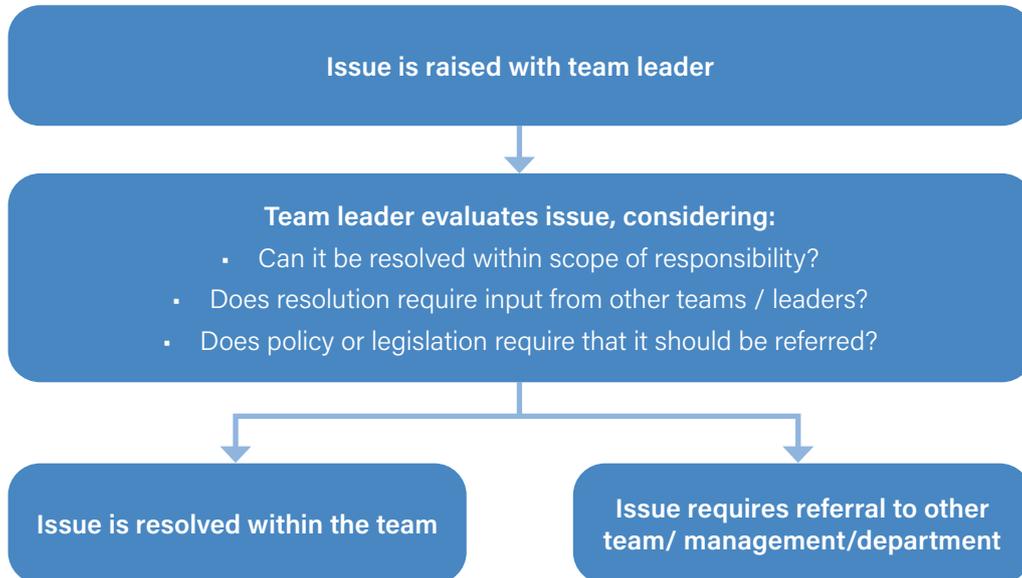
Building a culture where people are actively encouraged to highlight issues and speak openly about their concerns can ensure that workplace issues are managed routinely and quickly. It isn't appropriate to react every time there is a sign of friction. Issues can be a sign of a healthy culture, one where people are comfortable expressing concern or dissenting views.

Workplace relationship issues are often triggered by poor job design or tension points in work processes.

- Be alert to potential triggers. For instance, has a situation arisen before? Is it a time of heightened stress or expectation within the team?
- Establish a culture for regularly highlighting and addressing issues.
- Establish the facts. Who is involved in the issue? What is the cause of the conflict?
- Analyse the extent of the issue and its implications.
- Encourage staff to work through problems themselves first and then seek help.

A process is a record of the steps or protocols required to implement action. As team leader, it is your role to decide what needs to be escalated and have the knowledge of the process to do this. For example, issues that breach the organisation's code of conduct must be acted upon according to a clear and transparent process.

Here is an example of an organisational process for raising issues.



A hallmark of leadership is understanding when the resolution of problems may require the input of or referral to a manager or another person.

Despite your best efforts and problem resolution procedures, there will be occasions when you will need an outside opinion because the problem is beyond the scope of your role, or beyond your skills. For example, a resolution may require changes to the operations of the organisation or a situation that requires the intervention of the HR team, or it may be that you are too closely involved in the issue at hand and require third-party involvement.

Behaviour that damages reputation

Damaging the reputation of a business can happen when staff act in a way that doesn't align with the values or standards of an organisation. This behaviour needs to be 'called out' as being unacceptable and not in line with the code of conduct or values of the organisation.

There are many examples of behaviour or performance that may damage an organisation; these might include:

- being rude or disrespectful to others, such as clients or customers
- sharing personal or commercially confidential information with unauthorised personnel
- not carrying out work to standards or requirements outlined in the position description
- uploading derogatory or damaging comments about the business on social media

- representing the business or using its logo without authority
- abusing alcohol or drugs at a business event or activity.

You can make sure that you and the team don't do any of the following:

- accepting gifts or benefits
- criticising the organisation publicly
- engaging in gossip or rumours
- promoting your own career or professional development by undermining the performance of others
- distorting or exaggerating facts or provide misleading information.

Team members may hear of examples of staff acting inappropriately from stakeholders such as customers, suppliers, shareholders and the wider community. This information should be reported so the damage to reputation can be controlled. Team members should be encouraged to provide this information to their team leader. Leaders should then act to speak to their manager or perhaps go straight to the relevant responsible area.

Gather and organise information about the issue

Allowing too long for a problem to be resolved can lead to it worsening, escalating and perhaps interfering with work performance, deadlines and the harmony of the team.

Staff can be involved in helping to resolve issues that affect the team. Working through problems as a group can help make these practices a common part of work life. Regular five-minute sessions can be scheduled into team meetings to discuss current problems or anticipated issues that might impede their progress.

1. Identify the problem	<ul style="list-style-type: none"> • Gather the facts. • Determine who is involved and who should handle the issue. • Talk to the relevant people. • Establish the causes.
2. Analyse the problem	<ul style="list-style-type: none"> • Evaluate the extent of the issue. • Determine the potential implications. • Consider the bias of those affected by the issue and its outcome. • Ascertain the processes that need to be adhered to and any relevant legislative requirements.
3. Define the options for resolution	<ul style="list-style-type: none"> • Define and evaluate options for resolution in consultation with those at the centre of the problem and any specialist personnel. • Determine the best course of action.

4. Take action	<ul style="list-style-type: none"> ▪ Develop a plan of action. ▪ Implement the solutions within the organisation's processes. ▪ Follow up to ensure implementation. ▪ Monitor outcomes.
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Types of information

To make informed decisions, you may need to access information that is relevant, accurate and current. Before you start any analysis, it is important to broadly consider issues, the types and sources of data and other information that may be available to help you to reach your best possible decision.

Some of the information you require may be primary data: data that comes from first-hand experience, such as a record of what someone saw of an event first-hand, or minutes from a meeting recording what was said and who will action certain items.

Secondary sources of information include reviews and interpretation of information after the event, such as personal notes or hearsay from another staff member.

Here are some examples of relevant information required for consideration of an issue.

Files and reports	<ul style="list-style-type: none"> ▪ If they are well maintained, files can be a useful means of tracing the history of events and the people involved in them, and statistical trends. Examples are annual reports, in-house team reports and project reports.
Other staff	<ul style="list-style-type: none"> ▪ Some staff may be able to provide you with anecdotal information and will be able to tell you about their own experiences or relate what happened in particular circumstances. ▪ In order to get the full picture, you may need to consult several individuals who may be able to provide you with a range of different perspectives that, when considered together, give you a good idea of what occurred.
Surveys	<ul style="list-style-type: none"> ▪ Surveys provide insights into the status, opinions or positions of the people or organisations. Surveys can include interviews with customers about their satisfaction with interactions with staff or departments.
Strategic information	<ul style="list-style-type: none"> ▪ Business plans, financials, objectives and mission statements provide information on the strategic direction of the organisation, from a senior level.
Specialist material	<ul style="list-style-type: none"> ▪ Specialist material includes sales plans, promotional material, product specifications, drawings, plans or schedules. ▪ This type of information can be useful when looking for data in a certain area of the organisation's operation, such as sales or engineering.

Example

Adapting organisational values

An organisation is currently experiencing significant pressure via its social media page to reduce the negative impacts of the organisation's operations on the environment.

As a result, the organisation has decided to adopt more sustainable practices, and has updated the values statement to reflect this. It is also developing new policies designed to promote sustainable work practices, including:

- increased recycling of resources
- using green energy
- carbon credit schemes.

Practice Task 7

Question 1

Which of the following statements are correct about issues in the workplace?
Select 'Yes' or 'No' for each one.

- | | | |
|--|-------|------|
| a) Workplace relationship issues are a sign of a poor work culture. | » Yes | » No |
| b) Acknowledging the concerns of all parties only prolongs an issue. | » Yes | » No |
| c) If an issue is damaging to the reputation of the organisation, it needs to be escalated. | » Yes | » No |
| d) Treating all employees equally regardless of race, gender or age is an example of ethical conduct. | » Yes | » No |
| e) Poor behaviour needs to be 'called out' when it's not in line with the code of conduct of the organisation. | » Yes | » No |

Question 2

Which of the following statements relate to information relevant to a workplace issue?
Tick all that apply.

- Establish a culture where the team highlights and addresses issues.
- Ask everyone to send you information on the issue.
- Hearsay is an example of primary information.
- Gather information from several individuals to get a different range of perspectives.
- Consider the interests of those affected by the issue and its outcome.

Summary

- Many organisations state their expectations for the behaviour and actions of staff in formal documents.
- An organisation's work culture is the undocumented set of values, beliefs and attitudes that underpin the behaviour and actions of staff.
- Frontline managers need to be seen to consistently uphold the organisation's standards and values through their own behaviour, and to ensure their team does the same.
- Organisations develop codes of conduct as a tool for employees to promote ethical practices in the workplace.
- The reputation of a business is built around trust and having people believe in their capabilities. It takes time and effort to build credibility but it is an easy thing to lose.
- Integrity is a quality of honesty and strong moral principles. From the client's or customer's point of view, a demonstration of integrity makes a positive impression on their opinion of the business.
- Building a culture where people are actively encouraged to highlight issues and speak openly about their concerns can ensure that workplace issues are managed routinely and quickly.
- Damaging the reputation of a business can happen when staff act in a way that doesn't align with the values or standards of an organisation.
- To make informed decisions, you may need to access information that is relevant, accurate and current. Before you start any analysis, it is important to broadly consider the issues, the types and sources of data and information that may be available, so that you can reach your best possible decision.

Learning Checkpoint 2

Align behaviour with organisational values

Part A

1. Which of the following are examples of ways to build credibility and integrity in staff?
Tick all that apply.
 - Develop trust by following up on promises and actions.
 - Be consistent in your message or actions.
 - Refer staff to the organisational values and standards statements.
 - Explain examples of your actions from your private life.
 - Role model these values.
2. Which of the following statements relate to organisational standards and values?
Tick all that apply.
 - Staff will be expected to adapt to the work culture of the organisation.
 - Styles of communication can be used as ways to measure if values and standards are being acted upon.
 - Ethical behaviour should be visible when interacting with stakeholders, to preserve the reputation and image of the company.
 - Values and standards matter most to management because their image is important to them.
 - New employees must agree to abide by the code of conduct for their new employer.
3. Which of the following statements relate to standards and values? Tick all that apply.
 - Build a team culture where staff highlight and speak openly about issues.
 - Any risk to reputational damage must be escalated to the board of directors or senior management.
 - Follow the process to report to colleagues or other managers about concerns.
 - If it's a serious breach, then you have the responsibility to fix the issue.
 - Let the problem resolve itself as long as it doesn't affect the performance of the team.

Part B

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

Case study

Ahmed has scheduled a meeting with Sadee, the newest member of staff at Fresh Start Fitness Centre. He has received several complaints from members of the centre about Sadee. Some new members contend that she has given them poor advice about membership packages, which has led them to take up packages that are more expensive and do not suit their needs. Ahmed is concerned that she has not behaved ethically in her dealings with members.

Ahmed is aware that, apart from Sadee's conduct being unethical, members are dissatisfied with the value of their membership package; in light of Sadee's conduct towards them, they may cancel their membership at the first opportunity and tell their friends and family of their poor experience.

1. Which of the following are the issues that Ahmed needs to address with Sadee?
Tick all that apply.

- Her salary, which is too high for the quality of service she is providing to customers
- The type of information she is providing customers
- The reasons why she is giving particular advice to customers
- The loss of reputation with current and future customers
- The increased amount of money she is bringing to the business

2. What information does Ahmed need to gather to be able to access the issue?



Topic 3 | Model leadership behaviour

- 3A Facilitate participation in decision making
- 3B Examine options and assess risks
- 3C Prepare plans to implement decisions
- 3D Use feedback to monitor decisions

3A Facilitate participation in decision making

The benefits of a consultative team culture are not limited to the insights and ideas that a group of people working together will generate.

The ability to make decisions that are balanced and based on relevant information and advice does not come easily to everyone. Team leaders are expected to make decisions on a range of issues. They need to decide when it is appropriate to involve staff and how this should occur.

People's satisfaction levels, as well as their interest in and commitment to their job, all improve in a team environment. Team members feel their opinions are valued and they are making contributions to the organisation when they are asked to:

- raise issues and concerns
- contribute their knowledge and opinions
- assist in making operational decisions
- assist in planning.

Promoting active participation

Collaborative decision making can be built into individual plans and team performance plans. Contributions can be discussed when:

- allocating roles and responsibilities
- deciding on team and individual work goals
- attending regular team meetings
- brainstorming sessions for input, opinions and suggestions
- holding team-building or planning days
- collecting feedback.

Some situations require quick or urgent decisions. Timing is critical when an action can significantly affect the organisation's operations. There will be many other operational decisions that can be made in collaboration with team members, such as:

- determining a project strategy
- setting team objectives
- developing budget targets and estimates
- facilitating meetings
- handling disagreements and resolving conflicts
- recruiting and selecting project team members
- resolving issues that impact on the team's performance
- resolving project issues
- scheduling work and allocating resources to tasks.

Decision-making styles

The way decision making works will depend on many factors unique to the team and culture of the wider organisation.

You need to understand the needs and characteristics of your team when deciding, first, if the context and objective of the decisions should involve the team; and second, the degree of input that you want from them. Different decision-making styles can be used according to the context and purpose of the decisions.

Example 1	The team leader makes major decisions but relies heavily on information, opinions and advice given by team members. The team leader talks to the team about decisions that concern it and explains why they have chosen a certain path.
Example 2	The team leader facilitates and aids the decision-making process, yet the final decision is reached by consensus within the team.
Example 3	The team leader asks some team members to provide limited information prior to making a decision. Team members are informed of the decision later.
Example 4	The team leader makes a decision without consulting with team members or asking for information or opinions.

Decision-making process

Decision making involves choosing the best course of action from a number of alternatives. It typically follows a six-step process.

1. Identify or define the problem or opportunity.
2. Gather relevant information that needs to be considered.
3. Generate all the alternatives.
4. Evaluate alternatives and decide which is best.
5. Decide on and implement the best solution.
6. Follow up by monitoring the solution.

Example

Collaborative decision making

Joshua has been appointed as the project manager for a project that develops training resources for the new customer service standards.

The team will need to meet regularly to discuss their progress. At their initial meeting, Joshua asked the team to identify the most effective methods for delivering the training to staff. Each team member chose an area for investigation. They agreed to report back at the next meeting so that a group decision could be made and a communication plan developed.

At the next team meeting, the efficiency and effectiveness of a range of communication methods were discussed. The team evaluated these options and decided that an investment in shared, cloud-based software would suit both the project and the individual needs of the team.

Practice Task 8

Question 1

Which of the following statements are ways to encourage a team to participate in decision making? Tick all that apply.

- Tell the team when it is not appropriate for them to be involved.
- Encourage a culture where staff raise their concerns and discuss issues.
- Speak to the team about decisions that concern them.
- Make decision making part of their performance plan.
- Insist that some of the team be involved.

Question 2

Number each step from 1 to 6 in the order you would follow when using the decision-making process.

- Evaluate alternatives and decide which is best.
- Decide on and implement the best solution.
- Follow up by monitoring the solution.
- Identify or define the problem or opportunity.
- Gather relevant information that needs to be considered.
- Generate all the alternatives.

3B Examine options and assess risks

There are often several suitable options to solve one problem.

Part of the decision-making process is to identify the possible options and then decide on the best course of action to suit the situation. In the decision-making process discussed in the last section, steps 3 and 4 were:

- Generate all the alternatives.
- Evaluate alternatives and decide which is best.

Here are some examples of problems requiring a solution and the range of possible options.

Improve customer service	<ul style="list-style-type: none"> • Provide training sessions for staff. • Develop a customer service code of conduct. • Build customer service accountabilities into job descriptions and performance plans, including KPIs. • Make exceptional customer service a key performance area for staff.
Reduce office waste	<ul style="list-style-type: none"> • Introduce or update a sustainability policy. • Allocate different teams a quota of resources. • Motivate teams with a competition to reduce waste. • Ask staff for creative recycling ideas.
Streamline processes	<ul style="list-style-type: none"> • Review current processes. • Offer training to staff. • Update with new technology. • Ask staff for input into improvements
Improve sales	<ul style="list-style-type: none"> • Conduct customer service surveys. • Develop new product or services, or amend existing ones. • Develop new marketing strategies. • Research new markets. • Reach out to networking partners and industry contacts. • Access new markets.

Examining the options

Involving the team in decision making encourages teamwork and cooperation.

One way of examining the options is to allocate areas for investigation to individuals within the team, or to smaller subgroups. Allow time to conduct their research and share what they have found. For example, you may need them to collect some data or figures on sales, or speak to a person in another department with experience in a similar project.

Brainstorming is another technique for creating new ideas and identifying creative ways to solve problems using a group approach. A brainstorm session should begin with a statement about the objectives of the session. Every idea raised is recorded and the issues grouped into logical chunks or major areas. A facilitator is used in a brainstorming session to help assess the validity of the ideas the group comes up with. The following list provides some general rules for a brainstorming session.

- Ideas are not to be criticised; judgement is suspended until after the idea-generating part of the session.
- Quantity rather than quality of ideas is most important at this stage.
- Use each other's ideas as a starting point for new ideas.

When a number of options have been identified, the group's ideas can be further developed and prioritised.

Risk analysis

The options then need to be reviewed and the possible risks of each option examined. 'Risk' in this context means acknowledging the possibility that something could go wrong and identifying the impact that this would have. If risks can be anticipated then they can be minimised and, if possible, avoided completely. A risk analysis helps make a decision on a course of action. By examining the pros and cons of each option, a better option (the one with the least risk) should stand out from the others.

The sources of risk can be categorised as:

- human resources, such as availability of staff, skills and knowledge of staff
- technology, such as software upgrades or equipment
- buildings and physical assets, such as security or maintenance of buildings, equipment or machines
- operations, such as policies, processes, organisational reporting lines, suppliers, retailers etc.
- environmental concerns, such as natural disasters, sustainability of resources, waste, water and power usage
- political and economic conditions such as government policy, financial position, stock market, regulations and legislative changes.

When identifying potential areas of risk, look at both internal and external factors that may influence the success of each option.

The following table provides some examples.

Internal risk factors
<ul style="list-style-type: none"> ▪ System failures in databases, customer services, online orders etc. ▪ Staffing issues, such as illness or lack of appropriate skills ▪ Budget adjustments based on actual spending or contingency plans ▪ Schedules; for example, deadlines too short or too long ▪ Administration errors; for example, incorrect costs or mistakes in invoicing or budgets ▪ Security breaches; for example, physical break-ins, phishing attacks
External risk factors
<ul style="list-style-type: none"> ▪ Weather; for example, storms, fire, flood, drought ▪ Electrical or internet failures or surges ▪ Supply failure; for example, deliveries delayed or supply distributions disrupted

Once you have made a list of the potential risks in each option, you should then rank the options from 'very high' to 'very low' according to the likelihood that these factors or risks might occur, and the potential impact if they did. This should leave you with one preferred option from a range of possible solutions.

Seeking input from others

Seek input from other people within the organisation when risks are being reviewed.

Some risks will have financial effects or other impacts on the operations of business. Choosing the best option and examining the full extent of the risks associated with certain decisions may require the advice from an expert or specialist. These people may be found within the organisation, perhaps in another department: a WHS officer or committee, human resources staff, finance or accounts team, logistics, customer service etc.

Your supervisor may also want to review the risk assessment and may have some valuable insights. Here are some instances where it may be useful to seek help from another source beyond the team:

- when there is a legal matter requiring expertise from a lawyer, or advice from HR is required on salaries or changes in roles and position descriptions
- when you require data or statistical information from customer service or the accountant
- when an issue is industry-specific and an industry or subject matter expert can help
- when working alongside or reporting to another team
- when the safety of the team or others might be compromised
- for training and continuous improvement projects.

Example

Conducting a risk analysis

Robert has been appointed as project manager of a team that has been given the task of improving customer service across several departments in the organisation. He has planned a customer email with a marketing catalogue and a link to a loyalty program to upgrade customer service delivery.

The potential risks of this activity have been identified and assessed and Robert recorded the results in the likelihood-impact grid displayed below.

Event	Likelihood		Impact	
Information needed for the catalogue is not received.	High	Low	High	Low
Key people are unavailable.	High	Low	High	Low
There may be mistakes in the format of the new design.	High	Low	High	Low
Not enough time was allocated and the email is delayed.	High	Low	High	Low

Practice Task 9

Question 1

Which of the following statements are correct? Select 'Yes' or 'No' for each one.

- a) Brainstorming all possible options with the team can give rise to creative suggestions. >> Yes >> No
- b) Each suggestion a team member gives must be judged for its likelihood of success. >> Yes >> No
- c) Examine the impact of external factors for each option, such as changes in government regulations. >> Yes >> No
- d) Ranking the likelihood of the risk occurring will lead to the best option being chosen. >> Yes >> No
- e) Staff technical skills is an example of an internal political factor. >> Yes >> No

3C Prepare plans to implement decisions

A range of people may be affected by a change in a direction or introduction of an innovation.

The more opportunity individuals or groups who are affected by a change have to participate in the decision-making process, the more likely they are to be supportive and positive about the innovation or change. Progress reports should be shared and communicated during the planning stages with relevant stakeholders. You may receive comments, suggestions and possibly refinements before you gain approval for your proposal and can implement the change.

The list of stakeholders needing to agree to a change might include:

- team members
- other team leaders or department heads
- management or other employees or work groups in the organisation
- customers
- suppliers
- community groups
- shareholders
- distributors or retailers.

To facilitate an agreement on your action or implementation plan, you may need to present your proposal to a group; or it may require sending a formal request and having it signed off by management. The process will be different for every business but usually a formal approval needs to be received before a plan can be implemented.

Communicate your decision

Once an approval has been secured, all relevant personnel both inside and outside of the organisation need to be advised of the decision. Consider carefully the information needs of other parties before selecting the most appropriate communication channel, and the type and amount of information that you wish to share. You might be required to produce a report, send it via email and follow up the questions via a video conference or in a meeting. A communication plan might be required to be part of the action plan, where the communication methods suitable for each stakeholder are described.

The information that stakeholders require will differ according to their role in the business. Information might include:

- the problem you are trying to solve
- why the change is needed and the benefits that will be achieved
- a clear description of your recommendations and their objectives
- the methods you have followed in your investigations
- the time frame for implementing the decision
- related resources and costs
- constraints and how these may be overcome
- potential risks and any contingency plans
- training requirements.

Prepare a plan to implement decisions

Once a risk assessment has been completed, the option/s are agreed upon and an approval granted, you can develop an implementation plan or action plan. Your organisation may have a template that must be used to capture all of the relevant information.

A plan will establish timelines and identify the resources required to meet the team's goals and objectives.

Your implementation plan should address the following areas.

- A description of the purpose for the change or innovation
- Expected outcomes that will be realised in the short to medium term
- A goal that describes what the team will achieve in the longer term
- The context and nature of the project
- The strategy or actions that will be undertaken to achieve the goal
- The benefits to the company, the team or other stakeholders
- The roles and responsibilities of key people
- The measurables used to monitor progress including resources, costs etc.
- A risk analysis and strategy to minimise risks
- Communication strategies to inform staff and other parties outside of the team and organisation
- A timeline for the completion of each action
- Procedures for quality assurance
- Signatures of key people who agree that the plan should go ahead

SMART goal planning

The goals in the action plan should be SMART, as defined below.

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

Example

Implementing decisions

Robert and his project team have decided that the option that offers the most efficient and effective solution to the customer-service problems in their organisation is to enhance the online (internet) service delivery offered by the company. Customers will have the opportunity to make their purchases, pay their account, track their delivery, obtain after-sales service and accrue points as part of an online customer-loyalty program.

Several departments within the organisation have been involved in developing the implementation plan. Robert and his team have organised a meeting with the various managers across the organisation. Robert knows that other managers are going to be more committed to and supportive of the new system if they are brought 'into the loop' as quickly as possible.

An email is being prepared to let all employees know about the pending changes. Staff across the organisation have heard rumours that there are plans to make changes to customer service delivery. Robert wants to ensure that team members receive accurate, honest and clear information before the rumours cause any damage to staff morale.

Practice Task 10

Question 1

Which of the following statements relate to implementation plans? Tick all that apply.

- The type and amount of information in the plan needs to be creative and idealistic.
- Procedures will help monitor the implementation process.
- SMART goals will describe what the team will achieve in the longer term.
- Each team member can choose their own role and responsibilities.
- A schedule of tasks will ensure the implementation will be complete by the deadline.

Question 2

Identify three different communication methods for obtaining approval and communicating an action plan to staff.

3D Use feedback to monitor decisions

Providing constructive feedback within a team is a sign that the team is truly working together.

The process of communication within a team is a critical one. Team members are not being effective if:

- they don't communicate well between themselves
- they don't feed information to their manager
- their managers don't provide enough information to their teams.

One of the most important elements in the communication process is feedback. People who don't seek or give feedback are running the risk of working in an information vacuum or isolating their colleagues. This includes managers as well as team members.

Getting useful feedback from team members is essential for monitoring the implementation and impact of change. The team are well placed to be able to provide information on the operations and how decisions have affected them, both positively and negatively.

Informal and ongoing feedback

Feedback should be sought at several stages to monitor progress and achievement of objectives and goals.

It is essential that you coordinate a regular review that actively involves team members. You can choose a number of different methods that suit the team and the type of information you need to collect. For example, feedback comments collected online might be easy to collate and forward to a supervisor.

Feedback can be received verbally in response to questions, such as asking if instructions are understood. Feedback can be received by staff demonstrating how they prefer to do things, or how a process has changed. This feedback could be a mechanism for improvement, as well as devising alternative methods and work practices.

You may gather feedback using a range of methods, such as:

- hard copy and online surveys
- focus groups
- interviews (face to face, by phone or internet)
- team meetings.

Review the information

It is important that you review the information that you gather through feedback and address the questions listed in the table below.

- Have the goals described in the implementation plan been achieved?
- How closely did we follow the implementation plan?
- What aspects of the implementation worked well? Why?
- What aspects of the implementation did not work well? Why?
- What could we do better in the future?
- What was the reaction of stakeholders (such as clients, suppliers, shareholders or the wider community) affected by the change or innovation?
- What lessons have we learnt about our planning activities?
- Do we need to revise workplace documents such as policies, procedures, templates or forms to support continuous improvement of planning activities?

Monitor the team

Reading the signs from a team that things aren't going as well as they should be can, at times, be difficult.

Little can be done to fix a situation once deadlines are missed or when things are at crisis point. You need to be aware of and address problems as they arise, not after the event. Asking team members for opinions and feedback on how things are going promotes a strong sense of communication within the team. Being involved with the team at an operational level will help avoid problems and will enable you to identify when things are going downhill.

The following list describes some of the signs that suggest there are problems within the team.

- A general lack of enthusiasm
- Non-stop bickering and the inability to agree on issues
- Personal agendas being placed ahead of the team
- Dominant team members pressuring or overshadowing their colleagues
- Failure to meet deadlines
- Team members who don't share the work equally

Complaints from individual team members who come forward with issues should be taken very seriously. If someone has taken the time to share their concerns with you, listen to what they have to say. Ask them what ideas they have that would be helpful and perhaps even what they would like you to do. Remember, though, that sometimes issues important to one person may not be serious for the team, even though the problem still needs addressing. Also, people sometimes just need to let off steam. Team members may simply want to talk through a problem with you rather than take action.

Example

Monitoring the implementation plan

Robert's project team has decided to include in its implementation plan a description of the methods it will use to gather feedback during and after the implementation. The objective of the implementation plan is to enhance customer service delivery by upgrading the range of services available to customers on the organisation's website. The following are the different methods the team intends to use.

Internet usage report

The management information system will provide data on the number of customers who create a user name on the website, the number of transactions processed (including purchases and accounts paid), hits on the website from people seeking information, and emails sent to the customer contact centre for further information.

Customer survey

A targeted email will be sent to customers inviting them to complete an online survey.

Team member survey

An email will be sent to team members asking them to complete an electronic survey on the project team's SharePoint.

Help-desk report

Team members on the IT help desk will be asked to record the number of requests they receive from staff and customers.

Team meetings

The team leaders in each work area will be asked to gather feedback regarding the implementation at team meetings.

Informal feedback

Team leaders will be asked to record any informal feedback they receive during discussions with team members or customers.

Customer feedback forms

Information will be collated from electronic customer feedback forms (including customer complaints).

Practice Task 11

Question 1

Which of the following statements are correct? Select 'Yes' or 'No' for each one.

- | | | |
|---|-------|------|
| a) Feedback can be gathered in several different ways, depending on the project or type of information being collected. | » Yes | » No |
| b) Team members are well placed to provide information on the operations and how decisions have impacted their work. | » Yes | » No |
| c) Asking team members for their opinions promotes a strong sense of communication within the team. | » Yes | » No |
| d) Getting involved with the team at an operational level will enable you to identify when things are going downhill. | » Yes | » No |
| e) Team members should be asked for feedback on a need-to-know basis. | » Yes | » No |

Summary

- The way decisions are made within the team will be determined by the characteristics of the team and the type of decisions that need to be made.
- Working with your team to make informed decisions is essential. Team members need access to information that is not only relevant, but also accurate and current.
- Good team leaders recognise that some team members may have a lot to share in the way of good experience and ideas and can contribute effectively to decision making.
- Consider where the risks are when working through different options and use this information to disregard those options where the risks are too high.
- It may be a requirement, or simply good sense, to seek another opinion on a decision and the risks involved.
- All stakeholders need to be provided with information after there has been approval to go ahead and implement the change.
- During the implementation process, the more involved the team is, the more likely that members will be supportive and positive about the innovation or change.
- The process of providing constructive feedback within a team is a sign that the team is truly working together.

Learning Checkpoint 3

Model leadership behaviour

Read the case study and answer the questions that follow.

Case study

Shelley and her team have been implementing new customer assistance software over the last three days, but half of the staff still cannot log in to the new software. She calls the project team together for a meeting to try to review what has gone wrong and to find a way forward. Shelley is due to give a progress report to her manager in a few days and she wants to be able to present some solutions.

1. How can Shelley include her team in decision-making activities?
Select 'Yes' or 'No' for each one.
 - a) Ask them to help identify the tasks that need to be completed. » Yes » No
 - b) Encourage team members to freely share their thoughts and ideas on decisions that need to be made. » Yes » No
 - c) Send out emails to inform them about what is going on. » Yes » No
 - d) Provide feedback to team members on the results their ideas have generated and the usefulness of these results. » Yes » No
 - e) Choose which team members to share information with, because you don't want everyone to know everything. » Yes » No

2. What should Shelley ask of the team when they are identifying possible solutions and the risks of each option? Tick all that apply.
 - Listen to the facilitator, who will guide them during a brainstorming session.
 - Encourage the use of each other's ideas as a starting point for new ideas.
 - Determine the pros and cons of each option and the risks associated with each choice.
 - Rank the options according to the likelihood and impact of the risk associated with each option.
 - Make sure they have at least five preferred options at the end of the risk process.

3. What does Shelley need to consider when deciding how to communicate her action plan? Tick all that apply.
- She should expect some comments and be prepared to make some adjustments to the plan after stakeholders have received it.
 - The solutions with a high level of risk should be forwarded for review.
 - Progress reports should be shared regularly with stakeholders during the planning stages.
 - The plan needs to be formally agreed upon and an approval received before going ahead.
4. When the solution is being implemented, why should Shelley monitor the impact of decisions made by the team? Tick all that apply.
- Team members can confuse different processes.
 - Team members can provide insights into processes that are working.
 - Every team member needs to have an assessment in their performance review.
 - Improvements to processes can be identified and improved upon after each session.

