Future Institute of Australia

Training for the Future

BSBXTW401
Lead and facilitate a team

Participant Workbook

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BSBXTW401 - Lead and facilitate a team (Release 1)

Overseas Student Information

If you are an overseas student and you have a problem with your school or college that you haven't been able to fix, the Overseas Students Ombudsman might be able to help. The Ombudsman is a free complaint investigation service, available to people on student visas who are studying with private providers. You can read more about what the Ombudsman does, or make a complaint online, by visiting www.ombudsman.gov.au.

Version Control & Document History

Date	Summary of modifications	Version
16 September 2020	Version 1 final produced following assessment validation.	1.0

Table of Contents

About the Business Services Training Package

The BSB Business Services Training Package covers a diverse range of industries and occupations. Business Services covers a range of cross-industry functions and services supporting the commercial activities of all industries.

Defining Qualifications

When units of competency are grouped into combinations that meet workplace roles, they are called qualifications. These qualifications are aligned to the Australian Qualifications Framework (AQF). Each qualification will have 'packaging rules' which establish the number of core units, number and source of elective units and overall requirements for delivering the qualification.

Delivery and Assessment of Qualifications

RTOs must have the qualifications (or specific units of competency) on their scope to deliver nationally recognised training and assessment. RTOs are governed by and must comply with the requirements established by applicable national frameworks and standards. RTOs must ensure that training and assessment complies with the relevant standards.

Qualification Training Pathways

A pathway is the route or course of action taken to get to a destination. A training pathway is the learning required to attain the competencies to achieve career goals. Everyone has different needs and goals, and therefore requires a personalised and individual training pathway.

Foundation Skills

Foundation Skills are the non-technical skills that support the individual's participation in the workplace, in the community and in education and training.

Australian Core Skills Framework (ACSF)

This Assessment meets the five ACSF core skills as described in the Foundation Skills mapping.

About this Unit of Competency

BSBXTW401 - Lead and facilitate a team

This unit standard BSBXTW401 Lead and Facilitate a Team covers the skills and knowledge required to effectively lead and facilitate a team in a workplace within any industry. Success in doing so would improve team dynamics and performance, resulting in the achievement of the objectives and goals of both the team and the organisation.

This unit has a specific focus on the teamwork skills required for team leader or supervisor level (depending on organisational structure) workers with responsibility for others or teams.

This Learner Resource is broken up into four elements. These include:

1. **Plan team outcomes**
2. **Coordinate team and individuals**
3. **Support team**
4. **Monitor team performance**

At the end of this training, you will be asked to complete an assessment pack for this unit of competency. You will need to access a supervisor, a manager, or your assessor who can observe you perform project or workplace tasks and verify your competency or performance.

On competent completion of the assessment, you must have demonstrated skills and knowledge required to effectively lead and facilitate a team in a workplace within any industry.

Chapter 1: Plan Team Outcomes

The first step in leading and facilitating a team involves planning team outcomes. Like any other organisation, your task begins with the necessary planning and preparation that would help you understand the team as well as establish its purpose and overall dynamic.

The process of planning your team's outcomes involves four performance criteria which serve as its four sub-steps. First, you must identify the common objectives of your workplace team. Along with these, you must also recognise the responsibilities and outcomes required of you.

Once you have accomplished this, you can then move on to using performance plans to establish outcomes, goals, and behaviours for each individual member in your team. Such must be made in accordance with team objective and relevant policies. Afterwards, you will have to select the appropriate strategies to ensure your team members are accountable for their roles and responsibilities. Finally, as the last step in planning team outcomes, you must plan for contingencies that could impact the team.

1.1 Identify Common Objectives of Workplace Team, Responsibilities and Required Outcome(s)

Most, if not all, functioning organisations are composed of teams. These teams work together to achieve shared goals, and it is essentially through them that an organisation realises its overarching goals – as the work members collaborate to achieve them. To understand how this is possible, you must sufficiently identify key elements of a workplace team which are all geared towards organisational goals. These are the common objectives, responsibilities, and outcomes required of every team.

1.1.1 Workplace Team Defined

By definition, a workplace team is a group of employees within an organisation (i.e. workplace) that work together to achieve a common objective. The workplace team is essentially the most basic social unit in any organisation. Subsequent departments and/or divisions would be composed of these teams. It is through the collaborative work that such teams engage in that an organisation achieves its goals, and this is facilitated by the common objectives fundamental to every team. This will be further discussed in the next sub-section.

There are three types of workplace teams common to every organisation depending on the objectives for which they were formed. These are:

- **Project Team**

  As the name would suggest, this type of team comes together to work on a particular project. By their very nature, this type of team is usually terminated once the project they assembled to work on has been completed. Project teams are also referred to as *steering committees* or *task forces*.

- **Cross-functional Team**

  Cross-functional teams are composed of members who belong to different departments or functional areas of business. Members of cross-functional teams perform different functions and have a diversified skill set. Generally, these teams come together to optimise the operations of an organisation by keeping its subsequent departments in check.

- **Self-directed Work Team**

  This type of team has the authority to determine how its operations go. This means that the team can make decisions on matters necessary for meeting their objectives. A self-directed work team often has the authority and means to manage itself. Likewise, such a team is characterised by a high level of responsibility and accountability.

1.1.2 Objectives of a Workplace Team

The objectives of a workplace team are the aims towards which all team efforts are directed at. In hindsight, these objectives are the very reason a team exists. The main function of a team is to collaborate and fulfil these objectives, and this reveals key parallelism between the group and the organisation. The purpose of a workplace team is to achieve its objectives just as that of the organisation is to achieve its goals.

In relation to this, the objectives of a workplace team must always be aligned with the goals of an organisation. While this goal is meant to be a more general aim that determines the direction of all subsequent organisational efforts and initiatives, the objectives of a workplace team are a tangible directive that provides clarity on what a team must do.

You must always set your objectives up to be SMART. This means that your objectives must be:

Specific
- Clearly state what it is you want to achieve

Measurable
- Include quantifiable feature/s to indicate that you have succeeded

Attainable
- Ensure the feasibility of achieving your objective given your resources

Relevant
- Keep your objective aligned with the overarching organisational goals

Timely
- Set a deadline and timeframe for achieving your objective

To help you better understand this concept, the following example is put forth:

Sample Objectives of a Workplace Team

You work at Bounce Fitness, a fitness and wellness provider, and are part of the company's marketing department. You are currently the leader of a workplace team that is working on a rebranding campaign.

Given your scenario, several objectives you can set for your team include:

- Create and approve at least three proposals by the end of the month.
- Accomplish all preparations for the new campaigns a week before the official launch at the start of the next quarter.
- Maintain the level of engagements with current campaigns until the end of the quarter.

1.1.3 Responsibilities of a Workplace Team

The responsibilities associated with a workplace team are essentially the work-related duties assigned to every team. These are identified by going through relevant requirements, which include pieces of legislation, regulations, policies and procedures, and codes of ethics. These are deemed relevant if they contain guidance on how you can complete your team task.

Based on the different documents you will review, you will have various responsibilities. Legislation provides legal responsibilities; regulations provide regulatory responsibilities; organisational policies and procedures provide organisational responsibilities, and codes of ethics provide ethical responsibilities.

Responsibilities include the tasks the team must accomplish to meet their set objectives. These responsibilities are shared among team members and would be the basis of the individual expectations set for each member.

Generally speaking, there are five responsibilities that underlie every effective workplace team. These are fundamental in the determination and completion of the responsibilities mentioned above. The responsibilities include:

- **Fostering trust**

  As it is with every functioning relationship and/or group, trust must be the foundation of trust in your team. You must ensure that everyone in the team is truthful and transparent. Likewise, it is the team's joint responsibility to foster a culture and environment that allows everyone to feel comfortable enough to remain upfront and honest at all times. Trust is built through joint efforts of team members to uphold honesty in all things – from simple insights and opinions to project reports and results.

- **Managing conflict**

  Conflict is something that is inevitable in every workplace team. However, not everyone is able to properly manage and resolve conflicts. This failure would have detrimental effects on the team, ultimately leading to fallouts and the inability to meet your set objectives. It is, therefore, the responsibility of a workplace team to effectively manage conflict that would emerge within the team. This is further discussed later in Chapter 2.

- **Staying committed**

  The third responsibility of a workplace team involves commitment. Being part of a team entails a level of commitment, and it is important that this is maintained or increased throughout one's run with a team. Although it is inevitable for members to have varying levels of commitment to the team, it is vital that everyone takes on the responsibility of staying committed to the team. This would entail choosing to prioritise the team's objectives and making time to work on the tasks involved in being part of the team.

- **Ensuring accountability**

  A key responsibility of any workplace team involves accountability. More specifically, this responsibility involves being answerable for the results and/or consequences of the actions and decisions that the team makes. Too often, accountability has a negative connotation, and it is often seen as synonymous to taking or placing blame. However, accountability may be considered the epitome of responsibility, as it is in itself taking responsibility for your actions no matter what they lead to. Being part of a workplace team entails willingly taking accountability for the work you do as a group.

- **Focusing on objectives**

  The fifth and final responsibility of a workplace team is to stay focused on the objectives for which it has been formed. It is easy to get caught up in the nitty-gritty details of certain tasks you will work on, and this may sometimes derail you from the objectives which underlie your efforts. It is vital, therefore, that everyone in the team remains focused on the results of their work and remembers to be mindful of the overarching objectives that need to be met. After all, these are the fundamental purpose for which your workplace team exists.

1.1.4 Required Outcomes of a Workplace Team

The final element relevant to a workplace team would be your required outcomes. By definition, these are specific and quantifiable aims that a team must achieve by the end of a task. To determine your required outcomes, you must look into the team objectives and responsibilities you have identified. The required outcomes you come up with must be relevant to these. To reiterate, they must also be specific and quantifiable to ensure that these reflect actual outputs that your team will come up with upon the completion of your tasks.

To help you better understand this concept, the following examples are put forth:

Sample Required Outcomes

Following the sample objectives that have been provided in Section 1.1.2, which are:

- Create and approve at least three proposals by the end of the month.
- Accomplish all preparations for the new campaigns a week before the official launch at the start of the next quarter.
- Maintain the level of engagements with current campaigns until the end of the quarter.

The required outcomes of your team at the end of your project are:

- **Successful completion of all ongoing campaigns**

  With each of your campaigns having satisfactory engagements
- **Successful creation and implementation of three campaigns**

  With each campaign being approved on time, planning going as scheduled, and the execution of these campaigns being smooth.

1.1.5 Organisational Requirements Relevant to Workplace Teams

To fully understand the role of each individual member in the team and the role of each team in the workplace, it is important to note all the organisational requirements relevant to you. Along with the overarching organisational goal which serves as the foundation of your very initiative, the following requirements merit discussion.

Workplace Policies

The policies that you have in place are guidelines that are meant to direct employees in fulfilling their roles and responsibilities within the organisation. They help ensure that all members of your organisation display consistency in terms of the way they make decisions, solve problems, and execute day-to-day tasks.

To help you better understand this concept, the following examples are put forth:

Attendance Policy

This policy provides guidelines on tardiness and absences as well as leaves and vacations. It is important to be aware of your attendance policy in the workplace as the performance of any organisational member is essentially a result of their ability to attend work regularly. If a member of your team is unable to follow this policy, it is difficult or even impossible for them to fulfil their tasks.

Email and Internet Policy

In this day and age, the use of email and the internet has become essential in facilitating communications among team and organisational members. As such, workplace policies on the use of email and the internet have become increasingly important. Such policies would provide guidelines on the proper steps and conventions to take when you use email and the internet for workplace communications and other work-related tasks.

Harassment and Discrimination Policy

By virtue of working with others, you are required to recognise what constitutes acceptable and unacceptable behaviour and treatment of others. Of particular concern would be harassment and discrimination as these forms of misconduct are not only unacceptable but also prohibited within the workplace. Any form of harassment and discrimination on the basis of race, age, gender, sex, and marital status is generally prohibited. Understanding this policy would enable you to recognise forms of harassment and discrimination so that you can avoid these at all costs. Moreover, these policies would provide clear guidance on reporting such incidents should they occur to you or in your presence.

Employee Relations

Bounce Fitness has an Employee Relations Policy that provides guidance in maintaining employee relationships. There are key strategies provided in this policy. It discusses the value of ensuring that relationships are collaborative and productive as well as positive.

Codes of Conduct

The codes of conduct within your organisation are a set of rules that outline and specify the norms and proper practices every employee must adhere to. Like your workplace policies, these must be aptly considered and aligned with the expectations you set with each individual team member. The main difference between policies and codes of conduct, however, lies in the application. While the former is more general and applicable to a wide range of situations, codes of conduct are more focused, defining the ways employees should act in specific situations. Moreover, codes of conduct have requirements that link an organisation's mission, values, and principles with professional standards of how employees should conduct themselves.

To help you better understand this concept, the following examples are put forth:

General Code of Conduct

Companies may have general codes of conduct that outline how employees ought to conduct themselves in various situations. These codes would have discussions relevant to your workplace teams. In the case of Bounce Fitness, the code gives emphasis on developing appropriate working relationships based on mutual trust and respect and valuing performance and not just results.

Cyber Security

Given the fact that the internet is being used for communicating both internally and externally, it is important to have and be aware of codes of conduct that will ensure privacy and security in the use of digital devices and internet within the workplace. Codes of conduct on cyber security would cover these concerns, providing specific guidelines and tips to follow in using the internet for work-related purposes.

Social Media

Along with codes of conduct on cyber security, many companies are now developing codes of conduct for the use of social media in the workplace. These are meant to teach employees how to properly and appropriately make use of such platforms, being mindful of the fact that how and what they post would inevitably reflect on the company.

Employee Relationships

One particular code of conduct that is important to be aware of would be that on employee relationships. These codes essentially outline the dos and the don’ts of building and maintaining relationships within the workplace. In most cases, being employed in the same company as a family member is looked down on. Likewise, dating colleagues, managers, or subordinates is often prohibited due to the conflict of interest that may arise. Codes of conduct on employee relationships would also encourage building healthy and productive relationships as well as displaying professionalism and respect towards all of your fellow employees, regardless of their position.

Organisational Reputation and Culture

Along with your internal policies and codes of conduct, it is essential that you have sufficient awareness of the reputation and culture of your organisation. These two elements greatly impact the way each of your members functions as individual employees and as a part of your workplace team.

Organisational Reputation

The reputation of your organisation refers to the way stakeholders perceive the organisation. These stakeholders would include both those who are internal (i.e. employees) and external (i.e. clients, suppliers, etc.). Depending on how positive or negative your organisation’s reputation is, people are more or less inclined towards engaging with your company. As such, it is important to ensure that you maintain a positive reputation, protecting your brand, name, and image at all times.

It is important to be aware of how your reputation affects your workplace teams. Positive organisational reputation influences workplace teams to take more pride in their work. This provides workplace teams with the motivation to produce better work and surpass both company and customer expectations.

On the other hand, negative organisational reputation adds stress to workplace teams, decreasing motivation. This can cause members to underperform and take prolonged absences, slow down project progress, and decrease output quality.

Organisational Culture

The culture of your organisation is the system of shared beliefs and values within the company. Organisational culture shapes the environment of your company and impacts the way employees think and behave. There are several aspects of organisational culture that would affect your workplace teams. These include:

Values

Values refer to beliefs that the organisation shares among its employees. These affect the mindset workplace team members would have regarding their tasks. Values also affect the members' thought processes and how they interact with others.

Degree of urgency

Degree of urgency refers to the pace of the organisation's working environment. It affects the speed at which decisions must be made and the speed at which projects must be completed. It would also impact how teams work, how much value they put towards tasks, and how they set priorities as they fulfil their work duties.

1.1.6 Relevant Legislative Requirements

Aside from the internal requirements you must consider, there are external requirements that are relevant to your workplace teams. This comes in the form of your legislation or legislative requirements. Legislation refers to the collective laws, on a national and local level, that give definitive guidelines for organisations to follow and corresponding penalties should they fail to comply. You must align your practices on both an individual and team level with these laws.

Fair Work Act 2009

The Fair Work Act 2009 (FW Act) is a law that governs the employment of most, if not all, employees in the country. This law is supplemented by other federal, state and territory legislative schemes. The FW Act provides requirements and guidelines on matters which concern employees. These include work, health and safety, payment and compensation as well as non-discrimination.

Essentially, this piece of legislation promotes the welfare of employees and ensures that their needs are sufficiently met and considered in the workplace context. It is important to ensure that the expectations you set for team members sufficiently align with this legislation and that they are treated fairly at all times.

Further Reading

To read more on this piece of legislation, visit the site below.

Fair Work Act

Work Health and Safety Act 2011

The Work Health and Safety Act 2011 (WHS Act) is another piece of legislation that aims to keep your employees protected in the workplace. As the name would suggest, the main concern of this Act is to ensure that the workplace where employees work is safe and healthy, allowing employees to work well. This Act is particularly concerned about preventing and reducing workplace injuries and ensuring that everyone in the organisation makes a conscious effort to maintain the quality of the workplace.

You must align your ways of working and your subsequent expectations of your team members with this Act, ensuring that they are able to work in an environment that is completely conducive for productive work. This Act is especially concerned with having consultations with employees on workplace health and safety concerns. As such, it is important to maintain open communication with employees and encourage them to speak openly about concerns that keep them from working to the best of their abilities.

Further Reading

To read more on this piece of legislation, visit the site below.

Work Health and Safety Act 2011

Anti-Discrimination Laws

In Australia, it is illegal to discriminate anyone on the basis of several attributes. This would include age, race, sex, gender as well as disability. The laws in place that protect the affected minorities are applicable in several areas of one's public life, including of course employment. To comply with anti-discrimination laws, organisations often have internal requirements that would reinforce relevant legislation, promoting the protection of employees who are likely to experience discrimination.

Having internal regulations is, however, not enough to ensure that employees are protected from various forms of discrimination. The protection of employees begins within the team, and it is your job as the leader to ensure that you promote practices that promote fair treatment of all your team members.

Further Reading

To read more on anti-discrimination laws, visit the sites below.

Age Discrimination Act 2004

Disability Discrimination Act 1992

Racial Discrimination Act 1975

Sex Discrimination Act 1984

1.2 Use Performance Plans to Establish Expected Outcomes, Goals, and Behaviours for Individual Team Members in Accordance with Team Objective and Relevant Policies

In the process of planning the outcomes of your workplace team, it is important to note one plan that is essential to your team. This is the work performance plan, and it will be used to establish the specific requirements you will have for your individual members. As has been mentioned in the preceding section, the objectives of your team must be aligned with your organisational goals. Likewise, it is vital that the specific outcomes, goals, and behaviours that you identify for each of your members be aligned with your team objective as well as other relevant policies and requirements discussed in the previous chapter.

1.2.1 Performance Plan

As the name would suggest, a performance plan outlines your strategy for evaluating the performance of your team members. Specifically, it identifies the performance levels you aim to achieve, the means through which you would attain these, and your methods for measuring performance. Although there is no one format for creating your performance plan, there are key pieces of information that you will find in this document. These are:

- **Objectives and Goals**

  Like any other plan, your performance plan will have goals and objectives which would define the overall aim and specific targets that individual team members will work towards. As it is with your team objectives and any other objectives you formulate, you must set your performance plan objectives up to be SMART.

- **Roles and Responsibilities**

  Another fundamental part of any performance plan is identifying the roles and responsibilities of your team members. Clearly establishing the roles and responsibilities expected of your team members is vital to ensuring that they perform well. It is, therefore, important to write this section with as much clarity and detail as possible.

- **Performance Measures**

  Performance measures refer to your Key Performance Indicators (KPIs). In essence, these are the measurable and observable indicators you use to determine how well everyone is performing. Through these, you can check how satisfactory performance is against the objectives and goals you have set.

- **Action Plan**

  The action plan is the part of your performance plan that details how you intend to execute your performance plan. This will include your action items, expected outcomes, and timeline of dates relevant to your implementation plan. Action items are a key feature of your action plan which determine what steps you will do to enact your plan and who will be doing each action step.

1.2.2 Expected Outcomes, Goals and Behaviours for Team Members

Along with the requirements set for each team, there are expectations for each individual member that makes up a team. These expectations come in the form of expected outcomes, goals, and behaviours that every team member must fulfil.

Expected Outcomes

The outcomes expected from each team member will align with the required outcomes of a workplace team. They must be relevant to the objectives and responsibilities of the team. More specifically, they must be aligned with the responsibilities that are based on organisational policies. Much like the required outcomes from your team, they must also be specific and quantifiable.

To help you better understand this concept, the following examples are put forth:

Sample Expected Outcomes

Following the sample required outcomes that have been provided in Section 1.1.4:

- Successful creation and implementation of three campaigns

The expected outcomes of your marketing team would be:

- At least three campaign proposals that have been approved
- Implementation plan for the campaigns that have been approved
- Timeframe and metrics for executing campaign plan

Goals

In line with your performance plan, the goals set for each of your team members are essentially performance goals that must be aligned with the team objective as well as relevant requirements, namely policies. These are concerned with their ability to fulfil the tasks expected of them. Just as it is with your objectives, the performance goals you set for each individual employee must be set up to be SMART.

To help you better understand this concept, the following examples are put forth:

Sample Goals

For employees working on campaign proposals:

- Work with the teammates to ensure that proposals are satisfactory.
- Submit completed proposal by the deadline.

For employees working on an implementation plan:

- Coordinate necessary personnel for the approval of necessary materials (e.g. budget, resources).
- Present the implementation plan a month prior to the campaign launch.

For employees managing ongoing campaigns:

- Maintain response rate to messages sent to social networking pages.
- Maintain post engagement across all sites.

Behaviours

The behaviours expected of employees are aligned with a number of materials relevant to them. The most fundamental basis of the behaviours a team member must display is the overarching organisational requirements, especially the policies and codes your organisation has in place. On a team level, these behaviours are in line with your shared responsibilities. Finally, these behaviours are also relevant to the individual goals set for each member.

Generally speaking, the behaviours expected of your individual members would include:

- **Consistency and Dependability**

  It is important that employees are able to show consistency in their work. This means that they must produce outputs of quality at all times, giving their best effort with every task they are assigned to accomplish. This consistency would establish them not only as competent members of the team but also as dependable employees who can be relied on to fulfil work tasks well. Fostering this reliability is especially important as it would serve as the foundation of trust in the team.

- **Clear and Effective Communication**

  Communication is an inescapable element in any form of work that requires collaboration. Moreover, the ability to communicate well is vital within teams that work closely together to accomplish shared objectives. It is, therefore, essential that each individual member of your team learns to communicate clearly and effectively so that they can perform their work tasks satisfactorily. This behaviour is important not only in the context of the team but more so when they will need to coordinate with people outside of the team to complete team tasks.

- **Time and Stress Management**

  The ability to effectively manage one's workload is necessary for ensuring their effectivity as employees. It becomes even more important when one needs to collaborate with others as they would need to take into consideration the personal and shared schedules of their teammates. Given this, a key behaviour your team members must learn involves effective time and stress management. If they are able to manage their time properly, they would develop punctuality and can more easily adjust their schedules to everyone else's. Likewise, the ability to properly manage stress would empower them to work more effectively with everyone else.

  At the onset, these two behaviours may not seem relevant to each other. However, the ability to manage your schedule well will allow you to allocate sufficient time for relaxing and maintaining the peace necessary to help you manage stress effectively.

- **Willingness to Take Responsibility**

  In line with the team's responsibility to be accountable, it should be reiterated that every individual member must first and foremost be willing to take responsibility for themselves. The ability to be responsible for yourself is a function vital to every competent employee. In the team context, this behaviour would only help you become more accountable for your team as a whole.

- **Collaborative Spirit**

  It is essential to remember that the main purpose of a team is to work together to achieve common objectives. For a team to effectively fulfil the very purpose for which it is created, it is vital that each individual member is willing and able to collaborate with each other. This collaborative spirit would enable everyone to productively work on individual tasks while being mindful of others and open to the insights they may provide to improve the outputs and work that is being produced.

1.3 Select Appropriate Strategies to Ensure Team Members are Accountable for Their Roles and Responsibilities

In every team, there are different roles and responsibilities that members need to fulfil. It is important that members take accountability for these as their ability to perform their work well would ultimately determine how successful your team would be in achieving the objectives it has set out to do. As the leader, it is your job to ensure that members are accountable and responsible for their roles and responsibilities. This is a key responsibility and behaviour expected of them.

1.3.1 Roles and Responsibilities Defined

Essentially, a role is the job title or position designated to each of your team members while responsibilities are the specific tasks they are expected to accomplish based on their roles. To facilitate effective collaboration within the team, it is essential that the roles and responsibilities of each member are clearly established at the onset. Moreover, each member of the team must be fully aware of the roles and responsibilities of every other member. This will enable them to recognise who among the team they would need to seek at any given time for certain tasks that would need assistance or guidance on.

1.3.2 Strategies for Ensuring Accountability

Accountability has already been previously discussed in sections 1.1.3 and 1.2.2. To reiterate, it is vital to ensure accountability because it is essentially your duty, as an employee and as a member of a team, to fulfil the work that is required of you. Part of this work would inevitably involve taking responsibility for the subsequent consequences and outcomes it would produce. However, not everyone is willing to be accountable at the onset. It is your job, therefore, to employ strategies that will enable your team members to be accountable for their respective roles and responsibilities.

Some key strategies you can employ include:

- **Explain and reiterate expectations clearly**

  Although the roles and responsibilities of every employee are already presented at the onset, these are often not given the weight and value they should have. As the leader, you must take it upon yourself to clarify what is expected of the members. Start initiatives that would effectively remind them of the different responsibilities they have and help them understand why it is important to take accountability for these.

- **Provide the needed resources**

  Sometimes, employees fail to take full responsibility for their work because they do not have the right tools or materials that would enable them to sufficiently fulfil their tasks. A key strategy to prevent or counteract this would involve providing them with the resources they will require to fulfil their roles and responsibilities. Ask them what they need to fulfil their tasks, seek approval for the acquisition of such resources, and then provide it for them so that they can be empowered to fulfil their duties to the best of their ability.

- **Develop a timeline**

  Having set schedules is an underrated but effective strategy for ensuring accountability. To maximise the use of this trick, develop agreed on deadlines for checking on each of your teammates, giving them the chance to negotiate with you and the opportunity to decide when it would be mutually beneficial to check on progress and submit expected outputs. By doing this, you will maintain their momentum and empower them to work on their tasks well, keeping in mind that they themselves have played an active role in planning their timeline.

- **Train employees as necessary**

  In some cases, the reason an employee cannot be fully accountable for themselves is that they lack the skills and/or the knowledge necessary for them to fulfil their tasks. It is a useful strategy, therefore, to offer training and guidance that will help your team members enhance their skills and learn new ones. Be proactive; check on your members regularly and ask them what they may need guidance on. Given their responses, plan initiatives on how you can help them improve their performance so they can learn to be accountable for themselves.

- **Emphasise accountability in performance reviews**

  Maximise the use of your performance reviews by giving detailed feedback to your employees on their accountability. Outline how well they have taken responsibility for the work expected of them and how they can further improve in this aspect. Sometimes, employees simply need actual reviews and straightforward advice to further develop their accountability.

- **Recognise and celebrate success**

As your team members learn to become more accountable for their respective roles and responsibilities, make it a point to recognise how much they have improved and what achievements they have made in terms of accountability. Celebrate successes, both big and small, and give employees affirmation that would let them know they are on the right track. Provide incentives as well if you can. This is a proactive way of motivating your teammates to continue being accountable for themselves.

- **Hold yourself accountable, too**

Finally, it is not enough that you hold others in your team accountable. You must lead by example and make yourself accountable to your own roles and responsibilities, too. Practise what you preach and do the same thing you expect your team members to do. This will not only make you more credible and improve your overall work performance but inspire your teammates to follow suit and become accountable as well.

1.4 Plan for Contingencies that Could Impact the Team

Now that you have a clear understanding of how tasks are allocated within a team, you can move on to the fourth and final course of action involved in your planning process. As with any other endeavour, it is possible for your team to experience unexpected challenges or circumstances which you cannot predict with certainty. Such are referred to as contingencies. Although you cannot predict when these would occur, you can sufficiently recognise them and plan for them.

1.4.1 Contingency Planning Process

Though there is no one set way to create contingency plans, there are key steps you must perform in the process of making your plan. These are:

1. **Identify resource requirements**

   Similar to any other plan, the first step in contingency planning involves identifying the resources that you would need for your plans. Make a note of these and prioritise them based on their relative importance.

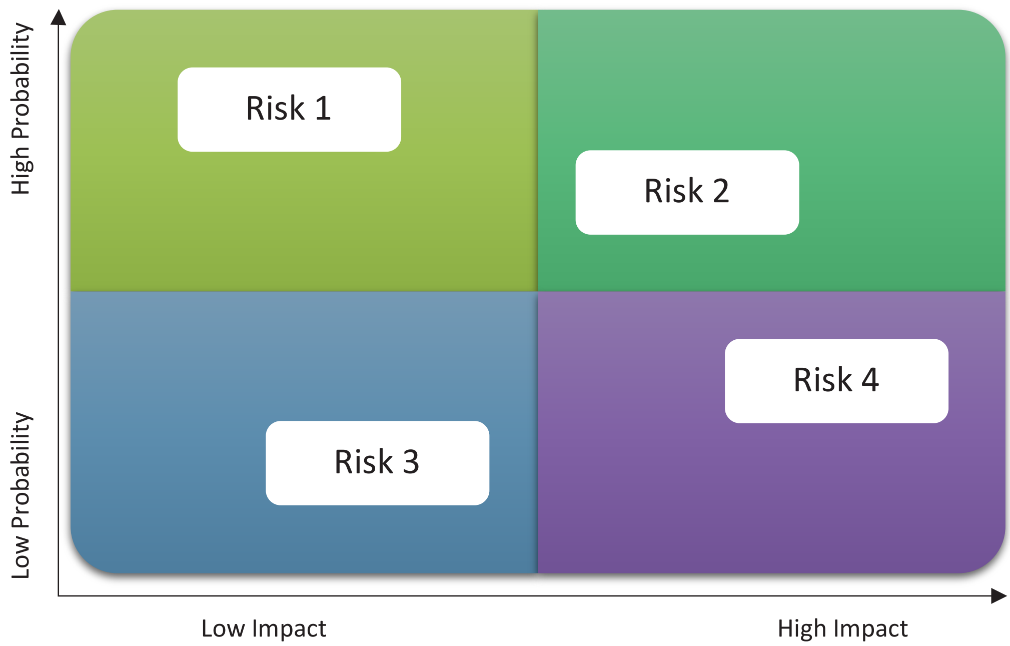
2. **Determine key risks**

   Identify the events, circumstances or situations that could negatively impact your team; these are your key risks. In performing this step, it may be best to keep your members involved as they themselves may foresee risks that the team may be vulnerable to.

3. **Prioritise risks**

   After noting all possible risks, you must prioritise them based on the level of threat that they pose. A tool that may be of use to you here is the Risk Probability and Impact Matrix, which determines the relative risk level based on the probability of occurrence and likely impact of each risk.

Risk Probability and Impact Matrix



4. **Create contingency plans**

   The fourth step is where the heart of contingency planning is found. During this step, you will take note of the courses of action you plan to take should your identified risks occur. This step is further detailed in the subsequent subsections. Two key questions are helpful in performing this step. These are:

   - **What actions will you do before the event?**
   - **What actions will you do once the risk has made its impact?**

5. **Share your plan**

   Once your plans have been finalised, you will need to seek approval. Once approved, make these plans available and accessible by your team members so that they can easily use them when necessary.

6. **Revisit your plan**

   It is important to note that contingency plans are not set in stone. As such, it is important to regularly review your plans and update them as needed. This is to ensure that they continue to remain relevant and useable.

1.4.2 Unplanned Leave or Absence of Workers

Now that you have a general understanding of the contingency planning process, you can move to create contingency plans for the identified risks your team may be vulnerable to. Among these risks would be unplanned leaves or absences of your workers. Manpower and productivity decrease due to sudden absences, as these add to the team's workload and require members to adjust work processes accordingly.

Actions to do Prior to the Event

To sufficiently manage this contingency, there are several actions you can do before its occurrence. These include:

1. **Create and enforce a clear attendance policy**

   It is vital for your organisation to have a clear attendance policy in place. This policy, which has been cited as a relevant sample policy in Section 1.1.5, must sufficiently outline the guidelines of taking leaves and absences. However, having a policy in place is not, in itself, enough to prevent unplanned leaves or absences. You must also ensure that employees are fully aware of this policy and have a fundamental understanding of this policy. As the team leader, it is your job to ensure that this policy is understood by your team members.

2. **Promote a satisfying work culture**

   Too often, job satisfaction is a key factor that would affect an employee's drive to go to work and adhere to policies of significance. To keep employees from missing work more than it is necessary, it would, therefore, be important to promote a culture that would keep them engaged and motivate them to continue to work well. This culture would involve creating good relations within the team as well as finding ways to help them eliminate workplace stress. If employees have sufficient reasons to go to work aside from their actual work tasks and the compensation they receive, the likelihood of unplanned leaves and absences decreases.

3. **Offer a flexible work schedule**

   One reason some employees may find it difficult to fully adhere to attendance policies may be because they simply have other concerns or considerations that make it logistically impossible for them to commit to the schedule that has been established. These concerns may include possible childcare, transportation, or health issues. As the team leader, it is proactive for you to approach each of your members and ask them what you need to consider in setting their respective work schedules. Likewise, you must offer a flexible work schedule as necessary to lessen or even avoid unplanned leaves and absences.

4. **Keep track of absences**

   Although this action may be implied, it is important to reiterate the value of having a record of employees' absences. This will help you determine if there are any recurring patterns that you may need to investigate (in relation to the prior action, for instance). Keeping track of absences is useful as it will help determine who is violating or following the attendance policy, who is performing well or underperforming, etc. Moreover, doing so may also help you in enacting the next strategy.

5. **Provide incentives for attendance**

   As it is with many initiatives that aim to improve or change performance, providing incentives for attendance is an effective way to motivate employees to adhere to workplace attendance policies. This would encourage them to take attendance seriously and help lessen and even avoid unplanned leaves. Provide recognition and perhaps even rewards to reinforce the idea that maintaining a good attendance record is a behaviour that should be continued.

Actions to do After the Event

Once the risk has made its impact, there are several actions you can do to manage the situation. These include:

1. **Record the absence or leave**

As soon as you recognise that an employee has taken an unplanned leave or absence, you must take note of this. Record it immediately and, if possible, try to contact the employee to determine the reason for their absence.

If you are able to reach out to them and find out the reason, you must also note this in your record. Such information may help you later on.

2. **Identify tasks or work affected by the absence**

   Now that you have established that an employee has taken an unplanned leave or absence, you must determine how you will work around their absence. The first step in doing so is to identify how your work will be affected by their absence. Note the tasks assigned to them and determine how your workflow may be affected by their absence.

3. **Determine and make the necessary adjustments**

   Once you have sufficiently outlined the tasks and work affected by the employee's absence, you can determine what adjustments you must make (if necessary). If their work is crucial to completing a project, you must sufficiently find a way to work around their absence and reassign their tasks. On the other hand, if their absence is not a deciding factor on the progress of your project, but their work can be reassigned, delegate their work to the appropriate employees. During this step, it is also useful to note how their absence may impact your timeline and/or schedules. This means noting any delays their absence may have caused to your project.

4. **Set a plan for addressing the employee who took an unplanned leave or absence**

   It is not enough that you have sufficiently been proactive in working around the employee's absence. You must also make it a point to reach out to them and discuss their unplanned absence once they have returned to the office. In doing so, you must have a plan for reaching out to them and discussing the matter. Your approach must take into consideration their reasons for taking the unplanned leave (if available), their personality, and their behaviour. Instead of approaching them with the intent to reprimand them, be personable and try to really uncover the reasons for their absence. If necessary, determine how you can prevent this from recurring and remind them of the value of adhering to set organisational policies on attendance.

1.4.3 Re-Allocation of Work Tasks

The process of re-allocating work tasks impacts the speed of the team's overall task completion. Team members will have to adjust to their new tasks and will have to coordinate with each other to guide themselves with their tasks. Sufficient planning and preparation are necessary to ensure the effectivity of the change to be done.

Actions to do Prior to the Event

To properly manage this contingency, there are several actions you can do before its occurrence. These include:

1. **Identify tasks to be allocated**

   Whether your work is project-bound or part of regular operations, it is important to lay out all the tasks that you engage in. As the team leader, you must clearly understand the relationship between and among these different functions and likewise have a key understanding of the different kinds of work involved in every task.

2. **Determine all viable employees**

   Having sufficiently identified the different tasks relevant to your team, you can now move on to determining who among your employees you can assign to which tasks. In enacting this step, you must keep in mind the number of people that you need to assign to each work task and plan for contingencies. This means that along with having a key person/s in mind for each task, you must take note of all employees who can potentially fulfil the given task. There are various methods to determine who is suitable to work on a given task, and the first and foremost consideration would be the role expertise involved in each task. This will be further discussed in Section 2.2.

3. **Make a plan for task allocation**

   The final output of your efforts prior to the risk event would be a plan for task allocation. This would essentially outline the different tasks relevant to your work time and the viable employees that can be assigned to work on these tasks should the need to re-allocate a task arise. This will be your main reference for when task re-allocation is necessary.

Actions to do After the Event

Once the risk has made its impact, there are several actions you can do to manage the situation. These include:

1. **Identify tasks that need to be re-allocated**

   Once the need to re-allocate arises, you must clearly identify what task needs to be re-allocated. During this step, you must also note who was originally assigned to the task and the reason they need to be replaced.

2. **Determine people involved in re-allocation**

   Having determined the re-allocation need, you will now need to determine who will be viable to take on the task which has been left behind by the original assignee. In performing this step, it would be useful to refer to your task allocation plan and check who among your team members can be assigned to the given task.

3. **Re-allocate tasks**

   Once you have identified the task to be re-allocated and whom to re-allocate it to, you can now enact the re-allocation. This is the heart of your contingency plan, where the new assignee will perform the task that has been reassigned to them. As your member/s engage in this task, you must check on them and determine if there is any further help or guidance that would aid them to better perform their task.

4. **Evaluate re-allocation**

   After your team member has successfully accomplished the task that has been re-allocated, you must review how well the re-allocation went. This step would involve seeking feedback from the employee/s to whom the re-allocated task went as well as those who worked with them. Doing this step will help determine how effective your task re-allocation was. This will enable you to further improve your process in the future.

1.4.4 Succession Planning for Important Team Roles

Succession planning may be the most vital contingency to consider as it impacts the development opportunities of your team. It will require team members to adjust to their new roles and can affect their performance in the process.

Actions to do Prior to the Event

To sufficiently manage this contingency, there are several actions you can do before its occurrence. These include:

1. **Identify roles that need to be succeeded**

   Much like your plan for re-allocating work tasks, you must identify what roles need to be succeeded. In doing this step, you must note the subsequent responsibilities associated with the given role as well as the relevant skills and expectations to be fulfilled by whoever is next in line.

2. **Determine all viable employees**

   Keeping in mind what has been identified in your first step, you must now determine the employees who have the potential to take on the role that needs to be succeeded. There are several factors to be considered to determine the viability of a successor, such as expertise and ability to meet role requirements; these will be further touched on in Section 2.2. It is best to list all possible candidates and note the reasons for their merit. Likewise, it may also be useful to note the cons for selecting them for the role. This is to ensure that your evaluation is fair and unbiased.

3. **Make a plan for role succession**

   Like your re-allocation, the final output of your succession planning is a concrete document that summarises the plans you have made. This would be referenced once the need for succession arises.

Actions to do After the Event

Once the risk has made its impact, there are several actions you can do to manage the situation. These include:

1. **Identify the role to be succeeded**

   The first step in engaging in succession is to identify what role needs to be succeeded. At this point, it would also be important to recognise the current assignee of this role and determine the reasons why they would need to step down from the role.

2. **Determine people involved in succession process**

   Once you have established the succession need, you must reference your succession plan and determine who among your team members can take on the role. At this point, it is vital to work closely with the current role assignee and seek their insights on who they think would be the best fit for the role. This would provide an added dimension to your decision.

3. **Enact role succession**

   Now that you have decided who would be best to take on a role, it is time to enact the succession. This process may involve further steps, such as:

   - seeking approval from relevant personnel
   - formally assigning role to chosen employee
   - training chosen employee as necessary

   Once you have accomplished these steps, your team member can then begin to fully take on the responsibilities expected of them by virtue of their new role.

4. **Evaluate succession**

   As your team members take on their role, it is important to remember that you must still check on them and ensure that they are able to do so satisfactorily. To enable you to sufficiently do so, you must seek feedback from the employee and the people they work with regularly. Additionally, you may also give your own evaluation and seek insights from the person whom they succeeded. Share your findings with the employee to help ensure that they continuously improve their performance.

Activity 1

You are the leader of a finance team in Bounce Fitness. Your team is currently setting plans for the upcoming financial year.

Identify at least three objectives for your workplace team.

Objective #1:	
Objective #2:	
Objective #3:	

Notes

Key Points: Chapter 1

- Workplace teams are bound by common objectives which direct all team efforts towards.
- Along with these objectives, each workplace team shares responsibilities and required outcomes while each team member has expected outcomes, goals, and behaviours.
- It is vital to align the expected outcomes, goals, and behaviours of each individual team member with both your common objective and the relevant internal and external policies in place.
- A performance plan is essential in determining what performance is expected from each team member and evaluating this performance.
- As the team leader, you must ensure that every member is accountable for their respective roles and responsibilities.
- Although you cannot predict when contingencies would occur, it is vital that you recognise and plan for them sufficiently.

Chapter 1 – ‘True’ or ‘False’ Quiz

Tick ‘True’ if the statement is correct, and ‘False’ if not.		True	False
?	A workplace team is a group of employees within an organisation (i.e. workplace) that work together to achieve a common objective.	☐	☐
?	Required outcomes of a workplace team are the actual objectives that the team must achieve and work towards.	☐	☐
?	Like your team objectives, the performance goals you set for each individual employee must be set up to be SMART.	☐	☐
?	It is not enough that you hold your team members accountable. You must lead by example and make yourself accountable to your own roles and responsibilities, too.	☐	☐
?	In contingency planning, your main area of concern is the course of action you will take once the risk has made its impact.	☐	☐
?	There are several factors to be considered to determine the viability of an employee to become a role successor. These factors include expertise and ability to meet role requirements.	☐	☐

Chapter 2: Coordinate Team and Individuals

The second step in leading and facilitating a team involves coordinating teams and individuals. In truth, the effectiveness of any team will ultimately depend on how well its members work, especially with each other. Your team will have to work not only amongst themselves but also with individuals and teams outside of your work team. It is, therefore, vital that you learn how to keep everyone properly coordinated.

The process of coordinating teams and individuals involves four performance criteria which serve as its four sub-steps. First, you must communicate common team objectives and responsibilities to your team members. After doing so, you will then need to allocate tasks to your members based on staff expertise or development potential, providing them with the appropriate instructions.

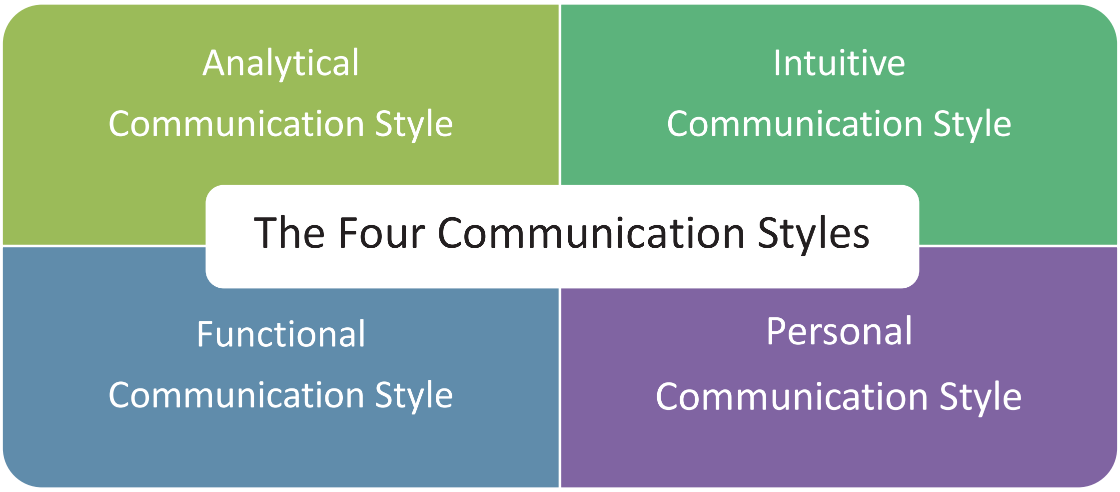
Once you have accomplished this, you must facilitate open and respectful communication and collaboration between and among your team members. In doing so, you need to consider the needs of everyone, including those from diverse backgrounds. Finally, you must identify your team's opportunities for cross collaboration amongst external and internal teams and individuals.

2.1 Communicate Common Team Objectives and Responsibilities to Team Members

The first step in coordinating teams and individuals is to clearly communicate the common team objectives and responsibilities to your team members. In this regard, you will need to refer to the objectives and responsibilities that have been discussed in the previous chapter and determine the best way to communicate these to your members. There are several styles and methods of communicating that would help you effectively get your message across.

2.1.1 Communication Styles

By definition, communication style is the manner through which you interact and exchange information with others. In the context of your team and the workplace, there are four different communication styles that merit discussion.



- **Analytical Communication Style**

  The analytical communication style is characterised by a reliance on logic and data. The language preferred by this style is clear and specific; numbers and statistics are used to support and further clarify explanations. The analytical communication style promotes reason and fairness, and users of this style are often experts in dealing with high levels of data and information. However, the style may also be perceived as detached and cold.

  > Using this style in communicating objectives and responsibilities proves to be essential when the matters being discussed are quite difficult or complex. For instance, if an objective your team is set to meet involves very specific financial targets, this communication style will enable you to sufficiently break down the reason for such targets.

- **Intuitive Communication Style**

  The intuitive communication style places a focus on the bigger picture, the overarching objectives which underlie an undertaking. When using this style, the overview of a project is presented, and the end goal is highlighted. After all, it is the main purpose of any given initiative or project. This style values innovation, openness, and out-of-the-box thinking. Users of this style are determined to reach goals as quickly and efficiently as possible while encouraging creativity and interaction with the people they communicate with. However, this style may be prone to overlooking important points and lacking patience for going over the specific details of processes involved in accomplishing a task.

  > Using this style in communicating objectives and responsibilities proves to be essential when you have to deal with large-scale projects. These kinds of undertakings may be overwhelming, and you will need to ground everyone on the overarching objective which you are working towards to ensure that nobody gets lost. Moreover, during key points in your process where everyone may fail to fulfil their responsibilities and start losing track of the objective they must achieve, the intuitive communication style may help keep everyone back on track.

- **Functional Communication Style**

  The functional communication style is concerned with the specific details and processes that underlie any initiative. Use of this style is characterised by in-depth and step-by-step explanations that cover every minute detail of a given subject. The goal of this communication style is to thoroughly cover every single detail vital to the understanding of a subject matter. Users of this style are often tasked to play Devil's Advocate as well since they can effectively evaluate the merit of proposals and initiatives, easily pointing out flaws and points for improvement. However, this style is the most time-consuming to use due to the fact that all grounds must be sufficiently covered.

  > Using the style in communicating objectives and responsibilities is essential when you need to explain specific processes essential to the fulfilment of your requirements. It is perhaps the most effective style to employ when you need to delve into the details of a certain procedure you need to undergo to achieve your objective or accomplish a given responsibility.

- **Personal Communication Style**

  The final style is concerned about connecting with audiences on a deeper and more meaningful level. Deemed the most personable among the four, users of this style seek to understand the people they are communicating with. The personal communication style is characterised by active listening and relationship-building. This style focuses on using interactions to form meaningful connections with audiences, and its users often glue teams together and keep everyone invested in the team. However, this style is the one that is most likely to get distracted from focusing on the goals and tasks at hand.

  Use of this style in communicating objectives and responsibilities is important when members start to have tensions with one another. For instance, if, in explaining goals and objectives, some begin to argue about how to divide work, the personal communication style may help mediate the conflict and calm everyone down. This style promotes understanding of everyone, and it would focus on ensuring that everyone's thoughts are considered sufficiently.

2.1.2 Communication Methods

By definition, communication methods refer to the way you would share or communicate information with others. There are a number of different methods you can employ, and these would be aligned with the styles discussed above. Moreover, choosing the communication style to use would be made with consideration of various factors, such as the target audience and kind of information you want to share. Communication methods that merit discussion include:

Email	Face-to-face informal communication	Intranet web pages
Manuals and formal documents	Meetings	Notices or posters

Email

Perhaps the most common communication method used in the workplace, email is an effective way to reach out to your members quickly. In most organisations, this method is used to send everything from organisation-wide announcements to reports and quick coordination with others. Through email, communication is done using online mailing software without directly having to face the recipient of the message. The main advantage of this method is its ease of use and access. However, its disadvantage is the fact that it is used to communicate different kinds of information. If the matter you are trying to communicate is urgent, it may not be prioritised or given sufficient time due to the number of other emails a person needs to attend to.

> Using this method to communicate objectives and responsibilities may prove to be effective for when you need to clarify that everyone is on track with accomplishing the objectives and responsibilities assigned to them. It is also useful for setting meetings to discuss objectives and responsibilities in person and obtaining progress reports from each individual member. Although all communication styles may be integrated with the use of email, it is advisable to ground the use of this method with the intuitive communication style due to nature of the method, with specific consideration to the volume of emails one may receive regularly.

Face-to-face informal communication

This communication method is very common and happens on a daily basis. From face-to-face meetings to general interactions with others in the workplace, face-to-face informal communication happens through physical meetings where employees speak with each other and use body language. Although the use of such has been overshadowed by electronic means of communication nowadays, it remains useful as face-to-face interactions allow you to clearly see the nonverbal cues that a person is enacting as they communicate. This could help identify their true feelings and thoughts on whatever is being discussed. The downside of this communication method would be the informality it involves; this means that it may be difficult to discuss more serious matters through this method.

> Using this method to communicate objectives and responsibilities may be effective at times when you just need to check on each individual member and truly get a gist of how they are doing as they work towards fulfilling what is expected of them. You would likely be able to sense their true state through their nonverbal cues. It is best to employ the personal communication style when using this communication method.

Intranet web pages

This method is useful for when you need to provide detailed information on various subject matters. Most, if not all, organisations have their own internal networks (i.e. intranets) where all the databases, files, and documents are kept. This method maximises the use of such a system for communicating information that requires thorough reading and a wide reach. However, not everyone is willing to make an effort to seek this information, especially when they would have to go through numerous folders and subfolders just to find a specific piece of information they need.

> Using this method to communicate objectives and responsibilities may be efficient when you need to give your teammates access to specific information that involves very detailed steps and/or processes. For instance, they may need to undergo a specific procedure to fulfil a given objective. To better guide them in doing so, making guidelines accessible through intranet web pages would be effective. Using this method, therefore, would be in alignment with the functional communication style.

Manuals and formal documents

This method is similar to the use of intranet web pages as both provide detailed information. However, manuals and formal documents are usually printed or made available through a physical copy. The advantage of using this over intranet web pages is that they can easily be accessed and kept in the respective desks of your employees who may need to use them at any time. However, unlike intranet web pages, it would take more effort to read through the contents of the documents to find specific passages they may be looking for.

> Using this method to communicate objectives and responsibilities would parallel the way intranet web pages are used. It will likewise be aligned with the functional communication style due to the nature of the information that is best communicated through the method. Additionally, the analytical communication style may be useful in this context, as most documents and manuals would provide hard data and statistics to support the information that is being presented.

Meetings

Meetings are an indispensable communication method in any organisation. In particular, such are important for workplace teams who need to collaborate and coordinate with one another. You can use this method for a variety of reasons, and by virtue of technology, meetings are no longer constricted to the traditional face-to-face physical setups.

> Using this method to communicate objectives and responsibilities proves to be important from the very start of your process until the end. This is because your team will need to meet to set your objectives and responsibilities, coordinate your efforts, check progress and alignment throughout the process, and evaluate how well you have accomplished set objectives and responsibilities. There is no one style that this method must be aligned with, and each of the four styles may be used depending on the nature of the meeting.

Notices or posters

This method is useful for sending quick messages and digestible bits of information within teams, departments, and the organisation. By its very nature, use of the method is best aligned with the intuitive communication style. This ensures that you can effectively capture the attention of your intended audience and get them to pay attention to what you have to say.

> In using the method to communicate objectives and responsibilities, notices or posters are likely to play more of a supporting or supplementary role. Having signages up which reinforce the objectives and responsibilities your team has to fulfil would remind them to keep their work efforts aligned with these.

2.2 Allocate Tasks to Team Members Based on Staff Expertise or Development Potential and Provide Appropriate Instructions

In Section 1.4 of this resource, task allocation was briefly discussed in relation to contingency planning. Task allocation, which is the process of assigning work to your team members, is an essential aspect of coordinating your team. To ensure that everyone is working efficiently towards your shared objectives, you must see to it that the tasks involved in achieving your objectives are properly distributed among your team members. To do this properly, it is best to note the staff expertise or development potential of each of your members. Additionally, it would be useful to provide them with the appropriate instructions that will enable them to work on their allocated tasks.

2.2.1 Identifying Staff Expertise and Development Potential

As has been mentioned in Section 1.4, some considerations must be made in determining who is the best fit for a role that needs to be succeeded or a task that must be re-allocated. Such considerations are essentially your staff expertise or development potential. The first refers to the advanced skills or knowledge an employee would have on a particular subject matter or area of work, while the latter refers to an employee's overall capability to grow and take on a higher-level role. Together, these two factors essentially determine how viable an employee is to take on a role or task in your workplace team.

Indicators of Expertise and Potential

There are several indicators which will help you identify employees that have expertise. These include:

- **Ambition**

  One clear indicator of an employee's expertise and development potential is the presence of ambition. Employees who have the potential to be allocated work are more driven and motivated to aim high, willing to go above and beyond what is expected of them. These employees are willing to go the extra mile for work, setting their sights on the highest prize.

- **Confidence**

  Likewise, employees with high potential and expertise are marked by confidence. This confidence is a result of their security in what they know and what they have learned. Employees who are deemed experts can stand their ground and assertively make their points and get others to listen to what they say.

- **Experience**

  Most, if not all, employees with expertise and development potential have sufficient experience in their respective areas of specialisation. The more experience an employee has, the more likely they are to have the wisdom, knowledge, and skills required to be deemed experts and staff with potential to further develop.

- **Reputation**

  Another indicator of expertise and potential is the reputation that an employee would have. If others recognise and recommend an employee as the go-to person for certain matters and/or areas of concern, it is likely they are deemed as experts in such fields. Moreover, the way others perceive the image of an employee would be a good indicator of how much potential they have.

- **Responsibility**

  The willingness to take responsibility and accountability for their work is something that should be expected of every employee. However, those with expertise and development potential take it a step further and are proactive about seeking opportunities for responsibility. They make themselves available and are willing to take on more than the bare minimum, setting them apart from others.

- **Self-Sufficiency**

  A true mark of an employee with high development potential and expertise is their ability to be independent and reliant on themselves. Although most work efforts are collaborative efforts between and among employees, those who have the expertise and potential are fully capable of working by themselves without the need for much supervision or guidance. They would, essentially, survive on their own and could potentially lead others by virtue of their own knowledge and skills.

- **Social Skills**

  Despite this self-sufficiency, employees with high development potential and expertise do not fall short of social skills and collaborative spirit. These employees are willing and able to work well with others to make meaningful outcomes. Beyond that, however, they are also able to build positive and meaningful relationships with the people they work with.

Process of Identifying Expertise and Potential

To sufficiently identify if your teammates have the expertise and development potential necessary for them to be allocated a given task, there are several steps you can take. These include:

1. **Formulate a formal identification process**

   Your process of identifying employees with expertise and development potential begins with your formulation of a formal identification process. Using the indicators discussed above, you must develop criteria for determining who among your members is qualified and can be allocated to the necessary tasks. Your criteria must be fair and well-rounded, based not only on performance metrics but also indicators which ensure that they could fulfil their tasks sufficiently.

2. **Observe and seek qualified employees**

   After finalising your identification process, you can now execute your identification process. Observe your team members and determine who among them satisfy the criteria you have laid out. In doing so, you may also formally or informally seek the insights of those with whom they work with to determine if they are indeed qualified and suitable for the task at hand.

3. **Reach out to qualified employees**

   Now that you have sufficiently observed employees, you can now reach out to those which you deem qualified and suitable for the tasks at hand. In doing so, you must sufficiently explain the purpose and reasoning behind their selection. Moreover, you must ensure that they are fully on board with the idea. Answer any questions they may have and be transparent at all times.

4. **Provide training as necessary**

   In the process of reaching out to qualified employees, you must ask them if they need any further support. Moreover, you must offer to provide them with assistance and training, as necessary. Although these employees are deemed to have high potential and expertise, they would always have room to grow and improve. Their development would only be beneficial to you, your team, and your organisation.

2.2.2 Task Allocation

The process of task allocation is closely related to that of re-allocation, which was discussed in detail in Section 1.4. Tasks that require allocation are essentially the work your team must fulfil in order to achieve your shared objectives. These are particularly aligned with the outcomes required on a team and individual level.

Task Allocation at Work – Case Study 1

If your marketing team is required to produce three marketing proposals, and each individual is expected to submit one proposal, the preparation of this proposal is essentially the task allocated for your employees.

Different tasks require different levels of expertise, and this is where employees with high development potential and expertise would come into play. Following the identification process outlined above, the actual process of task allocation is as follows:

1. **Identify tasks to be allocated**

   Your task allocation process begins with the identification of the work that is required.

   Case Study 1 – Step 1

   The example above presents the preparation and review of marketing proposals as the task at hand. Although the task is given to one person alone, its execution will involve several. At the most basic level, the employee tasked to review the proposals would be different from that preparing it.

2. **Match tasks with employees**

   Now that you have identified tasks to be allocated, you can determine who among your teammates will perform what tasks. In this step, the process of identifying employees with expertise and potential becomes useful. Integrate the steps in that process with this as it is necessary, especially for tasks that may need expertise.

   Case Study 1 – Step 2

   Following the example set above, the task of reviewing proposals is one that would require more expertise than the usual task. This means that not all of your team members can sufficiently accomplish this. You must, therefore, determine who among your members can execute the given task by virtue of their expertise and development potential.

3. **Allocate tasks among team members**

   Having matched the tasks at hand with your team members, you can now allocate the tasks among them and allow them to execute these. In the process of doing so, keep in mind that they may still need additional assistance or guidance. This is true even for those with high potential and expertise. Do not hesitate to provide them with such, especially if it will only further develop their potential and increase their level of expertise.

4. **Evaluate task allocation and employee performance**

   As with any other endeavour, you must ensure that you sufficiently evaluate the task allocation and subsequent performance of your members. The former will help determine if there is a need to re-allocate tasks to increase efficiency, while the latter will help identify any needs for further training or guidance. You must check if your teammates are able to fulfil their task to the best of their ability. Evaluate their performance throughout the process, observing them, and also seeking feedback from those with whom they work. Moreover, you can also seek self-appraisal from the employees themselves.

5. **Re-allocate tasks as necessary**

   Sometimes, the need to re-allocate tasks may emerge due to various reasons. This may be anything from an unexpected contingency or the incorrect allocation of work. Regardless of the reason, you must take it upon yourself to efficiently re-allocate tasks as it is necessary. This process is outlined in detail in Section 1.4.3, but it must be reiterated that your entire allocation process must consider contingencies. It is not enough to have a single plan for allocating tasks as sometimes, things do not turn out the way you have planned. The best way to counteract this is to have back-up plans in case your initial plan does not pan out.

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For instance, this could mean having more than one person assigned to do the review in case your first assigned employee cannot fulfil the task. In addition, you as a manager may be the last result to do this task in case everyone else who is qualified to perform the task cannot accomplish it.

2.1.3 Providing Appropriate Instructions

As has been mentioned in prior discussions, there is value in providing guidance to your team members as they prepare for and/or execute the tasks allocated to them. One method of guiding them comes in the form of providing the appropriate instructions that would help them perform their tasks. To give employees appropriate instructions, there are a few things you must keep in mind. These are:

Identify the need for instructions

Just like previous processes, providing appropriate instructions begins with identifying the need for instructions. What aspect of the tasks you are allocating would need further guidance? What kind of instructions will be necessary to provide?

> For instance, the task of preparing a proposal would involve different steps and involve various considerations. Employees may need to adhere to a template and follow specific guidelines in writing their proposal. All of these would essentially require further instruction.

Be clear and specific in giving instructions

Having established your need, you can now move on to providing the appropriate instructions. In doing so, it is important to be clear and specific. Avoid the use of vague or complex language that may be misunderstood by your team members. Simplify the way you give instructions but ensure that you do not sacrifice details and forget to give essential information.

Give examples and illustrations

Sometimes, instructions are best provided with supplementary examples and illustrations that will help your team members better visualise and understand what you are trying to say. With this in mind, it is useful to integrate practical guidance in your instructions to further ensure that they will be grasped by employees. This way, they can easily follow the directions you provide.

Provide timeframes and deadlines

By the very nature of your tasks, you will need to set timeframes and deadlines as part of your instructions. This will enable your team members to sufficiently plan their schedules and give them an overview of how much time they have to complete a given task. If you are not able to specify the timelines you are meant to follow, this may keep the team from staying in sync with each other and also keep you from achieving your set objectives.

Offer alternatives

In giving instructions, you may often think along the lines of providing the one best way of doing things. Although this in itself makes it easier for you and the employee to stay on the same page, there may be other methods or ways of doing things that merit consideration. Do not disregard these completely and provide them in your instructions as your team member may find them helpful and perhaps even better or more suitable to use.

Seek feedback

It is not enough to provide your instructions and then leave your team members to themselves. You must make it a point to check how well they have understood everything and make clarifications, as necessary. Seek their feedback and ensure that they fully grasp what you are asking them to do. Encourage them to ask questions and make yourself available for further consultation as they execute their tasks.

2.3 Facilitate Open and Respectful Communication and Collaboration Between Team Members, Considering the Needs of Those from Diverse Backgrounds

Especially in this day and age, diversity is apparent in most, if not all, organisations. By extension, many teams within the organisations are composed of diverse members. Given this, it has become increasingly important to not only be aware of this diversity but also to consider this in the way you communicate and collaborate within the team. It is important to be both open and respectful to all your members, being especially considerate of the needs members from diverse backgrounds may have.

2.3.1 Diversity in the Workplace

By definition, diversity is characterised by variation and differences among people. Generally speaking, diversity is a result of cultural differences, and these differences are determined by various factors such as age, nationality, ethnicity, gender, and sexual orientation. Though you may not be aware of it, such differences would affect the way you act and interact with others; most visibly, it will affect your communication with others. Instead of trying to ignore these differences, you must overcome them if you are to improve your communication and relationships.

2.3.2 Cross-Cultural Communication

When people with different cultural backgrounds interact, cross-cultural communication takes place. As previously mentioned, this difference comes from various factors. Among these, race or nationality is the biggest cultural barrier which you try to overcome if you are to communicate openly and respectfully with everyone.

Key Principles of Cross-Cultural Communication

By definition, the principles that underlie cross-cultural communication refer to what must be taken into consideration when communicating with others from different cultural backgrounds. In this context, the discussion is grounded in the workplace in general, and the team you are a part of in particular. Key principles highlight the fundamental differences among cultures which inevitably impact the way you communicate. In particular, principles that merit discussion include:

High and Low Context Cultures

This principle is concerned about the varying need for context during communication. High-context cultures are heavily reliant on background information with which to contextualise the communication. This would include knowledge of relationships, values, norms, etc. On the other hand, low-context cultures are more independent of context.

This means that when you communicate with speakers from high-context cultures, such as those from Asian countries, you have to be aware of the various layers involved in the conversation. There may be background information and details you need to be aware of to truly understand what is being discussed. On the other hand, communicating with people from low-context cultures, such as those from Australia and western countries, will require you to be direct and upfront.

The main difference between the two lies in the fact that the former is implicit and indirect, while the latter is explicit and direct in communicating. Moreover, high-context cultures place a high value on nonverbal cues to supplement their communication while low-context cultures are more concerned about using language and words.

This principle must be considered to avoid misunderstandings. For instance, low-context cultures communicate directly and focus on what is being communicated. High-context cultures focus more on gestures, eye contact, and tone of voice. These are key points to keep in mind while communicating with others.

Nonverbal Differences

A principle that is relevant to the need for context is the nonverbal differences among different cultures. Different cultures use nonverbal cues differently. For instance, the simple gesture of pointing fingers means different things depending on where you are from. In the American context, it is simply meant to give directions. However, doing so is considered rude in the Japanese context.

It is important to be mindful of the differences in the way cultures use and interpret nonverbal cues. This will enable you to communicate effectively and respectfully. As the team leader, you are especially responsible for ensuring that your teammates are made aware of these nuances so that they can avoid misusing nonverbal cues when they communicate cross-culturally. For instance, prolonged eye contact and certain gestures such as pointing at someone are considered rude in some cultures, while for some cultures, it is common and considered a sign of honesty.

Linguistic Differences

Perhaps the most fundamental principle of cross-cultural communication is the difference in the use of language itself among different people. Different cultures have different languages, and most people whose first language is not English often adjust to this by learning English as a second language. Despite this, there will be inherent differences in the way you use language. This is especially apparent for those who are only beginning to learn English.

With this in mind, you must remember to be mindful of the way you use language when you communicate cross-culturally. Use simple words and sentence structures that can easily be understood. Break down your points and do not overload the people with whom you are communicating with too much information. Avoid terms that are too difficult to comprehend and phrases that may be misinterpreted. If possible, have translators present to help facilitate your communication.

Impact of Hierarchy

Various cultures value hierarchy differently. Those that place a high value on it have a low level of autonomy and are highly passive; they are heavily reliant on structure and compliant to authority figures. On the other hand, cultures that place a low value on hierarchy have a high level of autonomy and are very active; they tend to be more independent and self-reliant.

More often than not, cultures that are high-context and place a high value on nonverbal cues are also those that place a high value on hierarchy, and vice versa. This means their communication is marked by passivity; they are less active in speaking during most communication activities and are more likely to engage in silent observation as well as active listening. On the other hand, cultures that place low value on hierarchy tend to be more active and assertive in communication. They are more likely to be critical of authority, asking questions, and openly dissenting what is being discussed.

2.3.3 Communication with Individuals with Special Needs

It is important to practise sensitivity when communicating with individuals who have special needs. These individuals are cultural minorities, namely the Aboriginal and Torres Strait Islanders and the culturally and linguistically diverse audiences you will be interacting with.

Key Principles of Communication with the Aboriginal and Torres Strait Islanders

In communication with Aboriginal and Torres Strait Islanders, the key principles you need to take note of will serve as guidance in your subsequent interactions. These include:

- Use clear language. Minimise jargon and technical terms and be sure to explain them well when used.
- Use formal language to pay respect when interacting with elders.
- Consider the fact that some Aboriginal and Torres Strait Islander peoples may have lower literacy and numeracy skills.
- Be aware of words that may hold different meanings in different communities.
- Be aware of the gender-specific elements you need to consider for cultural reasons.
- Provide information actively as some indigenous people are more likely to wait for such to be presented than seek it out themselves.
- Keep in mind that indigenous communities may not have English as their first language; it is advisable to have a translator to help you.
- Be aware of the fact that most indigenous languages are verbal in nature; this means they cannot be translated into a written form.

Key Principles of Communication with the Culturally and Linguistically Diverse

Likewise, there are key principles you must take note of as you communicate with culturally and linguistically diverse (CALD) audiences. Individuals who belong to this group are those in the country whose first language is not English. Key principles which will serve as guidance in your interactions include:

- Greet and address the CALD people you speak with politely, pronouncing their names properly.
- Speak clearly and enunciate your words properly.
- Use simple words but do not oversimplify your speech as it may come across as rude.
- Avoid the use of slang and filler words as well as jargon and acronyms.
- Avoid the use of complex words so that information is easily understood by everyone.
- Present information in small chunks to avoid confusion and confirm understanding as you communicate.
- Provide examples and stories that can illustrate and clarify your points.
- Stay relaxed and open as you communicate; raising your voice does not increase understanding, and it may be misunderstood.
- Be attentive and respectful at all times.

2.3.4 Communication with Individuals with Disabilities

Along with differences in cultural backgrounds, you must also be considerate of the differences people may have due to the special needs or disabilities they have.

Key Principles of Communication with Individuals with Disabilities

The differently abled may have varying needs when they communicate, and it is important to be sufficiently aware of these. In particular, there are key principles you must be mindful of when communicating with individuals who have special needs or disabilities.

Equal treatment

Too often, people treat individuals with disabilities differently. This is seeing it as a means to be careful and keep one's self from accidentally saying something offensive. However, it actually ends up being perceived negatively by individuals with special needs or disabilities. It is easy to forget that these people are just like anyone else. You should, therefore, treat them like you would treat others inasmuch as affording them the same level of respect and normalcy. This approach makes them feel included instead of isolated and differentiated.

Directness

In line with the first principle, a common mistake people make when communicating with people who have special needs or disabilities is to avoid speaking directly to them. Instead, people may opt to communicate with their accompanying persons/aids, speaking over or about the individuals with special needs and trying to lessen actual direct interactions with them. This is problematic as it makes it seem like you think they are incapable of comprehending what you say. It is important to communicate directly with the individuals who have special needs or disabilities, assuming that they are fully equipped to understand and interact with you.

Use of language

As with cross-cultural communication, it is important to be mindful of the language you use when you interact with people who have special needs or disabilities. Avoid offensive as well as vague terms that may be misinterpreted. Try to keep your communication simple but meaningful, using clear and neutral language that can easily be understood.

Tone of voice and other nonverbal cues

Along with your language, it is also vital that you are careful about how you use your voice and nonverbal cues when you communicate with people who have special needs or disabilities. When used correctly, your tone can enable you to have a more meaningful interaction. Use the proper tone when speaking to convey the feelings you have but remember not to overexaggerate your tone as this may seem patronising and offensive. Likewise, make it a point to observe the tone being used by the individual with whom you are speaking with as this may communicate their thoughts and feelings about what is being discussed.

On the other hand, it is also important to be cautious about how you use and receive nonverbal cues. Like tone, they can be used to support your communication. However, you must be sufficiently aware of what signals are deemed appropriate and inappropriate to use, especially for communicating with the hard of hearing. As it is with your tone, make it a point to observe how the individual you are speaking with uses nonverbal cues as they may reveal their thoughts and feelings through these.

The specific disability

A key principle of communicating with persons who have special needs or disabilities is taking into consideration their specific disability and being sufficiently aware of the guidelines you need to follow to effectively communicate with them. To help you in this regard, the following guidelines are provided:

Communicating with the Visually Impaired

- Identify yourself as you speak; do not assume that the visually impaired person you are speaking to will automatically recognise you through your voice.
- Keep your speech relaxed, clear, and natural, making use of regular everyday language.
- Use body language as you speak; it will affect the tone of your voice and aid the visually impaired person in understanding you.
- Use specific language when giving directions; do not just say that something is 'over there.' Instead, say exactly where it is (e.g. 'on your left').
- When communicating in a group:
    - Directly address the visually impaired person before speaking to them.
    - Introduce everyone who is in the group.
- Do not leave a conversation without saying so.

Communicating with the Hard of Hearing

- Start by identifying the topic or matters to be discussed.
- Speak at a normal but considerate pace.
- Speak a little louder than usual, but do not shout.
- Ask the person you are speaking with if they would like you to adjust your speaking speed so they can better understand you.
- Speak clearly, but do not overexaggerate your lip and mouth movements; contrary to popular belief, this makes speech-reading more difficult.
- Maximise the use of nonverbal cues (i.e. body language and facial expressions) as this would help the person who is hard of hearing understand you better.
- Remember to pause from time to time so that the person you are speaking with can catch up and ask questions.
- Use a mode of communication specific to the disability (e.g. sign language).

Communicating with the Mobility Impaired

- Be mindful of your non-verbal behaviour.
- Address the individual you are speaking with at eye level. This would mean staying seated while speaking to them to level with them.
- Avoid carelessly leaning on the individual's wheelchair.
- Do not offer unsolicited help (e.g. do not offer to push their wheelchair; wait for them to request for your help).

Communicating with the Speech Impaired

- Allow the individual to finish what they are saying. Do not try to finish their sentences, no matter how tempting it may be.
- Do not try to rush the individual as they speak.
- If you fail to understand what they are trying to say, tell them respectfully.
- If you are still unable to reach an understanding after several times, you can then ask them to note it down.
- Avoid complex questions and opt for short-answer questions that do not require lengthy responses.
- Never talk down on the individuals.
- Use the proper tone in speaking with them.

Communicating with the Cognitive Disabled

- Keep your communication short and direct to avoid confusion and misunderstanding.
- Be prepared to repeat your statements, especially instructions.
- If the person with a cognitive disability makes odd comments, it is best to ignore them and calmly redirect the conversation.
- Confirm that you and the individual you are speaking with are on the same page by asking them to repeat or summarise what you have said.

Communicating with those who have Mental Health Disorders

- Show empathy in your speech. Be sensitive and considerate of what it would be like if you were in the other person's shoes.
- Avoid showing sympathy, which is feeling pity for them.
- Use positive and appropriate body language throughout the interaction.
- Use a normal tone of voice to avoid upsetting the individual you are speaking with.

2.3.5 Facilitation Techniques

With these principles in mind, you can determine how to sufficiently facilitate team cohesion and effectiveness. Some techniques that you can use include:

Brainstorming and Team Discussions

This technique develops team cohesion and empowers team members to freely share their thoughts and ideas without any restrictions. This gives each team member an opportunity to have their perspectives heard and allows each team member to feel included and valued in the team. Use this to your advantage and generate fresh insights that your team can benefit from. As you engage in this, remember to ensure that everyone is participating and that no one is feeling left out. Encourage members who are less vocal to be open about their ideas. The beauty of brainstorming is that it does not evaluate and only generates; all thoughts will be welcomed and accepted.

Delegating Roles

An underrated facilitation technique is delegating roles differently for each task that your team must undergo. Too often, the manager takes the lead while everyone simply follows suit. However important your job is as the team leader, it does not mean that your role is confined to always being in charge. This means that you can and should delegate authority to your team members and allow them to take the lead in certain projects or initiatives. This develops both team cohesion and effectiveness. Moreover, it will make team members feel included and also trusted, respected, and appreciated.

Democratic Decision-Making

Another technique that allows members to express themselves is allowing democratic decision-making. By this, it simply means holding meetings where you openly discuss a matter that requires decision-making, making it a point to hear everyone out before coming to a decision. Once you have heard what everyone has to say, you do not simply make the decision for your team but allow a voting process to take place. This technique will allow you to practise respectful and open collaboration with your team and will encourage them to use their voice and vote to impact a choice. This makes them feel valuable to the team.

Resolving Conflict

Resolving team conflicts is a key technique that encourages team effectiveness. As a leader, you must remove issues that hinder team members from working together properly and allow them to create better output together. Guidance on this is provided in Section 3.3.3.

Team Building

Provide opportunities for team-building exercises in the workplace. This allows members to develop team cohesion, cooperation, and harmony amongst themselves and boosts team morale. Moreover, team-building activities enable members to see how well the team works together to achieve a common goal. Such activities also allow teams to bond with each other and build more meaningful connections.

Celebrating Success

It is important to celebrate success and achievements in your team. This means recognising when your members have successfully worked on individual tasks or collaborated on projects. Likewise, it may also be effective to positively reinforce good team behaviour that leads to this success by verbally affirming members or providing incentives for these. By acknowledging both big and small successes, you make your team members feel important and valued, encouraging them to continue doing what they are doing.

Providing Constructive Feedback

Finally, it is important to provide and seek constructive feedback. Constructive feedback gives the team and its members insight on areas that they need to improve on so they can create better work. It helps determine how well they think they have performed and also how well they think your techniques worked. More guidance in providing constructive feedback is provided in Section 4.2.

2.4 Identify Opportunities for Cross Collaboration Amongst External and Internal Teams and Individuals

The fourth and final course of action you must undergo in coordinating teams and individuals involves identifying the opportunities that you have for cross collaboration. By definition, cross collaboration means individuals or teams coming together to work on a shared task and/or towards a shared objective. In the context of your workplace team, there are three different types of cross collaboration opportunities that you can experience. These are cross collaboration between or among individuals, internal teams, and external teams.

2.4.1 The Different Types of Cross Collaboration

The first and most basic form of collaboration your team members can engage in is cross collaboration with other individuals. In essence, this means working with fellow team members to complete a given task. This type of cross collaboration is perhaps the most common one.

The next type of cross collaboration, internal, occurs between or among teams who belong in the same department as your own. The third type of cross collaboration occurs between or among teams from different departments within the organisation. Both of these collaboration opportunities are essential when it comes to working on projects that require multiple organisational functions.

Along with this, cross collaboration with teams outside of the organisation is also found. This type of collaboration is vital for many reasons. First, it helps maintain and cultivate good relations with external stakeholders as well as build new meaningful relationships with external partners that would mutually benefit from the collaboration. This type of collaboration may also prove to be more efficient for your organisation as it may not have the necessary functions or sources you seek to accomplish a given task. Finally, this type of collaboration would prove to be a learning experience and training ground for your members that would enable them to improve and further hone their collaborative skills.

Examples of Cross Collaboration

Assuming once again that you are part of a team in the marketing department of Bounce Fitness, some examples of opportunities you may have to cross collaborate include:

- **Between individuals**

  In working on a marketing proposal, an employee may collaborate with their teammate who creates campaign collaterals so that they can present samples.

- **Among individuals**

  In executing a campaign, employees may collaborate and take on different roles. These may include creating materials to post, managing, and posting on social media, and monitoring engagements.

- **Between internal teams**

  In proposing a long-term and large-scale marketing campaign, your team may need to collaborate with another marketing team who has relevant experience.

- **Among internal teams**

  In managing a long-term and large-scale campaign, different teams within the marketing department may collaborate so that the work may be sufficiently distributed through the extended campaign period.

- **Between external teams**

  In developing a marketing proposal, your team may need to collaborate with another team from the finance department to create and approve a campaign budget.

- **Among external teams**

  In developing a marketing proposal, you may reach out to external teams for support in various forms. This may include potential brand ambassadors and suppliers.

2.4.2 Identifying Opportunities for Cross Collaboration

There are many ways for you to determine what opportunities you have for collaborating with other individuals and teams. Among these, the following merit discussion:

- **Project Planning, Analysis, or Review**

  As you plan for an upcoming project, you will have to identify the different tasks that need to be executed. In the process of doing so, opportunities to collaborate with different individuals and/or teams are likely to emerge. Likewise, as you analyse or review ongoing or concluded projects, you may uncover opportunities for collaborating that you may have initially missed. In reviewing your ongoing campaign, for instance, you may have learned that several inefficiencies may be due to lack of sufficient management from the right people. Having recognised this, you would then reach out to the necessary people and seek collaboration.

- **Team Meetings**

  Team meetings are a great way to find opportunities for cross collaboration. When you meet with your team to discuss progress, align projects, etc., you are likely to recognise opportunities to collaborate. A team member may, for instance, share their progress or issues they are having in executing a particular task. In doing so, you may point out an opportunity to seek collaboration with other teams or individuals. Likewise, as the team leader, you have the power to open the table for various discussions. A specific point in your meeting agenda may be dedicated to opening the floor for feedback and suggestions from your team. During this time, they may freely open up about possible collaborative opportunities that would improve their current work processes.

- **Endorsement or Proposal**

  Perhaps the most direct means of identifying opportunities for cross collaboration is receiving an endorsement or a proposal to collaborate. This would usually come from either internal or external teams who would like to reach out to your team and seek their help in working on projects and/or tasks for which you may provide sufficient expertise.

2.4.3 Tips for Cross Collaboration

Having identified your opportunities to engage in collaboration, you are now ready to collaborate with other individuals and/or teams. Before you commit to it, however, you must make an effort to ensure that you are fully prepared to collaborate. In doing so, there are certain tips you may keep in mind to help you collaborate more effectively. These include:

- **Build trust**

  As mentioned in Section 1.1.3, trust is the foundation of any team. It becomes especially important to build and cultivate trust when you engage in cross collaboration because the opportunities to collaborate would be born out of a mutual necessity for each other. The reason you engage in cross collaboration is that you and the individuals and/or teams you are working with both have something to offer to each other. To maximise this and execute your work as effectively as possible, you must be willing to trust each other and have confidence in each other's abilities.

- **Clarify roles and responsibilities**

  In any endeavour, it is vital to have clearly defined roles and responsibilities for everyone who is involved. This is to ensure that everyone knows exactly what is expected of them, enabling them to better accomplish their tasks. Moreover, clarifying roles and responsibilities ensures that the work to be done is efficiently allocated among the different collaborators. This helps you avoid the possibility of having too many or too little people working on necessary tasks. Clarifying roles and responsibilities should be done not only at the onset but throughout your collaborative process to ensure that everyone stays in check.

- **Establish well-defined objectives**

  The purpose of your collaboration is found in the objectives that you set. Given this, it is vital that you establish well-defined objectives that would clearly tell you what it is you are trying to achieve when you collaborate. Formulating your objectives may in itself be an opportunity to collaborate, so ensure that everyone brainstorms and gives insights into the process of doing so. Much like your roles and responsibilities, it is also advisable for you to constantly remind yourselves of your objectives throughout the collaborative process. This is to keep everyone on track and grounded on your end goal.

- **Maintain honesty and transparency**

  In line with building trust, it is important to maintain honesty and transparency throughout your collaborative endeavour. Communicate openly, willingly sharing the necessary information that would enable you to collaborate more effectively. Do not keep matters to yourself, especially when such would concern the entire team. Too often, one may resist being honest because they believe they are protecting others by keeping certain information to themselves. However, your collaboration should actually enable you to better address issues you are facing as you now have extra hands to help you handle any given situation.

- **Maximise the use of technology**

There are various digital applications and software available to help facilitate efficient collaboration. These would include platforms where you can align your schedules, track your progress, and schedule meetings and deadlines that everyone can approve of. Maximise the use of this technology to enable you to better collaborate with one another. This is especially important when you work with those from other physically distant areas.

- **Seek and offer support**

The heart of collaboration is the opportunity to work with others to accomplish a shared goal or objective. Keeping this in mind, remember that you are not alone in executing the tasks assigned to you. You can and should seek help from those you collaborate with so that you can engage in your work more effectively. Likewise, be proactive and offer support for your collaborators. Although you may think that what you have to offer is not a lot, you may actually help them more than you now. This, in itself, is the point of cross collaboration with others.

Activity 2

As the leader of a finance team in Bounce Fitness, you are responsible for communicating the objectives and responsibilities of your team to your members. Now that a new financial year has begun, it is time to set new objectives.

Identify one communication style you can use to set new objectives and briefly discuss how you intend to do so. After this, identify one method you can use to communicate these objectives and briefly discuss how you intend to do so.

Communication Style:	
Communication Method:	

Notes

Key Points: Chapter 2

- There are different styles and methods you can use to communicate common team objectives and responsibilities to your team members.
- To properly allocate tasks to your team, you must consider the expertise and developmental potential of each member.
- Along with allocating tasks, you must also provide your team members with the appropriate instructions to help them perform their tasks.
- You must facilitate open and respectful communication and collaboration between and among members, keeping in mind the needs of those from diverse backgrounds.
- Along with facilitating open and respectful communication, your job as a team leader entails being a role model of professional behaviours.
- You must identify the team's opportunities for cross collaboration with individuals as well as internal and/or external teams.

Chapter 2 – 'True' or 'False' Quiz

Tick 'True' if the statement is correct, and 'False' if not.	True	False
In communicating team objectives and responsibilities, you must align your communication style with your communication method.	☐	☐
To sufficiently identify the expertise and development potential of your employees, you must go by gut feel and observe the employees that you think have what it takes to be given a task.	☐	☐
When people with different cultural backgrounds interact, cross-cultural communication takes place.	☐	☐
When you communicate with people with disabilities, it is more than enough to recognise they are differently-abled.	☐	☐
As a team leader, you can use your influence positively by modelling behaviours that allow you to guide others to meet their goals in the workplace.	☐	☐
Cross collaboration with external teams may occur with teams outside your department as well as teams outside of your organisation.	☐	☐

Chapter 3: Support Team

The third step in leading and facilitating a team is to support your team. Your effectiveness as a leader would always be dependent on how well your team performs. You must, therefore, take it upon yourself to provide team members with the necessary support and guidance that would enable them to perform their tasks to the best of their ability.

The process of supporting a team involves four performance criteria which serve as its four sub-steps. First, you must provide your staff with coaching to enhance workplace culture. After this, you must support each individual as they work towards common team goals, ensuring that they do so following organisational requirements.

Once you have accomplished these tasks, you must then facilitate your team in identifying, brainstorming, reporting, and resolving task related issues and inefficiencies. Lastly, as the final step in supporting your team, you must make use of problem solving skills to deal with any team, task, or individual challenges that emerge.

3.1 Provide Coaching to Staff to Enhance Workplace Culture

The first course of action in supporting your team involves providing members with the necessary coaching. This is a means of providing assistance for your team members, which is essential in your job as the leader. Giving members the necessary coaching is an initiative that must be aimed not only towards improving their performance but also enhancing the culture in your workplace. This is because employees who receive coaching will ultimately grow and develop to become more positive influences in your team and your organisation. There are several ways through which you can provide support and assistance to your team members, and these will be discussed in detail in the following sub-sections.

3.1.1 Coaching

Coaching is the first kind of assistance you can provide for your team members. It involves a short-term development process that follows a more structured and formal approach to helping an employee grow. Coaching is mainly concerned with performance; by its very nature, it is specific and concrete, giving emphasis to the required knowledge, tools and opportunities that would enable employees to improve the way they work on tasks.

The timeframe for coaching is usually six months to a year, and coaches usually have a specific goal set for their coachees. In most cases, this goal is related to the performance of the employee. The selection of a coach is made on the basis of their area of expertise, which is an area where their designated coachee needs improvement and guidance.

In coaching an employee to enhance their ability to perform tasks and actively play a role in promoting positive workplace culture, there are a number of techniques to note. These include:

Coaching Techniques

Establish SMART Goals

Given the nature of coaching, it is important to establish well-defined goals. These must directly concern the performance of the employee and aim towards improving them in a set timeframe. The best way to ensure that your goals can be achieved given the parameters is to set them up to be SMART. This way, you are not too ambitious or too safe in establishing the end goal of your coaching endeavour.

Keeping in mind the overarching aim, you must also ground your goals in workplace culture. More specifically, you should integrate the improvement of workplace culture in the goals you are setting. This means that the improvements in performance that you would like your coachee to achieve should ultimately promote positive workplace culture.

For instance, an employee in your marketing team whose campaign presentation skills need improvement may have a goal of developing specific aspects relevant to both presenting campaigns and better communication in general (e.g. speaking with confidence, breaking the ice). This skill would enable them to more easily interact with other people in the team and the organisation, promoting positive workplace culture.

Identify strengths and weaknesses

Each employee has their own strengths and weaknesses. It is important to recognise these so that you know where they stand in comparison with their fellow team members. No one person has only strengths just as no one member has only weaknesses. One of the great things about teams is that they allow members who have different strengths and weaknesses to come together and work better – maximising strengths and helping each other overcome weaknesses.

To identify the strengths and weaknesses of coachees, you must determine which tasks each team member is proficient in and which tasks each team member needs improvement in. This allows you to know which tasks each team member needs additional guidance and support in.

Emphasise the value of effort

More often than not, employees whose performance needs improvement believe that they cannot sufficiently fulfil the work expected of them because they lack the capability of doing so. As a coach, it is your job to correct this thinking and emphasise the value of hard work and effort over that of mere abilities. Your coaching endeavour must be grounded on the idea that sufficient efforts, when properly planned and directed, will develop an underperforming employee.

Provide verbal affirmation that reiterates this idea and allow it to reflect in your efforts to improve your coachee. Promoting the right and proactive mindset will enable employees to improve not only in the area where they are underperforming but also in general. If they are able to foster a positive outlook and perceive themselves in a good light, they will be productive members of your team who will be more willing to take on work in the future. Moreover, they become more likely to pay it forward and help others in improving themselves as well. This is a welcome consequence that would positively impact workplace culture.

Frame feedback positively and provide constructive feedback

Feedback is in the heart of your coaching endeavour. It is vital that you constantly and consistently provide constructive feedback to keep your coachee aware of their progress. This is demonstrated by giving specific, doable expectations and constructive feedback. This allows team members to know what areas of their performance they are doing well on and what areas they need to improve on.

At times, it may be necessary to provide more critical feedback, especially when you reach points in your endeavour where your coachee finds it difficult to develop particular skills. Although you cannot change the content of your feedback, you can modify how you present it. A useful technique to note involves framing feedback positively to keep your coachee motivated despite inevitable setbacks you would experience. When delivering negative feedback, sandwich the negative points between positive ones and ensure that you remain proactive by providing alternate solutions or strategies for improving an employee's behaviour.

For instance, you can begin your presentation of negative feedback by pointing out all the relevant improvements your employee has made so far. After this, you can then point out the critical areas they need to work on. Once you have discussed these, move on to suggesting ways for improving upon these. In presenting your suggestions, keep your tone encouraging and remember to motivate your coachees to keep going.

Practise active listening

Throughout this resource, active listening has been identified as a key behaviour to display and practise to become more effective in collaborating and communicating. In the context of coaching, it is essential to use this as a technique for better understanding your coachee. Specifically, it is important for you as a coach to listen to your coachee just as much, if not more, than you speak to them.

By actively listening to employees, you can better understand the way they think and work. Moreover, listening actively to what your coachees have to say makes them feel valued and important. This helps them develop a sense of confidence in themselves that would lead them to be assertive and self-sufficient members of your team and of your organisation, positively impacting workplace culture.

Celebrate success

Finally, a technique that would help reinforce the performance you are trying to develop in your employee is to celebrate the successes they have throughout the coaching process. No matter how small, it is essential to recognise the achievements your coachee makes in the process of being coached. This will motivate them to keep going in the right direction and realise the goals that have been set before them.

Your celebration of the coachee's achievements may come in different forms. First and foremost, giving verbal affirmation is a reliable way to reinforce their good behaviour. You can also opt to give incentives or rewards for bigger milestones your coachee reaches. All your efforts to celebrate their success will inspire them to keep improving their performance.

3.1.2 Mentoring

The second type of assistance you can provide for your team members is mentoring. By definition, mentoring is a long-term process that follows a rather informal approach to developing an employee. It follows the format of generalised advice and guidance for career development, with a specific focus on the areas where an employee needs to be improved.

In general, mentoring involves a senior and experienced mentor and an inexperienced and promising mentee. The former provides support for the latter through the knowledge, advice, skills, and expertise the mentor imparts. Mentorship is beneficial not only for the mentor and the mentee but also for the company where the mentee will practise what they are being taught.

Unlike that of coaches and coachees, the relationship between mentors and mentees are long-term. At the minimum, these would usually last for a year. If the mentor and the mentee are well-matched, their relationship can last a lifetime. Through mentorship, employees can develop holistically, benefitting their professional career, the teams where they work, and the organisation that they are a part of. Mentorship is usually done informally, through more toned-down personal conversations and interactions between the mentor and the mentee.

Mentoring Techniques

In mentoring an employee, there are a number of techniques to note. These include:

Ask open questions

A key technique that will help you get to know your mentee is to ask open questions. This is useful to do throughout the mentorship, from the start where you are getting to know each other until the end where you are completely comfortable with each other. By asking open questions, you empower the mentee to freely speak their mind. This would enable you to build trust and help you as you develop your relationship.

By asking open questions, you also empower your teammate to be self-confident and self-assured. They are also encouraged to be honest and open up about themselves. All of these positive consequences would ultimately benefit not only them and their performance but also the culture of the workplace where they operate.

Engage in mind mapping

This technique allows you to get to know your members who are struggling effectively. Mind mapping helps identify what areas one is struggling in, allowing mentors to provide better support.

Mind mapping is done by discussing a topic and its corresponding issues, along with other associated ideas with individual team members. This technique also allows employees to recognise where they need help in so that they can better understand their own performance.

Challenge your mentee

It is important to push your mentees to step out of their comfort zone and go beyond what is required and expected of them. Encourage them to strive for excellence in all their endeavours, setting their sights on the highest prize. This means that aside from just improving their work performance and making it satisfactory, they should be moved to further develop even skills they already have.

Every mentee has the potential to themselves be leaders and mentors in the future. With this in mind, it is vital that you do not keep your mentees satisfied with merely achieving their objectives. Inspire them to maximise their full potential and be the best version of themselves that they can be. Provide them with activities that will truly challenge them and motivate them to go above and beyond.

Model good behaviour

It is not enough that you push your mentees to be the best they can be. You yourself must practise what you preach. This means that you should display behaviours that they should imitate and learn from.

As a mentor, your bond with your mentee affords you a special kind of influence over them. Use this positively by becoming a good role model of what they should aspire to be. Keep in mind that the behaviours that you exhibit should reflect the culture that you want your mentee to absorb and promote in the organisation.

Practise active listening

Just as it is with coaching, active listening is an invaluable part of being an effective mentor. Given the nature of the relationship that you are trying to build with your mentee, it becomes even more vital that you use this technique in trying to understand how your mentee thinks and works.

As time passes, it may be common for you to get comfortable with your mentee. Perhaps, you may even build a routine and recognise your mentee as a fixed part of your life. This could make you likely to develop mindlessness and forgetting to pay attention to your mentee. To avoid this, you must always try to actively listen to your mentee. This is done by asking questions to team members to clarify understanding and providing them with feedback and suggestions that can help them in their work.

Willingly confront your mentee

It is inevitable for any relationship to have conflicts and disagreements. This is especially true in the case of mentorship, where the mentee and the mentor develop a certain level of closeness that is not common for most workplace relationships. Given this, knowing how to handle problems properly is important. It is counterintuitive to avoid these and pretend that they do not exist. Moreover, it is also a bad idea to get too invested in a problem and allow it to ruin your relationship.

The best way to handle this is to assertively confront the issue at hand and talk about it with mutual respect. In cases when your mentee is in the wrong and needs to be corrected, it becomes even more important that you handle the situation well. You must properly and proactively reach out to your mentee and help them correct their behaviour.

3.1.3 Professional Behaviours to Role Model as a Leader

Along with the methods discussed above, an effective way of providing support is becoming a role model for your team members. Doing so will inspire your team members to follow suit and make an effort to practise what they preach just as you do.

As a leader, you are already someone they look up to, so it is best to use your influence positively by modelling professional or leadership behaviours. These behaviours are characteristics and actions typically demonstrated by effective leaders, allowing them to guide others to meet their goals in the workplace. Some behaviours you can practise include:

Practise Active Listening

A key behaviour that you must learn to practise regularly is active listening. This behaviour requires you to pay full attention to what those you are speaking to are saying. It is especially important to develop and practise this behaviour when you communicate cross-culturally and with individuals who have special needs or disabilities.

There are four further steps involved in active listening. These are:

Contact
Listen to what is being said and make use of nonverbal responses to show that you are paying attention.

Absorb
Take note of everything a person is trying to communicate, not only their words but also their body language. Do so without judging or evaluating them.

Feed back
In your own words, summarise what has been said.

Confirm
Confirm that what you have just summarised is indeed what the speaker was trying to say.

Practise Compassionate Management

Compassionate management is an approach to leadership that involves actively showing empathy towards others as much as you can. This can be demonstrated by checking in on team members regularly. During meetings, for instance, you can ask how everyone is doing physically and emotionally in the workplace.

Gain Awareness

Another behaviour you need to practise is awareness. This means that you need to make an effort to do the research or undergo the training necessary for you to learn about different cultures and considerations you must make in communicating with diverse groups of people. You yourself should be sufficiently aware of the dos and don'ts of communicating with different people so that your team members have a clear idea of what is and is not acceptable to do.

Initiate Change

Change is an inevitable part of operations and processes within the workplace. As a leader, you are tasked to manage this change well so that everyone can adjust to it. One particular aspect of managing this change comes in the form of initiating change. Essentially, this means being proactive and looking for areas of improvement in current work processes and coming up with ways to make these processes more effective.

Observe Patience

A simple but underrated behaviour you should display is patience in communicating with different people. Too often, you may be blinded by the desire to keep things efficient or get to the point of things. However, this may be inconsiderate of the fact that some people, especially those who have difficulty speaking English and those with disabilities, find it technically difficult to communicate with ease. Stay calm, collected, and patient throughout your interaction and give the person you are talking to the time to say their peace.

Maintain Sensitivity

It is vital that you always stay sensitive to the needs and nuances that surround communicating with people who have different backgrounds. Gaining awareness is not sufficient in itself; you must always practise this awareness and be mindful of how you communicate with others. Ensure that you are using the right verbal and nonverbal cues.

Be Proactive

Along with displaying all these behaviours, a key professional behaviour you can and should display is proactivity. It is not enough that you employ the right practices. You must also ensure that you teach what you know to your team members so that they themselves can display proper professional behaviour at all times.

3.2 Support Individuals According to Organisational Requirements to Work Towards Common Team Goals

The next order of business involved in providing support for your team is to support each individual team member as they work towards your shared goals. These shared goals refer to the common objectives your team has set.

Just like coaching and mentorship, supporting your team members is a means of providing them with the assistance they need to fulfil their respective tasks. In providing this support, it is important to consider and align your efforts with the relevant organisational requirements that have been previously discussed in Section 1.1.5.

3.2.1 Organisational Requirements Relevant to Supporting Team Members

Going back to the discussion in Section 1.1.5, it is important to take note of the different organisational requirements which are relevant to giving support for your team members. These include:

1. **Organisational Goals**

   Among all your organisational requirements, the most fundamental ones with which you must align your efforts to support team members are your goals. They must remember to work towards not only common team goals but also the overarching organisational goals, which are the very foundation of everything that they do in the workplace. You must make this the first and foremost consideration of the initiatives you will take in supporting team members.

2. **Workplace Policies**

   Your workplace policies are meant to guide everyone in the workplace in fulfilling their given roles and responsibilities on a daily basis. It is, therefore, important to ensure that the initiatives you have for supporting your team members are made in adherence to these. Your efforts must not violate these policies or go against them in any way. If they do, you may be subject to sanctions.

3. **Codes of Conduct**

   Although codes of conduct are not as strict as policies, you must remember to align your efforts to provide support for your team. This is especially important when you will find yourself in specific scenarios or situations for which specific codes of conduct are made available. Remember to always adhere to the norms and practices which have been outlined in the codes of conduct you have in place.

4. Organisational Reputation

Although it may not seem relevant at first glance, it is important to consider the way your organisational reputation plays a role in supporting your members. By its very nature, reputation is the way others perceive your organisation. With this in mind, your efforts must promote a good image to your teammates who are directly impacted by the support you provide and sufficiently considered stakeholders (i.e. internal stakeholders) that have a say on what your organisational reputation is.

5. Organisational Culture

Likewise, it is important to recognise the role of organisational culture in this context. In essence, providing support is a means to disseminate culture within the workplace. It aims to shape behaviour and improve it, and such is a part of the shared system that creates organisational culture. With this in mind, you must maximise your efforts in supporting team members by ensuring that you introduce and reinforce positive beliefs, values, and practices that can further improve the culture and environment of your workplace. In addition,m it is crucial that you avoid negative manifestations of culture.

3.2.2 Ways to Provide Support for Team Members

With these requirements in mind, you can now sufficiently recognise the different ways through which you can provide support for your individual team members.

Among the many methods and strategies that you can employ, those that merit discussion include:

Training Initiatives	Feedback	Positive Team Culture	Recognition and Rewards

Training Initiatives

Perhaps the most fundamental way of providing support for team members is through training initiatives. The kind of support training provides relies on formal and technical knowledge that would enable employees to perform the necessary tasks that would help them work towards team goals. There are different ways through which you can provide training to employees. Some of the most widely used methods include:

- **Formal Instruction**

  This would involve a lecture-style learning method where trainees would be situated in a classroom setting. They would receive training from an expert who plays the role of the teacher.

- **On-the-job Training**

  As the name would suggest, this method of training requires an employee to learn the skills and knowledge involved in a task by actually performing the task. They will be guided by the expert and will have actual firsthand experience in performing the task.

- **Simulation**

  This method of training is similar to on-the-job training. However, instead of actually performing the set tasks, employees will work on tasks similar to those they will actually encounter in the workplace.

- **Self-directed Learning**

  This method relies on the trainee's ability to learn the necessary skills and knowledge required by virtue of teaching themselves. They will be provided with the necessary materials (i.e. manuals, supplementary videos, training course) and will be empowered to learn about these at their own pace.

Feedback

A vital way of providing support to your team is through feedback. As has been cited throughout the resource, feedback is a vital way of evaluating your efforts and determining how you can improve on these. In the context of supporting your individual members, the feedback you will provide can help them improve the way they perform and ensure that this remains relevant to the common goals your team is trying to achieve. Useful guidelines to note in providing feedback would include:

- **Give feedback in a timely fashion**

  It is important to ensure that you give feedback at the right time. As a general rule, feedback is meant to be given immediately after the task you are evaluating has been accomplished. This will enable employees to clearly remember and understand the points you are referencing in your evaluation.

  In some cases, however, you may need to delay providing feedback a little. This would include times when conflict arises. During these times, it is best to give your feedback a day or two after the disagreement to ensure that everyone has had time to calm down and reflect on what has happened.

- **Provide detailed feedback**

  Go beyond mere feedback forms that rate performance on scales. Give your employees sufficient details regarding their performance, highlighting what was great and what can be improved. Moreover, it is important to be proactive in your feedback and provide suggestions for the employee to consider as they improve their efforts in working towards your goals.

- **Take time to develop feedback**

  Do not make feedback for the sake of complying with requirements. Ensure that you actually put effort into formulating your feedback and evaluating the performance of your employees. Though it is a tedious task that you may not feel is important for you, the feedback you provide your teammates will essentially enable them to understand how well they have performed and in what specific areas they can further improve themselves. Take the task seriously and make time to sufficiently develop your feedback for each employee.

- **Treat feedback as a continual process**

  As a team leader, you must recognise the value of not only giving feedback but receiving it as well. Seek feedback on your feedback and ask your employees how they have understood the points you were trying to make. Moreover, find out how you can further improve the quality of the feedback you provide so that your next set of feedback will be better. After all, feedback is a continual process of giving and receiving as you and your team develop through time.

Positive Team Culture

A key method to provide support for your team is to promote a positive team culture that will enable them to work towards your common goals. This is aligned with your organisational culture. Create a working environment that is supportive of your team. This environment may be characterised by mutual respect, friendliness, and the desire to truly help each other out. Ensure that you are able to build meaningful relationships and practices within your team that would promote trust and make everyone comfortable working with one another.

By building an internal culture that is positive and supportive, members will feel like they can fulfil the work that is required of them with confidence. Moreover, if they feel like they cannot, having a solid sense of support in your team would empower them to proactively seek help from their teammates as well as you as their leader.

Recognition and Rewards

As has been mentioned several times throughout this resource, providing sufficient rewards and recognition for your team members is a reliable way of reinforcing good behaviour. The kind of support that this would provide resonates with members on a fundamental level. Although it may seem like it does not give specific technical support for your team members, recognising their successes and rewarding them for their achievements is an indispensable way of motivating members to keep excelling in their work efforts and further improve themselves.

Take the time to learn what motivates each individual member. This is important because recognition and rewards may vary from person to person. For some, mere words may be more than enough for them to feel valued. For others, a handshake or a pat on the back may do the trick. Discover what each member regards as recognition and use this knowledge to plan how you will reward their hard work and achievements in the future.

3.3 Facilitate Team to Identify, Brainstorm, Report and Resolve Task Related Issues and Inefficiencies

The next step in providing support for your team involves going through the different task related issues and inefficiencies that could negatively impact your team. Task related issues are problems that prevent the completion of a task while task related inefficiencies are instances where resources allocated for a task are not used efficiently. These issues and inefficiencies are also collectively referred to as *teamwork challenges* as they are problems that affect a team's overall performance and such that you would have to jointly work through as a team.

In dealing with these teamwork challenges, there are several steps that you must undergo. As the team leader, it is your job to facilitate your team as each of these is undertaken and ensure that everyone is involved and well-aware of how these would impact your team.

3.3.1 Processes Relevant to Task Related Issues and Inefficiencies

There are four main steps you must undergo in dealing with the different issues and inefficiencies in your team. These are:

1. **Identifying Teamwork Challenges**

   The first step in dealing with different challenges in your team is identification. There are a variety of issues and inefficiencies which would pose a challenge to your team and keep your achievement of common objectives. These include difficulties in performing tasks, conflicts, potential risks, or safety hazards and unethical or inappropriate behaviour. The next subsections will discuss each in depth.

   How do you identify these challenges? You can do so by reviewing relevant documents and records that would reveal possible challenges that arise as the team works towards different projects and tasks. You can also identify these by means of directly observing your teammates as they work on tasks and initiatives or by asking someone from outside the team to observe you. Finally, you can also seek insights from your team members themselves by administering a survey, having interviews, consultations, or focus group discussions to ask them about what challenges they have encountered.

   For now, it is sufficient to note that before you can resolve a challenge, you must recognise its existence and understand why it poses a problem. As a leader, you must ensure that everyone in the team knows that a challenge exists and must be dealt with.

2. Brainstorming

Once you have identified the challenges that impede your team from functioning, you must discuss these in detail. In doing so, you may answer the following guide questions:

How or where did you find these challenges?	Why are they recognised as challenges?	What are the causes of these challenges?
Who is/are affected by these challenges?	How often do these challenges occur?	What can be done to resolve these challenges?

Remember to keep your teammates involved in the process and ensure that they are able to sufficiently contribute to the brainstorming process. Use their input in enacting the next two steps.

3. Reporting Issues and Inefficiencies

In accordance with the last guide question, you must have the means to report the issues and inefficiencies that your team undergoes. Keeping in mind the suggestions and insights provided by team members, develop a process for reporting the challenges that you encounter in the team. For instance, the general process for reporting and resolving issues may be:

File and send a report to the team leader.

↓

Have the leader review your report.

↓

Receive response on the course of action to be taken (i.e. resolution).

↓

Discuss and finalise the resolution. Schedule a meeting and/or seek approval as necessary.

↓

Execute the course of action (i.e. resolution).

↓

Review the course of action and check if the challenge has been sufficiently addressed. Schedule a follow-up meeting and/or seek feedback as necessary.

↓

Mark the issue as resolved.

4. **Resolution**

   In line with the process outlined above, the selection of the course of action or the resolution strategy that you will use must sufficiently consider a number of factors. Among these factors would be the relevant organisational policies you have in place, such as the policies and codes of conduct. There are also tried and tested methods that are recommended for use. These resolution strategies are discussed in detail in the next section of this resource.

3.3.2 Difficulties in Performing Tasks

The first among the different teamwork challenges your members can experience would be difficulties in performing tasks. There are a number of difficulties employees can experience when they perform tasks. These would cause them to have issues working and/or become inefficient in their process. It is important to be aware of the most common difficulties and the reasons behind these.

Lack of focus and commitment

You may find that some employees are less committed than others, and this would manifest in the way they act towards the work that is given to them. They care much less about what they are doing, and they end up having insufficient focus on their respective tasks. This lack of focus and commitment to work may often be grounded on a lack of understanding. Perhaps your teammates cannot clearly recognise what they are supposed to do and cannot, therefore, commit to their work. Additionally, they may be experiencing personal issues outside of work and cannot give their full attention to work.

Low-quality outputs

In checking the outputs of your employees, you may sometimes discover that outputs fail to meet minimum requirements and standards set for them. This failure to deliver quality outputs can be attributed to a number of reasons. First, team members may once again lack a clear understanding of what is expected of them, how they ought to execute tasks and/or what standards they must keep in mind. This insufficient knowledge impedes their ability to perform the given task sufficiently. In addition to these different reasons for lack of knowledge, you yourself may have made a mistake and mistakenly assumed the skill and/or expertise level to expect from your teammates. Because of this, you may have expected way more than they could ever deliver.

Poor time management

A very common difficulty that employees may experience in fulfilling tasks involves poor time management. There are several reasons that many employees have trouble with this. For one, they may have multiple tasks to fulfil in any given day, and sometimes, they may end up fixating on a single task and devoting all their time to completing such. This is often attributed to their desire to provide the best quality output for said task, focusing on this at the expense of others. On the other hand, the workload they receive may in itself be a problem. Perhaps the amount of work they are expected to do for any given time is simply unreasonable, and no amount of time management could enable them to finish all these tasks on time.

Unwillingness to listen to or work with others

Sometimes, you may find that employees simply are unwilling to listen to and/or work with you or with their teammates. This unwillingness to collaborate may lead to further problems, such as a conflict between and/or among members of the team. There may be several causes of this unwillingness to cooperate. First, they may feel like they are being bombarded by your or their teammates. Perhaps you are micromanaging them, or other members are trying to control them; this would obviously make them unwilling to work well with everyone. On the flip side, this unwillingness may be a result of them feeling alienated by the team. They may be having bad experiences in terms of their relations with everyone. For instance, they may be caught up in office politics, gossip, bullying, and/or harassment.

Solving Difficulties in Performing Tasks

To effectively resolve difficulties in performing tasks, you must keep in mind the processes which you will undergo. These include:

- **Consultation**

  This means reaching out to employees and discussing the tasks they are assigned to as well as the difficulties they experience in fulfilling these. In your consultation, seek their insights regarding why they think there are issues and how you can provide them with support so that they can overcome these challenges.

- **Data Review**

  This process would entail going over the results of your consultation to come up with resolutions to address difficulties in performing tasks. Along with this data, you can also review relevant records and documents. In doing so, you must look for common patterns, issues faced, and how these were managed. The data you find can help you determine the course of action you will take to solve difficulties you are currently facing.

- **Implementation and Demonstration of Improvements**

  Once you have determined resolutions for your difficulties, you can move on to your execution step. It is important that you implement your course of action properly and ensure that these are able to sufficiently demonstrate improvements in the way members deal with solving the difficulties they encounter.

- **Feedback**

  As with any other endeavour, feedback is a valuable means to resolve difficulties in performing tasks. In this case, you will seek feedback regarding your attempts to manage difficulties. This will help you determine how effective your resolutions are, allowing you to make changes, as necessary. Additionally, you can also seek suggestions for better dealing with your difficulties and improving your resolution methods.

- **Ongoing Monitoring**

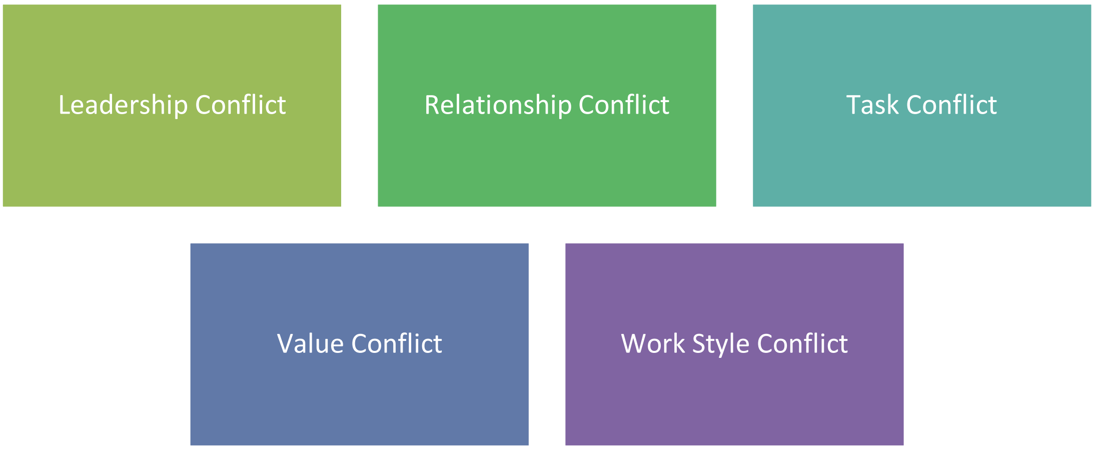
  As a best practice, you must continuously monitor your processes and ensure that the way you solve any difficulties remains relevant and effective. Doing so will help you stop issues as they arise, allowing you to manage them before they become bigger problems.

3.3.3 Team and Client Conflict

Along with difficulties in performing tasks, another teamwork challenge that merits discussion is conflict. Conflict refers to an argument, dispute, or clash between or among parties characterised by a higher level of seriousness or gravity than most disagreements. In most contexts, conflict is something that cannot be avoided completely. In the workplace, there are two different types of conflict you must be sufficiently aware of. These are team conflict and client conflict.

Team Conflict

As the name suggests, this type of conflict occurs within workplace teams. The most common types of team conflict are:



- **Leadership Conflict**

  The fact of the matter is, different leaders have different ways of leading and managing their teams. Likewise, different members of a team have different preferences as to the kind of leadership and guidance they would like to receive from their superiors. Leadership conflict is a result of a mismatch between the team leader's style of managing the team and the needs, expectations and/or personalities of the members.

- **Relationship Conflict**

  You will not easily get along with everyone else; this is a widely known and accepted fact. Sometimes, you unfortunately meet or get teamed up with people with whom you cannot make meaningful relations. This is how relationship conflict arises. Perhaps the most common type of team conflict, this is caused by inherent differences in members' personalities, styles, and tastes. Relationship conflict is also often regarded as personality clashes between and/or among employees.

- **Task Conflict**

  This type of conflict directly concerns the work that is assigned to employees. Task conflict is a result of different disagreements relating to the division of resources, varying opinions on protocols, and interpretation of facts. Among the different types of conflict, this may seem like the most straightforward and easiest to resolve. However, task conflict often has deeper roots and may be more complex than you would expect. This is especially true when other issues between or among members have already compounded, and task conflict is simply the final straw in a long-brewing tension.

- **Value Conflict**

  Value conflict is a result of the differences between or among the core values of employees. These values reflect their beliefs and ideologies concerning politics, religion, ethics, etc. This type of conflict often arises when decisions or discussions are made regarding policies and matters that require the use of such values. If left unresolved, value conflict can potentially increase sentiments of distrust and alienation among team members.

- **Work Style Conflict**

  As it is with leadership styles, there are also differences in the preferred work styles of each team member. Every member has methods they are inclined to use in accomplishing the different tasks required of them. They may also have varying priorities when it comes to working. All of these factors may lead to clashes between or among members when the need to coordinate their efforts arises. Work style conflict may ultimately lead to other types of conflict. For instance, task conflict may arise if inherent differences in working styles greatly impact how a task is accomplished.

Client Conflict

The second type of conflict that merits discussion involves clients that you or your members may need to face. The two most common client conflicts you may encounter are:

- **Conflict due to Priorities**

  There are times when your priorities and the priorities of your client are not aligned with each other. While you may be focused on trying to accomplish other more urgent and pressing tasks outside of your commitment to your client, they are likely to be concerned about their ongoing project with you. More specifically, they may demand updates and outputs from you constantly, perhaps even more than you are expected to provide. This is because you may have multiple clients and/or projects that concern you while your client may only be waiting on you and your output.

- **Conflict due to Poor Management of Expectations**

  Perhaps the most common client conflict is attributed to the poor management of expectations. Too often, you may find it tempting to promise that you can cater to the wants and requests of your clients. However, the desire to please them may blind you from considering your actual capacity to deliver what they are asking for. You may end up overpromising and underdelivering, and this would lead to client dissatisfaction. Ultimately, this may even harm the reputation of your team and your organisation.

Further Reading

For more guidance on how to address client conflict, you may refer to Bounce Fitness's policy and procedures for complaints.

Complaints Policy

Conflict Resolution Strategies

Conflict resolution is the process where parties in a dispute attempt to reach an agreement that peacefully resolves their dispute. Given the different types of conflict that have been discussed, there are various strategies you can employ in managing and resolving conflicts.

- **Act as mediator**

  As a team leader, you will often need to act as the mediator for conflicts that would arise within your team. When conflicts get especially heated, everyone may have clouded judgement that would keep them from seeing things objectively. Instead of picking sides or letting your teammates work things through by themselves, you must proactively step up and mediate the conflict.

  This is especially important when you are dealing with task conflict because the nature of the issues directly concerns work-related matters. If such are left unresolved and made into personal issues, it would ultimately make it impossible for your team to work towards your common goals. Likewise, you may also need to act as a mediator when the different types of conflict escalate into larger issues. For instance, two employees whose relationship conflict can no longer be resolved among themselves would require a third party to step in and help them in sorting things out fairly.

Further Reading

For more guidance on how to act as mediator, you may refer to Bounce Fitness's policy and procedures for mediation.

Mediation Policies and Procedures

- **Adjust and accommodate others**

  Sometimes, the reasons for conflicts involve matters that you can adjust to. If there is no integral need for you to maintain a position or stance which you currently hold, consider accommodating your teammates and making the necessary adjustments.

  This strategy is especially useful in resolving leadership or work style conflict as these types of conflict are centred around styles and preferences. When possible, adjust your style and ask your teammates to adjust their own to work better with others.

- **Agree to disagree**

  There are some conflicts that can never be truly resolved. This means that the most ideal and plausible endpoint of your resolution process would simply be mutually agreeing that you and the other party have opposing views, accepting this fact, and learning to live with it and work around it.

  > This strategy is especially useful when you are trying to address value conflict. This is because the fundamental reason for the conflict is something that you cannot force people to change (i.e. their values). Instead of going in circles and arguing endlessly, have parties agree to accept that their views simply do not match. Despite this, they must and still can respect each other and move on.

- **Avoid escalating tensions between involved parties**

  This technique attempts to keep everyone calm and collected during the conflict resolution process. Simply put, the involved parties must avoid threatening or provoking each other during conflict.

- **Be mindful of your verbals and non-verbals**

  Be mindful of the words that you use when you are trying to resolve conflict. Remember that the situation already has a negative connotation. This means that you need to keep yourself on the good side of the client. If you say the wrong words that may ring them the wrong way, your conflict may be heightened. Phrase your statements carefully, using words that are more neutral, non-threatening, and less aggressive. Additionally, you should stick to the facts and avoid highlighting opinions, especially very strong ones, that would further aggravate the situation.

  Along with your verbal cues (i.e. language), you must use the right nonverbal cues to help you resolve conflict more easily. This would include using the right tone, showing an open stance, maintaining eye contact, and using positive body language overall. This will allow parties to feel more at ease and comfortable, increasing their willingness to talk things through calmly.

- **Establish common ground**

  Sometimes, being too deeply invested in a conflict can make you forget that you and the parties you are in disagreement with still have things in common. It is important to remember this and use this as a way to get on each other's good sides and try to reach an understanding.

  > Finding common ground is especially important when you are trying to resolve relationship or value conflicts. This is because, among the different types of conflict, these are the most personal. Try to salvage your relationship by establishing shared experience and interests and focusing on these.

- **Listen and allow everyone to speak**

  It is crucial that you listen to what the other party has to say to avoid further miscommunication. As you do, remember to use signals that indicate that you understand what they are saying. You may also restate and summarise their points and confirm if that is what they meant to say. Likewise, you must give the other party their fair share of time to express themselves. Do not talk over them, cut them off while they are speaking, or dominate the conversation. Allowing them to speak will make them recognise that you truly value what they have to say.

- **Recognise differences in perceptions**

  During this strategy, the involved parties try to overcome their own perceptions. Mediators help the involved parties see and understand each other's perspectives.

- **Come up with solutions**

  Finally, it is important to centre your attempts to resolve conflict in coming up with concrete solutions to address your issue. Even though you may not be fully capable of resolving the issues raised, you must still provide them with sufficient options and guidance on how these can be addressed.

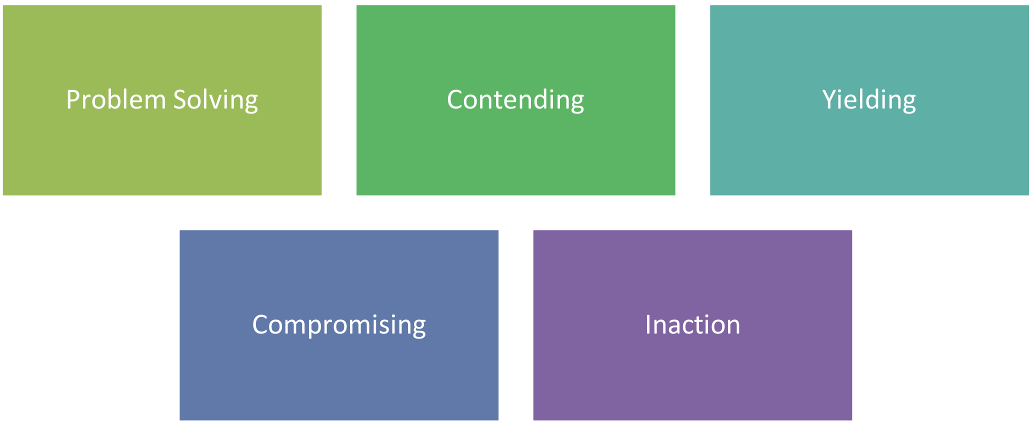
Key Considerations for Team and Client Conflict

Along with the general strategies outlined above, there are key considerations you must keep in mind as you try to resolve team and client conflict, respectively. In essence, you must be aware of the relevant internal requirements that would provide guidance in dealing with these conflicts. These would generally be the policies and procedures within your organisation that outline specific steps you are to take as you try to resolve issues involving employees as well as clients.

Negotiation Strategies

Along with the conflict resolution strategies outlined above, you may also find it useful to have a fundamental understanding of the different negotiation strategies that can help you in dealing with the different challenges you are faced with. By definition, negotiation is the process through which two or more parties, sharing the same objective but having conflicted means in reaching this objective, settle on a mutually beneficial decision.

Engaging in negotiation proves to be important when you need to jointly decide on what course of action you intend to take moving forward, and the team cannot agree on a single decision. Some strategies that will help you better negotiate include:



- **Problem solving**

  This strategy would involve the negotiation parties jointly discussing the issues relevant to their negotiation. It involves taking the time to examine the matters at hand and carefully identifying how the different problems can be sufficiently addressed. The aim of this strategy is to enable both parties to recognise the areas where they are in disagreement and understand why such is the case.

- **Contending**

  This strategy involves persuading the negotiating party to concede to your proposal. This is especially useful when you are trying to advocate a course of action that you believe would be most effective or efficient. The result of successfully using this strategy is having your proposal selected and implemented.

- **Yielding**

  On the flip side, you may sometimes need to concede some of the points that you are trying to make for the sake of your negotiation. Doing so is considered yielding to the other party. Although you recognise the value of the point you are trying to make, it may not be vital to you but important to the other party, and letting it go can benefit your overall negotiation process. This is especially valuable to do when you are engaging in ongoing negotiations.

- **Compromising**

  In this strategy, parties adjust to each other. At the start of your negotiation, you and the other party are bound to have respective ideal outcomes where each of your proposals are chosen and accepted. However, these ideal proposals cannot always be fully accepted. As a means to reach a mutually beneficial decision, you may choose to compromise. This means foregoing your ideal outcomes and settling for one that is moderately satisfactory to all parties involved.

- **Inaction**

  The final negotiation strategy that merits consideration is inaction. As the name suggests, this involves taking no action and delaying your negotiation. Instead of rushing your decision, you will take time in thinking about your respective proposals, do more research, and decide on the next tactics that you will engage in.

3.3.4 Potential Risks and Safety Hazards

The third category of teamwork challenges that you may experience involves potential risks and safety hazards in the workplace. Although these two are often viewed in relation to each other, they are still different from each other. Safety hazards are the situations that can cause you harm, endangering or threatening your safety in particular. The possibility that you will be exposed to such hazards is essentially a risk.

In the context of this discussion, these two will be taken collectively to look into the different situations that can possibly cause you and your team members harm. The potential risks and safety hazards you are exposed to in the workplace can be categorised as follows:

- **Biological Hazards**

  This type of hazard involves exposure to diseases as a result of working with people, animals, and/or plants that are infectious. These would most commonly manifest in the form of bacteria and viruses and put you and your members' overall health at risk.

- **Chemical Hazards**

  As the name would suggest, this hazard involves exposure to chemicals and/or substances that can potentially harm your teammates. These may come in the form of flammable materials, solvents, gases, liquids (especially those in unlabelled containers) as well as pesticides.

- **Ergonomic Hazards**

  This type of hazard concerns physical factors that would harm the musculoskeletal system. They occur when work strains your body. This may be a result of working conditions, type of work being done, and/or positions you make while working. Among the hazards, these are the hardest to identify as the short-term exposure to such may simply manifest in sore muscles and other harmless results. However, long-term exposure may lead to severe health issues and injuries.

  Manifestations of this hazard include poor posture, frequent lifting and manual handling, awkward and repetitive movement, excessive vibration, and use of force as well as a poor workstation setup.

- **Physical Hazards**

  Perhaps the most common type of workplace hazard, physical hazards refer to the environmental factors that can potentially harm you through mere and constant exposure. These include extreme temperatures, radiation, high exposure to sunlight and/or UV rays, and constant noise.

- **Psychosocial Hazards**

  The fifth and final type of hazard that merits discussion is psychosocial in nature. This refers to hazards that have an adverse effect on the mental health and wellbeing of employees. Psychosocial hazards come in the form of workplace violence, bullying and harassment, stress, victimisation as well as workload demands, lack of control, social support or relations, and high intensity or pace of work.

Further Reading

For more guidance on how to manage risks, you may refer to Bounce Fitness's policy and procedures for risk management.

Risk Management Policy and Procedures

3.3.5 Unethical and Inappropriate Behaviour

The final category of challenges that your teamwork may experience involve unethical and inappropriate behaviour. Though closely related, there is a difference between the two types of behaviour. Unethical behaviour is fundamentally wrong or immoral; practices considered unethical encourage deception as well as manipulation. On the other hand, inappropriate behaviour involves unwanted or unwelcome practices that potentially harm and/or threaten those at the receiving end. Collectively, these types of behaviour refer to unacceptable or prohibited practices that should be avoided in the workplace. The most common examples of these would include:

- **Harassment**

  Harassment refers to behaviour that aims to offend, belittle and/or threaten someone. Victims of harassment experience or receive actions that are unsolicited. These may come in the form of verbal harassment (e.g. threats and insults), physical harassment (e.g. violence), and sexual harassment. Among the behaviours deemed unethical and inappropriate, harassment may be considered the most serious and detrimental.

Further Reading

For more guidance on how to handle harassment, you may refer to Bounce Fitness's policy and procedures for workplace harassment prevention.

Workplace Harassment Prevention Policy

- **Bullying**

  Bullying refers to the repeated behaviour that aims to offend, belittle and/or threaten someone. In essence, repeated harassment is considered bullying. As with harassment, the victim or target of a bully may experience bullying in various forms. These include repeated verbal threats and inappropriate physical behaviour.

- **Lying**

  In the context of the workplace, lying can take many forms. It may be as small a deal as misreporting progress of tasks or as big as blatantly misleading clients to purchase a product that will not suit their needs. In any case, lying is a behaviour that is considered both unethical and inappropriate. It is looked down upon and must be avoided at all times.

- **Plagiarism**

  Closely related to lying, plagiarism occurs when someone presents thoughts, ideas and/or words as their own. Aside from being considered a form of lying, plagiarism is actually a form of stealing. This is often done to make one seem intelligent or reliable, capable of producing ideas and insights that merit praise. Despite the intention of an employee who plagiarises another's work, engaging in this unethical behaviour may actually reduce rather than build one's credibility once they have been discovered.

- **Using Offensive Language**

  The fifth and final example of common unethical and inappropriate behaviour is the use of offensive language in the workplace. In particular, there are two forms of offensive language that one can use. These are:

Racially offensive language

- This involves the use of language that is meant to offend, insult, humiliate or intimidate others on the basis of their race. Racially offensive language includes racial slurs, jokes and statements that belittle or stereotype racial groups, especially minorities.

Gender-insensitive language

- This involves the use of language that is meant to offend, insult, humiliate or intimidate others on the basis of gender. Gender-insensitive language includes sexist jokes, comments or remarks that promote gender stereotypes, often targeting women and the LGBT community (lesbian, gay, bisexual and transgender community).

In line with the principle of promoting diversity and inclusivity, it is important to be aware of how using such language is deemed inappropriate.

3.4 Use Problem Solving Skills to Deal with any Team, Task or Individual Challenges

The last order of business involved in supporting your team is to use problem solving skills to deal with any of the challenges you would encounter. As has been previously discussed in Section 3.3.1, there must be a process in place for reporting and resolving your issues. The use of problem solving skills to deal with these issues is essentially integrated into the resolution part of your process. The fourth step in supporting your team looks into the methods of addressing the different issues that have been identified in the previous section.

3.4.1 Team, Task or Individual Challenges

As the team leader, it is your job to address any and all matters that impede your team and any of its members from progressing. These matters are essentially the teamwork challenges which have been discussed in the previous section. To reiterate, these are:

- **Difficulties Performing Tasks**
- **Team and Client Conflict**
- **Potential Risks and Safety Hazards**
- **Unethical and Inappropriate Behaviour**

These challenges would negatively affect your operations, ultimately causing inefficiency in the fulfilment of your respective tasks. It also is important to differentiate the challenges you will encounter based on their scope of concern. With this, three different categories emerge. These are:

Individual Challenges	Team Challenges	Task Challenges

Individual Challenges

Individual challenges refer to the issues that each member would experience by themselves. Although these challenges are likely caused by others (perhaps even by someone within your team), they would affect only an individual member, and their occurrence would not really affect other members' ability to perform their work.

Most, if not all, difficulties in performing tasks fall under this category as they would ultimately impact an individual member's performance and only affect others' work when the need to align efforts arises. Engaging in unethical as well as inappropriate behaviour is also considered an individual challenge as the decision to display such behaviour is, for the most part, a decision made by each individual employee.

Team Challenges

Team challenges refer to the issues you experience that affect your team collectively. Unlike individual challenges which, as the name would suggest, only impact individual team members, the moment a team challenge arises, everyone who is part of the team is affected. By default, one's membership in the team causes them to be directly involved and concerned with a team challenge.

These challenges often come in the form of conflicts. This is especially true during instances of conflict where members end up choosing sides. Additionally, safety hazards that everyone in the team is exposed to are also considered team challenges.

Task Challenges

Unlike the two other types of challenges, task challenges are not specific to any one person or group of people. Instead, task challenges are the issues that are tied with specific work that you must accomplish.

Conflict, especially client conflict, is considered a task challenge. This is something an employee would only be at risk of if they perform a task that involves clients. Likewise, some potential risks and safety hazards are considered task challenges. This is because exposure to certain hazards (e.g. chemical hazards) is often required in certain tasks.

Resolving Individual, Team, and Task Challenges

The main difference between resolving teamwork challenges and addressing individual, team, and task challenges is that in the latter, you yourself will take charge in resolving the challenges.

Unlike with teamwork challenges where your team is actively involved in the resolution process, it is now your job to handle the challenges. To sufficiently do so, you must use problem solving skills. This basically means knowing how to properly address the problems. How do you do this effectively? You must refer to the relevant organisational requirements that will provide reliable and practical guidance.

3.4.2 Organisational Requirements Relevant to Challenges

Having identified and differentiated the challenges you must address, you can now assess the organisational requirements relevant to your resolution of the challenges that you face. How do you identify what organisational requirements you need to consider when addressing and resolving challenges? You must simply determine where you can find sufficient and practical guidance. Among the organisational requirements that have been discussed throughout this resource, there are two with which you must align your conflict resolution and management. These are:

- **Workplace Policies**

  Workplace policies serve as guidelines that everyone within the organisation must use as a guide. If followed, everyone will be able to perform their roles and responsibilities sufficiently each day. There will be different policies relevant to the different challenges that you must address. It is vital that you adhere to these as you execute the different resolution strategies you may have in mind.

  > For instance, Bounce Fitness has policies in place relevant in dealing with various challenges, including:
  >
  > - **Risk Management Policy and Procedures**
  >
  >   For potential risks and safety hazards
  > - **Workplace Harassment Prevention Policy**
  >
  >   For unethical or inappropriate behaviour

- **Codes of Conduct**

  Along with your policies, it is important to be aware of the codes of conduct within your workplace which will provide even more specific guidance on the acceptable norms and proper practices you must follow within the workplace setting.

  > For instance, the existence of a Code of Conduct on Employee Relationships has been noted in Section 1.1.5. This policy proves to be useful in determining how you will resolve both team conflicts and cases of inappropriate behaviour. As previously noted, codes of conduct on employee relationships would have practical guidance on building healthy and productive relationships as well as displaying professionalism and respect towards all of your fellow employees, regardless of their position.

Activity 3

As your team works on completing a project, two of your members find themselves in conflict. One member finds it difficult to work with another because they cannot seem to get along well.

Identify the type of team conflict associated with this and briefly explain why it is considered to be such. Likewise, identify and briefly describe one strategy for addressing this conflict.

Type of Team Conflict:	
Conflict Resolution Strategy:	

Notes

Key Points: Chapter 3

- In supporting your team, it is important to provide team members with assistance in the form of coaching and/or mentoring.
- As the team leader, you must provide each individual team member sufficient support that will enable them to work towards your team goals.
- You must facilitate your team to engage in the relevant processes that will help you effectively deal with task related issues and efficiencies, which are essentially your teamwork challenges.
- Your teamwork challenges come in the form of difficulties in performing tasks, team and client conflict, potential risks, and safety hazards as well as unethical and inappropriate behaviour.
- Your efforts to support team members as well as address challenges must be aligned with the relevant organisational requirements.

Chapter 3 – 'True' or 'False' Quiz

Tick 'True' if the statement is correct, and 'False' if not.	True	False
Coaching is a long-term development process that should be grounded on very ambitious goals.	☐	☐
If the mentor and the mentee are well-matched, their relationship can last a lifetime.	☐	☐
In the context of supporting your team, it is important to provide members with feedback on how they can improve their performance. However, there is no value in receiving feedback from them on your evaluation.	☐	☐
It is important to develop a process for reporting and resolving the challenges that you encounter as a team.	☐	☐
Task challenges are the issues that are tied with specific work that you must accomplish.	☐	☐
Conflict resolution is the process where parties who are in disagreement attempt to reach an agreement that peacefully resolves their dispute.	☐	☐

Chapter 4: Monitor Team Performance

The fourth and final step in leading and facilitating a team is to monitor team performance. As with any endeavour, the task of leading and facilitating your team does not end with the execution of initiatives to guide them to work more effectively with others. You must also ensure that your team efforts are aligned with your set outcomes, objectives, and goals.

The process of monitoring team performance involves four performance criteria which serve as its four sub-steps. First, you must begin by measuring each team member's performance against agreed work plans. After this, you must provide timely and constructive performance feedback to team members according to expected organisational standards.

Once you have accomplished these, you can then move on to identifying specific learning and development opportunities that will improve performance and behaviours on a team and individual level. Finally, the process of monitoring team performance concludes with your implementation of action plans. These plans would address the training needs of your individual members and your team as a whole.

4.1 Measure Team Member Performance Against Agreed Work Plans

The first course of action essential in your process of monitoring team performance is to measure each member's own performance against agreed work plans. In doing so, you will have to check on how well they were able to accomplish the tasks that have been allocated to them. This performance will be assessed in terms of how well it was able to meet what was agreed on and expected of the team members.

The performance plan, which was discussed in Section 1.2, will be used as a reference for how you will evaluate each employee's ability to perform. Additionally, the performance goals that you have set for the team member and the shared objectives you have for your team will also be used as a basis of determining how well they have met expectations. With this in mind, it is vital to have a key understanding of the different methods you can use to evaluate the performance of your employees. These would include:

360-Degree Review	Checklist	Field Review	Management by Objectives

4.1.1 360-Degree Review

This method involves a multi-level feedback process wherein the relevant persons that your employees engage with will provide evaluations of their performance. These persons include direct and adjacent managers, teammates, and reporting staff. The process is ideally done in confidence (i.e. anonymously) to ensure that the evaluations given are as honest as possible.

The main advantage of the 360-degree Review is that it provides a comprehensive and multi-perspective view of your employees. This is because it involves a number of people they work with. This method will provide meaningful insight that can support your own evaluation of your employees.

It is important to integrate the expected outcomes you have set for your employees and the measures you have for determining how well they have performed. In the case of 360-degree Review, this may come in the form of you asking relevant personnel how satisfactorily your employees have met the different performance goals you have set for them.

4.1.2 Checklist

The checklist method is a classic way of measuring and evaluating employees' performance. It involves the consideration of various behaviours and/or key performance indicators that are associated with expected performance. These will be listed, and you will determine how successfully they display such behaviours.

To maximise the effectivity of this method, it is best to use a weighted checklist that scores the employees' performance on a scale (e.g. a 5-point scale where 1 is the lowest – they rarely/never display behaviour and 5 is the highest – they always display the behaviour). This would be more accurate than a simple yes or no checklist that oversimplifies the process.

To further integrate expected outputs and outcomes, you may also opt to include the goals and objectives you have previously agreed upon and rank how well their overall efforts have helped achieve these. Likewise, you may have a section for reviewing their work outputs as well.

4.1.3 Field Review

This method involves the observation of employees as they work. The main advantage of this method is that it enables the observer to truly see the employees in their element, making it easier to note patterns and observe behaviours. However, the downside of this is that the employee may be aware of the presence of the observer. This would likely push them to put their best foot forward though they usually do not.

Nonetheless, when done right, the field review is a useful supplementary method of measuring performance. To maximise the effectivity of this method in measuring performance, you do a field review as the employee is engaged in their work tasks. It is also best to engage in a review multiple times throughout the work process.

Moreover, you must clearly and sufficiently note criteria for determining how employees would meet performance expectations. Note the different manifestations of the behaviours they should display and also consider indicators for alignment with respective goals and objectives.

4.1.4 Management by Objectives

Management by objectives (MBO) looks back into your organisation's strategic objectives and determines how successfully your teammates have met these objectives. In using this as a method of measuring performance, specific targets are agreed upon by you and the employee. These must be aligned with your team goals and objectives. Moreover, they must be reflective of the expectations set for them.

The targets you create and expect employees to meet would be time-bound. Their achievement in the agreed-upon timeframe would ultimately determine if employees have failed or passed the evaluation. In essence, failing to meet these targets means they did not meet the expected outcomes and outputs. This means that they have underperformed and failed to meet goals and/or objectives. Likewise, meeting these targets suggests satisfactory performance.

Among the methods presented above, MBO proves to be the most output-oriented and straightforward way of measuring performance against agreed-upon work plans.

4.2 Provide Timely and Constructive Performance Feedback to Team Members According to Expected Organisational Standards

The next order of business involved in monitoring team performance is to provide your members with the necessary feedback. The value of seeking and providing feedback has been discussed throughout this resource. Indeed, it is an effective method of determining how well different functions are being executed in your team. In the context of monitoring performance, providing feedback is a necessary means of ensuring that members recognise their respective performance levels.

4.2.1 Feedback and Expected Organisational Standards

It is essential to ground the feedback you provide on the expected organisational standards. In essence, this means aligning the methods you employ for providing feedback with the relevant organisational requirements. Most organisations would provide specific guidelines (usually in the form of standards and policies) for providing feedback. If you have such, make use of them and ensure that the feedback you provide meets what is expected.

Most likely, the standards you must align your efforts with will provide specific benchmarks for the quality of feedback that you provide your team. Of the different qualities that feedback must have, two specific characteristics merit further consideration. These are timeliness and constructiveness. Such will be further discussed in the following subsection.

4.2.2 Providing Feedback

In Section 3.2.2, several guidelines in providing feedback were briefly discussed. These are:

- **Give feedback in a timely fashion.**
- **Provide detailed feedback.**
- **Take time to develop feedback.**
- **Treat feedback as a continual process.**

In line with these guidelines, there are practical and specific considerations you must make in providing the best quality feedback possible. This feedback is marked by constructiveness and timeliness. By considering these, you will be able to not only provide members with guidance to help improve their performance but also satisfactorily meet expected organisational standards. The key considerations you must note in providing quality feedback include:

Content	Manner	Timing	Frequency

Content

The content of your feedback is one of the key factors that will ultimately determine its constructiveness. By definition, constructive feedback is information-specific, issue-focused, and observation-centred. To ensure that the feedback you make regarding employee performance is constructive, you must also make sure that the content of your feedback is objective.

Provide detailed observations of the performance that you have seen, avoiding attempts to interpret or analyse this behaviour. Although it may seem like a good idea to give your personal insights, your opinions may ultimately cloud your perception and judgement of an employee's performance. This may derail you from sticking to the facts and maintaining the constructive nature of feedback.

Manner

The manner through which you deliver your feedback is the second key factor that would determine its constructiveness. The way you present your feedback is essentially the non-verbal equivalent of content, and it must, therefore, be taken just as seriously as its counterpart. It has been said time and time again – the way you say things often carries more weight than what you are saying. Given this, you must ensure that the way you provide feedback is also characterised by constructiveness.

Be direct when you deliver your feedback. Do not beat around the bush and take time trying to get to your point. Present your feedback decisively and confidently, highlighting your key points and detailing specific supporting details, as necessary. Be sincere, maintain respect and care as you provide feedback. Express appreciation when you deliver positive feedback and express concern in delivering negative feedback. Avoid giving mixed messages in the form of vague feedback that can be misinterpreted.

Additionally, you must sufficiently consider your medium for giving feedback. It is ideal to deliver feedback in person. Constructive feedback is both verbal and informal, so the best method for presenting this feedback would be through face-to-face interaction with your employees. This will also help you maximise the use of nonverbal cues.

Timing

As the name would suggest, the timing of your feedback is a key factor that determines its timeliness. In Section 3.2.2, the importance of giving feedback in a timely fashion was discussed. Once again, it is vital to reiterate how, along with constructiveness, the timeliness of your feedback is a key determinant of its overall quality.

Timing is the specific aspect of timeliness that indicates when it is ideal to provide feedback on an employee's performance. This ideal timing is ASAP (as soon as possible). By its very nature, feedback is meant to be delivered in real-time. As has been discussed previously, you must give feedback as close as possible to the performance incident so that the employees may clearly recognise and understand what is being discussed. Delaying feedback will only lessen its effectivity and value.

However, there are exceptions to this general rule. There will be times when it is better to delay providing feedback to your employees. This is the case for negative feedback that is preceded by events where there are tensions and conflicts. Instead of providing feedback ASAP, it is advisable to present it ASAR (as soon as reasonable or ready). Ensure that you give sufficient time for both you and the employee to clear your minds before providing this kind of feedback.

Frequency

Along with the timing of your feedback, the second consideration that determines its timeliness is frequency. How often should you provide feedback? It is important to do so regularly. Do not just give feedback once or twice a year. Be a proactive team leader that would take the time to evaluate and deliver feedback to employees. The feedback you provide is meant to improve performance, so having a consistent schedule for giving them such feedback will only empower them to continuously improve their performance.

This last and final consideration is perhaps the most important. This is because it is the one that will make all the other guidelines work.

Further Reading

To learn more about the process as well as find some practical tips and techniques in doing so, you may read the guide provided by the ACT Government.

The Art of Feedback: Giving, Seeking and Receiving Feedback

4.2.3 Collating Feedback

A final consideration in your process of providing feedback is the process of collating this feedback. It is vital that you are able to organise the feedback you will present to your teammates to maximise its effectivity. In doing so, you may make use of the necessary tools and software that would enable you to effectively sort everything out.

It is likely that you will take notes and make observations of employees' performance regularly. To make the process more efficient, it is best to have a system for doing so. This may include scheduling time to note feedback and having templates to fill up when you make evaluations.

It is also advisable that you use technology to help you better track your feedback. Designate a folder for all your feedback-related documents. You may even have one folder for each employee containing their records as well as files that serve as proof of their performance. Research on possible software you can use to further sort and record your feedback so you can collate it more effectively.

4.3 Identify Specific Learning and Development Opportunities to Improve Team and Individual Performance and Behaviours

The next step in your process of monitoring employee performance involves identifying the different learning and development opportunities you have to improve the performance and behaviours of your team in general, and your team members in particular. As with any endeavour, the process of managing your team's performance is a continual one. There will always be room to grow, and one way to continuously improve is through these opportunities to learn and develop further.

There are different needs you have to consider in determining how you will effectively improve the behaviour and performance of your team. These must be identified to ensure that you are selecting your opportunities appropriately.

4.3.1 Establishing Training Needs

The needs that you must identify are essentially the training needs of your team and your individual members. By definition, training needs are the specific areas of improvement of your members and your team. These refer to the aspects they would need to undergo further training and development for so that they can perform required tasks more effectively.

To determine the training needs of both your team and its individual members, you must undergo a Training Needs Analysis. This is a process that allows you to assess the current performance levels of your team members and determine gaps that need to be filled. There are a number of steps you must follow in enacting this process. These are:

1. **Establish your goals and objectives**

   As with any endeavour, you must start by establishing objectives. In the context of training needs, this first step involves aligning your goal of identifying training needs with the objectives of your team and the overarching goals of your organisation.

2. **Identify the knowledge, skills, and abilities necessary to achieve your objectives**

   Having determined the underlying objectives you are trying to achieve, you can now focus on determining what specific requirements are necessary to achieve these. In essence, this means taking note of the necessary skills, knowledge, and abilities your team needs to have in order to effectively work on team tasks.

   In this process, it may be useful to segment these requirements into those that concern the team as a whole and those that concern only specific employees (by virtue of their respective roles and with consideration to your task allocation).

3. **Determine the current knowledge and skills of your employees**

   After outlining the different requirements, you must now identify the training needs of your team. To do so, you must simply establish the current level of knowledge and skills your members have. You can determine this by means of:

   - conducting formal assessments
   - examining the work and outputs of employees
   - observing employees
   - using questionnaires or surveys

4. **Talk to employees and relevant personnel**

   To ensure that you have sufficiently identified your team's training needs, supplement the data you have collected by talking to employees and relevant personnel. Take the time to personally ask employees how they feel about their current performance levels and how they think they can further improve. Likewise, it may also be useful to ask other relevant personnel (i.e. people your team has worked with) for insights on the performance of your team.

5. **Develop an action plan**

   Now that you have sufficiently identified your training needs, you can look into the different learning and development opportunities you have to address these needs. To effectively do so, it is best to come up with an action plan, which is a checklist of the different tasks you must accomplish to address the needs of your team. The implementation of such a plan will be further discussed in the next sub-chapter.

4.3.2 Learning and Development Opportunities

Keeping in mind the different training needs of your team and its members, there are different learning and development opportunities that would allow them to improve in terms of performance and behaviour.

Learning opportunities refer to activities that focus on discussing the knowledge needed for a specific work function. Along with training sessions (Section 3.2.2), these would include:

- **Seminars**

  A seminar is a program that provides information and training to attendees formally. This type of learning opportunity is done in person, and attendees come together to learn about specific subject matters from experts. This activity is engaging and allows employees to develop key skills that would help them work more effectively.

- **Webinars**

  An emerging method of training employees is holding online training sessions and webinars. Thanks to the internet, your team members no longer need to travel far and wide to learn new skills and knowledge from experts. Webinars are proven to be a time-efficient opportunity for employees to develop skills and abilities that would help them better work on the expected tasks.

  Another benefit of engaging in this opportunity is that it allows managers to play a hands-on role in the development of employees. You can easily track the progress of employees and likewise reach out to them if they need assistance.

Development opportunities refer to activities that focus on applying acquired knowledge to ensure one's capabilities in the workplace. These include:

- **Cross-Training**

  This opportunity allows employees to learn new skills and knowledge about aspects of the business outside of their own area of expertise. In cross-training, employees will be assigned to different departments where they will experience working on and learning about different functions that they can integrate with their performance of their assigned work tasks.

  The main benefit of cross-training is its expansive nature. It empowers employees to develop additional skills that they may not have initially considered necessary or valuable to their function. Moreover, cross-training helps curb position fatigue among employees. It allows employees to expand their horizons and grow holistically.

- **Hands-on Walkthroughs**

  This development opportunity allows employees to experience a process or operation firsthand by allowing them to directly engage in it. As the name would suggest, the very nature of hands-on walkthroughs gives them a firsthand experience that would enable them to have a feel of what it is like to work on key tasks they need to develop their capabilities.

  The benefit of this development opportunity is that it provides practical experience that would be useful for when employees would have to work on the necessary tasks themselves. Instead of merely learning skills theoretically, this allows them to have a direct and actual experience they can refer to later on.

- **Team Building**

  Engaging in team building activities is not only effective but is also a fun way of improving the dynamic and skills of your team. It helps you discover the strengths and weaknesses of employees and enables the team to work with these, helping each other out, to effectively work towards shared goals.

  It is important to choose the right activities and exercises to ensure that you are able to target the specific areas in which your team needs to develop. Additionally, it is best to pick an activity where even you as a leader can comfortably join in and stay involved. If done right, team building will improve key behaviours necessary for any successful team. This includes enhancing communication skills, developing leadership skills, increasing team cohesion, and promoting teamwork. Ultimately, team building would empower your team to work even more effectively towards your common objectives.

- **Workshops**

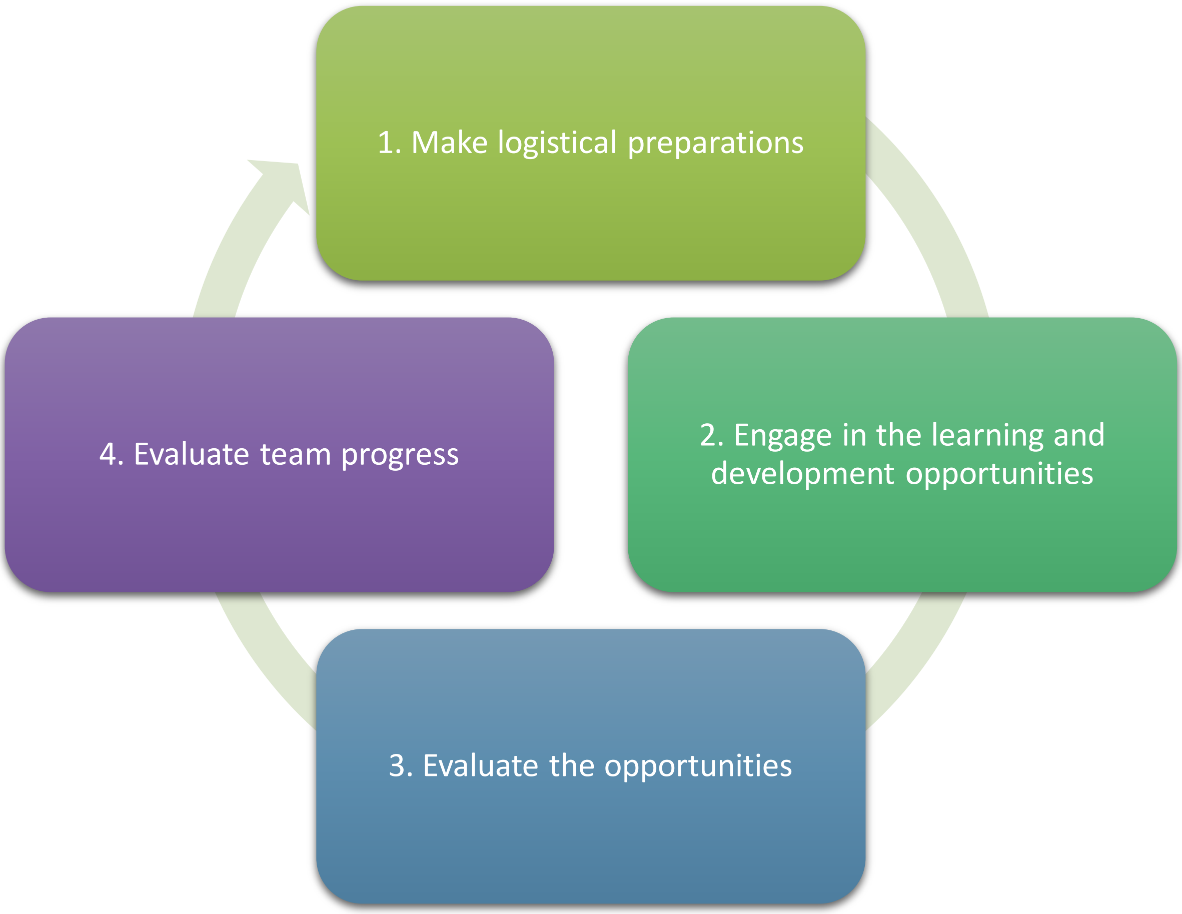
  Workshops are short-term educational programs designed to help employees learn and develop specific skills and behaviours that would enable them to work more effectively and efficiently. These learning and development opportunities can last around an hour or so until a couple of days, depending on the level of difficulty and detail involved in the material to be learned.

  Organisations around the world rely on workshops to help them further develop their teams and employees. This is because workshops are designed to really engage employees and help them learn the necessary material in a hands-on manner. Workshops tend to be informal, encouraging participants to actively involve themselves in the learning process.

4.4 Implement Action Plans to Address Individual and Team Training Needs

The fourth and final step involved in monitoring your team's performance is implementing your action plans. As discussed earlier, action plans are the specific tasks you will accomplish to address the identified needs of your team and team members. In essence, this means working towards the learning and development opportunities you have identified in the previous section.

The process of implementing your action plan would generally involve the following steps:



1. **Make logistical preparations**

   As it is with any other plan, there are logistical requirements in engaging in the different learning and development opportunities to develop your team. This includes acquiring the physical, human, as well as financial resources necessary for you to implement your plan. You must identify, acquire, and allocate your resources at the onset.

   Making logistical preparations may also require you to work with relevant personnel and seek their approval (e.g. your Finance Officer must approve the budget for the opportunity you select, especially if such is costly). This step also involves setting schedules and timeframes. Ensure that everyone is made aware of these and is able to adjust their own timelines and deadlines, as necessary.

2. **Engage in the learning and development opportunities**

   Once you have finalised all logistical preparations, you can engage in your selected learning and development opportunities. In doing so, you must ensure that your opportunities remain relevant to the goals and objectives you are trying to achieve. Sometimes, it may be tempting to get carried away and forget about your end goal. This is especially true for more informal opportunities that you yourself participate in.

   You must remember that your job as the team leader requires you to stay keen and observant throughout the process. Monitor the activities and your members, ensuring that everyone is paying attention and participating in the activities. It may be useful for you to take notes during this time so you can effectively make reports and evaluations later on.

3. **Evaluate the opportunities**

   It is vital to evaluate how well your opportunities were able to address the identified needs of your team. This evaluation would come from a number of sources. First, you yourself would produce a report that assesses the opportunity and summarises what transpired. Likewise, it may be valuable to seek the insights of any third parties who were involved in the opportunities (e.g. trainers). They may provide a good perspective of the engagement.

   Finally, evaluating the opportunity would involve seeking feedback from your team members. You must ask them how they felt about the opportunity, what they learned, and how they think this helped them improve.

4. **Monitor team progress**

   Your implementation does not end once your learning and development opportunities conclude. In fact, the impact of these opportunities will truly reveal themselves only after the activities end, and your teammates must make use of what they have learned in fulfilling their tasks.

   You must take it upon yourself to monitor the performance and behaviours of your teammates after the opportunity has finished. This will help you determine how effectively the opportunity has addressed the identified needs of your teams and likewise identify if there is a need to engage in further learning and development opportunities.

Activity 4

After discovering that one of your team members is underperforming, you have decided to provide them with feedback so that they can improve. Keeping in mind that effective feedback must be constructive and timely, briefly describe the content, manner, timing, and frequency of the feedback you will deliver.

Content	
Manner	
Timing	
Frequency	

Notes

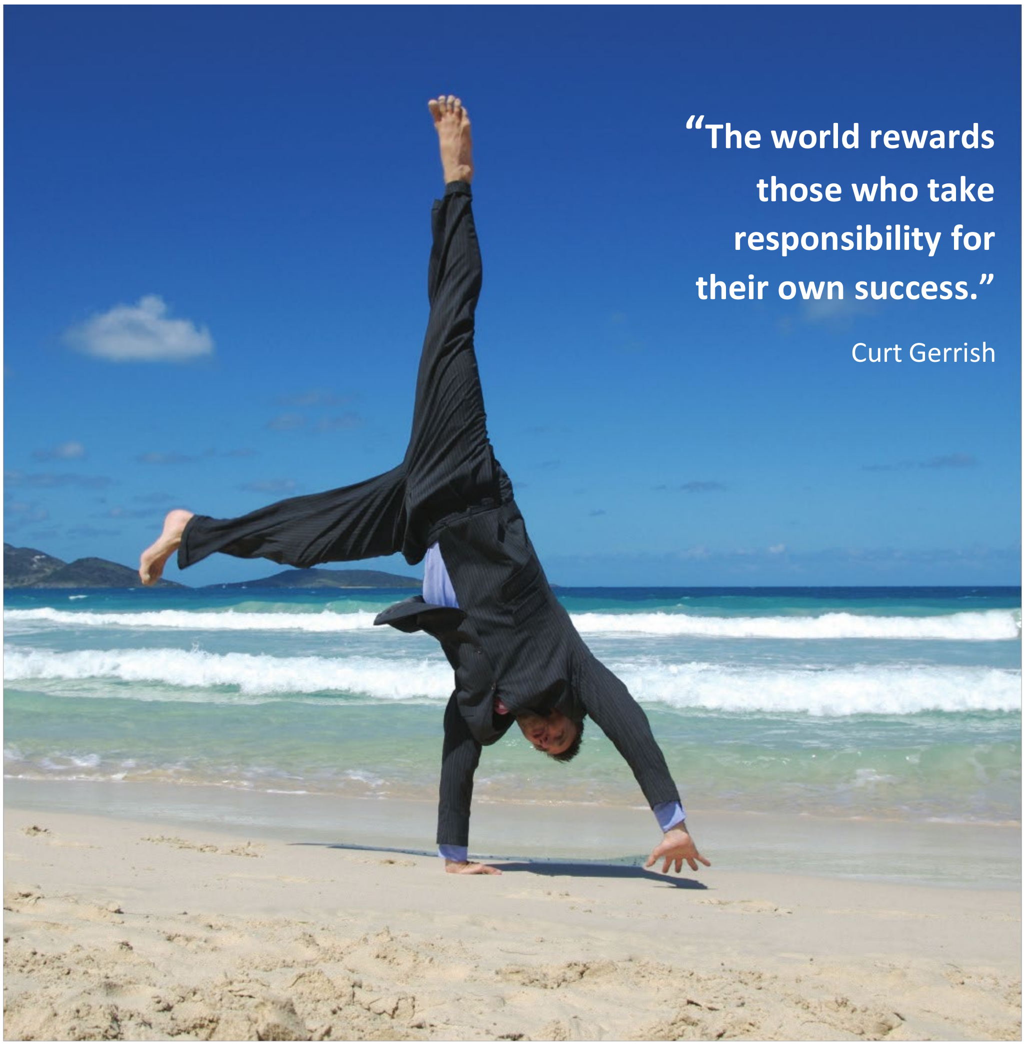
Key Points: Chapter 4

- To sufficiently evaluate the performance of your team members, you must measure these against agreed work plans.
- A key aspect of monitoring team performance is providing timely and constructive performance feedback to your team members.
- Aside from being timely and constructive, the feedback you provide must align with expected organisational standards for it to be considered effective.
- You must identify the training needs of your team and your team members to determine how their performance and behaviours can further improve.
- With these needs in mind, you must identify specific learning and development opportunities that will allow your team to improve their performance and behaviours.
- To sufficiently address the identified training needs, you must properly implement action plans for your learning and development opportunities.

Chapter 4 – 'True' or 'False' Quiz

Tick 'True' if the statement is correct, and 'False' if not.	True	False
You must check the performance of your employees against the common team objectives that have been outlined during your team planning process.	☐	☐
You must keep your performance plan in mind as you measure and evaluate the performance of your team members.	☐	☐
To align your feedback with expected organisational standards means to provide the same exact feedback to all your employees.	☐	☐
Constructive feedback is information-specific, issue-focused, and observation-centred.	☐	☐
Training needs are the specific areas of improvement of your team in general and your members in particular.	☐	☐
In implementing action plans to address individual and team training needs, your implementation ends once the learning and development opportunities conclude.	☐	☐

Summary



The failures and the successes of a team leader are essentially that of their team members. If a team performs well, it reflects well on the leader. Likewise, underperformance would always be attributed to the failure of a team leader. Given this, the value of effectively leading and facilitating teams becomes even more apparent.

The true worth of leading and facilitating teams well, however, lies in its function in the context of the organisation. Success in leading and facilitating teams would result in better performance on an individual and a team level. This improvement would empower members to work more effectively towards both team and organisational goals, which is the ultimate aim and indicator of success.

You must, therefore, take it upon yourself to learn how to lead and guide your team. Doing so would essentially direct you, your team, and your organisation towards success.

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