

# Lead and manage people

## Developing Retail Managers

### Skills Text

Version 2.0



SAMPLE

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## About this booklet

Welcome to the *Skills Text* for unit Lead and manage people.

### Icons used

The following icons are used throughout this guide to indicate:

	<b>Learning Objectives</b>	List of learning objectives for this chapter
	<b>Activity</b>	A formative activity designed to reinforce the key skills, behaviour and attitudes in the preceding content
	<b>Definition / Did you know?</b>	A definition or key idea formatted to alert readers attention
	<b>Discussion</b>	A topic for discussion designed to either connect new ideas with old to help assist long term retention or to reinforce ideas through engaging in collaboration
	<b>Important note</b>	This is an important piece of information
	<b>Hints of tips</b>	Helpful hints or tips
	<b>Formula / Calculation</b>	A formula or calculation to assist with financial management
	<b>Online resource</b>	One or more links to useful resources online
	<b>Case study</b>	Illustrative or investigative activities to reinforce concepts introduced
	<b>Printed resource</b>	Details of a hard copy resource that is recommended for further information.
	<b>Key points</b>	A summary of the key points of the chapter

### Evaluation Form

Find the evaluation form for this resource in Appendix E: Skills Text Evaluation

## Employability skills



### Employability skills

The following Employability Skills are incorporated into this unit's learning materials and assessments. Employability Skills are broad skills that industry has identified as important skills to be developed by employees.

The following table contains a summary of the Employability Skills for this unit.

<b>Employability Skill</b>	<b>Industry/enterprise requirements for this qualification include</b>
<b>Communication</b>	Negotiate effectively with business suppliers, team members and other managers on business requirements, values, directions and day-to-day operational matters. Research, read, analyse and communicate workplace information to team members and other managers. Write reports and complete business documentation in the context of the job role.
<b>Teamwork</b>	Lead a retail or wholesale business team; mentor and support team members in the context of a store or business management role. Effectively participate in wider retail or wholesale business supervisory/management teams and networks; work independently to complete own tasks and also support other managers and team members where appropriate.
<b>Problem solving</b>	Apply strategic thinking to solve a range of operational retail or wholesale business problems; individually or in the context of a wider team management structure. Evaluate ideas in the context of practical business application and anticipate the implications and consequences of decisions. Review results and provide feedback to relevant team members/external customers.
<b>Initiative and enterprise</b>	Create an operational business, team, customer service and continuous improvement environment across all performance areas. Provide positive feedback, encourage team to do things better and be personally receptive to team members innovative ideas. Translate ideas into action by creating a framework for practical implementation and review.
<b>Planning and organising</b>	Establish and communicate clear goals and deliverables for self and team members within the context of organisation objectives and the current business situation; and coordinate resources to ensure that work is carried out according to timelines and priorities. Coordinate and or implement changes arising from continuous improvement processes.
<b>Self management</b>	Understand how own personal job role fits into the context of the wider business values and directions. Work within a retail or wholesale business culture by practising customer focussed and inclusive behaviour, effective management of personal presentation, and time; and efficiently prioritise, delegate and complete tasks. Maintain own knowledge of the job role, review own performance, actively seek and build effective professional networks and act upon advice and guidance.
<b>Learning</b>	Identify personal strengths and weaknesses in the context of the job role and recognise how to personally learn best. Seek opportunities for formal education in the context of a current role or future retail job opportunities. Accept opportunities to learn new ways of doing things and share knowledge and skills with other managers and team members.
<b>Technology</b>	Adapt to new business related technology skill requirements and select and use retail or other information and communications technology where relevant, to support business operations and planning in the context of key business performance objectives and personal job role

## About this unit

### Unit name

Lead and manage people

### Description

This unit involves developing and communicating team objectives, developing and improving teams, delegating responsibility, consultation and actively supporting team members to achieve goals, store plans and targets.

The required outcomes described in this unit of competency contain applicable facets of Employability Skills.

### Prerequisites

Nil.

### Learning outcomes

At the end of this unit, you will be able to:

1. Lead the team by example
2. Develop yourself
3. Develop and communicate team objectives
4. Establish, develop and improve teams
5. Delegate responsibility and authority
6. Consult and supervise the team

Further details on each of these learning outcomes can be viewed at the start of each chapter.

### Completing assessment

This Skills Text contains the essential skills and knowledge required for this unit. Any activities and questions in this Skills Text do not form part of your assessment but have been included to help you develop the necessary competencies. To undertake the assessment please refer to your Skills Assess document or your Australian Retail College trainer.

Feel free to call your trainer or contact the Australian Retail College if you require assistance.

## A day in the life of...

James is the manager of a retail outlet, leading a team of six other employees.

Through his democratic leadership style, James develops team plans in consultation with the other team members. He holds weekly team meetings to facilitate the consultation and to provide an opportunity to provide feedback to the team on how they are performing in meeting their goals and objectives.

James has a busy workload and actively delegates tasks to team members, not only to allow him to focus on critical tasks, but also as a tool to develop and improve his team.

He receives great satisfaction in supporting the team to ensure objectives are met, but takes far greater rewards from working with and seeing the development of his team, as a group and as individuals.



## Chapter 1. Leading the team



### Learning objectives

On completion of this chapter, you will be able to:

- 1.1 Ensure leadership style reflects the store image and culture
- 1.2 Create an environment in which team members are motivated to achieve high standards of performance
- 1.3 Analyse and evaluate personal leadership style in terms of effects on motivation and performance of team members
- 1.4 Demonstrate high standards of personal performance
- 1.5 Demonstrate willingness to confront difficult situations and problems
- 1.6 Use honest, open consultation to facilitate communication with team members
- 1.7 Deal with difficult situations fairly, openly and promptly according to store policy and procedures
- 1.8 Identify own current competencies and development needs according to current position description and future career aspirations
- 1.9 Develop realistic, achievable and challenging objectives and regularly review them
- 1.10 Accept responsibility for achieving self-development objectives
- 1.11 Regularly review own progress and performance with appropriate personnel
- 1.12 Use feedback received to improve future performance
- 1.13 Ensure leadership style is appropriate for purpose and membership of group

## Introduction

An effective leader is one who can create a climate in which people can develop and contribute to their full potential. The climate must be one of cooperation, commitment, and team support. A good leader must also be a good coach.

Effective leaders possess a number of qualities. These include:

- They are honest and trusted
- They are good listeners and communicators
- They care about the work and the people
- They are competent and respected
- They lead by example
- They inspire people to find better ways of doing things
- They work to constantly develop the team
- They promote team problem solving

Effective leaders recognise that there has been a fundamental change in the perception of what constitutes good leadership attitudes.

They see a necessary shift from the traditional focus on control and compliance to a focus on gaining commitment and on team-centered leadership.

The following table illustrates some important differences between the two management paradigms or ways of thinking.

<b>A Control-centered Leader</b>	<b>A Team-centered Leader</b>
Emphasizes meeting current goals, which can inhibit long-term thinking.	Takes current goals in stride. Provides a vision regarding what team can achieve.
Places limits on innovation and risk taking.	Inspires people to “think ahead” and find new, better ways of doing things.
Places boundaries between team members.	Encourages members to work together and have joint responsibility for work.
Resents or distrusts employees who know their jobs better than the leader.	Looks for people who excel and can work constructively with others.
Sees group problem-solving as a waste of time or an abdication of managerial responsibility.	Promotes problem-solving by the team members. Provides what the team needs so they can solve problems themselves.
Controls information. Communicates only what team needs or wants to know.	Communicates fully and openly. Welcomes questions. Allows the team to filter information.
Ignores conflict between staff members or with other groups.	Surfaces and resolves conflict. Uses it to identify better ways of doing things.
Slow to recognize individual or group achievements.	Recognizes individual and team successes at the right time in an appropriate manner.
Modifies group agreements to suit personal convenience.	Keeps commitments and expects the same in return.
Believes supervision is necessary.	Believes education is necessary.
Focuses on hierarchy.	Focuses on customers.
Has bias for functional organisations.	Has bias for cross-functional organisations.
Manages by policy.	Manages by principle.
Favours audit and enforcement.	Favours learning processes.
Believes in selective information.	Believes in open information.
Believes bosses should make decisions.	Believes workers should make decisions.
Emphasizes ends justifying means.	Emphasizes compatibility of ends & means.
Encourages hard work.	Encourages balance between work and personal life.
Rewards compliance and loyalty.	Rewards innovation and personal growth.

*Table 1 - Control centered and Team centered leadership (Graham & LeBaron, 1994)*

## Leadership styles

Managers must analyse their own abilities as leaders, so they know what skills need to be developed. Part of this is analysing their leadership style. There are many different ways of describing leadership styles – the variety increases with each book or article that is published on leadership.

However, there are four traditional leadership styles that are commonly discussed and four contemporary management styles that will be examined in this Skills Text. These styles are not exclusive of each other.

Most managers can recognise themselves in a combination of styles – depending on the situation, people involved, and the work required.

### Traditional leadership styles

The four traditional leadership styles are

- Dictator
- Authoritarian
- Democratic
- Submissive

#### Dictator

Dictatorial leaders use threats, punishment and fear to push staff to perform. This type of leader usually obtains excellent short-term results, but the quality and quantity of the results are not often sustainable.

- In some situations, a dictatorial style is very useful.
- For example: In a workplace where there has been no management order, a new manager may need to take a dictatorial approach to get the situation back on-track.

#### Advantages



- A dictator promotes unrest and dissatisfaction and has a high staff turn-over. This results in little continuity in training and development within the business.
- For example: Staff may perform their roles efficiently, but are keen to work elsewhere, or leave the business as soon as possible.

#### Disadvantages



## Authoritarian

The authoritarian leader has a job-centred approach, usually preferring to make all of the decisions alone, and is unwilling to share decision-making and delegate important functions. The authoritarian leader works largely on a “need to know” basis, and issues commands rather than initiating discussion or asking for staff input.

- An authoritarian style can be useful when there are no staff willing or capable of coping with the required responsibility, or are immature and need close supervision.
- For example: People who are used to being told what to do, may not respond well if they are suddenly given choices and personal control.

### Advantages



- This type of leader usually obtains good results in the short-term, but the quality and quantity of results disappear dramatically whenever the leader is not at work. This is because other people have not been groomed or self-disciplined to cope in their absence.

### Disadvantages



## Democratic

The democratic leader is people-centred and uses delegation to groom competent staff who can advise and participate in decision making.

- The staff members usually feel valued and are developed into capable decision makers who can function well during the manager’s absence.
- For example: There is a high degree of ownership of the company’s belongings and profitability by staff members.

### Advantages



- Poorly trained or unmotivated staff may not respond to a democratic leader because they do not have the motivation or self-discipline to participate.
- For example: Staff members who have not had previous positive role-models may make no decisions or perform tasks poorly if left to their own decision making.

### Disadvantages



## Submissive

Submissive leaders do not really lead at all, but allow staff or a particular staff member to make the decisions. They can facilitate decision-making and sometimes offer no leadership even if it is needed.

- Submissive leaders are useful leading highly motivated and trained teams who do not need leadership in order to make and respond to decisions.
- For example: A work team of emotionally mature employees may be able to use appropriate delegation, prioritising etc to manage their own departments.

### Advantages



- Staff lead by a submissive leader can become sectionalised because there is not one leadership plan for the business. Different agenda can divide the strength of the team and staff do not always pulling together in the same direction.
- For example: Priorities may be set according to what people would like to do, not according to what is in the business's best interests.

### Disadvantages



## Contemporary leadership styles

The four contemporary leadership styles are:

- Visionary
- Traditional
- Negotiating
- Charismatic

### Visionary leader

Visionary leaders are designers. They are architects of change who are happy to design new projects, solve problems and enjoy technical and administrative areas.

• They are supportive and staff will follow their visionary ideas. They are not frightened by weighty problems, but will analyse and solve them.

### Advantages





• They do not give praise readily, and do not always tolerate people's mistakes very well.

### Disadvantages





### Traditional leaders:

They have commitment, common sense and follow through with action. They enjoy the official procedures and formality of the organisation and have a strong sense of responsibility.

<ul style="list-style-type: none"> <li>•Staff feel that they can rely on the traditional leader. They are very stabilising in a work place.</li> </ul>	<ul style="list-style-type: none"> <li>•They are impatient with people who do not get to the point quickly, and they can be resistant to change. They are not often good counsellors or mentors.</li> </ul>
<p>Advantages </p>	<p>Disadvantages </p>



### Negotiating leader

They are competent at completing a job and are adaptable. They are good negotiators, seek and welcome change and will negotiate with policies/procedures. They give support and appreciation to staff.

<ul style="list-style-type: none"> <li>•They are flexible and able to take instructions from lower-level supervisors, and are very good at keeping and developing teams.</li> </ul>	<ul style="list-style-type: none"> <li>•They may be carried away by a new plan and forget the current requirements of the situation. Staff may find them unpredictable and this can be unsettling.</li> </ul>
<p>Advantages </p>	<p>Disadvantages </p>

### Charismatic leader

They have a personal charisma and following by staff. They display excellent interpersonal skills, and can nurture and develop staff.

<ul style="list-style-type: none"> <li>•They inspire high work outputs, and empower staff to make decisions and contributions.</li> </ul>	<ul style="list-style-type: none"> <li>•They can end up sapped of all energy, and have no support left for themselves.</li> </ul>
<p>Advantages </p>	<p>Disadvantages </p>



Stage	Stage description	Leadership style
<p><b>Performing</b></p> 	<p>The team is strategically aware and has a clear vision of its mission, goals and objectives. This vision is shared and the team is able to make decisions without any input from the leader. The team now has a high degree of autonomy. Although disagreements may occur they are easily resolved within the team in a constructive and positive way. The leader predominately delegates and oversees the team.</p>	<p>Delegate as much as possible. Focus on other goals, tasks and/or strategic issues.</p> <p>Guide the team members to help them learn as opposed to controlling the team members and solving the problem for them.</p> <p>Provide coaching to develop change management skills.</p>
<p><b>Adjourning</b></p> 	<p>During this phase, the team breaks up upon the successful completion of the task or project. Members move onto new things.</p>	<p>Celebrate the team's achievement, recognising that it is the team which succeeds or fails.</p> <p>Involve everyone on sharing in the wins.</p>

Table 2 – Team development and leadership styles

## Leading by example

There's an old saying about the difference between a manager and a leader:

***"Managers do things right. Leaders do the right things."***

In your role you need to be both a manager and a leader. As a leader, part of your job is to inspire the people around you. To do this, you must show them the way by doing it yourself.

We all intuitively know that leading by example is the most powerful form of leadership, but ironically it's often the most overlooked. As Mahatma Gandhi once said "You must be the change you wish to see in the world."

Leading by example is something that we can all do, no matter our role, no matter our position. We can all make the choice and take responsibility to be the change we want to see. We can all take initiative, we can all make the decision to "show the way for others".

To lead by example you need to:

- **Be passionate**

If you do not communicate excitement, how can you expect your people to get excited?

In organisations where there is a leader with great enthusiasm, a trickle-down effect will occur. You must be committed to the work you are doing.

- **Walk the talk**

If you want staff to perform at a high level you must demonstrate that you are also prepared to work at the required level of performance.

There's hardly anything worse for morale than leaders who practice the "Do as I say, not as I do" philosophy. When this happens, you can almost see the loss of enthusiasm and goodwill among the staff.

- **Act confidently and decisively in a crisis**

In a crisis or emergency, subordinates prefer a "take charge" leader who appears to know how to direct the group in coping with the problem. In this kind of situation, your people will associate confident, firm leadership with expert knowledge. Even if you're not sure how to deal with a crisis, you'll lose influence with members of your team if you appear confused.

- **Confront difficult situations and problems**

Avoiding or ignoring difficult situations or problems will not only lead to the situation becoming worse, it will also show to others that you lack the skills to manage and lead. Avoiding a situation will only result in a loss of respect from your team.

In some situations the decision to resolve the problem will be your sole responsibility. In other cases you can involve your team in developing a solution to the problem.

People who are involved in the decision making process participate much more enthusiastically than those who just carry out their boss's order. Listen to them and incorporate their ideas when it makes sense to so. Letting them contribute, so they know that you value their opinions, will build respect with the team.



### You know you're not leading when....

- You wait for someone to tell you what to do rather than taking the initiative yourself
- You spend too much time talking about how things should be different
- You blame the context, surroundings, or other people for your current situation
- You choose not to speak the truth
- You are more concerned about being accepted than doing the right thing
- You seek consensus, rather than casting vision for a preferable future
- You aren't taking any significant risks
- You accept status quo as the way it's always been and always will be
- You start protecting your reputation instead of opening yourself up to opposition
- You sleep a little too sound
- You procrastinate to avoid making a tough call
- You talk to others about the problem rather than taking it to the person responsible
- You don't feel like your butt is on the line for anything significant
- You think what you say doesn't matter
- You ask for way too many opinions before taking action

*(Ferguson, 2008)*

## Undertaking professional development

Taking personal responsibility for your professional development is vital in today's competitive employment market and rapidly changing workplace. Undertaking

professional development will assist you to develop your managerial and leadership skills, stay abreast of new technologies and remain at the forefront of best practice in the retail industry.

Professional development is an ongoing cycle, comprised of the following four phases:



Figure 1 - Professional development cycle

## Professional development analysis

The analysis phase is the first part of the professional development cycle. The steps during this phase are to analyse your current skills and knowledge according to current position description and future career aspirations, and to determine your development needs.

Three questions you should ask yourself during the analysis phase are:

1. What are my current skills and knowledge compared to organisational benchmarks?
2. What skills and knowledge do I need to develop to meet these organisational benchmarks?
3. What skills and knowledge do I need as part of my ongoing learning and career development?

Conducting a skills audit will assist to determine your current skills and knowledge. As part of the skills audit you should:

- a. Refer back to any weaknesses / issues identified in your self evaluation
- b. Conduct a personal SWOT analysis
- c. Evaluate any feedback that you have received for areas of improvement
- d. Compare your skills and knowledge against your current position and the organisational objectives

## Personal SWOT analysis

The SWOT analysis is usually used by businesses to identify internal strengths and weaknesses and external threats and weaknesses to the company.

In this situation, a personal SWOT analysis provides a framework for analysing your strengths and weaknesses as well as the opportunities and threats that you face. This will help to focus your professional development needs on developing your skills and/or knowledge to minimise or eliminate your weaknesses and/or threats.

Your strengths and opportunities help you to identify potential long term career goals.

The following provides you with a number of questions to ask yourself, as part of your personal SWOT analysis.

<p style="text-align: center;"><b>Strengths</b></p> <p>What are you really good at?            What skills do other people recognise in you?            What do you do better than most people you work with?            What do you get recognised or rewarded for?            What about yourself are you most proud or satisfied with?            What experiences, resources etc do you have access to that others don't?</p>	<p style="text-align: center;"><b>Weaknesses</b></p> <p>What do you try to do that you just can't master?            What do you do only because you have to in order to satisfy job requirements?            Are there any aspects of your personality that hold you back?            What do other people most identify as a weakness for you?            Where are you vulnerable?            Where do you lack experience, resources etc where others have them?</p>
<p style="text-align: center;"><b>Opportunities</b></p> <p>In what ways can you maximise your strengths?            What opportunities are open to you where you do things well?            What would you love to do that you are good at?            If your weaknesses no longer held you back, what could you do?            Where do you see the most potential growth for yourself?            What trends are having an impact on your current career?            What current training/development opportunities are you able to access?</p>	<p style="text-align: center;"><b>Threats</b></p> <p>What weaknesses need to be addressed before you can move forward?            What problems could your weaknesses cause if left unchecked?            What setbacks might you face?            What obstacles have other people overcome to get where you want to go?</p>

Figure 2 - Personal SWOT analysis questions - adapted from (Mind Tools, 2010)

## Competency standards

Another tool in analysing your development needs is comparing your current skills and knowledge against competency standards relevant to the retail industry.

## Chapter 2. Effective team communication



### Learning objectives

On completion of this chapter, you will be able to:

- 2.1 Demonstrate active and clear communication to team on store policy and operational issues
- 2.2 Clearly establish meeting purposes
- 2.3 Present information clearly
- 2.4 Allocate discussion time to items according to importance, urgency or complexity
- 2.5 Perform written and verbal communication in a clear and concise manner according to store policy
- 2.6 Provide information in a manner and at a pace appropriate for the individual

### Introduction

As a manager or team leader, you play a pivotal role in keeping your team, management and other relevant stakeholders informed.

Your role involves ensuring the lines of communication between management and the team are kept open and that the relevant information reaches the appropriate people within the required timeframes.

As the vital link in the communication chain, you are responsible for:

- Fostering open communication within the team
- Ensuring team members understand their own, each others and their teams objectives
- Ensuring the team understands the strategic direction of the team and organisation
- Explaining any of the organisation's changing requirements to the team
- Communicating the needs of your team to senior management
- Communicating the needs of senior management to your team
- Communicating so that members of your team can carry out their tasks effectively

## Communication channels

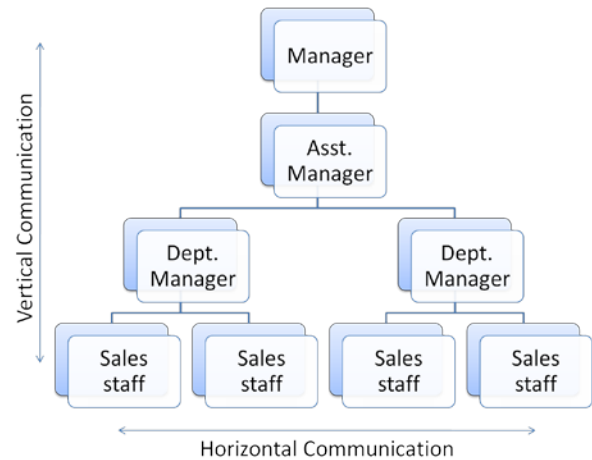
Information can be exchanged between key stakeholders in two possible ways:

### Vertical Communication

This is communication to and from personnel who are above and below your position on the organisational structure.

Vertical communication is an important type of communication as it includes:

- Obtaining the required permission or advice from higher levels of management and notifying them of the progress of the plan
- Communicating to team members about their responsibilities
- Communicating unresolved issues, concerns and problems related raised by management to the team
- Communicating unresolved issues, concerns and problems related raised by the team to management



### Horizontal Communication

This is communication that is to and from other personnel at the same organisational authority level as yourself. This may include cooperation between other managers within the same store or in other stores.

## Communication methods

When communicating or sending information to your team or management, you need to make a decision about the communication channel and method that will be used.

Here are some useful questions to ask before you send the information:

- Who am I sending this information to?
- How many people need to receive the message?
- What is the purpose of the communication?
- Will it need to be informal or formal?
- How much information needs to be conveyed?
- Is there a need for feedback?
- Does it need to be confidential?
- How quickly is the information required?
- What are the costs involved in sending the information?

The following table is a summary of common communication methods and their advantages and disadvantages.

<b>Method of Communication</b>	<b>Advantages</b>	<b>Disadvantages</b>
Face-to-face conversations	Non-verbal communication Feedback can be instant Misunderstandings can be clarified immediately	Not always possible Can be expensive to get people from different locations together
Telephone call	Quick Cost effective Feedback can be gained immediately	No non-verbal communication Easy to be distracted when on the phone Person may take the call when they are not in a position to talk
Meetings	Many people receive the message at the same time Opportunity for feedback Opportunity for discussion	Some people may dominate discussions Agendas or meeting objectives may not be clear Expensive to get people from different locations together
Letters	Have written record of the communication Can be confidential	Slow — not good for urgent issues Feedback is not instant Restricted in the amount of information that can be sent Requires sound writing skills
Reports and submissions	Excellent for reporting findings or making recommendations that require action Can deal with complex information Written record of what is being communicated More formal documents useful for legal purposes	Time consuming to read Feedback is limited Often slow to produce Difficult to change Can be restricted to only certain people and not everyone who needs the information will necessarily get it



## Case study 2 - Communication

*Sue Cruikshank, the new Store Manager at Speed Feed was focussed on showing the area manager and head office her managerial skills, and wanted to ensure the store was as productive and efficient as possible.*

*Sue believed that there wasn't a need to hold meetings, as they impacted on the team's productivity and felt that other communication methods could be better utilised to communicate with the staff.*

*Her primary communication source was posting memos on the staff room notice board, which allowed staff to read these when they were on their breaks.*

*One day her area manager called her to discuss some manual handling injuries that had occurred at other stores. In a response to the incidents the OHS policy and operations manual was amended to reflect a new procedure.*

*Sue printed out both manuals and pinned them to the notice board with a note to the employees "Please read".*

*Two weeks later, one of the team members experienced the same manual handling injury, due to not following the new procedure.*

*One receipt of the workplace incident report the area manager emailed Sue demanding that the incident be thoroughly investigated.*

.....

### Questions

1. Based on the above information, what reasons are there for the employee not following the procedure?
2. Was Sue's communication of the policy changes effective?
3. What steps would you take to communicate these procedural changes to your team?

## Chapter 3. Planning team objectives



### Learning objectives

On completion of this chapter, you will be able to:

- 3.1 Develop clear, accurate and relevant team objectives, including expected performance standards
- 3.2 Ensure objectives are achievable within designated time limits and according to resources available
- 3.3 Explain objectives clearly and at a level and pace appropriate to team members
- 3.4 Regularly review objectives according to team or store policy changes
- 3.5 Encourage team members to provide feedback on objectives and to clarify areas of uncertainty
- 3.6 Clearly and concisely communicate policies, plans, problems and solutions to the team according to store policy
- 3.7 Encourage positive contributions from all members of group
- 3.8 Record decisions accurately and act upon them as required
- 3.9 Clearly define team and individual responsibilities and limits of responsibility according to store policy
- 3.10 Ensure delegation is unambiguous, explicit and able to be carried out within a designated timeframe
- 3.11 Negotiate resources and implementation methods effectively with team members
- 3.12 Ensure support and resources available are accessible and sufficient for the needs of the operation
- 3.13 Review delegation regularly and revise as required.

### Introduction

To ensure your team operates effectively, you need to clearly define the purpose of the team so that everyone knows what is expected of them, and of the team as a whole.

There are five steps you, as team leader, must follow in order for the team to be clear on its purpose and plan:

1. Relate the team's plan to the organisation's operational and strategic plans
2. Establish goals and objectives, in consultation with team members, which align with the organisation's strategic plan
3. Develop key performance indicators to measure progress towards the goals
4. Allocate roles and responsibilities to team members
5. Monitor and review the team performance in relation to the goals and objectives

## Business planning and workgroup plans

The development of the team plan should be completed to achieve the business objectives. To do this, the strategic and operational plans must be considered as part of the workgroup plan development. The integration of each of these plans can be seen in the diagram below.

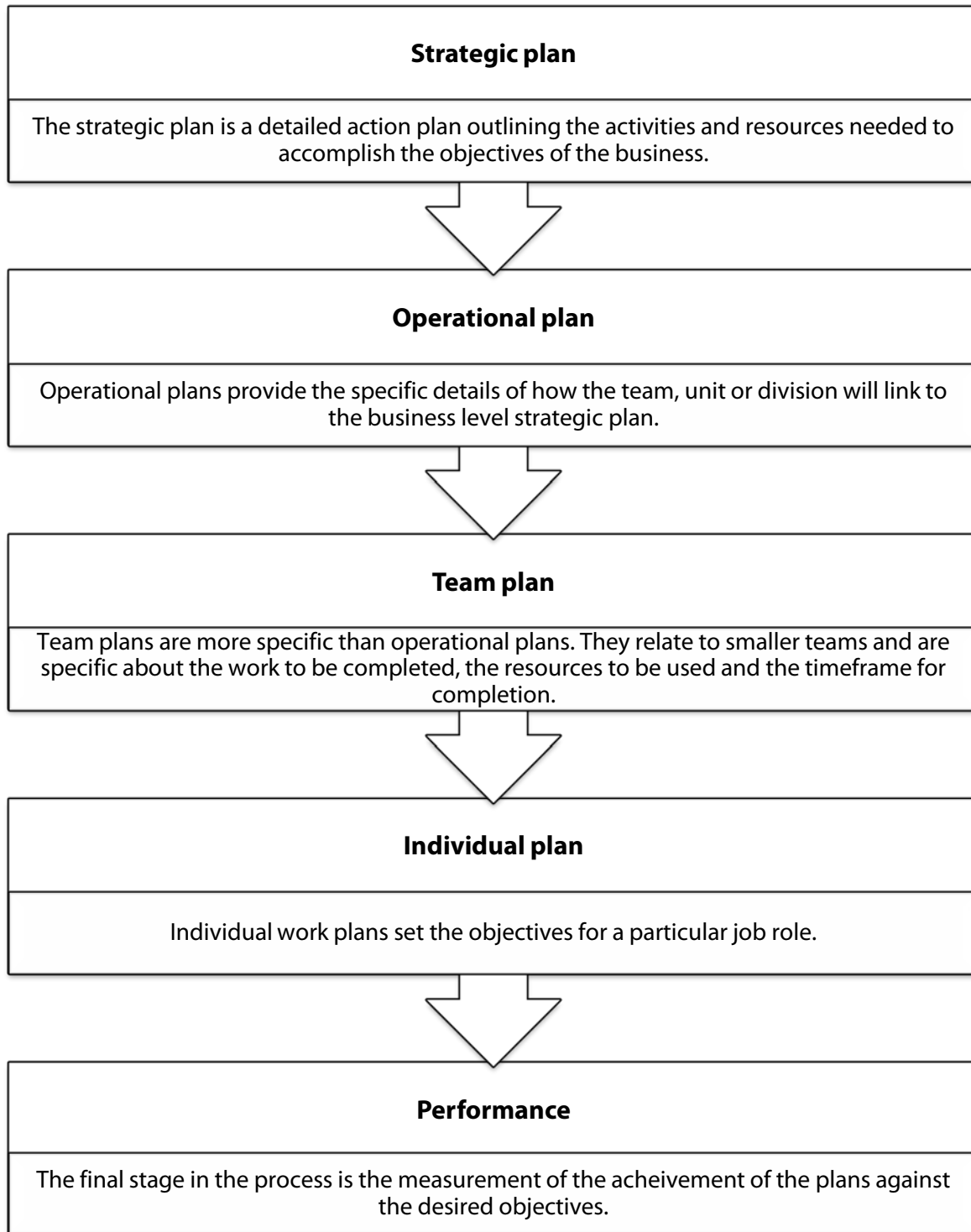


Figure 4 - The business planning process



## Relevant legislation

In the development of work tasks and objectives, and when managing the team, you should consider the key provisions of relevant legislation from all levels of government that may affect aspects of business operation. This can include:

- **Occupational Health & Safety** Legislation that places obligations on employers, employees and others to ensure the workplace is safe.
- **Racial discrimination** Legislation that prohibits discrimination based on race, colour, national or ethnic origin, or immigration.
- **Disability discrimination** Legislation that prohibits discrimination based on mental or physical impairment (including disease).
- **Sexual discrimination** Legislation that prohibits sexual harassment and discrimination based on gender, marital status or pregnancy.
- **Privacy laws** Legislation related to the use, disclosure and storage of personal information
- **Equal opportunity** EEO involves not discriminating against people based on race, sex, age and cultural and religious beliefs.
- **Fair Work legislation** The new workplace relations system in Australia that includes the 10 minimum standards of employment.



For links to the various legislations see

<http://www.deewr.gov.au/Pages/default.aspx>

## Consultation

It is important that you, as the team leader, use a consultative approach to gain team members' input on decisions to be made within the team.

The goals, objectives and performance measures need to be developed in conjunction and consultation with all members of the team. It allows for everyone to examine the goals and targets that have been developed, and provides an opportunity for them to give feedback on where the plan could be adjusted.

Any problems or decisions should be presented to the team for discussion and input of ideas. Views and suggestions should be evaluated to determine the most appropriate course of action.

The goals that you should be achieving through consultation are to:

- Explain objectives to team members
- Encourage team members to provide feedback on objectives
- Clarify areas of uncertainty
- Encourage positive contributions from all members of the group
- Negotiate resources and implementation methods effectively with team members

Consultation with team members can be conducted through any tool or device which ensures that all team members have the opportunity to contribute to team and individual effectiveness.



### Activity 3-1

1. Write two goals that are important to your job role / business. Make sure that they follow the SMART principle.
2. Note some KPI's that relate to the goals that you have developed.
3. What legislation impacts on these goals and KPI's? Give an example for each type of legislation that applies.
4. To achieve your goals and KPI's, what consultation will you need to undertake with your team?

What methods/tools will you use to consult with the team?

## Chapter 4. Developing an effective team



### Learning objectives

On completion of this chapter, you will be able to:

- 4.1 Access relevant information to develop plans based on accurate assessment of current competencies and career aspirations according to current and future store requirements
- 4.2 Assist and encourage individuals to take responsibility for their self-development
- 4.3 Ensure team building and development plans contain clear, realistic objectives
- 4.4 Minimise unproductive friction between team members
- 4.5 Take a collaborative approach with team members, colleagues and management to establish constructive relationships
- 4.6 Encourage team members to offer ideas, views or suggestions
- 4.7 Recognise suggestions offered by team members, and provide explanations if proposals are rejected
- 4.8 Recognise outstanding achievements
- 4.9 Ensure promises and undertakings to team are realistic and honoured
- 4.10 Give team members appropriate support in areas that may affect work performance and morale
- 4.11 Actively support staff, colleagues and management within store policy guidelines in situations involving store policies or operations
- 4.12 Actively support team members in the achievement of realistic goals
- 4.13 Actively focus team members towards store plans and targets.

### Introduction

Developing an effective team involves developing unity within your team, thereby creating an environment where relationships are generally harmonious and team members work well together.

To develop an effective team, its team members need to:

- Complement each other
- Be motivated towards achievement of the same goals
- Be provided opportunities for input into planning, decision making and operational aspects of the work team
- Have issues, concerns and problems identified and addressed

## Team dynamics

Selection of team members with the appropriate skills and knowledge is not the only consideration for the success of the team. In addition to the attributes of the individual, it is necessary to consider how the team will work together. Often teams have failed to meet their objectives because the necessary team roles are not fulfilled and work tasks are not undertaken, or completed to the quality required.

Perhaps someone who is valued for their expert input fails to see the wider picture, and so misses out tasks or steps that others would expect. Maybe some team members are not quite flexible enough, so things fall between the cracks. Or perhaps one team member become frustrated because he or she disagrees with the approach of another team member. (*Mind Tools, 2009*)

Dr Meredith Belbin in his study of team roles identified that individual behaviour has an influence on team success. (*Belbin, 1981*) He identified nine roles that cover the types of individual behaviour at work in a team.

These nine key roles can be categorised into three groups:



**Action Oriented**



**People Oriented**



**Thought Oriented**

The nine team-roles can be seen in the figure below.

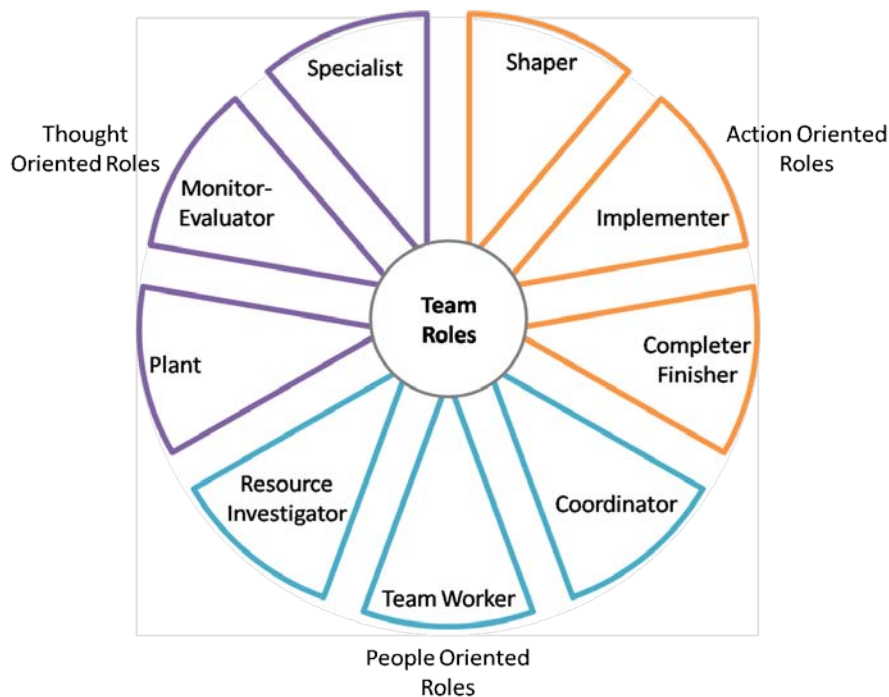





Figure 5 - Belbin's Team Roles

Each of these roles has their own behaviours and strengths that they bring to the team.

These include:

<p><b>Action</b></p> 	<ul style="list-style-type: none"> <li>• Shaper</li> <li>• Implementer</li> <li>• Completer Finisher</li> </ul>	<p>Challenges the team to improve.</p> <p>Puts ideas into action.</p> <p>Ensures thorough, timely completion.</p>
<p><b>People</b></p> 	<ul style="list-style-type: none"> <li>• Coordinator</li> <li>• Team Worker</li> <li>• Resource Investigator</li> </ul>	<p>Acts as a chairperson.</p> <p>Encourages cooperation.</p> <p>Explores outside opportunities.</p>
<p><b>Thought</b></p> 	<ul style="list-style-type: none"> <li>• Plant</li> <li>• Monitor-Evaluator</li> <li>• Specialist</li> </ul>	<p>Presents new ideas and approaches.</p> <p>Analyzes the options.</p> <p>Provides specialised skills.</p>

The team roles should be considered to highlight and manage the strengths and weaknesses of the team.



### Activity 4-1: Team dynamics

What role/s do you perform in the team/s that you are part of?

Does your team/s contain all of these team roles?

How will the team function if it is missing one or more of these team roles?

## Developing teams

Staff need to have plans to guide and develop their potential. These should follow the guidelines detailed for developing your own personal plan, and should contain specific details for every member of the team.

To do this, an analysis of each staff member should be made, and their current abilities determined.

Team development should:

- Be clearly developed with, and communicated to staff
- Include input of the person concerned
- Include and recognise current skills and knowledge levels
- Pinpoint short and long term development opportunities
- Respect career aspirations of each individual
- Comply with the business needs of the organisation
- Be implemented and followed through



### Team member skills audit

The form in Appendix D could be used to list the necessary skills you need an employee to have; and then to assess the staff member's current ability in each area.

This type of form gives managers a document to refer to when deciding what training and/or development needs to occur for each staff member.

## Self assessment

One effective way to identify training needs is to encourage and assist individuals to evaluate their own development and training needs and to contribute to their development planning and review.

One way to do this is to get each employee to undertake a self-assessment of their abilities compared to the business objectives.

The same process and tools that you would have used to analyse your own professional development could also be used by team members to self assess their development needs.

## Motivating teams

When attempting to motivate teams, it is first necessary to understand what motivates each team member.

People are motivated when:

- a. Their needs are met
- b. They are rewarded

The levels of needs and rewards will differ with each person.

## Motivation theories

There is a number of theories related to motivation of individuals and teams. Two of the most popular theories are:

- Maslow's Hierarchy of Needs
- Herzberg's Two-Factor Theory

### Maslow's Hierarchy of Needs

Abraham Maslow was a psychologist who proposed that within every person there is a hierarchy of needs. He argued that each preceding level in the hierarchy had to be satisfied before the next need became important to the individual.

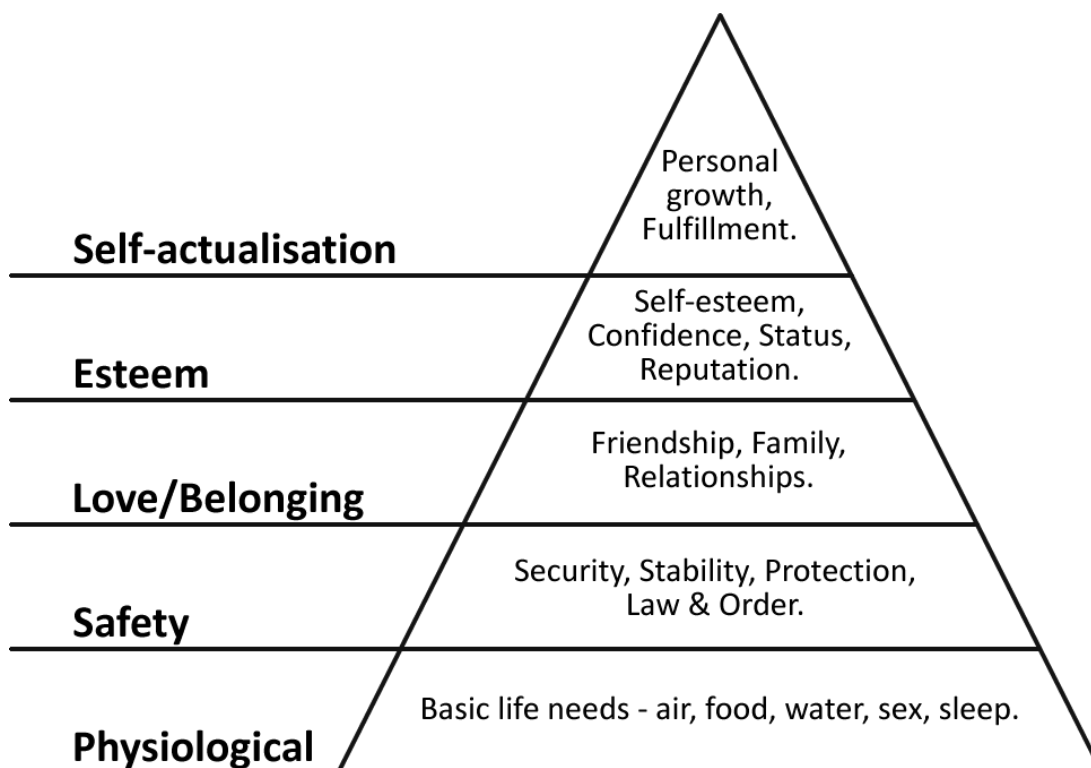


Figure 6 - Maslow's Hierarchy of Needs

## Herzberg's Two Factor Theory

Frederick Herzberg (1923-2000) was a clinical psychologist who pioneered studies on job enrichment. Herzberg believed that people's attitude to work determined their success or failure.

Herzberg's two factor theory (motivation and hygiene) shows that certain characteristics of a job are consistently related to job satisfaction, while different factors are associated with job dissatisfaction.

For example, if achievement is a cause of satisfaction, then underachievement would not necessarily be a cause for dissatisfaction.

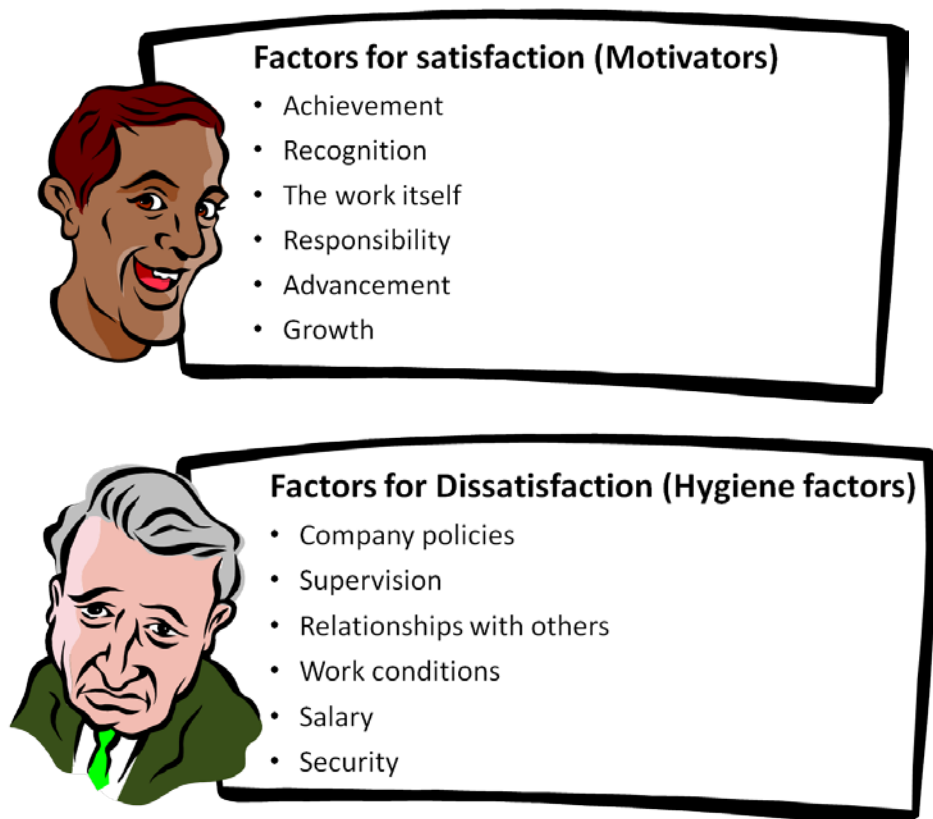


Figure 7 - Herzberg's Two Factor Theory

The conclusion the Herzberg drew was that job satisfaction and job dissatisfaction are not opposites.

- The opposite of Satisfaction is No Satisfaction
- The opposite of Dissatisfaction is No Dissatisfaction

So, it is not only important to provide the factors that motivate staff but also ensure that the factors for dissatisfaction are managed, so there is no dissatisfaction related to them.

For example, company policies can cause dissatisfaction among employees. Without adequate policies there may be greater dissatisfaction. Management of these policies must be conducted to ensure that they are not causing any dissatisfaction.

## Appendices

Below is a list of Appendices for this unit:

- Appendix A: Leadership self assessment
- Appendix B: Professional development templates
- Appendix C: Meeting minutes form
- Appendix D: Team member skills audit
- Appendix E: Skills Text evaluation form

## Appendix A – Leadership self assessment

This survey is designed to provide you with feedback about your level of preference or comfort with leadership characteristics and skills. If you have NOT performed a task before, estimate how difficult the task would be for you to learn to perform.

Circle the number on the scale that you believe comes closest to your skill or task level. Be honest about your choices as there are no right or wrong answers - it is only for your own self-assessment.

		Very Strong	Moderately Strong	Adequate	Moderately Weak	Very Weak
1.	I enjoy communicating with others.	5	4	3	2	1
2.	I am honest and fair.	5	4	3	2	1
3.	I make decisions with input from others.	5	4	3	2	1
4.	My actions are consistent.	5	4	3	2	1
5.	I give others the information they need to do their jobs.	5	4	3	2	1
6.	I keep focused through follow-up.	5	4	3	2	1
7.	I listen to feedback and ask questions.	5	4	3	2	1
8.	I show loyalty to the company and to the team members.	5	4	3	2	1
9.	I create an atmosphere of growth.	5	4	3	2	1
10.	I have wide visibility.	5	4	3	2	1
11.	I give praise and recognition.	5	4	3	2	1
12.	I criticize constructively and address problems.	5	4	3	2	1
13.	I develop plans.	5	4	3	2	1
14.	I have a vision on where we are going and set long term goals.	5	4	3	2	1
15.	I set objectives and follow them through to completion.	5	4	3	2	1
16.	I display tolerance and flexibility.	5	4	3	2	1
17.	I can be assertive when needed.	5	4	3	2	1
18.	I am a Champion of change.	5	4	3	2	1

Material Continues  
—End of Sample—