



**Future
Institute of
Australia**

Training for the Future



BSBLDR411
Demonstrate Leadership
in the Workplace
Participant Workbook

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BSBLDR411 - Demonstrate leadership in the workplace (Release 1)

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Version Control & Document History

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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



BSBLDR411 - Demonstrate leadership in the workplace

This unit standard BSBLDR411 Demonstrate Leadership in the Workplace covers the skills and knowledge required to lead teams and individuals by modelling high standards of conduct to reflect the organisation's standards and values.

The unit applies to individuals who are making the transition from being a team member to taking responsibility for the work and performance of others and providing the first level of leadership within the organisation. These leaders have a strong influence on the work culture, values and ethics of the teams they supervise.

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

- 1. Prepare to demonstrate leadership**
- 2. Align behaviour with organisational values**
- 3. Model leadership behaviour**

At the conclusion 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 the skills and knowledge required to demonstrate leadership in the workplace.

Chapter 1: Prepare to Demonstrate Leadership



Leadership is the ability to influence others to achieve their goals and contribute to the growth and improvement of an organisation. Being a leader means being able to provide people with the guidance and support they need to complete organisational goals. It is made of multiple skills, qualities, and expectations.

In the workplace, being a leader is more than just managing your work team. Workplace leadership refers to guiding, motivating, and directing others towards unified workplace goals and objectives to meet the needs of a business. It involves having a deep understanding of what your organisation wishes to achieve and influencing those around you to do their part in making it happen. To even consider being a leader takes a lot of courage, and more importantly, preparation. Leadership can come from anywhere or anyone; all it takes to find it is putting in the work.

This chapter will discuss the information and qualities you need to demonstrate leadership in the workplace.

1.1 Identify Organisation's Requirements for Management Performance

To become a good leader in your workplace, you must first identify what requirements your organisation has in place for your position. These requirements will guide and help you to demonstrate the kind of leadership that your organisation needs. To be able to lead your team to success, you must first know how to identify your organisation's requirements for management performance and understand what those requirements are.

1.1.1 Identifying Requirements

Each organisation can have different requirements for managers in the workplace. Depending on what it attends to achieve, your organisation will have certain expectations from you. You can identify these requirements by conducting a job analysis.

A job analysis is a process that helps you determine the requirements and duties of your job by breaking it down into parts. It consists of three steps:

Job Analysis

Step 1: Break the job down into parts

The first step is to break your role as a manager into different components. This will make it easier for you to know what information you are looking for.

Responsibilities

- The responsibilities are the specific tasks and functions that you are required to perform as a manager.

Required Skills and Knowledge

- Skills are the particular abilities that are specific to being a manager in your organisation. Some examples are critical thinking skills and leadership skills.
- Knowledge consists of information that you apply when working as a manager. The knowledge that you need may include technical writing, work health and safety procedures, etc.

Attitudes and Behaviours

- The attitudes and behaviours determine the manner in which your organisation expects you to perform your tasks. As a manager, you may be expected to be confident, strict, and direct.

Context

- The context of your job is made up of the working conditions that affect it. This is your day-to-day experience as a manager.

Responsibility Levels

- The responsibility level dictates who you will be supervising and who your supervisors are.

Step 2: Identify where to find information about the requirements

There are several sources of information that you can use to identify the requirements of a manager. Larger organisations will require more narrowing down than smaller organisations because they contain more sources of information. It is important that you narrow them down to the sources that can provide information about your specific role rather than your team or department. Sources of information include:

A person that previously held your role in the workplace

- Ideally, you would find someone in your organisation that previously had your role as a manager. This can be someone who was promoted or transferred after undertaking your current work.
- As someone who's previously worked as a manager in your organisation, they can provide valuable insight on what is expected of you as you perform your job.

The immediate supervisor of your role in the workplace

- Your supervisor should be able to provide you with at least the basic information about your role as a manager.
- Your immediate supervisor is the person in the workplace who is tasked with overseeing you and your work team.
- They may not be able to inform you about the more detailed aspects of your role but what you gather from them can serve as supplementary information to those gathered from other sources.

The department that you are part of in your organisation

- Focus on gathering information from those in your department that are in the same job level.
- Other managers or leaders in your department can share their knowledge, insights, and experiences that will help you better understand your own requirements.

Step 3: Gather the information you need

The final step is, of course, to collect the information. To do this, you can apply one of the following methods:

- Workplace observation
 - Observe the people who perform the same or similar tasks. The best option would be to observe someone who has the same position in your workplace.
- Interviews
 - You can conduct individual interviews with your supervisor or someone that previously held your position. Group interviews are more appropriate when asking your work team. Be sure to prepare your questions beforehand and ask questions that will help you identify the requirements for management performance.
- Existing records
 - You can access and review work documents that are relevant to your role as a manager. Documents such as project reports or meetings minutes that involve your position's tasks can be helpful.



1.1.2 Management Performance Requirements

Your organisation will have several requirements that you must meet to be an effective leader in your workplace. These requirements are determined by the different functions or roles that being a manager entails. Below are the four key functions of management and the activities that performing those functions require:

Planning

- Establishing objectives stating the organisation's mission
- Developing strategies to achieve organisational goals
- Determining the required resources for the organisation's business activities

Leading

- Motivating workers in the organisation to work towards accomplishing the organisation's goals
- Establishing and maintaining open communication between management and work team
- Resolving conflicts when they occur in the workplace
- Assisting workers in adjusting to workplace changes that are made in the organisation

Organising

- Establishing and communicating organisational policies and procedures
- Developing the organisational structure
- Assigning tasks to the correct worker for the job
- Coordinating with workers about work activities
- Allocating resources for the organisation's business activities

Controlling

- Measuring and evaluating the performance of workers and work teams
- Comparing organisational performance standards to the performance of the members
- Identifying potential alternatives and areas for improvement in the organisation's systems and procedures
- Taking action to implement changes to improve worker performance

1.2 Identify Qualities Required for Positive Management Performance According to Organisational Policies and Procedures

After identifying the organisation's requirements for management performance, you must now identify the qualities that you will need to meet them. Your organisation will have certain qualities that they expect of you depending on its policies and procedures. Your goal as a leader in your workplace is to develop these qualities in yourself. The following sections will discuss some of the qualities you may need and how you can exhibit them in your workplace.

1.2.1 Effective Management Qualities

There are three qualities necessary for positive management performance (Lussier, 2019). As a leader in your workplace, your goal is to ensure that you exhibit all three qualities and continuously improve them.

The three qualities are **integrity**, **industriousness**, and **ability to get along with people**.

Integrity

- Am I trustworthy? Do I complete tasks when I set out to do them?
- Am I loyal? Do I avoid doing or saying things that might hurt my co-workers?
- Can I take criticism? Do I try to improve and change when needed?
- Am I honest? Do I avoid lying, cheating, or stealing?
- Am I fair? Do I treat others equally?

Industriousness

- Do I want to be successful? Do I do my best to achieve success?
- Am I a self-starter? Am I able to get things done without being asked?
- Am I a problem solver? Do I create solutions when I experience problems?
- Am I self-reliant? Can I work without depending on others?
- Am I hardworking? Do I enjoy my work and completing my tasks?

Ability to get along with people

- Do I enjoy working with others? Do I prefer to collaborate with co-workers than work on my own?
- Can I motivate others? Am I able to influence my co-workers to complete tasks they do not enjoy?
- Am I well-liked? Do others enjoy working with me?
- Am I cooperative? Do I ensure that the team does well as a whole?
- Am I a leader? Do I enjoy instructing others?

You can try to assess yourself by answering all the questions under each quality. Each time you can answer 'yes' is evidence of that quality in you. Which of the qualities do you exhibit? Are you more capable in any of the qualities than the others? Examine which of the three qualities is your strength and which is your weakness. Take time to develop the quality that you might be lacking in by creating a plan to address it. These three qualities are necessary for taking up leadership roles and choosing a leadership style.

1.2.2 What is Leadership?

Many people believe that leadership is simply being the first, biggest, or most powerful. Leadership in organisations has a different and more meaningful definition. Very simply put, a leader is interpreted as someone who sets the direction in an initiative and influences people to follow that direction. How they set that direction and influence people depends on a variety of factors that will be considered below. To really comprehend the 'territory' of leadership, you should understand some of the major theories on, and styles of, leadership. This will enable you to review some of the traits and characteristics that leaders should have.

Leadership Styles

The role of leadership in management is largely determined by the organisational culture of the company. It has been argued that managers' beliefs, values, and assumptions are of critical importance to the overall style of leadership that they adopt.

There are several different leadership styles that can be identified within each of the following management techniques. Each technique has its own set of good and not-so-good characteristics, and each uses leadership in a different way.

The Autocrat

The autocratic leader dominates team members, using unilateralism to achieve a singular objective. This approach to leadership generally results in passive resistance from team members and requires continual pressure and direction from the leader in order to get things done. Generally, an authoritarian approach is not a good way to get the best performance from a team.

There are, however, some instances where an autocratic style of leadership may be appropriate. Some situations may call for urgent action, and in these cases, an autocratic style of leadership may be best. In addition, most people are familiar with autocratic leadership and therefore have less trouble adopting that style. Furthermore, in some situations, subordinates may actually prefer an autocratic style.

The Laissez-Faire Manager

The Laissez-faire manager exercises little control over their group, leaving them to sort out their roles and tackle their work, without participating in this process themselves. In general, this approach leaves the team floundering with little direction or motivation.

Again, there are situations where the Laissez-Faire approach can be effective. The Laissez-Faire technique is usually only appropriate when leading a team of highly motivated and skilled people who have produced excellent work in the past. Once a leader has established that their team is confident, capable, and motivated, it is often best to step back and let them get on with the task since interfering can generate resentment and detract from their effectiveness. By handing over ownership, a leader can empower the group to achieve their goals.

The Democrat

The democratic leader makes decisions by consulting their team while still maintaining control of the group. The democratic leader allows their team to decide how the task will be tackled and who will perform which task.

The democratic leader can be seen in two lights:

A good democratic leader encourages participation and delegates wisely, but never loses sight of the fact that they bear the crucial responsibility of leadership. They value group discussion and input from the team and can be seen as drawing from a pool of the team members' strong points in order to obtain the best performance from their team. The Democrat motivates the team by empowering them to direct themselves and guides them with a loose rein.

However, the Democrat can also be seen as being so unsure of themselves and their relationship with subordinates that everything is a matter for group discussion and decision. Clearly, this type of 'leader' is not really leading at all.

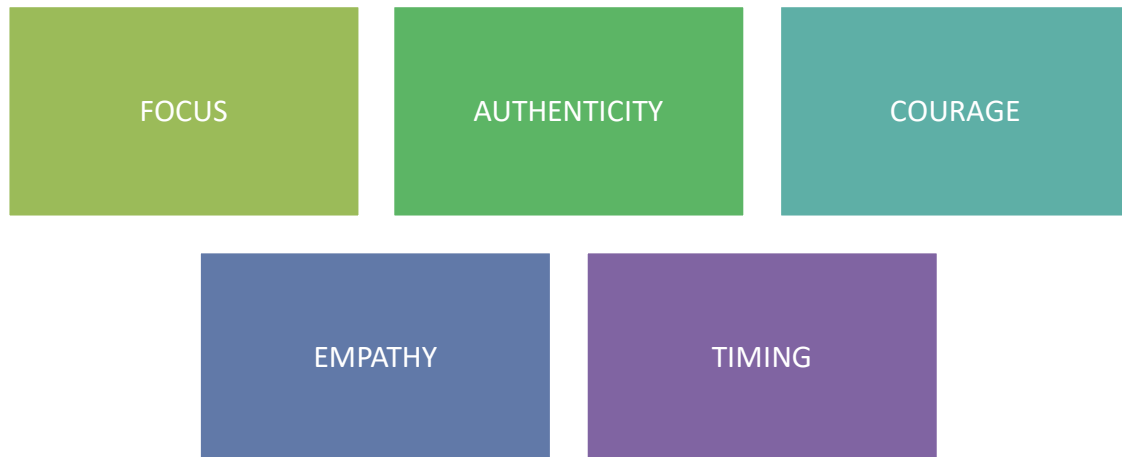
Visionary

The visionary leader mobilises their team members towards a shared goal or objective. Visionary leaders are charismatic, persuasive, and have high emotional intelligence. They are able to see a 'big picture' of the future and what needs to happen to achieve it. Compared to the other leadership styles, the visionary leader approach creates a stronger positive impact on the organisation's culture.

This leadership style is best for managers that are an expert in their field of work. That expertise begets respect from team members and is useful for motivating them to follow the leader's plans and instructions. This style is not ideal for situations wherein the workers require more training or close guidance.

Keys to Effective Leadership

There are five keys to being an effective leader:



Focus

In order to be a leader who people want to follow, you need to ensure that you are aware of the results you want to achieve and where you want to go. Look at your vision, your mission, and your values and use these to find the most effective strategic goals for your organisation. By focusing on where you want to go, you can be sure that you will actually get there.

Authenticity

People like to follow those people who are always themselves. Be real! Be yourself and manage people in the way that you feel works best. Consider, for example, the way that you want to be managed and manage those under you using similar techniques. By being real, you can build the trust that people feel when working with you.

Courage

A leader needs to recognise when they are doing things right and needs to have the courage to admit their mistakes.

Empathy

Empathy is all about showing you understand how others feel. You need to show empathy as much as you can and you can achieve this by developing your listening skills. Appreciate what others are saying and use this knowledge to gain new ideas and build your relationships to be as strong as possible.

Timing

An effective leader understands the timings behind certain events and knows when and when not to make decisions. They understand the manner which is needed to make decisions, they understand the speed at which to move, and they know which decisions to make, and when.

Professionalism as a Leader

A good leader must be able to display professionalism. *Professionalism* is a set of values or behaviours that leaders typically exhibit, meaning that they perform their work in a way that is efficient, reliable, and respectful.

Professionalism Values

- Finishing tasks when they are meant to be finished
- Understanding their own and team member's roles
- Creating high quality outputs

Efficient



- Being on time
- Being approachable
- Providing input during team discussions
- Supporting work team member

Reliable



- Displaying good manners
- Being courteous
- Being fair and honest
- Accepting feedback given
- Apologising when appropriate

Respectful



Remember

An effective leader gets all their team members working towards a common goal.

1.2.3 Leadership Theories

Countless experts and researchers have spent years formulating theories on leadership. These theories aim to explain what effective leadership is. Leadership theories refer to explanations of how and why certain people become leaders. These theories focus on the characteristics and behaviours that people can adopt to improve their leadership skills. They can be used to understand what characteristics a person needs to become a good leader. This section will discuss some of the basic universalist leadership theories.

Universalist Theories

Universalist theories of leadership are focused on the key characteristics held by effective leaders. They argue that if a leader has these characteristics, they can successfully lead a team through any circumstance. These theories are widely accepted as they were some of the first theories developed in trying to understand leadership.

The Great Man/Woman Theory

This theory proposes that certain people make better and more natural leaders than others. According to this theory, successful leaders such as presidents, conquerors from history, and decorated politicians are great men or women that can replicate that success when placed in different circumstances. It proposes that leadership is intrinsic rather than something that is developed over time.

Trait Theory

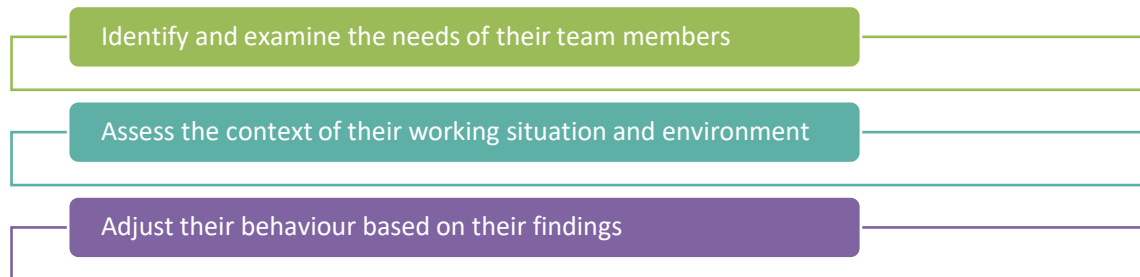
The trait theory of leadership was created as a result of several studies on the specific traits of leaders. Those studies have found that there are sets of traits that belong to an effective leader. Those types of traits are:

Physical	Intellectual	Personality	Complex
<ul style="list-style-type: none"> • Height • Appearance • Energy level 	<ul style="list-style-type: none"> • Intelligence • Independence • Ability to reason 	<ul style="list-style-type: none"> • Extroversion • Dominance 	<ul style="list-style-type: none"> • Flexibility • Charisma • Social intelligence

Contingency Theory

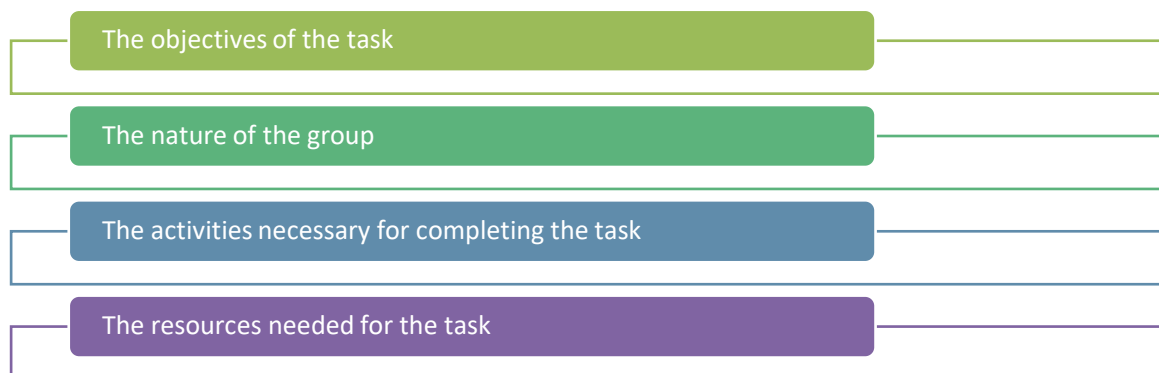
This leadership theory focuses on environmental factors that determine what style of leadership would best suit the situation. According to this theory, no leadership style is the best for every situation.

Contingency theory suggests that leaders are people who focus on variables related to the environment to determine the best leadership style suited for the situation. Leaders must:



Situational Theory

Similar to the contingency theory, the situational theory of leadership suggests that no leadership style is the best for every situation. A situational leader can identify what style of leadership and strategies are necessary for the task at hand. According to this theory, a leader must be able to adjust their leadership style according to:



1.3 Develop and Implement Performance Plans for Individual and Team According to Organisation's Business Objectives

As a leader, you are going to need to undertake planning. Planning occurs whenever something needs to be put into action. Planning processes also mean putting effective means in place to measure overall performance, trying to find ways in which you can be sure that your leadership on a given task is actually working, and you are achieving what needs to be achieved. The following sections will discuss how you can develop performance plans for individuals in your work team and your work team as a whole. These plans must target completing your organisation's business objectives.

1.3.1 The Individual Performance Plan

Individual Performance Plan Components

An *Individual Performance Plan* (IPP) is a tool that you use to establish and communicate the performance expectations of each member of your work team. What an IPP is like varies depending on how it was developed. Normally, it includes the following information:

- worker profile – the worker's name and position in the organisation
- career goals – what the worker intends to achieve for the organisation
- development objectives – what the worker intends to do to improve their performance
- training and development opportunities – the area that the worker needs to improve on
- signatures – evidence of approval and acknowledgement from relevant persons



Developing an Individual Performance Plan

Developing an IPP involves clear and open communication between you and the member of your work team that it is for. It also requires a good understanding of your organisation's objectives. There are five phases:

Pre-Planning

Both you and your work team member must prepare for a meeting to discuss their performance. During this stage, you should review your key performance indicators, which will be discussed later in the unit, and look over records of previous evaluations that the worker has undergone.

Worker/Supervisor Meeting

Examine your team member's strengths, weaknesses, objectives, and organisational requirements. During this phase, you must ensure that the discussion is open and that both you and the worker have an equal opportunity to speak. Be sure to assign someone to create a meeting minutes so that you can later review what was discussed. This phase is where you ask the worker what they need to better meet their organisational requirements. The discussion should centre around identifying the worker's areas for improvement in their performance and what you can do to improve it. In this meeting, you will establish the performance plan's goals or objectives.

Preparing the IPP

This is the phase wherein you develop the individual performance plan. The IPP must establish what they need to improve their performance and how to meet those needs. Ensure that this phase is collaborative between you and the worker that the performance plan is for.

Complete all the components, as discussed earlier. The development objectives that the performance plan indicates should be aligned with the organisation's business objectives. Your organisation should have a template for an IPP so be sure to follow it. The IPP should contain the objectives, the action steps necessary to complete them, and the dates you expect those action steps to be completed. Below is an example of a template for an IPP.

Employee Name:		Worker's Strengths:	
Position:		Worker's Business Objectives:	
Objective	Action Step	Target Completion Date	Actual Completion Date

Implementing the IPP

The member of your work team will undergo the activities in the IPP, with your supervision. These activities will be the worker experiencing the training opportunities that you have decided on in the IPP. It is important that the worker logs when they intend to complete the business objectives and when they actually complete them.

As the activities occur, it is the worker's responsibility to complete the action steps that you have laid out in the IPP to the best of their abilities. You must guide them towards maximising their development opportunities so they can get the most out of it and achieve as much growth as possible. Ultimately, it is their job to tend to their professional growth while receiving the necessary resources and support from you and the organisation.

Evaluating the Outcomes

You must evaluate the effectiveness of the IPP and determine if your co-worker has grown. The worker must inform you whether the training and development experiences they had has helped them better perform their tasks. You can do this by having them submit an evaluation form where they can describe their experience and explain how the training has helped them. Allow the worker to make suggestions or recommendations for improvement to make the training more effective.

As their manager, you must continue observing the worker as they resume their tasks after training and determine if their performance has improved. Did they accomplish all the development objectives that the IPP aimed to complete? Has their productivity increased since undergoing training? Has the quality of their work improved?

If the IPP was a success, you should be able to see an overall improvement in your worker's performance. Ultimately, the goal is for them to attain professional growth and to use that growth to contribute to the organisation's business objectives.

1.3.2 The Team Performance Plan

Team Performance Plan Components

Similar to an IPP, a *Team Performance Plan* (TPP) determines and communicates the performance expectations of a team. It identifies the desired performance levels of a team and how the team can achieve them. A TPP normally contains the following components:

- team development objectives
- performance measures
- actions to take to achieve business objectives
- a time frame that dictates how long it will take to execute the TPP

Developing a Team Performance Plan

To develop a performance plan for your work team, you must ensure that it aligns with your organisation's overall objectives. The process of developing a TPP is as follows:

Identify Team Performance Needs

Examine your work team's strengths and weaknesses to identify its areas for improvement. Remember that you are assessing a team so you must identify these in every member. The performance needs are what the team must achieve or be provided with to meet the organisation's standards and business objectives.

Identify Desired Team Performance

The team's performance can be one of the following levels:

Beginner

- This is the level wherein the team's performance is equivalent to that of someone who is new to the line of work.
- It is the minimal level of performance and is just enough for the performance to be satisfactory.

Intermediate

- This is the level wherein the team's performance is at the normal and usual quality for a professional in the organisation.

Expert

- This is the level wherein the team's performance surpasses the expectations of the organisation.

Ideally, the team would be functioning at an expert level of performance. Depending on the circumstance, the desired performance level may not be the expert level. It is possible that the team is currently working at a beginner level and aiming for an intermediate performance level would be more realistic.

Identify Methods to Monitor Performance

The next step is to identify and establish how you will monitor and evaluate the performance of your work team. Examples of some methods are surveys, self-evaluation, and observation by team leaders. You must align your monitoring methods with your organisation's key performance indicators (KPIs) to accurately measure and evaluate the performance of your work team.

Your organisation should have methods in place for monitoring the performance of your work team, so be sure to identify those methods and apply them. It is always the best practice to go by organisational policies and procedures.

Create the TPP

This phase is when you will create a team performance plan. Like the IPP, this should be a collaborative effort between you and the work team. That means that all the decisions made for the TPP should be agreed upon by you and everyone in the team. The TPP should contain all the components mentioned earlier. The TPP should explicitly communicate the time frame in which the team should be able to achieve their goals as well. Below is an example of a template for a TPP to help you better understand how to create one with your work team.

Team Performance Plan				
Department:				
Team Development Objectives:				
Objective	Action Step	Team Member	Target Completion Date	Actual Completion Date

Implement the TPP

Guide your work team through implementing the TPP that you developed together. As the team goes through the action steps in the TPP, you must be present and involved in their experience. As their manager and leader, it is your responsibility to guide your work team through the development activities.

Developing a TPP may make your team feel more aware of what they lack in terms of performance and discourage them. Be sure to remind your team that taking part in activities is for their benefit and will help them grow as professionals in their careers. Encourage your team to make the most of the action steps that they are assigned and achieve the most growth. Allow them the opportunity to ask you questions about the TPP activities and be direct when addressing those questions.

Remember to be supportive but avoid spoon-feeding your work team. The activities in the TPP are meant to challenge them and help them address their weaknesses. Their performance cannot improve unless they work for it.

Evaluate the Outcomes

Evaluate the effectiveness of the TPP by examining if the team was able to achieve its goals and improve their performance level. Like in evaluating the outcomes of an IPP, you can set up a meeting with the work team to discuss the effectiveness of the TPP.

Allow the work team to share their insights and experiences from undergoing the development activities in the TPP. Ask them if the action steps have helped them do their work more efficiently. Ask them for suggestions or recommendations on what can be done to further help them improve their performance level as a team.

Over time, you must continue observing and monitoring the performance of your work team. A successful TPP will lead to an increase in the productivity and performance level of a work team. If the TPP has truly helped your work team, then they should be able to better contribute to achieving your organisation's business objectives.

1.4 Establish Key Performance Indicators According to Organisation's Business Objectives

Key performance indicators (KPIs) are what you use to measure the level of a worker's performance. KPIs are usually determined by an organisation's business objectives. Your responsibility is to establish KPIs and communicate them to your work team. The KPIs will not only help you evaluate the performance of your work team; they will also guide your work team towards achieving the performance level that the organisation requires. The following sections will discuss how you can establish KPIs and use them to measure your work team's success.

1.4.1 Establishing KPIs

The first thing to do is to identify the purpose of the position. This is generally easy to accomplish because it is stated separately or is included in the introduction to the position description. An excellent check to use in determining if the KPIs make sense is whether they reflect the purpose of the position itself.

Identifying the Purpose of the Position

The purpose provides managers with objectively based information for making decisions. You need to identify the major duties of the position using the position description. Below is an example of a position that has four key tasks. Within the descriptions of each of the duties, keywords can be found that tell what the duties involve.

- studies the structure and/or functions of organisations
- provides program cost analysis, annual and multi-year fiscal planning
- provides program support, assessment, and consultation services
- conducts management surveys and research projects

Note that first and last duties involve the conducting of studies, surveys, and other projects that require similar skills. Therefore, they can be combined into a single critical element.

Identifying Critical Elements

During this step, you are again trying to place the position within the context of the organisation. Two questions come to mind:

- What is the organisation attempting to achieve?
- What contribution can this position be expected to make?

This step demands more creativity than simply reviewing a position or job description for keywords. Other questions to ask might include:

- Does the organisation have any special projects to accomplish this year?
- Are there any initiatives that my department/division could work on or support?
- Are there some long-standing problems that could be addressed?

This is, by far, the most difficult step. This step clearly states what you expect the worker to do, as well as how well they are expected to do the work assigned. This takes time and thought.

Note the similarity between the performance standards for critical elements one and two. This often happens when a position has consistency in the duties assigned and skills employed. Could they be combined? Yes, but in this case, it would not be recommendable to do that because there will probably be a great deal of difference between the approaches used in most management studies and the analytical approach needed to assess and recommend a forecasting model.

Reviewing the KPIs

The next step is making sure the KPIs are measurable and understood by everyone in the organisation.

Review again what is expected and make it clear why accomplishing the standards is important to the overall success of the organisation. Remember that the goal of this entire process is to get everyone in your organisation perform at the highest level possible. Communicating the KPIs to your work team is an important component in this process. Establishing clearly written and mutually agreed upon key performance indicators is not easy, but it is well worth the investment of time.

1.4.2 Getting the Best Performance

In order to lead and get the best possible performance from your team, you need to look for ways to actually measure the level of performance of your staff and determine exactly where and when this is to be done. Without this knowledge, you have no idea if what you are doing is actually working or not.

Such measurement may be undertaken at a range of times, including:

- professional development reviews
- project appraisals
- compensation reviews
- and many more opportunities that are informal

Determining how to monitor performance is an important step in developing performance plans. You may have worked through the previous steps of the process, developed what you thought were great KPIs, and then found that monitoring performance on an element is impossible, or too costly, or too time-consuming. If this happens, think through other specific measures that indicate performance that are as specific as possible.

The process involves you in attempting to:

- Establish the type of information that you need to obtain and then look at where you can get it from.
- Establish the times for collecting the information that you need and then who will gather it.
- Look at reports that are already available to determine if they will be useful.
- Give feedback to appropriate staff.

Activity 1

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True - 5
- Frequently True - 4
- Occasionally True - 3
- Seldom True - 2
- Almost Never True - 1

Be honest about your choices as there are no right or wrong answers - it is only for your own self-assessment.

		Almost Always True	Frequently True	Occasionally True	Seldom True	Almost Never True
1	I prefer to be the only person that can make a final decision.	5	4	3	2	1
2	I like to make the final decisions, but I always try to gather feedback and ideas from a few other key staff.	5	4	3	2	1
3	When a major decision needs to be made, I prefer it if a vote occurs.	5	4	3	2	1
4	I will not consider the ideas brought forward by my staff.	5	4	3	2	1
5	I always ask my staff for their input and ideas with regards to a problem.	5	4	3	2	1

6	The majority of people in the team or department must agree to a change before it is implemented.	5	4	3	2	1
7	I prefer to be able to tell my staff what to do and also the way in which they are to do it.	5	4	3	2	1
8	If there is an event that has occurred that needs resolution, I like to include other staff in that process.	5	4	3	2	1
9	I prefer to get information to my staff by email – not during a meeting.	5	4	3	2	1
10	Mistakes are fatal – I will always tell my staff about the mistakes they make and tell them that they are not to do it again.	5	4	3	2	1
11	Project work and problem-solving within my department is open and participative.	5	4	3	2	1
12	I prefer my staff to determine the best way to do their work.	5	4	3	2	1
13	Inexperienced staff will bring their ideas to me for approval.	5	4	3	2	1

14	I like to ask my staff about where they see the organisation in 5 years and then fuse this as part of my management structure.	5	4	3	2	1
15	I allow my staff to do their work autonomously; after all, they know the work better than I do.	5	4	3	2	1
16	When I notice something is wrong, I tell my staff how to fix it.	5	4	3	2	1
17	I like to guide my staff in prioritising their workloads.	5	4	3	2	1
18	When I am implementing a new idea, I like to delegate responsibility for the implementation.	5	4	3	2	1
19	I closely monitor my staff's performance.	5	4	3	2	1
20	When staff think their job is different than I do, I work with them to overcome these differences.	5	4	3	2	1
21	My staff are responsible for their own work.	5	4	3	2	1
22	I enjoy having power over my staff.	5	4	3	2	1
23	My power can help my staff grow.	5	4	3	2	1

24	I like power to be shared throughout the organisation.	5	4	3	2	1
25	My staff will work harder if there is a threat of punishment over them.	5	4	3	2	1
26	My staff will work independently.	5	4	3	2	1
27	My staff are involved in strategic decision-making.	5	4	3	2	1
28	My team members know that their job is secure.	5	4	3	2	1
29	My staff are creative and innovative in solving problems.	5	4	3	2	1
30	My team members are capable of working independently.	5	4	3	2	1

On the fill-in lines below, mark the score of each item on the questionnaire. For example, if you scored item one with a '3' 'Occasionally', then enter a '3' next to Item 1. When you have entered all the scores for each question, total each of the three columns.

Item	Score	Item	Score	Item	Score
1		2		3	
4		5		6	
7		8		9	
10		11		12	
13		14		15	
16		17		18	
19		20		21	
22		23		24	
25		26		27	
28		29		30	
Total		Total		Total	
	Authoritarian Style		Participative Style		Delegative Style
	(Autocratic)		(Democratic)		(Laissez-Faire)












Notes

Key Points: Chapter 1

- The performance you give as a leader and the behaviours you exhibit are crucial to the way in which your staff will perceive you.
- The three qualities for positive performance management are integrity, industriousness, and the ability to get along with people.
- An Individual Performance Plan is used to communicate the performance expectations of each member of a work team. A Team Performance Plan communicates the performance expectations of a work team as a whole.
- Ensure that your performance meets the organisation's requirements.
- Performance plans allow you to make sure that your organisation reaches its required goals. Part of this performance plan must be a set of key performance indicators which allow you to measure progress towards goals.

Chapter 1 – ‘True’ or ‘False’ Quiz

Tick ‘True’ if the statement is correct, and ‘False’ if not.		True	False
	A democratic leader dominates staff.	<input type="checkbox"/>	<input type="checkbox"/>
	The Situational Theory of Leadership suggests that a leader must be able to adjust their leadership style according to the situation of the team’s task.	<input type="checkbox"/>	<input type="checkbox"/>
	Leaders set direction in an organisation.	<input type="checkbox"/>	<input type="checkbox"/>
	Leaders should act powerfully.	<input type="checkbox"/>	<input type="checkbox"/>
	According to the Contingency Theory, you must consider the variables related to the working environment.	<input type="checkbox"/>	<input type="checkbox"/>
	The three qualities for positive management performance are integrity, industriousness, and intelligence.	<input type="checkbox"/>	<input type="checkbox"/>
	KPIs determine whether a worker should be fired.	<input type="checkbox"/>	<input type="checkbox"/>
	The Great Man/Woman Theory proposes that anyone can be a leader.	<input type="checkbox"/>	<input type="checkbox"/>
	Monitoring performance means measuring performance and providing feedback to workers.	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 2: Align Behaviour with Organisational Values



Your goal is not simply to be a good leader. It is to be a leader who conducts themselves according to the organisation's standards. The actions you take and the decisions you make should show the values that your organisation believes in; this demonstrates your integrity and credibility as a leader. Aligning your behaviour with organisational values shows your team and the organisation that you are genuinely doing everything to contribute to the organisation's growth and improvement.

2.1 Locate and Assess Organisation's Standards and Values for Conducting Business

Every organisation has its own standards and values. As a leader in your workplace, you must be able to identify them before you can exhibit them. To identify them, you must first understand what they are. The following sections will explain what organisational standards, values, and ethics are and how to locate them in your own workplace.

2.1.1 Methods to Locate Organisational Standards and Values

Every organisation has standards and values when they conduct business. They can either be stated or implied. Organisational standards are the instructions and specifications that determine if activities and behaviours in the workplace meet the expectations of an organisation. Organisational values are the core principles in terms of behaviour which the organisation will follow by conducting business according to these principles. This guides how people working in the organisation behave and interact with others.

The stated standards and values are normally found in an organisation's mission statement and further explained in certain documents and procedures.

Organisational standards and values are stated in:

- The Organisation's Mission Statement
- The Organisational Code of Ethics or Organisational Code of Conduct
- The Organisational Handbook or Staff Manual

They may also be communicated verbally through organisational meetings such as:

- Orientations
- Inductions
- Board meetings

These standards and values also make up the organisation's culture. Organisational culture is what dictates how people in your organisation behave in the workplace. Values and standards of an organisation can be implied in the way workers do their day-to-day tasks. For example, an organisational value can be privacy. This can be shown in keeping private information confidential. Keeping confidential information includes actions preventing the disclosure of personal, legal, and proprietary information in the workplace. For example:

- Securing physical documents, e.g.
 - Using locked file cabinets
 - Folders
 - Proper labelling of documents

- Securing digital documents, e.g.
 - File encryption
 - Limiting access to certain employees, e.g. employees in a managerial position
- Proper disposal of documents, e.g.
 - Shredding
 - Deletion of data

You will see that those values become refined in how the organisation conducts its business through the policies and procedures that are in place.

You can also get an idea of what the organisation's values and standards are based on the opinions of those that it serves and interacts with. This includes the organisation's clients, customers, and other organisations that it may be involved with. The organisation's values and standards affect how an organisation performs and in turn, affects how people see an organisation.

Organisational standards and values are implied in

- The organisation's culture
- How the workers in the organisation conduct business
- How clients, customers, and people outside of the organisation perceive it

To locate your organisation's standards and values, you must observe and examine all sources wherein they are stated and implied. Be sure to get to know those standards and values by working through the documents and procedures that state and explain them. Observe your work team and how the values and standards are present in their work. To be able to assess them, you must first understand what standards and values are. After locating them, the next step is to assess them so that you may uphold those values and standards as a leader.

It is possible that you will identify a standard or value that can be improved in the process of assessing them. Your organisation should have a process for raising questions about its standards and values, which is normally found in its code of ethics. If you find that a standard needs improvement or a value is unfair, you should get in touch with your organisation's HR department and discuss your findings with them.

2.1.2 Organisational Ethics

The *organisational code of ethics* refers to a set of moral standards defined by the organisation which dictate how its employees/workers interact with outside factors that affect their operations. These ethics ensure that the organisation's employees are treated fairly and that transactions with clients are done in a fair and honest manner. It encompasses everything that you need to know in order to become what your organisation needs.

The code of ethics is chosen and presented by an organisation's management to help its members identify right from wrong in their business practices. Thus, it must be communicated explicitly to everyone in the organisation. If anyone was to be uninformed of an organisation's code of ethics, they might be unable to meet the organisation's standards.

The way that you behave as a leader is something that can have a direct effect on the operation of your organisation. Organisational ethics are organisational values in action. As a leader, you need to strive for high ethical behaviour, decision-making that is transparent, good health, and safety performance as well as sustainable environmental decision-making.

As a leader, if you do little on any of these points, you will quickly find that your organisation suffers issues with regards to the way that people perceive it and your fundamental performance measures may fall quickly.

2.1.3 Organisational Values

Every organisation has a set of principles that it will follow. Organisational values are important in developing the culture in the workplace as well as the organisation's reputation to those outside of it.

An organisation's values are based on what kind of organisation it is. For example, an international university would have values such as academic excellence and diversity, while a construction company would prefer safety and professionalism. It is important for you to know and understand your organisation's values because it will guide you towards the kind of performance that truly represents it.

Organisational values are usually subject to change because as a company changes, so does its values. The values will always reflect what an organisation strives to present in all its procedures, projects, and outputs.

2.1.4 Organisational Goals

Organisational goals are strategic objectives that state what the organisation wishes to achieve. They are based on the organisation's purpose and values. The organisation's collective efforts, from all levels, come together to complete organisational goals. They are usually long-term but subject to change, depending on how the organisation functions. Just like the organisational code of ethics, they are a reference point. Organisational goals are made up of smaller goals that form different parts of the organisation.

Understanding the goals of your organisation will guide you in leading your team towards the achievement of those goals, in the most efficient way possible. You must ensure that the organisational goals serve as a blueprint for the strategies you use in completing any task in the workplace.

2.1.5 Organisational Standards

The use of organisational standards in the workplace is a sure-fire way of improving the long-term sustainability of the organisation. They allow you to ensure that you have improved business performance and competitiveness when compared to the competition as well as a higher reputation level among your consumers.

However, it must be noted that competitiveness and reputation are something that must be earned by a business, and any problems can cause these to be diminished very quickly. A good reputation for you as a leader and for your organisation is something that comes about through solid management, effective public relations, good marketing, and communication to your internal and external customers.



2.2 Identify How Own Performance Will Contribute to Upholding Organisational Values

Long-term business success is linked to the standards and practices of the organisation. Those with high standards tend to thrive, while those where the business leaders are not standards-based tend to falter. The following sections will discuss some of the actions that you, as a leader, can take to improve this level of performance.

2.2.1 Meeting Organisational Standards

Examine your values

All organisations that are worth their salt have a values statement. This document is not something that is written and filed away. It is a living document that needs to be formed carefully, executed continually, and enforced by the management. Values come from above but need to be continually examined and changed as needs arise.

Look to your stakeholders

The development of values and standards of acceptable practice affect both internal and external stakeholders – therefore, you need to look at your stakeholders for ideas on where practices and standards could be improved.

Keep it real

Standards and practices are not just done to make a feel-good commercial. They are there for action and to be used daily within the business. To this end, ensure that the standards are real, authentic, and truly reflect your vision as a leader.

Ensure that you work with your senior management in improving practices

You can get them involved by including them in the discussions that you have with your work team about improving performance. You can make use of consultation procedures to gather insights and ideas from senior management as well. As the seniors in your organisation, they will also be able to provide you with the resources you need to meet the organisation's standards. Make sure that you obtain their approval when making decisions for improving your performance as a leader.

2.2.2 Performance as a Leader

As a leader, you are continually looking to improve the performance of your organisation. This may come about by making improvements to productivity, ensuring the organisation is more efficient, or even just making the organisation a more desirable one for your team to work for.

You must take steps that can show that you are improving your own personal levels of performance. If you are able to do this, it is a short step up to improving the entire organisation. Leading by example is an admirable thing for an effective leader to do.

Leading by Example

Prioritise

Look at the list of things that you hope to accomplish and slowly work your way through these tasks based on the way that you feel they should be prioritised. Prioritising tasks can be done on a number of bases, the most common being when they need to be completed and according to the relative importance and value to the organisation over a period of time. Look at how each of the tasks that you have to do will impact organisational performance and use this as a way of targeting those things that need doing within the organisation.

Avoid procrastination

Procrastination is the thief of time and needs to be avoided at all costs. As a leader, you have 1000 competing priorities on your time; the last thing that you need is not knowing what to do and when. Finding ways to resolve procrastination is a sure-fire way of improving your performance as a leader. Discover ways of identifying those tasks that you are avoiding and tackle them as soon as possible, examine the way that you undertake tasks, and look for ways that you can reduce procrastination in your everyday working life.

Understand your motivations

Know yourself, your skills, your weaknesses, and the speed with which you are able to complete projects. It might help to record your daily activities to get a sense of how you use your time. Put to use your personal creativity and originality through clarity of mind and imagination. This will increase your personal efficiency, working speed, enjoyment, and work quality.

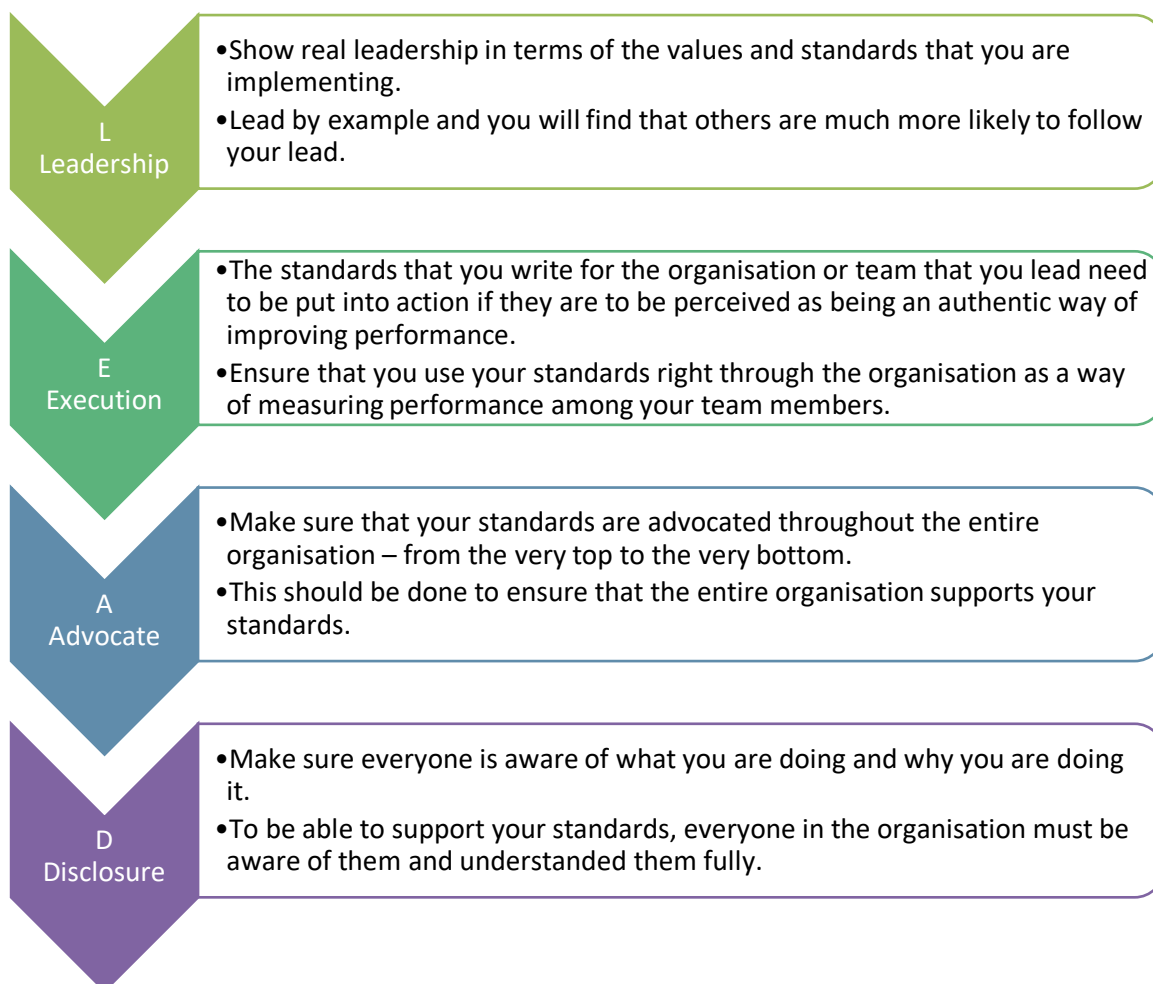
Be motivated

Be positive and concentrate on what you are doing well, rather than dwelling on anything that you are having trouble with. Maintain your motivation through positive thinking, knowing what you are good at what you do and working on areas where you could improve.

Use your work team

You will find that as much as you would like to try and do everything, you simply can not. Do not be a hero. Try to delegate if you feel you will not be able to accomplish everything in a given time frame. Delegation also helps build teams and make them stronger.

The LEAD Acronym



2.2.3 Building Integrity and Credibility Through Trust

This section will look at trust and how this can be sought in the workplace. Trust is all about trying to build strong relationships, and one of the best ways of doing this is to stop trust from being destroyed in the first place. If you can do this, then you have no need to actually rebuild trust in yourself.

This means that as a leader, you need to establish ways of showing your integrity and your commitment to your team. Integrity refers to being honest, trustworthy, and reliable by acting in accordance with your words. It includes being accountable for your own mistakes in the workplace instead of hiding them, making excuses, or blaming others. Credibility refers to the state of trust between you and others in the workplace. This is established when you provide information or opinions based on sound logic and facts, while also demonstrating actions that are consistent with these.

The key methods for building integrity and credibility include:

- participating in open and honest communication
- making decisions that are transparent and logical
- providing information on your decisions
- being clear about what you want to achieve and ensuring all staff are aware of this

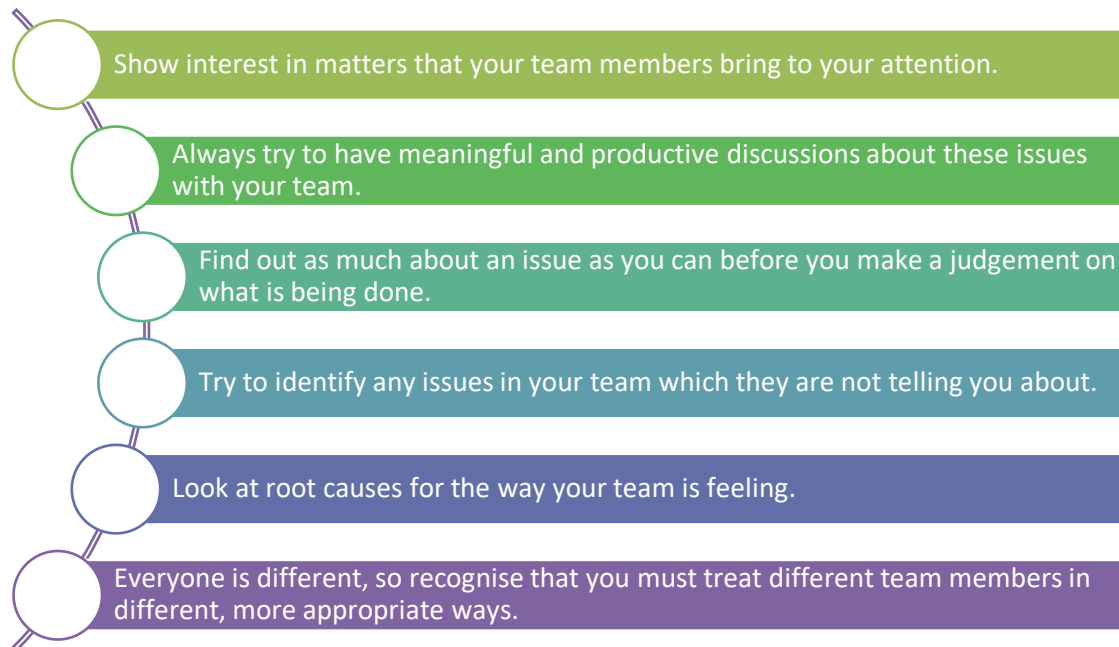
Gaining Trust and Respect
Always listen to everything that your team members have to say.
Treat your work team well. They should be partners in your organisation.
Be polite.
When a team member does something well, recognise it.
Allow your team members to provide input into how things are done.
Allow your team members to feel empowered in their work by giving them more responsibility.
Treat them fairly and equally.
When making decisions, always be firm.
Admit mistakes, never hide from them.
Give credit where credit is due.
Be concerned about problems.
Always keep team members informed about what is going on.

What Not to Do!
Never treat your team as inferior.
Never lie to your team.
Be honest, do not build false hopes.
Never take their ideas as your own.
Never swear.
Never be wishy-washy in your decision-making.
Do not treat your work team like they are children.
Do not be intimidated by your work team.

You may also find that you can build trust in your work team by simply being professional. Sometimes, you may be asked to deal with issues which are quite difficult or personal. This can bring about a number of issues and problems, including:

- Some team members may feel you are playing favourites which can lead to resentment within your team.
- Team members may feel like you are harassing them if you get too close.
- If you develop a strong personal relationship or friendship with a team member, it is very easy to feel like you cannot make decisions that may harm them.
- Getting too close can allow your integrity to be damaged.
- If you have team members who are your friends, you may find yourself in a position of telling them things that you should never have told them.

As a leader, it is important that you show concern and care about your team members, but there is a boundary between being professional and being unprofessional that you must be careful not to cross. Deal with your team in a sensitive manner, but do not cross the line and become too personally involved, as this can lead to you becoming a weaker leader. This means:



2.2.4 Becoming A Role Model

Role modelling is a process used by leaders to influence others to learn desirable actions or behaviour through demonstration or 'modelling' of the desired actions and behaviours themselves. Role models are imitated, emulated, or looked to for guidance. You yourself may perceive certain people in your organisation as a role model, namely:

- Board members
- Business or government contacts
- Funding bodies
- Unions or staff member groups and representatives

There are different kinds of role models. Good role models inspire greatness in others. Bad role models, who can be called 'bad influences,' do the opposite. There are even anti-role models, whom the media peg as 'bad girls' or 'bad boys.' However, the bad role models and the anti-role models are good examples of what not to do if you would like to be successful and respected. In the workplace, these bad role models are those employees who go against the rules and regulations set in the organisation (e.g. those who are always tardy or absent, those who ignore dress codes). They ought to be avoided and not emulated.

Anyone can be a good role model for others. To become a positive influence for others, you must:

- **Model Positive Choice-Making**

Eyes are watching and ears listening. To be a good role model, you must be aware that the choices you make do not only affect you; they affect your whole team too. One day, your team will be in the same predicament you are in and think to themselves, 'What did they do when they were in a similar situation?' It is not enough to tell your team to make good choices. You must walk the talk and make good choices, too.

- **Think Aloud**

Whenever you have difficult choices to make, allow the team to see how you handle the situation. Show them how you work through the issues, weigh pros and cons, and then make decisions. Making good decisions is a skill, and a good role model shows the team both the best decision and how they arrived at that conclusion. That way, they will be able to follow the reasoning when they are in the same situation.

- **Apologise and Admit Mistakes**

Nobody is perfect, not even role models. When you make a bad decision, allow those who watch and learn from you know that you made a mistake and show them how you plan to resolve it. This will help them understand that:

- Everybody makes mistakes.
- It is not the end of the world when you do.
- You can make it right.
- You need to take care of and be directly responsible for your actions.

By apologising, admitting your mistakes, and fixing the damage, you will demonstrate the important but often overlooked role model.

- **Follow Through**

Everyone needs to meet with their commitments and follow through with their promises. However, it can sometimes be difficult to demonstrate to do so when you are busy, distracted, tired, or overwhelmed. To be a good role model, you must stay on track, keep your word, finish what you have started, and keep going even when it is difficult.

When role models are able to follow through with their goals, it teaches others that it is possible to do so. This will help them adopt the 'If they can do it, so can I' attitude.

- **Show Respect**

No matter how driven, successful, and smart you are, it is your decision to show the respect that determines if you have the attitude it takes to make it in life. As the saying goes, 'Treat others as we would be treated.' Ask yourself, are you stepping on someone else so you can get ahead? Are you taking people for granted? Do you display gratitude towards others? It is usually the little things that make the biggest difference in how the team perceives success in business and relationships.

- **Keep Growing**

Though you do not want to spread yourself too thin, it is important to show the team that you can continuously better yourself and expand both your knowledge and skillset. When the team sees that their role models can be many things, they will learn that they do not need to limit themselves in order to be successful. Keep growing and improving yourself because when you do, you are also able to inspire others to keep working on themselves.

- **Demonstrate Confidence in Yourself**

Be proud of who you become and what you choose to do with your life. This may be a long and tiring road, but it is a role model's responsibility to commemorate the lesson, gather strength, and show character development. Indeed, you can always improve. Your teams need to see that their role models do not suspend their confidence until they reach 'a victory over' or 'lose five kilograms more.' While it seems like a lot of pressure to be positive role models, no one expects you to be superhuman.



2.3 Identify Issues to be Resolved According to Organisational Values

Part of being an effective leader in the workplace is the ability to solve problems. It is not unnatural for there to be problems and conflicts so you must prepare to resolve them. As a leader, it is your responsibility to know what problems and issues your work team and organisation can face. Identifying issues is not an easy feat and requires diligence and critical thinking skills. The following sections will discuss how you can efficiently identify issues in your workplace.

2.3.1 How to Identify the Right Issue

When entering the process of problem-solving, many organisations make the mistake of trying to solve the wrong problem. Often do they get as far as developing an action plan and even start executing it when they realise that what they are trying to solve is not even a problem. This leads not only to a waste of time but also of valuable resources.

Your job is to ensure that you can identify issues that need to be resolved based on your organisation's values. Evaluate what your organisation aims to achieve by reviewing its values and standards. As you go through the process of identifying the issues that need to be resolved, your organisation's values will continue to serve as your guidelines.

This section will discuss the **Problem Definition Process**.

As a leader, it can also assist you in aligning your behaviour with your organisation's values. The steps are as follows:

1. Determine the Problem's Needs

The first step is to illustrate the problem into a basic statement form. The statement should look something like this:

'We need this (resources for solution) in order to achieve this (desired state) as measured by this (organisational requirements and KPIs).'

Stating the problem this way allows you to communicate it clearly. It also makes it easier for the relevant stakeholders to understand what resources you need to address it. This statement format answers three important questions:

- What is the root of the problem?

The focus must be on the problem, rather than the possible solutions. Again, you are focusing on identifying the problem first.

- What will solving the problem achieve?

You must determine what you want to happen in solving the problem. The desired outcome is not simply what the organisation wants. It takes into consideration the wants and needs of your clients, beneficiaries, and relevant stakeholders. It is vital that you address this as holistically as possible. Avoid preferring any solution and instead base it on what would be best for your organisation and its clients.

- Who will benefit from solving this problem?

Answering this question means identifying who you would be solving the problem for. Knowing who benefits from the solution affects how you approach the issue.



2. Evaluate the Benefits of Solving the Problem

The second step is to explain why you need to address the problem or issue you have identified. This is what will convince the relevant workers and stakeholders in your organisation to take action. As a leader, you should be able to convince your team that they need to contribute to solving the issues in your workplace. Justifying the need for a solution means answering these questions:

- Will implementing the solution contribute to the achievement of the organisation's goals?
- How will the effectiveness of the solution be measured?
- How does implementing the solution affect the profitability of the organisation?
- How does implementing the solution affect the productivity of the workers?

3. Conduct Research on the Problem

The third step is all about research. If the problem has been addressed before, then you can study the past solutions that were applied. Ideally, you would be able to find an already existing solution that will work. If the past efforts ultimately did not solve the issue, then you must take the information and learn from it. What methods have other members of your organisation tried to address the problem? What have you identified as limits to your capability to create a solution?

Contextualising the problem also helps you understand it on a deeper level. Examining your organisation's past issues and solutions allow you to act as a more effective leader.

4. Develop the Problem Statement

The final step is putting everything together. The problem statement must cover everything that you have learned in the previous steps. It contains everything there is to know about the problem. It is a clear description of what the problem is and allows you and the organisation to choose a solution that would address it.

The problem statement must be formed in a way that is comprehensible to those inside and outside of your organisation. Your responsibility is to clearly communicate to your team any issues that you have identified because they will help you achieve the appropriate solution. You must also make the information clear to those that are not within the organisation since it is possible that the solution will be provided by external experts on the issue.

2.3.2 Disruptive Workplace Behaviours

Every workplace faces the possibility of its workers exhibiting disruptive behaviours. *Disruptive behaviour* refers to behaviour that negatively affects performance and efficiency in the workplace. These behaviours can cause problems not only to the people directly involved but the organisation itself. These behaviours can also lead to conflicts between your work team members, so it is necessary that you identify them early on and resolve them before it is too late.

Below are some examples of common disruptive behaviours that can occur in your organisation and their effects:

Disruptive Behaviours	Examples	Effects
Gossip	Spreading rumors about other worker's personal lives, talking about people behind their backs	It can cause lower morale in those being gossiped about and a negative impact on team relationships
Bullying	Manipulating, intimidating, and isolating specific persons to belittle them	The victims are likely to quit, leading to more frequent turnovers in the organisation
Rude Behaviour	Being angry when interacting with others, talking back and using foul language, damaging objects in the work area	It can hinder a team's ability to freely communicate with each other and lower their productivity and cooperation
Insubordination	Disobeying reasonable directions and disrespecting supervisors in the organisation	Workers that refuse to cooperate can cause lower productivity and discredit the authority of superiors in the organisation

2.3.3 Performance Issues

Sometimes, workers can show performance issues in the workplace. This can be damaging to an organisation because it is a direct indicator of how effectively the organisation is being led. *Performance issues* are actions or behavioural patterns that hinder an employee from achieving the basic requirements of a job.

Below are some examples of common indicators of performance issues:

Efficiency in performing work and ad hoc tasks

- Frequent mistakes
- Not following instructions

Management of time to complete tasks

- Inability to cope with work
- Not able to complete work that is of reasonable volume
- Does not finish tasks on time

Poor work attitude

- Has no commitment to their work
- Low drive or motivation to complete their tasks
- Does not interact with others in the workplace

Quality of work output

- Low quality outputs
- Failure to meet performance standards

It is important to identify these indicators because that is the first step to being able to resolve them. There are a number of factors that can cause poor performance in the workplace. If you identify any of these indicators in your work team's members, you can begin a discussion with them and try to work together to develop an appropriate response. As a leader, it is part of your role to guide your work team's members toward better performance.

2.4 Gather and Organise Information Relevant to the Issues Under Consideration



Once you have identified the issues in your workplace, the next step is to address them. However, before resolving an issue, you must first gather and organise all the information you need to do so. This is a part of the decision-making process because any smart decision is made with relevant information in mind. The following sections will discuss different methods that you can use to gather this information and apply it in the decisions you make.

2.4.1 Observation

The simplest way to gather the information that you will need for resolving issues in your workplace is to observe what is happening around you. You can observe the way the members of your team interact with each other and identify important information that you might not have had access to before.

When conducting observation, be sure to do it mindfully. Keep in mind the issues that are under consideration and focus on the work activities that affect or are affected by it. For example, if an issue involves a conflict between two of your team members, you observe the dynamics of your work team as they perform their tasks. Whatever it is that you are observing, remember to document your observations and the information that you gather from them.

Although observation is easy to conduct, it can also be limiting. It can be time-consuming and take away time that you can use to complete other tasks. It can provide you with inaccurate information as well, especially if your workers know that they are being observed.

2.4.2 Surveys and Questionnaires

Using a survey or questionnaire is a more formal and organised way for you to gather information about the issues that you are considering. You can use them to gather the insights and opinions of your workers on the issues in your workplace. You can make use of a printed survey and organise the information yourself or use an online digital survey that can organise the information for you.

Developing a survey that will collect the information that you need involves knowing how to ask the right questions. When conducting a survey, you must make sure that the questions you ask are:

- Relevant to the issues
- Objective
- Easy to understand
- Open-ended and lead to further discussion

Surveys are a sure way to gather information from anyone in and out of your organisation. They are flexible, accessible, and relatively easy to prepare. If you choose to conduct a survey, be sure to dedicate enough time to prepare it. Before you roll out the official survey, try to create a draft survey first and test it. This will help you determine if the survey can collect the information that you are looking for.



2.4.3 Interviews

An interview is a process of taking the time to talk to the people in your organisation and asking them questions about the issues under consideration. This method is useful because it allows your workers to directly express their insights and experiences to you. Some may be able to better express themselves in conversation or orally compared to writing it down in a survey or questionnaire.

When conducting an interview, remember to allow the person or group that you are interviewing to have enough time to voice out all their ideas and opinions about the issue under consideration. Remember that you must also choose the right people to interview. Ideally, you should interview everyone involved in the issue. If that is not reasonable, you must at least interview a part of that group.

Like in conducting a survey, you must prepare the questions that you will ask. They must allow for a natural flow of the interview. If you are recording the interview, remember to inform the interviewee and ask for their consent to be recorded. They should know what the interview is about beforehand and have an idea of what to expect when it begins.

The information that you gather from the interview must be organised, recorded, and communicated to those involved in the interview. This will ensure that it is accurate and factual.



2.4.4 Meetings

It is likely that most meetings will last only an hour or two in length. Therefore, you need to ensure that the meeting is as productive as possible. Meeting participants are unlikely to want to stay in the meeting beyond its set time frame; therefore, you need to ensure that you stay focused on the problem at hand. Again, the approach outlined above is vitally important in achieving this aim. It keeps you focused on certain topics and provides guidelines for what you should be discussing and what you should not be discussing. As the group leader, it is your job to keep the meeting on track. Gently guide the discussion without ever exerting too much pressure on the participants (you want to encourage, not discourage participation).

Guidelines for Conducting an Effective Team Meeting



Begin and end on time



Restate key points



Bring the meeting to a close



Encourage participation by all



Take notes



Meetings Minutes

Recording of the meeting is also vitally important. When you assemble for subsequent meetings, it is important to be able to review what was achieved during previous meetings. It is also useful to be able to have any recommendations or conclusions reached written down for all participants to be able to refer to.

For this reason, somebody should be appointed to take minutes of the meeting. Here are some useful tips for taking the minutes:

- To take effective minutes for a meeting, you need to be sure that you note first:
 - meeting type
 - date and time
 - chairperson and person taking minutes
 - topics
 - time meeting began and ended
- Ensure that you have an agenda sheet prepared ahead of time, with the main topics listed and space for you to write keynotes. This will ensure that you can quickly move down the minute sheet as you take the minutes.
- Either use an attendance sheet or write down the names of all staff that attend the meeting and note any absences in advance.
- Be sure you know who all the people in attendance are.
- Be careful about what you note down. Too much information can mean that you are unable to get down everything that is said. Better to note down the main points first and flesh them out later.
- Remember, minutes are about what happened and not what was said.

2.4.5 Filing Systems

Your organisation should have its own filing system. Filing systems are how information from an organisation's business activities are stored and accessed. They should make it easy to store and retrieve important information. You should be familiar with your organisation's filing system and your responsibilities in maintaining records that contain information from your tasks and relevant activities.

Workplace filing systems are primarily for:



There are different types of filing systems that your organisation can use. When using your organisation's filing system, be sure to know which type it is so that you can use it properly. You can also review your organisation's policies and procedures to guide you on how to properly store and access the information from business activities. The types of filing systems include:

- Alphabetical
- Numerical
- Subject
- Geographical
- Chronological

Understanding the type of filing system your organisation uses will make it easier for you to organise and access information later on. You may use any of the types that were mentioned above, as long as that is the filing system that your organisation uses.

Activity 2

Describe a leader you admire.

Using this description, determine some inherent qualities in an effective leader.












Notes

Key Points: Chapter 2

- Your organisation should have a series of standards, values, and ethics that are used when conducting any form of business. These are used to assist leaders and team members to make decisions that uphold the image of the organisation.
- An organisation's code of ethics dictates the organisation's principles, values, and ethics.
- Methods for gathering information include observation, surveys and questionnaires, interviews, and meetings.
- The Problem Definition Process helps organisations identify all possible issues in the workplace.
- You must gather relevant information about issues in your workplace and communicate them to your work team.

Chapter 2 – ‘True’ or ‘False’ Quiz

Tick ‘True’ if the statement is correct, and ‘False’ if not.		True	False
	Standards affect your business’ competitiveness in the marketplace.	<input type="checkbox"/>	<input type="checkbox"/>
	Organisational standards determine the behaviours of the members from all levels of the organisation.	<input type="checkbox"/>	<input type="checkbox"/>
	Organisational values can be stated in an organisation’s mission statement.	<input type="checkbox"/>	<input type="checkbox"/>
	As a leader, you do not need to disclose what you are doing.	<input type="checkbox"/>	<input type="checkbox"/>
	Gossip in the workplace can improve your team’s morale.	<input type="checkbox"/>	<input type="checkbox"/>
	Insubordination is the act of manipulating, isolating, and abusing people in the workplace.	<input type="checkbox"/>	<input type="checkbox"/>
	Workplace filing systems are primarily for financial management, technical information, and work health and safety records.	<input type="checkbox"/>	<input type="checkbox"/>
	A trustworthy leader is one who makes you confident in their abilities.	<input type="checkbox"/>	<input type="checkbox"/>
	Survey questions should be relevant to the issues under consideration, objective, open-ended, and easy to understand.	<input type="checkbox"/>	<input type="checkbox"/>

Chapter 3: Model Leadership Behaviour



The true mark of a great leader is the ability to influence those around them to exhibit positive behaviour. Demonstrating leadership in the workplace means lifting your workmates up and bringing them up with you. Your leadership must ensure that your co-workers are involved in all the key decisions that you make. Even though you are the leader, you are still part of a team.

The following sections will discuss how you can model leadership behaviour. It involves understanding your team and its dynamics, having the skills to determine what you and your team need to achieve together, and being proactive and consistent in how you implement your decisions.

3.1 Facilitate Individual's and Team's Active Participation in Team Decision-Making Processes



As an effective leader, you must ensure that the members of your work team are heard and encouraged to take part in decision-making. The decisions you make in the workplace affect everyone, so it is only right that each member of the team gets a say in those decisions. You must avoid making all the decisions yourself because they also stand to offer valuable input and ideas that you cannot develop on your own.

3.1.1 Encouraging Participation

There are a number of techniques which you can utilise in your group decision-making process in order to encourage active participation and minimise conflict among group members. The most common and perhaps least useful group decision-making method is that in which someone suggests an idea and, before anyone else has said anything about it, someone else suggests another idea, until the group eventually finds one it will act on.

This results in shooting down the original idea before it has really been considered. All the ideas that are bypassed have, in a sense, been rejected by the group. But because the 'rejections' have been simply a common decision not to support the idea, the proposer feels that their suggestions have been rejected, and thus will be less likely to introduce new ideas. Conflicts may also arise because of this. There is a need for improved decision-making processes, such as the six which follow.

Structured Brainstorming

Brainstorming attempts to bring together problem-solving and discussion. It is a technique which could be done on an individual or a group basis to actually find solutions to real business problems and find solutions that may work to improve the organisation as a whole. Essentially, brainstorming works on the idea that the more ideas that you generate, the more likely it is that one of those ideas will assist you in reaching your business objectives. The brainstorming process is useful in that it:

- 1. Is quick**

It can generate a large number of ideas in a very short amount of time.

- 2. Helps encourage your team members to work together**

Suggestions should never be dismissed immediately, and there should always be a discussion.

- 3. Allows for one idea to be expanded on or improved over time through discussion**

When an idea is shared, ask leading questions that allow for the team member that shared it to elaborate and provide more details as you discuss it.

- 4. Allows for creative thinking as no ideas are dismissed**

Everyone feels free to suggest their ideas, no matter how crazy they might be.



The Brainstorming Process

The process of brainstorming involves:

1. Ensure that you and your team work together to generate as many ideas as you can. Think through as many options as possible and make this list as long as possible. Remember you want quantity at this stage, not quality. The more ideas you have to choose from, the better.
2. Remember to always let go of any judgement that you may have about a specific idea. There should be no criticism or evaluation of the ideas at this stage. You want it to remain as free as possible, without being discouraged by judgement on your ideas.
3. Be wild. Be creative. Let your mind go free. Roam through ideas, piggybacking on top of other ideas until you reach ideas which may be impossible.
4. Take your initial ideas and revise them. You may, for example:
 - combine ideas
 - amend ideas
 - expand ideas
 - delete ideas
 - consolidate groups of ideas
 - substitute some ideas
 - offer opposite ideas
 - make the issue being resolved bigger or smaller
 - make appropriate analogies
5. Write every idea down on paper so that you have a record of what has taken place.

The Charette Procedure

This second procedure for generating new ideas and concepts involves generating new ideas and then taking those ideas and prioritising them into another order which can be used to determine which ideas will be most useful to the organisation.

The process for undertaking this involves you in breaking down the group into three smaller groups. Each of these groups will address one of the major issues that need consideration. Each group will have a scribe, and all ideas suggested will be written down on large sheets of paper. They will then brainstorm as many ideas as they possibly can and write them down.

After a given period, the discussion will end, and the piece of paper will be passed on to the next group, who will refine the ideas on the paper and add their own if they come up with any more. This is then repeated until each group has dealt with each issue. You will then swap one more time, and the original group will prioritise the ideas for discussion among the entire group.



This strategy allows you to:

- Try and resolve multiple issues at once
- Allow for high levels of interactivity
- Allow small groups to work on a problem all at once
- Take a large problem and break it down into smaller issues which are then prioritised
- Ensure that you have the details needed to resolve an issue at hand quickly
- Encourage team members to show leadership among themselves
- Take one person's ideas and build on them
- Allow for a wide range of discussion to be made

The Charette Procedure Steps

1. Divide the large group into smaller groups – one for each issue that needs to be addressed.
2. Each group should then select an individual to be the recorder for that group. This individual will then lead the discussion and record the ideas that are generated by each individual group undertaking the task.
3. Ensure that each of the groups has a time frame to undertake their discussion. Keep it short (five to eight minutes is a good time frame) to keep everyone's interest levels high.
4. The individual leading the process will then give a warning as you are approaching the end time and calls out when the time limit is up. The scribe will then pass the piece of paper with their ideas on to the next group.
5. Once each group has a new issue to work on, they begin by reviewing the information and ideas given by the last group and add any additional ideas they may have.
6. Repeat steps 3 to 5 until you reach a point where each group has had an opportunity to work on every issue in your issues list. At this point, the paper should be with its original group, and that group is tasked with prioritising the ideas provided.
7. The whole group gets back together, and the scribes from each group are asked to summarise the ideas that were generated. The large group then can discuss the ideas and decide on which should be implemented.

Nominal Group Technique

The nominal group technique is a quality improvement technique that is used to allow a group of individuals to come together, discuss an issue, and quickly reach a valid conclusion. This conclusion may be the solution to a known problem. The technique will find solutions and, using discussion, rank these according to the priorities for the solution.

This method of problem-solving is particularly effective in that it allows the entire team to come together in finding an appropriate solution and then the team will feel more committed to that solution, making its implementation much easier to achieve. Like brainstorming, this method works best when team members know that they can give their ideas and opinions freely without any chance of ridicule from other team members. One other important aspect of this method is that even shyer team members feel committed and willing to share their ideas, something which you often find not possible with brainstorming where dominant people lead the discussion.

Nominal Group Technique's Key Stages

- Using the techniques outlined previously, create a list of ideas or solutions. These are what you will be working with to establish your consensus on the decision.
- Ensure that everyone has a copy of all these topics.
- Delete anything that is repeated or off-topic.
- Spend time clarifying statements that you feel need it.
- Provide a final list of solutions or statements, with each of these numbered so that they can be easily identified.
- Have each team member rank these in their personal order of preference. For example, you may use the number 5 as the least important and the number 1 as the most important.
- You would then ask all team members to rank these according to how they feel they impact on the defects that are occurring within the department.

Consensus

This method involves simply discussing the issue until you actually reach a consensus. Here you are looking for ideas and solutions which all team members will support, rather than one that everyone agrees with entirely or which everyone is happy with. It is not possible to please everyone all of the time, unfortunately.

This can be a very slow method of determining how to resolve a problem, simply because everyone is different and so is likely to have different ideas on how a given problem can be resolved. A consensus allows everyone in the team to contribute to the discussion because everyone's ideas and insights must be considered before reaching a consensus or solution that is agreed upon. You also need to be sure that all team members are happy with the solution, not just some of the majority. Thus, this will involve a lot of time working through issues, and you may never reach a true consensus.

The leader of this discussion needs to be confident that they are able to resolve differences of opinion and provide helpful advice where needed. Even though this method is time-consuming and thus can be expensive, it should be noted that if your team can reach a true consensus about how to resolve a problem, you are going to end up with a decision that is going to be implemented by a team that fully supports it, rather than one which is being forced on to it; a distinction that will make the difference between a half-hearted implementation and one which really resolves the issue.

Voting

Everyone is familiar with how voting works. In voting, every team member gets one vote which is used to cast their decision on the most appropriate method for resolving an issue. The solution that receives the most votes wins.

The good thing about this method is that it is familiar; everyone knows how to do it. The voting takes place in private so that everyone can provide an opinion without feeling belittled. Voting promotes the participation of everyone in your work team because each person must cast a vote before a decision is made.

Storyboarding

The final method is storyboarding. This technique involves using display methods to display solutions. It works best in smaller groups. The ideas are drawn up and displayed on the wall. Each idea can be moved around and altered easily until, like a movie, all the bits simply fall into place, and you have a process to follow to resolve a problem.

When using this technique, ensure that everyone gets a chance to have their idea displayed. Each piece of the storyboard must be made up of everyone's ideas and suggestions, rather than just one or a few members of the team. Even if not all ideas fit the storyboard, your team members should still be given a chance to express them. It is easier to remove ideas that will not work rather than adding those that could have been suggested earlier.

Open decision-making succeeds by relying on the collective wisdom of a group, as opposed to a single person. It involves as many people and ideas as possible in the decision-making process, and it uses a non-hierarchical approach where the answer emerges from a discussion among a group of informed people, rather than being handed down from on high.

One of the risks of the open approach is that it could impact efficiency and lead to 'analysis paralysis'. However, leaders can maintain efficiency by finding ways to gather input quickly, such as quick polls and blink tests. It is also important for leaders to step in and break deadlocks quickly if the consensus does not emerge immediately after the discussion.

For leaders not used to open decision-making, the hardest part of adopting it is learning to trust it. If you are used to controlling decisions very carefully, it is hard to believe that you can have an open discussion, take a vote, and the right answer will appear. This is exactly what happens; you do not have to control as much as you think. Manage the process, not the outcome; the outcome will take care of itself.

Besides producing good decisions, one of the best things about the open process is the impact it has on culture. The open approach promotes interaction and discussion and creates a sense of community. People in the group feel like their opinions count, and they feel responsible for helping make the right decisions. The open process also encourages people to think about what is good for the organisation, not just what is good for them personally, and this tends to produce a strong sense of alignment in the team.

3.1.2 Leading a Group

There are several different styles of group leadership which can be utilised when making decisions in a team situation. Each of these methods allows for differing opportunities for active participation. You can see some of the leadership styles and how they work below:

Autocratic or Directive Style

- Leader makes all the decisions
- Best used for decisions that are:
 - simple and routine; or
 - need to be completed quickly; or
 - does not require the full team to be involved

Team Leader Makes Decision After Discussion

- Leader has discussion with team members
- Leader will consider all opinions and make the decision on their own
- Best for decisions that are likely difficult to agree on

Expert Opinion

- Decision is made by someone with knowledge on topic
- Best when you know and have access to an expert

Individual Consultative Style

- Leader asks each team member for their opinion
- Leader makes decision that is a compromise of all opinions
- Best for when a decision needs to be made quickly

Decision by Minority

- Decision is made by whoever is present
- Best used when there is limited time and team cannot convene

Voting

- At least 51% of the team must agree on the decision
- Best for when you need to keep the entire team happy

Participative Style

- Decision is made through teamwork
- All members get to share ideas and opinions
- Best used when there is ample time for decision-making

You should consider and use the method that will work best for your team, given their stage of development, time, and empowerment. The leadership styles range from completely autocratic decision-making to decision-making within a team which has no leader.

3.2 Examine Options and Assess Associated Risks to Determine Preferred Course of Action

When making decisions for your organisation, there are plenty of factors you need to consider. A course of action is a necessary part of making important decisions with your work team and for the organisation. How a course of action pans out is affected by what options you have and the risks that can affect it. The following sections will discuss how you can determine the best course of action for your organisation.

3.2.1 The Decision-Making Process

Group or team meetings are the core of group problem-solving. It is during these meetings that you will conduct the problem-solving and decision-making process. This process should be planned so that you are aware of the steps that need to be taken to best solve your problem/s. Briefly, the steps are:

Step 1: Make a general description of the problem condition as the team sees it.

What seems to be the crux of the problem? How does it influence you? Talk over the problem in general terms, trying to outline the parameters.

Step 2: Describe what the defined condition would be like in an ideal but reachable state.

Here, you are trying to establish a sense of the changes that would have to occur by looking hypothetically at, for example, how production operations in a factory might need to differ, how the attitudes of people might change, etc. Again, it is important to talk over the ideal condition and obtain a feel for it. This will often help sharpen the focus of the real problem. The concern is for what could be done, rather than how to achieve it.

Step 3: Identify the specific discrepancies that exist between the present view of reality and the ideal state.

The problem should begin to take on a different shape as a result of this analysis. Be sure to list down all the gaps that you have identified and illustrate them clearly. This will help you create a clearer picture of the issues to be resolved.

Step 4: Analyse the nature of the condition more thoroughly.

Do this by asking a series of critical questions, and discussing it among the group:

- Does there appear to be more than one problem? Does each warrant individual attention?
- What benefits does the present condition hold for the group that is defining it as a problem? One reason that problems do not just disappear on their own is that they usually present some form of positives to a certain group. You may find it difficult to replace a problem with a solution if the group benefits from the problem.
- What are the blockages that have been seen in previous attempts at change? Underlying a blockage may be a hidden benefit that subtly supports the existence of the status quo.
- Finally, what are the present solutions that are currently being attempted, albeit unsuccessfully? By having the group take a long, hard look at unsuccessful efforts, a clearer understanding of the problem itself may often be gained.

Step 5: Now, in light of all the new information about the problem condition, redefine it as clearly and briefly as possible.

Again, it is not negative to discover that there are several problems. But for the group's purposes, it is necessary to isolate one that is the most important to solve and that might have the greatest impact on other existing conditions. By selecting the problem that can be solved and that might have a positive ripple effect, one can assume that the time in the meeting will be put to good use.

Step 6: Without considering the implications of a particular solution, generate as many alternatives as possible.

Potential solutions might result from reflection back on any of the previous steps. The key in this stage is not to worry about implementation or consequences, but simply to develop real and concrete choices that presently are not available to you. Thus, what strategies might remove a previously identified block or benefit? This is where the group can get their minds working; techniques such as brainstorming (outlined in the previous section) are particularly useful for this.

Step 7: Consider the consequences.

This step is often overlooked because of the enthusiasm felt towards the selected alternative. This is a down-to-earth, practical step, and its purpose is to make an objective workable or to discard it. You can conduct the following processes to properly examine your options and consider the possible consequences:

SWOT Analysis

A SWOT analysis is a technique that involves identifying the strengths, weaknesses, opportunities, and threats involving a decision. It is important to identify all these factors because they can impact the decision that you make. It is also vital to note that you have some control over these factors and that they are subject to change. Each factor defined is found below:

Strengths

Internal

- Attributes of the organisation that are helpful to achieving the objectives

Weaknesses

Internal

- Attributes of the organisation that are harmful to achieving the objectives

Opportunities

External

- Attributes of the environment and situation that are helpful to achieving the objectives

Threats

External

- Attributes of the environment and situation that are harmful to achieving the objectives

Listing Pros and Cons

As the process name implies, it is simply listing the pros and cons of the decision. The pros are the potential benefits or advantages of the decision that you intend to make entails. The cons are the disadvantages. If there are more pros than cons, then the decision is a favourable one. If there are more cons than pros, then another decision may be necessary.

This process is the simplest of the three but is also the most limiting. Although it can offer valuable insight on the decision's consequences, it should be used alongside the other processes.

Risk Assessment

Risk assessment is the process of identifying hazards that have the potential to cause harm and evaluating their associated risks. This is normally done to ensure health and safety in the workplace. However, it is also useful in making decisions in an organisation. Conducting a risk assessment allows you to identify the potentially harmful consequences of the decision you make. When conducting a risk assessment, consider these questions:

- What are the hazards of the decision's consequences?
- What are those hazards' associated risks?
- What is the potential harm that those hazards pose?
- What is the likelihood of that harm occurring?
- What is the severity of the harm, should it occur?

Step 8: Monitor and develop appropriate support systems.

This is to ensure the stabilising of the implemented alternative. The generation of alternatives is the easiest part of problem-solving. Getting those alternatives into action often proves to be impossible. Looking at the consequences and building support systems will prove helpful. For changes to work, the team will need to accept some form of accountability when the results of the change will be assessed. This will assist in making any changes 'stick'.

Step 9: Evaluate problem-solving efforts to decide what steps should be taken next.

There are a number of approaches which are relatively simple that the group can take to evaluate the problem-solving efforts.

- Assess the degree to which discrepancies between the current situation have increased and decreased from the period of the initial assessment of the problem.
- Take any objectives created in the earlier steps and compare them to specific outcomes.
- It is at this stage that further problem-solving can occur to solve any issues that arose out of the new solution.

Take this approach to problem-solving in a team and utilise it within your problem-solving meetings. You may plan your meetings around different steps, with different meetings being involved with different steps. This step-by-step approach should also allow you to stay focused on objectives. It is vitally important that you do not move off the key topics for the meetings and move into discussing other problems, or just general chit-chat.

3.2.2 Assessing Risks in Decision-Making

An important part of determining a course of action is to identify and assess the risks involved in decision-making. Risks are determined by several elements that you need to consider to accurately evaluate them. Different risks have different elements since they are dependent on the environment that the decision affects. The elements that affect risk include:

- the likelihood it will occur
- the impact of it occurring
- the means of eliminating or minimising the risk
- the effectiveness of the control measures

Ultimately, your goal is to eliminate and manage the risks that can affect your course of action. You must implement the most efficient measures to control those risks to ensure the success of the course of action that you will choose.

A widespread method of measuring risk and predicting the probability of success is through a technical scoring method. When faced with a new project, you can execute a simple assessment by first identifying the foreseeable risks and assigning each one a numeric value that pertains to its severity according to the previously mentioned elements. You may create your own criteria for determining the probability of a risk depending on the specific needs of a project.

The next step is to determine the capabilities of the organisation, particularly that of the aspects affected by the challenges. Through another review of criteria, you can again assign numeric values and find out the probability of the organisation achieving positive outcomes as a result of the decision.

The product of the two values will equate to the actual probability of success. Take note that this value is simply an estimation, and a statistical approach can deliver results that are more approximate to reality.



3.3 Develop Plan to Implement Decisions Agreed by Relevant Individuals and Teams

One of the final steps in the decision-making process is implementing the decision. As a leader in your workplace, you must be able to develop a plan that applies what you and your work team have agreed on together. Part of implementing a decision is communicating it to the relevant persons. Decision-making is a team effort, and your team must be a part of it from start to finish. The following sections will discuss the decision implementation process and how you can use it to demonstrate leadership.

3.3.1 The Implementation Plan

Even after you and your work team have agreed on a decision, implementing it is not a simple task. It is possible that the implementation will not turn out the way it was planned, so to ensure that your implementation adheres to your decision, you must develop a decision implementation process.

The implementation process should be developed by you and your team. An implementation plan should be developed in the course of one or multiple meetings attended by everyone that is involved in the decision-making. This plan should then be documented and written according to your organisation's policies and procedures for implementation planning.

Below are some helpful guidelines for how you can successfully develop a decision implementation process.

Establish the decision implementation team

- For every decision, there should be a team responsible for implementing the course of action that was decided on.
- Every member of the team should have a clear understanding of their role in implementing the decision.

Define the implementation plan's goals

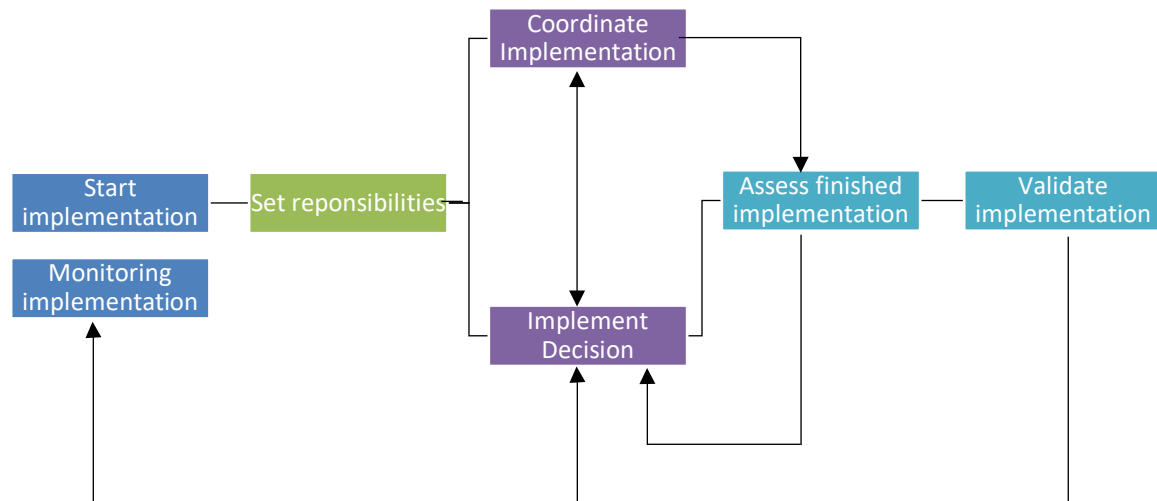
- The goals in the implementation plan must be clear and actionable.
- All workers that are part of the implementation team and will be affected by the decision should be informed of the implementation plan's objectives.

Emphasise the value of communication between the team members

- Ensure that the implementation team maintains open communication with each other about the implementation.
- They should be able to express when they identify issues in the implementation that need to be addressed.
- The key to successful implementation is communication and collaboration between the members of the team in charge.

3.3.2 The Decision Implementation Process

The decision implementation process has seven steps:



The decision implementation process shows the activities that need to be done by the implementers. It begins with defining the roles of the relevant persons in the implementation process. As a leader in your workplace, you must choose the people who will implement the decision, assess the implementation, validate the implementation, and monitor the implementation.

When the decisions are partially implemented, it is possible for the assessors to identify adjustments that need to be made. If that happens, the changes must first be applied until the decision can be fully implemented.

Once you and your team implement it as intended, the validators must evaluate the decision and ensure that the implementation matches the decision that you made. Lastly, the monitoring stage requires that you record the outcomes of your implementation to the relevant persons.

3.4 Use Feedback Processes to Monitor the Implementation and Impact of Decisions

When soliciting feedback from individuals who are within the organisation (and others whose performance rating or compensation are set or influenced by you), be very aware of the difficulties in getting honest, usable, and valuable feedback. It is usually best to schedule the feedback activities so that they occur after the organisation's performance and compensation decisions have been finalised, but before notification to the work team has occurred.

This removes the possibility for criticism that feedback could influence actions in setting performance ratings or compensation levels. It also eliminates the possibility that performance ratings or compensation decisions will be influenced by the feedback provided.

3.4.1 Feedback Processes

Feedback processes may be:

- formal or informal
- from internal (within the organisation) or external (outside of the organisation) sources

Formal feedback processes are structured and organised. The feedback that you gather from those processes should be properly recorded and documented to help you monitor the impact of the decisions you have chosen and implemented. Below are some examples of different formal processes that you can use to gather feedback in your workplace.

Formal Feedback Processes

Feedback surveys

Keep the survey brief and ensure that the questions you ask are direct and easy to understand

Interviews

Allow your workers to have ample time to communicate all their comments and insights

Feedback e-mails

You can use e-mails to ask for feedback from external sources such as clients and customers

Informal feedback processes are less structured compared to formal ones. The feedback that you gather from these processes do not need to be officially recorded and documented but can still contribute to how you monitor the impact of the decisions made for the organisation.

Informal Feedback Processes

Casual conversations

This includes any casual conversation with your internal or external sources

Group settings

Group settings include lunches and company trips

Informal meetings

These are meetings without any particular structure or agenda

Gathering Genuine Feedback

A good way to get honest feedback is by allowing a group to give it anonymously. Here is a process to correctly execute that:

Assemble a group to provide feedback.

Invite others aside from the group to ensure anonymous feedback.

Ensure that those seeking feedback are not in the same room as those providing it.

Appoint a representative who will discuss the group's feedback with the receiver.



Activity 3

Answer the following questions by encircling the correct answer.

Which of the following is NOT a formal feedback process?

- a. Casual conversation
- b. Feedback surveys
- c. Feedback e-mails
- d. Interviews

Which of the following is NOT an element that affects risk?

- a. Impact of it occurring
- b. Likelihood of it occurring
- c. Means of minimising or eliminating the risk
- d. Tools involved in the risk

Which of the following is NOT an informal feedback process?

- a. Company trips
- b. Informal meetings
- c. Lunches
- d. Surveys












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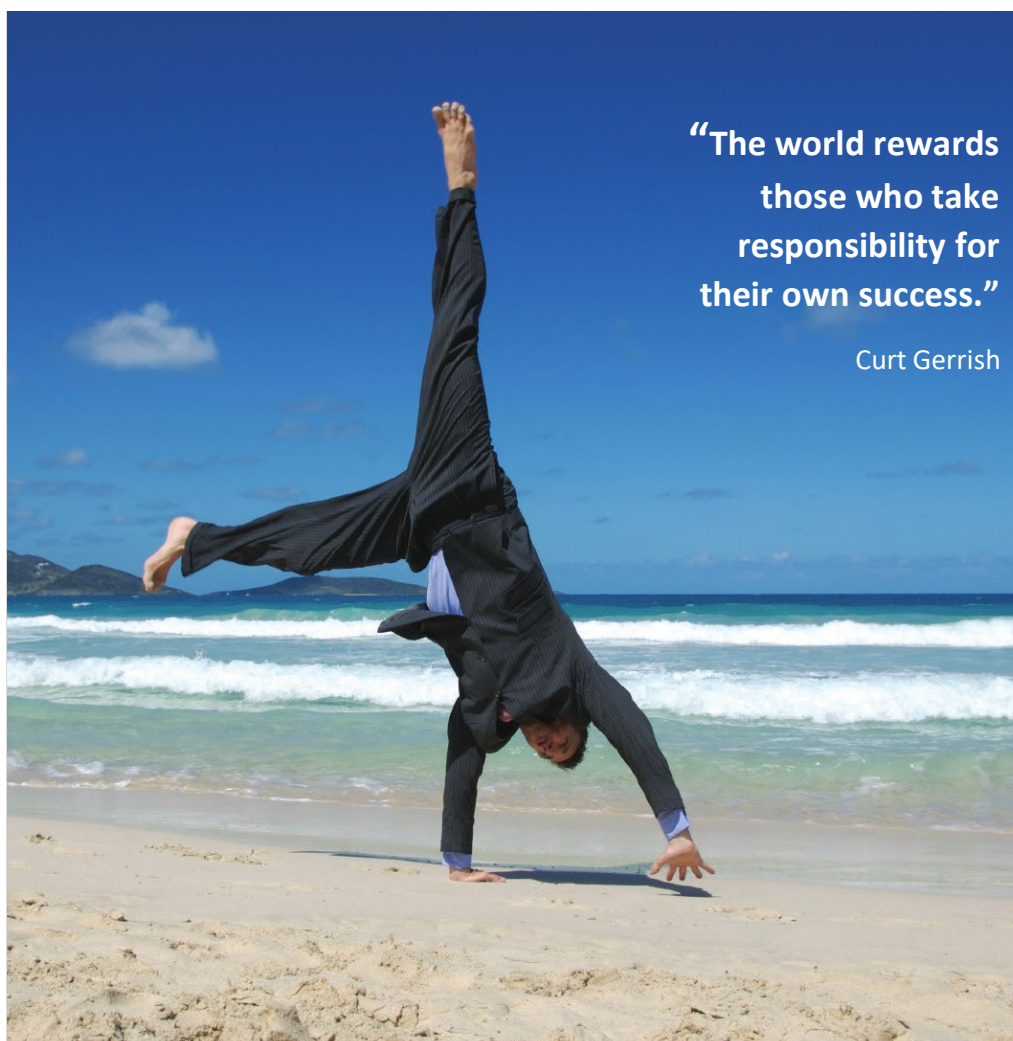
Key Points: Chapter 3

- Brainstorming is a blending of group problem-solving and discussion. It operates on the premise that the more ideas that are generated, the greater the possibility of finding a workable solution to a given problem.
- Storyboarding is a technique used to organise and visually display information.
- When developing an implementation plan, you must select a decision implementation team, establish the implementation plan's goals, and ensure that there is open communication between that team's members.
- To properly consider the consequences of a decision, you can conduct a SWOT analysis, list pros and cons, or conduct a risk assessment.
- The decision implementing process has seven steps: start implementation, set responsibilities, implement decisions, coordinate implementation, assess finished implementation, validate implementation, and monitor implementation.
- To ensure honest feedback, allow your work team to submit their feedback anonymously.

Chapter 3 – ‘True or False’ Quiz

Tick ‘True’ if the statement is correct, and ‘False’ if not.		True	False
	Feedback processes can be formal or informal.	<input type="checkbox"/>	<input type="checkbox"/>
	When developing the decision implementation process, it is important to identify the roles of each team member for each step.	<input type="checkbox"/>	<input type="checkbox"/>
	Anonymous feedback makes it difficult for a group to open up.	<input type="checkbox"/>	<input type="checkbox"/>
	The Nominal Group Technique focuses on splitting up teams into individuals to come up with separate ideas.	<input type="checkbox"/>	<input type="checkbox"/>
	Storyboarding begins by sharing ideas.	<input type="checkbox"/>	<input type="checkbox"/>
	A common problem in group decision-making is the rejection of an idea without fully considering it.	<input type="checkbox"/>	<input type="checkbox"/>
	Brainstorming works best with groups of 30 or more.	<input type="checkbox"/>	<input type="checkbox"/>
	A leaderless team has no defined leader.	<input type="checkbox"/>	<input type="checkbox"/>
	The generation of alternatives is the easiest part of problem-solving.	<input type="checkbox"/>	<input type="checkbox"/>

Summary



**“The world rewards
those who take
responsibility for
their own success.”**

Curt Gerrish

As a leader in an organisation, it is your job to make sure that your team is highly motivated, working towards correct goals, and encouraged to perform at the peak of their performance levels.

An important part of being a leader is ensuring that you have effective performance standards in place to guarantee that your team is aware of what is required of them and will work hard to achieve that level of performance. Being a leader means that you can align your behaviour with your organisation's values and inspire that same behaviour in your work team.

You must be able to identify how you can perform in a way and level that pushes your organisation towards its objectives. That performance involves the ability to develop ways to promote growth in your work team, effectively make decisions, and resolve issues.

References



These are some references that we feel may be of assistance to you in completing the Assessment for this unit of competency:

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