Occupational Certificate: Grain Depot Manager

Curriculum Code 132408-000-00--00

KNOWLEDGE MODULE 1: Grain Handling Operations HR Management NQF 5, 8 Credits

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INTRODUCTION

Occupational Curriculum: Grain Depot Manager

The Grain Depot Manager achieves operational efficiencies by monitoring, controlling and responding to operational variables, the utilisation of resources and the mechanical integrity of a bulk grain handling and storage unit.

Occupational tasks:

- Conduct grain and oilseed sampling and grading processes (NQF 4)
- Manage and control the achievement of operational targets (NQF 5)
- Lead and manage staff to ensure smooth business operations (NQF 5)
- Manage and control the utilization of operational resources (NQF 5)
- Achieve grain handling and storage efficiency and quality standards by controlling unit operations (NQF 5)

PURPOSE OF THE QUALIFICATION

The core competencies of grain operations have been defined as the basic understanding and practical application of the management of grain quality and grain handling equipment as well as the management of operational technology, facility operations and human resources.

ENTRY REQUIREMENTS

Grade 12

Methodology

Knowledge Modules facilitated in classroom with a knowledge assessment.

Practical Activities in simulated environment with observation sheets

Prescribed workplace activities in a real work environment with logbook

MODULE 1: MANAGE PEOPLE (KM01-KT02)

Learning outcomes

- Demonstrate an understanding of the recruitment and selection process
- Demonstrate an understanding of the training and development environment in South Africa (including The Occupational Qualifications Framework, Training delivery models, Defining training needs of employees)

Recruitment and Selection

Recruitment can be defined as searching for and obtaining a pool of potential candidates with the desired knowledge, skills and experience to allow an organization to select the most appropriate people to fill job vacancies against defined position descriptions and specifications.

The purpose of the recruitment process is to find the widest pool of applicants to provide the greatest opportunity to select the best people for the required roles in an organization.

Acquiring the best applicants for a role can be a competitive advantage for an organization whereas ineffective recruitment and selection can result in enormous disruption, reduced productivity, interpersonal difficulties and interruptions to operations, customer service and long-term costs.

Once a pool of candidates has been identified through the recruitment process the most appropriate candidate, or candidates are identified through a selection process including but not limited to interviewing, reference checking and testing. **The purpose of the selection process is to ensure that the best person or people are appointed to the role or roles using effective, fair and equitable assessment activities.**

Recruitment and selection is a process consisting of different phases, which follow onto one another and are also interdependent.

Advertising → Screening → Short-listing → Selection → Apointment

The recruitment process usually begins with the placement of an advertisement. The wording of the advertisement is, of course, pivotal and the employer should take care that the advertisement is worded in such a way that it does not directly or indirectly discriminate against any group of people or places undue obstacles in their way. For example, it may amount to discrimination to require qualifications that are not absolutely necessary for the job.

The screening process therefore seeks to identify those applications that meet the basic entry-level requirements and those advertised. Applications that are therefore incomplete or do not meet the basic appointment criteria are considered unsuccessful applications.
For the screening process to meet its objectives, certain basic principles need to be adhered to.

- A fair set of screening criteria should apply, which should have the sole purpose of identifying those applicants who meet the basic appointment and advertised requirements.
- Screening criteria must be in line with the job content and appointment, as well as advertised requirement so that applicants screened are clear on the criteria that apply.
- The criteria should apply to all applicants in a consistent manner.

After having completed the screening process and eliminated those applicants that do not meet the basic requirements, the next objective should be to identify a manageable size

(pool) of applicants (a short-list) who are best suited to fill the position successfully and from whose ranks the most suitable candidate(s) is/are to be selected.
Advertisements generally only specify the minimum appointment requirements in respect of qualifications and competencies (knowledge, skills and, where required, experience). Such candidates enjoy a legitimate expectation to be considered for the position. However, this does not prohibit an employer from giving a more favourable consideration to applicants that surpass the minimum requirements as long as it is in line with the job content. At the end of the day it is about identifying a manageable pool of best suited candidates for a specific position, in the interest of the employer, taking into account Affirmative Action and Employment Equity objectives.

The screening and short-listing phases are directed at identifying a pool of candidates from amongst those who qualify for appointment that are best suited for the position. The final selection phase is to identify the most suitable candidate(s) from amongst this pool of candidates (short-listed candidates) with due regard to the –

- departments' HR, Affirmative Action (AA) and strategic service delivery objectives; and
- advertised post and person specifications.

Selection can be based on one or more of the following well-structured techniques:

- Interviews
- Psychometric testing
- In-basket simulations
- Written tests
- Review of past accomplishments
- Assessment centers
- Reference-checking.

Training and Development

Training can be defined as "the steps taken to qualify a person for his present job", while development can be defined as "equipping an employee for work at a higher level"

All employees have a right to expect adequate training before being held responsible for their work.

Remember:

Training does not compensate for:

- Weaknesses in the organization structure or procedures
- Ineffective management or supervision
- Poor selection practices

Problems arising from these factors must be corrected at the source.

Required performance – Actual Performance=Need

The main test for a training need is this:

Does the employee know how to meet the performance standards for an accountable task? If the answer is "yes", then there is no training need. There is a performance problem that will not be solved through training. The employee already knows how. There are other obstacles to satisfactory performance.

The Training and Development environment in South Africa

South Africa's employee training and development is seen as a key factor in meeting an organization's strategic, business and operational goals. The government has also realized the importance of training and development and have passed the following acts: South African Qualifications Authority Act, No. 58 of 1995, the Skills Development Act, No. 97 of 1998 and the Skills Development Levies Act, No. 9 of 1999. These acts have gone a long way in order to sustain training and development in South Africa.

The skills development legislation was promulgated in response to:

- poor quality and relevance of occupational learning in South Africa
- limited learning pathways for students and unemployed poor investment in training by employers despite the skills content of jobs increasing

The SAQA Act, the Skills Development Act, the Skills Development Levies Act and the Employment Equity Act aim to increase both the relevance and credibility of education and training, and to enhance the quality and quantity of learners entering the labour market.

South African Qualifications Authority (SAQA), Act no 58 of 1995

SAQA's purpose:

- To oversee the development of the National Qualifications Framework (NQF)

- To formulate and publish policies and criteria
- To oversee the NQF registration and standard qualifications
- To ensure compliance for accreditation

Skills Development Act, 97 of 1998

Purpose:

- To develop the skills of the South African workforce
- To increase levels of investment in education and training
- To encourage employers to use the workplace as an active learning environment
- To provide employees with opportunities to acquire new skills
- To encourage employees to participate in learnership and other training programs
- To improve employment prospects of the previously disadvantaged through education and training

Skills Development Levies Act, 9 of 1999

The National Skills Fund was established by the Skills Development Act (SDA). The purpose of the Act will be achieved through the NSF and the Levy Grant Scheme where employers have to contribute to training and education through the payment of levies. This requires registration with the SA Revenue Services (SARS) for levy purposes.

Who must pay the levy?

Every employer in South Africa who is registered with SARS for PAYE and that has an annual payroll in excess of R500 000. This constitutes 1.0% of the annual payroll.

The Workplace Skills Plan (WSP) and the Annual Training Report

Employers wishing to be eligible for the claiming of grants must compile a Workplace Skills Plan (WSP) and submit it for approval to the relevant Seta by the 30th of September of each year. In the WSP the employer provides a demographic profile of his workforce and also identifies training needs in consultation with the training committee.

After the training has been completed, it is reported in the Annual Training Report (ATR), which is submitted together with the WSP for the following year.

The Future of training and development in South Africa

Upon a review of the implementation of the NQF that was initiated in 2001, it was decided that improvements needed to be made. One concern was that there were too many bodies responsible for standards generation and quality assurance, which led to confusion and the duplication of work. Also, there was a need for the different approaches and practices within the education, training and skills development system to be accommodated. The design of the NQF architecture followed a 'one size-fits-all' approach and it became clear to all stakeholders that different kinds of learning in different contexts required different qualification types and quality assurance models. The review revealed that, although there was agreement on the NQF principles, not all of these were reflected in practice.

The Skills Development Act Amendment Bill introduces the **Quality Council for Trades and Occupations (QCTO)**, which will coordinate learning towards occupational competence within our national learning system.

The Skills Development Act Amendment Bill will facilitate the development of a demand-driven occupational learning system that will provide relevant occupational skills (especially in terms of workplace experience) and be less bureaucratic. The QCTO will ensure that learning programs can be developed to address specific scarce and critical skills needs. The legislation also allows for different kinds of learnerships, so that apprenticeships and internships can be accommodated and different learning routes can be selected. The QCTO recognizes the need for all occupational learning to build on general knowledge and theory and provides for linkages and partnerships with both public and private provider systems. In order to fulfil its mandate, the QCTO will cooperate closely with SAQA, the other QCs and professional bodies.

The QCTO will manage and coordinate the qualifications in the occupational qualifications framework in terms of their development, provision, assessment and impact. Its scope will be the development and quality assurance of fit-for-purpose occupational qualifications and unit standards as required by the labour market for work and employment purposes.

The QCTO will develop fit-for-purpose occupational qualifications that will be certificated as National Occupational Awards or National Skills Certificates. The awards will name the relevant occupation that the learner is now competent to practice. The focus of occupational qualifications will be the development of occupational competence which, in turn, contributes to increased employment rates and productivity.

Module 2: MANAGE PERFORMANCE (KM01-KT01)

Learning outcomes

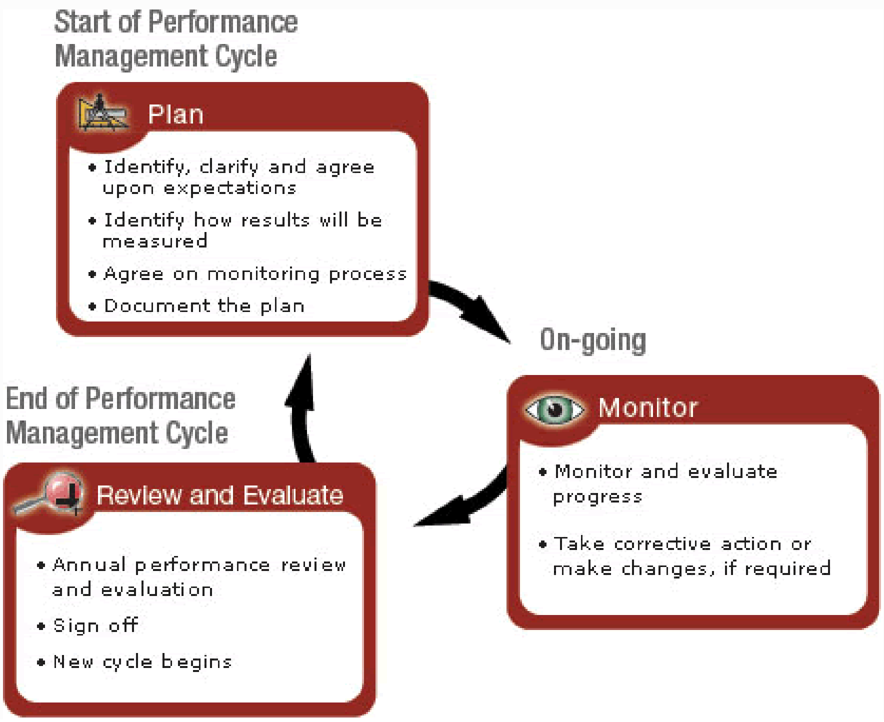
- Explain the principles of setting clear, realistic and measurable work objectives
- Draft a work schedule indicating the tasks to be performed
- Explain the importance of clear instruction,(including the structure of a good instruction, and how to ensure understanding)
- Formulate and issue a verbal instruction
- Formulate and record a written instruction
- Draft a performance standard
- Demonstrate understanding of steps to correct performance-related problems (including, coaching to address performance problems)
- Demonstrate an understanding of the application of coaching and mentorship in building competencies

Introduction to Performance Management

One of the most important aspects of management is that of monitoring and improving performance.

The fundamental goal of performance management is to promote and improve employee effectiveness. It is a continuous process where managers and employees work together to plan, monitor and review an employee's work objectives or goals and his or her overall contribution to the organization.

The cyclical appraisal process is usually conducted on an annual basis and is a vital aspect of managing your organization's overall performance. Your responsibility as a manager is to ensure that the annual appraisals you conduct are effective and have a positive impact on your team's performance.



Phase 1: Plan

The planning phase is a collaborative effort involving both managers and employees during which they will:

- Review the employee's job description to determine if it reflects the work that the employee is currently doing. If the employee has taken on new responsibilities or the job has changed significantly, the job description should be updated.
- Identify and review the links between the employee's job description, his or her work plan and the organization's goals, objectives and strategic plan.
- Identify three to five areas that will be key performance objectives for the year. The choice of areas may be determined by the organization's strategic plan, by the employee's desire to improve outcomes in a certain part of their job, or by a need to emphasize a particular aspect of the job at this time. These are objectives that are critical to the overall success of the position. If the employee does not meet his/her critical objectives then overall performance will be evaluated as unsatisfactory.

- Identify training objectives that will help the employee grow his or her skills, knowledge, and competencies related to their work.
- Identify career development objectives that can be part of longer-term career planning.

Setting objectives and measurements

Often the most difficult part of the planning phase is finding appropriate and clear language to describe the performance objectives and measures or indicators of success. Managers need to ensure that the objectives are a good representation of the full range of duties carried out by the employee, especially those everyday tasks that can take time but are often overlooked as significant accomplishments.

Writing SMART objectives:

ACTION VERB + OBJECT OF THE ACTION VERB + MEASURES

Example:

An employee who is responsible for visiting clients.

SMART objective: Conduct client visits on a monthly basis to determine client needs and place orders.

Not SMART: Visit clients and see how they are doing.

Objectives must be:

Specific

Specify clearly what is to be done, when it is to be done, who is to accomplish it and how much is to be accomplished.

Measurable

Ask questions such as: How much? How many? How will I know when it is accomplished? Multiple measures should be used if possible, for example, quantity, quality, time frame and cost.

Attainable

Assure there is reasonable path to achievement and feasible odds that you will get there.

Realistic

The objective needs should match the level of complexity with the employee's experience and capability and no insurmountable forces outside the control of the employee should hinder its accomplishment.

Time-bound

Be clear about the time frame in which performance objectives are to be achieved. In most cases, objectives are to be completed by the end of the performance review period.

Phase 2: Monitor

For a performance management system to be effective, employee progress and performance must be continuously monitored. Monitoring day-to-day performance does not mean watching over every aspect of how employees carry out assigned activities and tasks. Managers should not micro-manage employees, but rather focus their attention on results achieved, as well as individual behaviors and team dynamics affecting the work environment. During this phase, the employee and manager should meet regularly to:

- Assess progress towards meeting performance objectives
- Identify any barriers that may prevent the employee from accomplishing performance objectives and what needs to be done to overcome them
- Share feedback on progress relative to the goals
- Identify any changes that may be required to the work plan as a result of a shift in organization priorities or if the employee is required to take on new responsibilities
- Determine if any extra support is required from the manager or others to assist the employee in achieving his or her objectives

Performance management includes **coaching** employees to address concerns and issues related to performance so that there is a positive contribution to the organization.

Coaching means providing direction, guidance, and support as required on assigned activities and tasks.

As a coach, managers need to recognize strengths and weaknesses of employees and work with employees to identify opportunities and methods to maximize strengths and improve weak areas. The role of the coach is to demonstrate skills and to give the employee feedback, and reassurance while he or she practices new skills. Good listening skills on the part of the coach, together with the ability to deliver honest feedback, are crucial. In a coaching role, you are not expected to have all the answers. The strategic power of any coaching dialogue lies primarily in the coach's ability to ask the right questions.

Positive feedback involves telling someone about good performance. **Make this feedback timely, specific and frequent.** Recognition for effective performance is a powerful motivator.

Constructive feedback alerts an individual to an area in which performance could improve. It is descriptive and should always be directed to the action, not the person. The main purpose of constructive feedback is to help people understand where they stand in relation to expected and/or productive job and workplace behaviour.

Often, it is the positive and supportive feedback that is most readily and easily shared, while finding the right way to provide constructive feedback to address a particular performance issue can be more daunting. If an employee is not meeting performance expectations, managers need to provide constructive and honest feedback. It's important to do this when an issue first arises - before it escalates into a significant problem. Here are a few points to consider when giving constructive feedback:

Prepare

- Think through what you want to address in the meeting, confirm the facts of the performance issue and make sure you know and can describe what happened or is happening
- Be clear about what the issue is and about the consequences if the employee's performance does not improve
- Plan to meet in a location where there will be privacy and minimal interruptions (note that in a unionized environment, you may have to invite a union representative to be with the employee during the discussion)
- Be calm, so that you can approach *the discussion objectively and with clarity*

State the facts

- Using a non-threatening tone, describe the performance issue in an objective, factual, nonjudgmental way, providing specific examples
- Identify the negative impact on people in the workplace or on the organization

Example:

"You are always late."
This statement is general and judgmental. It does not address the performance issue effectively.

"You were late 3 times last week. When you arrived late for the staff meeting, you missed an important discussion about our new fundraising campaign."

This statement is factual and specifically addresses the performance issue and the impact of being late.

Phase 3: Review

The performance assessment or appraisal meeting is an opportunity to review, summarize and highlight the employee’s performance over the course of the review period.

Self-assessment is a standard part of most performance appraisals. By using the performance plan and assessment form as a guide, employees can assess their performance in preparation for the appraisal meeting. This process can identify gaps between the employee’s self-perceptions and the views of the manager and can allow for more in depth discussion of these performance points during the meeting.

Managers should review their performance management notes and documentation generated throughout the year in order to more effectively assess the employee’s performance. Only issues that have already been discussed with the employee should be part of the assessment documentation and meeting. This will ensure that managers deal with performance problems when they arise and that there are no surprises during the performance assessment meeting.

In the performance assessment meeting, employees and managers will:

- Summarize the work accomplished during the previous year relative to the goals that were set at the beginning of the performance period. This includes capturing the key results, accomplishments and shortfalls for each of the objectives
- Document challenges encountered during the year and identify areas for training and/or development
- Identify and discuss any unforeseen barriers to the achievement of the objectives

The employee and the supervisor should sign off on the form. This acknowledges involvement in the process, but not necessarily agreement by employee with the content of the evaluation. If an employee disagrees with any part of the performance assessment, provide them with the opportunity to attach their comments and file with their performance assessment form.

Managers must ensure that the employee receives a copy of the assessment form and the signed document is put in the employee's file. The Appraisal Form should cover the following aspects to ensure that all necessary information is recorded:

Personnel section

- Personal details
- Role
- Manager
- Salary
- Grade

Performance section

- Current goals
- Competencies to develop
- Training needs

Review section

- Performance data
- Manager's summary
- Person's response
- Agreed summary
- Proposed bonus and salary increase

Future section

- New goals
- New competencies
- Training details
- Review dates

Assess performance against role description

An essential part of being able to measure performance is being able to compare what has actually occurred with a predetermined standard. The standard you need to compare against will be set out in each individual's job description.

The standard will include details of training and qualifications that are necessary to perform the job. The role description will also clearly identify the specific tasks that the individual is expected to perform. As a manager you need to ensure that the tasks detailed in the description also reflect the importance of their performance to the organization's overall goal.

Review based on contribution to the organization

The final principle you need to incorporate into your performance management and appraisal process is that of judging an individual's performance based on their role's contribution to the organization.

In your pivotal role in the relationship between the employee and the organization your performance management system should specify:

- What the business is trying to achieve

- The individual's role in helping the business achieve its goals
- The skills and competencies the individual needs to fulfill in their role
- The standards of performance required as described in their job description
- How the individual can develop their performance and contribute to the development of the organization

The process of ensuring performance management is effective begins with a shared understanding of what your organization is trying to achieve. This means communicating the organization's mission in such a way that your team members can relate it to their roles.

You need to interpret the organizational targets so that they can be communicated in a way that relates to the contribution each division, department, team and individual makes towards achieving them.

Employee training and development plan

As part of the performance assessment process, the manager and employee may have identified areas for further training and/or development, as well as the types of activities that the employee could undertake. Document the expectations for training and development in the performance assessment form. At the end of the year, document the results of the learning activities.

Appraisal Meeting Checklist	
Action	**Done**
1. Establish a private and comfortable environment for the meeting. (*Make sure that you are not interrupted by arranging for all your calls to be taken by a colleague*.)	
2. Ensure that you have copies of all supporting evidence, data, information and third-party feedback required to justify and explain your summary of the individual's performance.	
3. Welcome the individual and thank them for their response to your summary of their performance. Explain your agenda and timings for the meeting.	
4. Reiterate your organization's mission and how the individual contributes to this.	
5. Review and discuss their performance against the goals set. Use the evidence, data and third-party feedback to justify your ratings. Gain their agreement on final ratings for each goal and an overall performance rating and write this on the form.	
6. Review and discuss their displayed levels of the required competencies. Use the evidence from your observations, significant incidents and third-party feedback to justify your chosen level. Gain their agreement on the level of competency at which they are operating and write this on the form.	
7. From the agreed performance ratings and level of competency discuss and agree an overall performance rating. Both you and the individual will now sign and date this section of the form. If it is appropriate for your organization inform the individual how this translates in terms of the pay scale or grade, potential pay rise or bonus.	
8. Describe each of the goals you wish to set for the individual for the coming year and how this contributes to your organization's mission and strategy. Enter this onto the form and get their signed agreement to these new goals.	
9. Outline how you would like the individual to develop their competencies according to the role description for the coming year. Enter this onto the form and gain their signed agreement.	
10. Identify and set a development and training plan to address any skill gaps that would hinder the individual achieving these goals or required competencies. Ensure that these match any career aspirations the individual may have. Enter these onto the form in the appropriate section or attach a separate sheet detailing this information to it.	

Productivity is a measure of the efficiency of production.

High productivity can lead to greater profits for businesses and greater income for individuals. The control managers in a given organization are tasked with maximizing productivity through process-oriented observations and improvements

Productivity is a measure of how much you accomplish – not how busy you are. So it's far better to learn how to work intelligently, and to use leverage to achieve more with your time and resources. This will increase your productivity – and help you find extra time to do other things.

Time is the most precious resource we have in our lives. Almost everything you have today is the result of how you have spent your time in the past. Treat time as a valuable resource – do not spend it, give it away or use it thoughtlessly. People who are successful all value their time highly. They continually work at becoming more organized in order to use their time more efficiently.

The only way you can get enough time for everything you want to do is by saving time that you would ordinarily spend somewhere else.

Always plan your work time in writing. A written plan enables you to work far more efficiently than working from your mind, and it leads you into action.

IDENTIFYING INTERRUPTIONS CHECKLIST		
This checklist will help you to identify the key areas that cause the most disruption to your productivity. By answering the questions in this checklist you are able to identify out of the six key areas which ones and what causes the most disruption to your productivity.		
Ask Yourself	**Aspects to Change**	**How to Achieve this**

My behaviour: assess how your current behavior allows or prevents you being interrupted.
• Do I lead by example?
• When I say 'No' to an interruption is it acknowledged?
• Do I set myself reminders so that my attention can be focused on a specific task knowing that I won't forget others?
• When handling call-backs do I set aside a time slot during my day?
• Am I assertive enough when wishing to close a call or situation?
• Do I allow interruptions to divert my attention –
    ▪ Incoming emails
    ▪ Text messages
    ▪ Phone calls
    ▪ Social networking
    ▪ Diary changes
    ▪ Team issues
    ▪ Third party issues		

Access to Information: evaluate how well you know who to ask for, where to find and how to access the most accurate data and facts. • Am I familiar with the department and my own filing system? • Do I have a list of which people can provide me with the types of information I require? • Do I know what reports and data are available to me? • Are the notes I take and keep informative? • Do these notes contain sufficient detail that reasoning of past decisions can be easily discerned from them?		
Protected work periods: review how well you protect those periods of times within your schedule when you need to work uninterrupted. • Do I close down my email? • Do I put my mobile/I-phone on silent? • Do I have a 'closed-door' policy? Is it adhered to? • Are my team aware of when and what these periods mean? • Do I use this time to focus on a single task that I want to complete or attain the progress target I set myself at the start?		
Emails & Written reports: consider how well you manage this a method of communication from both the aspect of emails you send and those you receive. • Have I allocated specific times throughout my day to send and answer emails? • Is the content of ever email I send or report I write concise, appropriate and have a clear message? • Do I only send or copy emails or reports to those who '*really*' need to be informed? • Is the subject of my email clear and informative in relation to its contents? • Am I mindful when using 'reply all' if it is really necessary for you to do so? • Do my reports present the information in a clear and structured manner with an informative summary?		

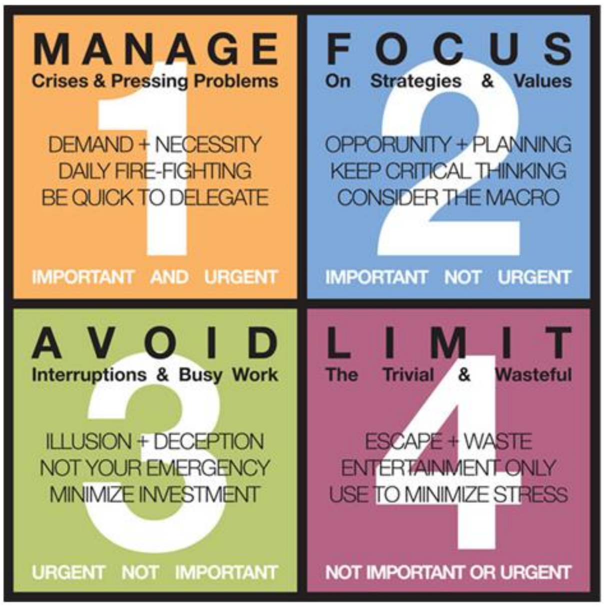
Meetings: Gauge how well you present and manage your own meetings. Also judge the effective use of your time when you attend others meetings.
• Your meetings:
  ▪ Do I always set a time frame for my meetings?
  ▪ Does each meeting have a clear objective and timed agenda?
  ▪ Are the 'right' people in attendance?
  ▪ Following my meetings are accurate minutes and action lists produced and distributed in a timely fashion?
  ▪ Do all attendees know the contribution they bring to the meeting and what is expected of them?
• Other meetings:
  ▪ Do I ask myself if I need to attend and if so what contribution I can make?
  ▪ Do these meetings demand significant time to prepare for? Is this appropriate for my role?
  ▪ Are the minutes and actions communicated quickly & accurately?		

Team members and other colleagues: assess the extent to which other individuals disrupt your productivity.
• Your team:
  ▪ Are my PA & I a good team? Have I defined a specific time of day when we work through diary and in-tray?
  ▪ Have I told my team that at certain times I'm not available to them and why?
  ▪ Have I given clear briefs when delegating so there is no need for the individual to keep on asking for clarification?
  ▪ Does the format of the reports I ask provide the data I need?
  ▪ When mentoring a team member have I set up structured times when I am available to them?
  ▪ Do I allocate sufficient time to monitor and observe my team so that I am able to anticipate problems?		

Planning tools

These tools refer to methods of doing something, or formalized thinking about a task, that will help you to be more productive.

URGENCY/IMPORTANCE GRID



The Urgency/Importance Grid is one of those simple tools that require nothing more than a pencil and a piece of paper. Simply use the grid as indicated above and then prioritize each of your outstanding tasks on it according to its relative urgency and importance.

Whilst many factors can change to make any one of your activities more or less important, time is not one of them. An unimportant job remains unimportant, even if the deadline for delivery is in an hour's time. As you receive new tasks, you will revisit your grid, adding in the new task appropriately. This may mean that the urgency or importance of another task may be altered as a result of the new task.

Urgent but unimportant tasks

You should put tasks here that are fairly urgent but relatively low in importance. It is easy to find yourself spending too much time on these tasks because of their urgency. Ideally they should be completed adequately, but above all quickly.

Ask yourself the following questions:

"How can I avoid spending too much time on these tasks?"

"Is this a task that I can delegate?"

"Does anyone have the appropriate skills?"

Non-urgent and Unimportant Tasks

You should put tasks here that are neither important, nor urgent. These tasks represent a particular danger, because if you reduce the time spent completing them, you may find that you enjoy your working day less. If some of these tasks involve interacting with others, then you may feel that reducing the time spent will distance you from your co-workers.

If you really want to manage your time effectively, you will need to be disciplined enough to eliminate some of the things that make your work more enjoyable in the short term and focus on your long-term personal development and promotion. This may mean that you need to persevere in the face of resistance from colleagues.

Ask yourself:

"How can I avoid the temptation to do these easy or enjoyable tasks?"

"Does this task further my long-term aspirations?"

Urgent and Important tasks

Tasks that appear here should be both urgent and important. The danger is that you fail to properly plan these tasks because of their urgency and then crisis-manage them because of the pressure you are under to complete them.

Tasks that are both urgent and important require immediate attention. Suppose, for example, that an important customer needs a detailed proposal on their desk for Monday morning. This may require you to re-arrange existing commitments and prioritize work on the proposal; you may decide to concentrate on the key parts of the document whilst delegating more straightforward parts of it to others.

Ask yourself:

"How can I give myself enough time to do these tasks well?"

"Which of my activities can I re-arrange without any adverse effects?"

"Can I delegate some of my other tasks that are preventing me from working on this one?"

Important but Not-Urgent Tasks

Tasks that appear here should be important, but not urgent. They may have no specific deadline, or a deadline that is a long way off. If there is no deadline, you may never get around to them, or you may wait until the deadline is very close and resort to crisis management to get them done.

Tasks that are important but not urgent are in danger of being deferred. Critical functions that relate to long-term effectiveness, such as strategic planning and progress reviews, often fall into this category. It is often the non-urgent nature of the tasks, combined with the slightly daunting prospect of tackling them, that leads to them being constantly delayed.

Take control of these tasks; set aside time to address them and break them down into manageable tasks.

Reverse Schedule

A Reverse Schedule is a way of setting milestones and a start date by working backwards from the required task's completion date. By allocating adequate time at the planning stage you can avoid the stresses and strains often experienced in some projects through having to react to unforeseen circumstances.

Suppose for example, that you are asked to organize a training workshop for a new piece of software. Today is Thursday, February 20, and the new software is due to go live on April 1.

- You decide that the workshop will run on Tuesday, March 25.
    - This allows you time to reschedule if it has to be cancelled at the last minute.
    - Also, in the event of the workshop needing to be re-run, it allows you time to train those that were not able to attend the first session.
- This is the perfect time for the workshop as all of the skills that the trainees will have learnt during the training will still be fresh in their minds when the software goes live.

Once you know what task you will need to perform to organise your workshop, all you will then need to do is to allocate how many days you think each activity requires.

As you can see, some of the tasks are described in terms of the man-days required and others in terms of how far in advance of the workshop they need to be completed.
Using this information, you can then work backwards, setting the start date and end dates needed to achieve them.

As part of your scheduling, you will need to take into account the fact that some tasks are dependent on others. You also need to consider that you cannot work on more than one task at the same time without affecting the total time required.
Finally, you will need to adjust your schedule to take into account weekends, when much of the work cannot be done, making your lead time longer. As part of this reverse scheduling you will also highlight any activities where you are dependent on another colleague or external supplier. This will enable you to build in the appropriate contingency you will need when relying on third parties.

Scheduling

Scheduling is the art of planning your activities so that you can achieve your goals and priorities in the time you have available.

When it's done effectively, it helps you:

- Understand what you can realistically achieve with your time.
- Make sure you have enough time for essential tasks.
- Add contingency time for "the unexpected."
- Avoid taking on more than you can handle.
- Work steadily toward your personal and career goals.
- Have enough time for family and friends, exercise and hobbies.
- Achieve a good work-life balance.

Time is the one resource that we can't buy, but we often waste it or use it ineffectively. Scheduling helps you think about what you want to achieve in a day, week or month, and it keeps you on track to accomplish your goals.

How to Schedule Your Time

Set a regular time to do your scheduling – at the start of every week or month, for example. There are a number of different tools to choose from. A simple and easy way to keep a schedule is to use a pen and paper, organizing your time using a weekly planner.

You can also use apps and software such as Google Calendar®, MS Outlook® and Business Calendar. Choose a scheduling tool that suits your situation, the current structure of your job, your personal taste, and your budget.

The most important thing when choosing your planner is that it lets you enter data easily, and allows you to view an appropriate span of time (day/week/month) in the level of detail that you need.

Once you have decided which tool you want to use, prepare your schedule in the following way:

Step 1: Identify Available Time

Start by establishing the time you want to make available for your work.

How much time you spend at work should reflect the design of your job and your personal goals in life.

For example, if you're pushing for promotion, it might be prudent to work beyond normal hours each day to show your dedication. If, on the other hand, you want to have plenty of time for out-of-work activities, you might decide to do your allocated hours and no more.

Step 2: Schedule Essential Actions

Next, block in the actions you absolutely must take to do a good job. These will often be the things you are assessed against.

For example, if you manage people, make sure that you have enough time available to deal with team members' personal issues, coaching, and supervision needs. Also, allow time to communicate with your boss and key people around you.

Step 3: Schedule High-Priority Activities

Review your To-Do List , and schedule in high-priority and urgent activities, as well as essential maintenance tasks that cannot be delegated or avoided.

Try to arrange these for the times of day when you are most productive – for example, some people are at their most energized and efficient in the morning, while others focus more effectively in the afternoon or evening.

Step 4: Schedule Contingency Time

Next, schedule some extra time to cope with contingencies and emergencies. Experience will tell you how much to allow – in general, the more unpredictable your job, the more contingency time you'll need. (If you don't schedule this time in, emergencies will still happen and you'll end up working late.)

Step 5: Schedule Discretionary Time

The space you have left in your planner is "discretionary time": time that is available to deliver your priorities and achieve your goals. Review your prioritized To-Do List and personal goals , evaluate the time you need to achieve them, and schedule them in.

Step 6: Analyze Your Activities

If, by the time you reach step five, you find that you have little or no discretionary time available, you need to go back through steps two, three and four, and question whether all of the tasks you've entered are absolutely necessary. It may be that some things can be delegated or tackled in a more time-efficient way.

One of the most important ways that you can build success is by maximizing the leverage you can achieve with your time. Increase the amount of work you can complete by delegating to other people, outsourcing key tasks, or using technology to automate as much of your work as possible. This will free you up to achieve your goals.

Coaching and mentoring to build competencies

What is Mentoring?

Mentoring is a relationship in which one person (the mentor) - usually someone more experienced - helps another (the mentee) to discover more about themselves, their potential and their capability. The relationship between mentor and mentee can be informal - where the mentee leans on the mentor for guidance, support, help and feedback.

Mentoring has become an effective method for businesses to help employees with orientation, career advancement, problem solving, coaching, and support. In addition, mentors can assist employees to deal with the challenges associated with successful, productive, meaningful work life.

The Difference between the Managerial Role and Mentoring Role

While many managers demonstrate mentoring behaviour on an informal basis, it is very different from having a structured mentoring program. There is a qualitative difference between a manager- employee relationship and a mentor-mentoree relationship.

Mentoring is a formal voluntary arrangement where an experienced individual provides one-to-one support and encouragement over a period of time to another person in order to assist them set and achieve goals; develop their skills; manage their own learning and development; and maximize their potential to become the person they want to be.
Mentoring is equipping, teaching, training, encouraging, motivating and enabling someone else to maximize his or her potential it is a one-to-one, non-judgmental relationship in which an individual voluntarily gives time to support and encourage another.

The manager-employee relationship focuses on achieving the objectives of the department and the company. The manager assigns tasks, evaluates the outcome, conducts performance reviews, and recommends possible salary increases and promotions.

Because managers hold significant power over employees' work lives, most employees demonstrate only their strengths and hide their weaknesses in the work environment.

A mentor-mentoree relationship focuses on developing the mentoree professionally and personally. As such, the mentor does not evaluate the mentoree with respect to his or her current job, does not conduct performance reviews of the mentoree, and does not provide input about salary increases and promotions.

This creates a safe learning environment, where the mentoree feels free to discuss issues openly and honestly, without worrying about negative consequences on the job.

Difference between mentoring and coaching

Mentorship refers to a developmental relationship between a more experienced person / mentor and a less experienced partner referred to as a mentee or protégé - a person guided and protected by a more prominent person. For example, in some programs, newcomers to the organization (protégés) are paired with more experienced people (mentors) in order to obtain information, good examples, and advice as they advance.

Coaching is a useful way of developing people's skills and abilities, and of boosting performance. It can also help deal with issues and challenges before they become major problems.

A coaching session will typically take place as a **conversation** between the coach and the coachees (person being coached), and it focuses on helping the coaches discover answers for themselves. After all, people are much more likely to engage with solutions that they have come up with themselves, rather than those that are forced upon them! In some organisations, coaching is still seen as a corrective tool, used only when things have gone wrong. But in many companies, coaching is considered to be a positive and proven approach for helping others explore their goals and ambitions, and then achieve them.

Managers and leaders in the organization can be effective coaches. Managers don't have to be trained formally as coaches. As long as they stay within the scope of their skill set, and maintain a structured approach, they can add value, and help develop their people's skills and abilities.

People often confuse mentoring and coaching. Though related, they are not the same. A mentor may coach, but a coach is not a mentor. Mentoring is “relational,” while coaching is “functional.”

Coaching		***Mentoring***
Task focus, skill development, narrower perspective	**What is the focus?**	Relationship focus, personal development, broader perspective
Coach is responsible for training	**Who is responsible for what?**	Mentee is responsible for learning
Coach may be hired or may be matched by others	**Who selects?**	Mentor is typically identified by mentee but may be matched
Training, instructing, assessing, providing feedback	**What are the key activities?**	Providing information, suggesting, guiding, sharing experience
Regular meetings, formalized structure with monitoring and evaluation	**What is the structure?**	Can be formal or informal, meetings as planned or when needed
Short-term, may be time-bound	**What is the timeline?**	Long-term, may be lifelong
To develop specific skills and/or improve work performance	**When to use it?**	To guide personal and/or career growth and development

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10 QUALITIES OF A GREAT MENTOR
Every successful person in the world whether they're an entrepreneur, an athlete or a musician all had great mentors who helped them unlock their potential. Here's how you can tell whether or not you have a great mentor or not.
A great mentor...
1 CHALLENGES YOU
A great mentor always pushes you to be better and never lets you rest on your laurels
2 IS EXPERIENCED
Your mentor should have a ton of relevant experience and wisdom they can draw upon
3 IS WHERE YOU WANT TO BE
Choose a mentor that shares the same vision of success as you
4 SUPPORTS YOU
A great mentor will pick you up when you stumble and fall
5 IS A GREAT LISTENER
Your mentor should be willing to listen to more than just their own opinion
6 IS INVESTED IN YOUR SUCCESS
A great mentor is happy to see you succeed and even potentially surpass them
7 GUIDES YOU TOWARD THE ANSWER
Mentors should never just give you the answer, but give you the tools to figure it out yourself
8 PROVIDES CONSTRUCTIVE FEEDBACK
Your mentor will praise you when you've done right and, most importantly, help you figure out what went wrong
9 RESPECTS YOU
A great mentor should never look down on you and instead see you as their equal
10 IS AVAILABLE
A great mentor should always be available to provide the help and advice you need

Mentoring Models

One of the advantages of mentoring is that it can be adapted to any organization's culture and resources. There are several mentoring models to choose from when developing a mentoring program, including the following:

One-On-One Mentoring

The most common mentoring model, one-on-one mentoring matches' one mentor with one mentee. Most people prefer this model because it allows both mentor and mentee to develop a personal relationship and provides individual support for the mentee. Availability of mentors is the only limitation.

Resource-Based Mentoring

Resource-based mentoring offers some of the same features as one-on-one mentoring. The main difference is that mentors and mentees are not interviewed and matched by a Mentoring Program Manager. Instead, mentors agree to add their names to a list of available mentors from which a mentee can choose. It is up to the mentee to initiate the process by asking one of the volunteer mentors for assistance. This model typically has limited support within the organization and may result in mismatched mentor-mentee pairing.

Group Mentoring

Group mentoring requires a mentor to work with 4-6 mentorees at one time. The group meets once or twice a month to discuss various topics. Combining senior and peer mentoring, the mentor and the peer's help one another learn and develop appropriate skills and knowledge.

Group mentoring is limited by the difficulty of regularly scheduling meetings for the entire group. It also lacks the personal relationship that most people prefer in mentoring. For this reason, it is often combined with the one-on-one model. For example, some organizations provide each mentoree with a specific mentor. In addition, the organization offers periodic meetings in which a senior executive meets with all of the mentors and mentorees, who then share their knowledge and expertise.

Training-Based Mentoring

This model is tied directly to a training program. A mentor is assigned to a mentoree to help that person develop the specific skills being taught in the program. Training-based mentoring is limited, because it focuses on the subject at hand and doesn't help the mentoree develop a broader skill set.

Multiple Mentors

In this model, the mentee has more than one mentor, and the mentors meet individually with the mentee. While some of the benefits of team mentoring are lost, this method may be easier to manage, given busy schedules and the possibility that mentors are located across the country.

Peer Mentoring

Peer mentoring involves mentoring by colleagues who are at a similar point in their career or are maybe a year or two ahead of the mentee. The peer mentoring model is less formal and less inhibiting than other mentoring models.

Distance Mentoring

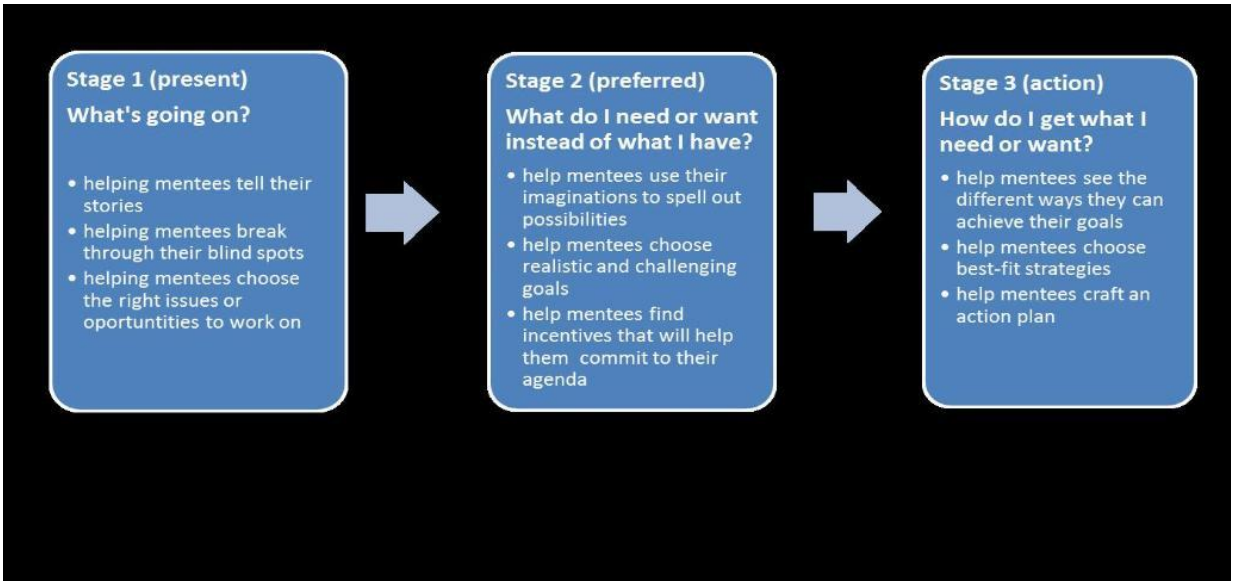
Mentoring via e-mail, supplemented by telephone calls and occasional visits, can be highly effective for mentees with mentors at different institutions. We encourage mentees to look outside their institution to find an external expert. This is especially true if a particular area of expertise is needed and is not represented within the institution. However, there are other reasons for seeking an external mentor, such as broadening networking possibilities and increasing contacts with others in the field.

Egan's Skilled Helper Model

Egan's Skilled Helper model is not a specific mentoring model but is a problem solving / 'helping' model. As such this model could lend itself well to an informal mentoring situation as the focus of the model is the individual (mentee) who is supported to help themselves in identifying and taking up opportunities to aide their situation.

The model was developed to aid people 'to manage their problems in living more effectively and develop unused opportunities more fully and to 'help people become better at helping themselves in their everyday lives.'

In Egan's model a 3 stage framework addresses the following:



Coaching

Management coaching aims to encourage individuals to solve problems for themselves rather than pass them back to their manager.

Coaching can be defined as unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them. (Whitmore 2002)

As a manager you need to ensure that your coaching skills are effective and efficient so that the benefits you bring to your team maximize their productivity.

The most important thing to understand about coaching is that it is a collaborative process. This means that the coach and the person being coached are working on creating changes together.

This type of relationship makes the responsibilities of both parties easier to understand:

- The coach is responsible for keeping the focus on a clearly defined goal, facilitating the coachee's thinking and delivering constructive feedback.
- The coachee is responsible for generating ideas and options, taking action to achieve the goal, and reporting progress.

The main skills required by the coach involve focusing on goals, listening, asking non-leading questions and giving non-judgmental feedback. All of these require conscious effort and practice if they are to be done properly because they are to some extent the opposite of the manager's first instincts, which are:

- To fix problems as quickly as possible
- To identify the root cause of the problem as quickly as possible
- To take charge and give direction
- To make a judgment in order to "reward or correct" behaviour

The GROW Model

A model is a predetermined procedure that provides a framework for navigating a route through a coaching session, as well as providing a means of getting the session back on track if necessary.

GROW stands for:

- **G**oal.
- Current **R**eality.
- **O**ptions (or Obstacles).
- **W**ill (or Way Forward).

A good way of thinking about the GROW Model is to think about how you'd plan a journey. First, you decide where you are going (the goal), and establish where you currently are (your current reality). You then explore various routes (the options) to your destination. In the final step, establishing the will, you ensure that you're committed to making the journey, and are prepared for the obstacles that you could meet on the way.

To structure a coaching or mentoring session using the GROW Model, take the following steps:

Establish the Goal

First, you and your team member need to look at the behaviour that you want to change, and then structure this change as a goal that he/she wants to achieve.

Make sure that this is a SMART goal: one that is Specific, Measurable, Attainable, Realistic, and Time-bound.

When doing this, it's useful to ask questions like:

- How will you know that your team member has achieved this goal? How will you know that the problem or issue is solved?
- Does this goal fit with her overall career objectives? And does it fit with the team's objectives?

Examine the Current Reality

Next, ask your team member to describe his / her current reality.

This is an important step: Too often, people try to solve a problem or reach a goal without fully considering their starting point, and often they're missing some information that they need in order to reach their goal effectively. As your team member tells you about his /her current reality, the solution may start to emerge.

Useful coaching questions in this step include the following:

- What is happening now (what, who, when, and how often)? What is the effect or result of this?
- Have you already taken any steps towards your goal?
- Does this goal conflict with any other goals or objectives?

GROW Coaching Model Template	
This checklist enables you to record the coaching process using the GROW model. It helps you to monitor progress and keeps a record of the goal and commitments the coachee has made.	
GROW Model Stage	**Coachee Final Notes**
Goal - is the end point that the coachee wants to achieve. The goal must be SMART so that the individual knows when it is attained.	
Reality - is where the coachee is now. This requires the current issues and the challenges to be stated. Then an assessment of how far the coachee is away from their goal can be made.	
Obstacles/Options – first the obstacles stopping the coachee attain their goal need to be identified. (Without any obstacles the goal has already been attained!). Then the coachee needs to come up with different 'options', ways to deal with them.	
Way forward – once the coachee has defined their options they can then devise the necessary action steps required to meet their goal.	

Explore the Options

Once you and your team member have explored the current reality, it's time to determine what is possible – meaning all of the possible options for reaching his/her objective.

Help your team member brainstorm as many good options as possible. Then, discuss these and help him/her decide on the best ones.

By all means, offer your own suggestions in this step. But let your team member offer suggestions first, and let her do most of the talking. It's important to guide her in the right direction, without actually making decisions for her.

You then both review her options. To get the experience she needs she could lead a small team on a small project. She could also spend time in the overseas team.

Finally, you establish the will. As her manager, you offer to let her lead a small team on a minor project. If she performs well, she can take on additional projects with more responsibility in the future. Julie must also approach the overseas team to arrange to spend time in that department and continue performing well in her current role. You agree to review her progress in three months' time.

Module 3: EMPLOYEE RELATIONSHIP MANAGEMENT (KM01-KT03)

Learning outcomes

- Demonstrate an understanding of the manager's role in managing employment relations
- Demonstrate an understanding of the key provisions of the legislative framework governing the employment relationship
- Demonstrate an understanding of the supervisor's role in maintaining workplace discipline (including importance of work discipline, concept of fairness, maintaining discipline)
- Demonstrate an understanding of disciplinary codes and procedures (including Codes of conduct, Informal and formal disciplinary procedures, warnings and recording discipline)
- Distinguish between different categories of misconduct
- Define the concepts of unfair labour practice in terms of practical workplace examples
- Describe the role of the CCMA in resolving disciplinary disputes
- Define the concepts of fairness in terms of practical workplace examples
- Demonstrate an understanding of workplace conflict and grievances (including Sources of conflict, conflict resolution practices, dealing with difficult people, grievance resolution procedures)
- Describe a grievance procedure to resolve an individual grievance
- Demonstrate an understanding of how to manage capacity-related problems
- Select the appropriate response to different examples of incapacity

Managing employee relationships

Labour relations as a topic in management is concerned mainly with the relations between employers and workers that develop from employment relationships. Labour relations are essentially about balancing the various interests of, and regulating the levels of co-operation and conflict between all the parties involved.

Employee relations hence include the daily human relationships, especially between superiors and subordinates, which form such an important element of our working lives. Employee relations are predominantly those aspects related to the communication, cooperation, involvement and conflict in the relationships between management and non-management employees, irrespective of the type of work or industry and irrespective of the presence or absence of trade unions or other worker representatives.

An employment relationship is essentially a relationship of exchange that comes into being when a person is employed by another party to perform work under the control and direction of that party, in exchange for some monetary reward. This relationship entails an “employer” and an “employee” and a common-law contract of employment is formed.

Sound labour relations are a prerequisite for the socio-economic stability and prosperity of any nation, and the government’s primary concern is therefore to provide a suitable statutory framework within which the primary parties can conduct their relationship in an orderly fashion. The role of the government is to create and enforce the legal framework that will regulate the rights and duties of the two primary parties. The main piece of legislation that regulates labour relations in South Africa is the Labour Relations Act. There are other labour-related laws that form part of the regulatory framework provided by the government.

The following are some of the important laws that can play a role in governing labour and employee relations:

- **Constitution of the Republic of South Africa, 1996**
- **Basic Conditions of Employment Act, 1997**
- **Employment Equity Act, 1999**
- **Labour Relations Act, 1995**

Managers engage in collective bargaining and other labour relations issues in order to serve the interests of the employer – but not without balancing these with the interests of other stakeholders. The concerns of management revolve around getting the workers to respond in a positive way to the work situation. They seek ways to manage the work process and work related behaviour and performance so that the objectives of the owners of the organization can be achieved, while simultaneously taking into account the objectives of other stakeholders, and particularly legal issues.

Responsibilities of management

- Protect and serve the interests of employers
- Keep workers in the service of the organisation and not dismiss them arbitrarily
- Pay workers for their work and services rendered
- Allow workers to join trade unions
- Negotiate with the workers and/or their representatives
- Provide a safe and healthy work environment

Responsibilities of workers

- Give labour potential (knowledge, skills and abilities) to perform work on behalf of the employer under the direction and control of management
- Behave in a required manner at work
- Remain obedient and loyal to the employer (and management)
- Comply with reasonable rules and instructions
- Exercise the right to associate, bargain and strike in a responsible manner

Discipline in the Workplace

The origin of the term "discipline" lies in the word "disciple", which means "learner". This means the ultimate aim of applying discipline in the workplace is to help employees learn how to behave (and how not to behave) within the context of working in an organization. Discipline should thus not be viewed negatively as being synonymous with punishment or enforcement.

The process of disciplining employees entails both informal and formal elements. The informal aspect of discipline is an integral part of managing the performance and behaviour of employees on a continuous basis. On an informal basis, employees are supposed to be taught not simply to conform to minimum requirements related to performance and behaviour, but to display superior behaviour and work performance. The first stage of disciplining employees is therefore informal by nature.

At times, however, some employees fail to adhere to the basic minimum standards and requirements. It is therefore advisable for organizations to have a system for formally and fairly applying measures that help to maintain a disciplined workforce. As well as a formal policy statement regarding discipline in the work environment, this formal disciplinary system usually also consists of **a written disciplinary code and procedure** that has to be used and applied consistently by management.

As a general rule, a disciplinary code is drafted to assist management in the identification of offences warranting formal disciplinary measures and to help ensure consistency in disciplinary matters. Such a code therefore usually contains a list of possible offences and the concomitant sanctions to be considered by management. It is mostly used as a guideline rather than a set of hard-and-fast rules.

In this way, employees can be made aware of the rules and requirements related to behaviour and performance (and of the potential consequences of not adhering to them). It is good practice to educate all new employees on the disciplinary code and procedure during the course of induction programs.

Given that the nature of various offences may differ in terms of seriousness (ranging, for instance, from minor to moderate to very serious), some form of progressive discipline is usually built into the disciplinary code's section dealing with the penalty guidelines connected to the various types of offences.

The first stage of applying disciplinary measures usually entails issuing a written warning. This can then formally progress to a second and final warning and ultimately dismissal. The dismissal of an employee for misconduct should always be viewed as a last option and not a penalty in the true sense of the word. Termination should never be imposed hastily or in an improper manner. Under normal circumstances, terminating the service of employees in essence means ending the employment relationship. However, if this is not done fairly, it may very well happen that an order is eventually made for the employment relationship to continue – in other words to reinstate the dismissed employee.

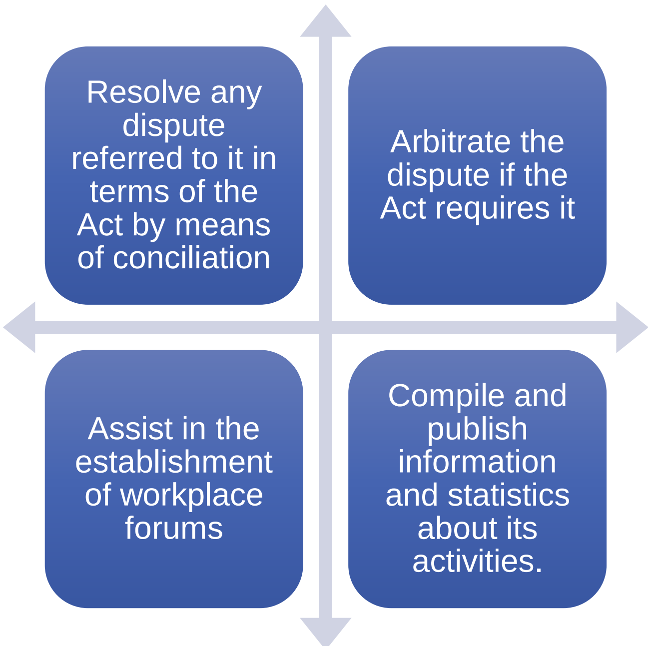
First and minor offences usually warrant counselling apart from warnings – in order to help the employee understand the importance and nature of required behaviour. In respect of first-, second-, and third-time offences, where sanctions will generally have to become progressively more severe in order to rectify (or eliminate) undesirable behaviour, time limits will normally have to be applied. Depending on the type of offence, warnings can be taken to cease to apply after a “clean period” of, for instance, three to twelve months. In order to incorporate the principle of progressive discipline, other types of penalties that may be warranted (depending on the relevant circumstances) include suspension without pay (only if the parties agree to this), or demotion (which, similarly, cannot be imposed unilaterally), before dismissal as a last option may be decided upon.

Role and functions of the CCMA

The Labour Relations Act provides for the establishment of the CCMA, which is supposed to be independent of the state, any political party, trade union, employer, employers’ organizations, federation of trade unions or federation of employer’s organizations.

The CCMA is governed by a governing body, consisting of a chairperson and nine other members (labour, employers and the state, each represented by three persons), each nominated by NEDLAC and appointed by a minister to hold office for a period of three years, and the director of the commission.

The CCMA has jurisdiction in all the provinces of South Africa. The functions of the CCMA can be broadly grouped into four categories:



Detailed provision is made in the Act for the settlement of different types of disputes through conciliation, mediation and arbitration. In an effort to settle a dispute, a commissioner may try many techniques, such as mediation, conducting a fact-finding exercise or making recommendations to the parties, which may be in the form of an advisory arbitration award.

Workplace Conflict and Grievance Procedures

The natural conflict between employer and employee as parties to the employment relationship forms the basic reason for labour relations dynamics. The parties have – to some extent – conflicting goals, needs, interests and values. The most basic conflict revolves around the economics of the exchange relationship; the economics related to the distribution and sharing of the profits and the value added by the labour process. Owners or shareholders in the private sector seek maximum return on their investments. To this end, they have to maximize revenues and minimize costs – most notably, they have to curb labour costs and ensure maximum workforce productivity. Conflict therefore develops around issues such as working conditions, remuneration and matters relating to the organization of work, the decision-making process and control structures. Conflict in labour relations is natural, and the various ways of dealing with conflict are central to labour relations management.

Sound employee and labour relations are dependent on constant efforts to obtain the best possible fit in employment relationships. Communication is very important in this regard. One specific way to facilitate upward communication is to create channels through which employees can directly, and without any fear of victimization, voice their concerns or discontentment in relation to any aspect pertaining to their employment relationships. When an employee is unhappy or dissatisfied with something related to the employment relationship, he or she may ultimately decide to terminate the relationship by resigning if the matter is not resolved. This way, organizations stand to lose valuable employees. To avoid this and to develop healthy workplace relations, organizations should create channels through which dissatisfied employees can make their gripes known.

Grievance handling refers to the process whereby management formally deals with the officially presented complaint(s) of workers on aspects of dissatisfaction relating to the employment relationship. A grievance must, however, be distinguished from a worker complaint or problem. A worker may experience a problem that is not work related, but which eventually have an influence on the employment relationship. This may include issues relating to personal financial difficulties, family problems or alcohol/drug addiction problems. These are not grievances because they are not directly related to the employment relationship.

On the other hand, a worker may be dissatisfied with something directly related to the employment relationship, but the dissatisfaction may simply be expressed in an informal way

– for example, by complaining to somebody else. Such a case does not involve a grievance as such because the issue has not been formalized or fed into the official grievance procedure.

Employees' work-related complaints can be formalized as official grievances by means of using a grievance procedure. By formally presenting a complaint to management, the worker communicates to management that there is either a real or perceived breach of the psychological or employment contract. The grievance procedure can therefore be viewed as a method of upward communication in the workplace.

Dealing with workplace conflict

While conflict is a normal part of any social and organizational setting, the challenge of conflict lies in how one chooses to deal with it. Concealed, avoided or otherwise ignored, conflict will likely fester only to grow into resentment, create withdrawal or cause factional infighting within an organization.

So, what creates conflict in the workplace? Opposing positions, competitive tensions, power struggles, ego, pride, jealousy, performance discrepancies, compensation issues, just someone having a bad day, etc. While the answer to the previous question would appear to lead to the conclusion that just about anything and everything creates conflict, the reality is that the root of most conflict is either born out of poor communication or the inability to control one's emotions.

Let's examine these 2 major causes of conflict:

Communication: If you reflect back upon conflicts you have encountered over the years, you'll quickly recognize many of them resulted from a lack of information, poor information, no information, or misinformation. Let's assume for a moment that you were lucky enough to have received good information, but didn't know what to do with it. That is still a communication problem, which in turn can lead to conflict. Clear, concise, accurate, and timely communication of information will help to ease both the number and severity of conflicts.

Emotions: Another common mistake made in workplace communications which leads to conflict is letting emotions drive decisions. Case in point - have you ever witnessed an employee throw a fit of rage and draw the regrettable *line in the sand* in the heat of the moment? If you have, what you really watched was a person indulging their emotions rather than protecting their future.

How to effectively deal with conflict

It is essential for organizational health and performance that conflict be accepted and addressed through effective conflict resolution processes. While having a conflict resolution structure is important, effective utilization of conflict resolution processes is ultimately dependent upon the ability of all parties to understand the benefits of conflict resolution, and perhaps more importantly, their desire to resolve the matter. The following strategies will help to more effective handle conflicts in the workplace:

1. Define Acceptable Behaviour: Just having a definition for what constitutes acceptable behaviour is a positive step in avoiding conflict. Creating a framework for decision-making, using a published delegation of authority statement, encouraging sound business practices in collaboration, team building, leadership development, and talent management will all help avoid conflicts. Having clearly defined job descriptions so that people know what's expected of them, and a well-articulated chain of command to allow for effective communication will also help avoid conflicts. Clearly and publicly make it known what will and won't be tolerated.

2. Hit Conflict Head-on: By actually seeking out areas of potential conflict and proactively intervening in a just and decisive fashion you will likely prevent certain conflicts from ever arising. If a conflict does flair up, you will likely minimize its severity by dealing with it quickly. Time spent identifying and understanding natural tensions will help to avoid unnecessary conflict.

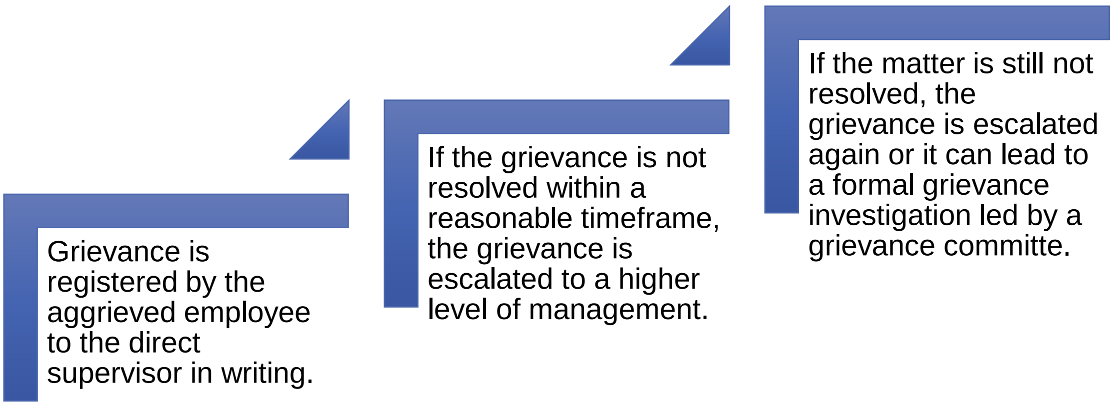
3. Understanding the WIIFM Factor: Understanding the other professionals WIIFM (What's In It For Me) position is critical. It is absolutely essential to understand other's motivations prior to weighing in. The way to avoid conflict is to help those around you achieve their objectives. If you approach conflict from the perspective of taking the action that will help others best achieve their goals, you will find few obstacles will stand in your way with regard to resolving conflict.

4. The Importance Factor: Pick your battles and avoid conflict for the sake of conflict. However, if the issue is important enough to create a conflict then it is surely important enough to resolve. If the issue, circumstance, or situation is important enough, and there is enough at stake, people will do what is necessary to open lines of communication and close positional and/or philosophical gaps.

5. View Conflict as Opportunity: Hidden within virtually every conflict is the potential for a tremendous teaching/learning opportunity. Where there is disagreement there is an inherent potential for growth and development. If you're a CEO who doesn't leverage conflict for team building and leadership development purposes you're missing a great opportunity. Divergent positions addressed properly can stimulate innovation and learning in ways like minds can't even imagine. Smart leaders look for the upside in all differing opinions.

The Grievance Procedure

The grievance procedure is usually laid out in a document that spells out the stages or steps to be followed when employees have grievances. The exact nature and sequence of these steps will vary from organization to organization, depending on variables such as their complexity, size and structure. Nonetheless, certain steps can be outlined:



Manage capacity-related problems

Incapacity refers to the situation where an employee is unable to carry out or perform to his/her contracted obligations due to the inherent inability on the part of the employee. Incapacity is distinguished from misconduct and discipline in that 'fault' or; blame' is not alleged in incapacity.

In terms of the employment relationship, the incapacity procedure will be used, where the following allegations are made:

- Incapacity due to serious and/or chronic ill health
- Incapacity due to poor performance
- Incapacity due to excessive sick leave/absence

Incapacity in the grounds of ill health or injury may be temporary or permanent. If an employee is temporarily unable to work in these circumstances, the employer should investigate the extent of the incapacity or the injury. If the employee is likely to be absent for a time that is unreasonably long, the employer should investigate all the possible alternatives short of dismissal.

When alternatives are considered, relevant factors might include the nature of the job, the period of absence, the seriousness of the illness or injury and the possibility of securing a temporary replacement for the ill or injured employee. In cases of permanent incapacity, the employer should ascertain the possibility of securing alternative employment, or adapting the duties or work circumstances of the employee to accommodate the employee's disability.

In the process of investigation, the employee should be allowed the opportunity to state a case in response and to be assisted by a trade-union representative or fellow employee. The degree of incapacity is relevant to the fairness of any dismissal. The cause of the incapacity may also be relevant. In the case of certain kinds of incapacity, for example alcoholism or drug abuse, counselling and rehabilitation may be appropriate steps for an employer to consider.

Particular consideration should be given to employees who are injured at work or who are incapacitated by work-related illness. The courts have indicated that the duty on the employer to accommodate the incapacity of the employee is more onerous in these circumstances.

COUNSELLING FOR INCAPACITY (LEVEL 1 INTERVENTION BY MANAGEMENT)

The Supervisor/Manager shall counsel an employee where the employee's performance and/or abilities to fulfil his/her performance requirements are measured as being inadequate.

Where a member of management wishes to counsel an employee, he/she shall provide the employee with an opportunity to be assisted in the counselling process by a fellow employee of the employee's choice.

The employee shall be informed as to the noted area of inadequate performance and the performance standards prescribed; the employee will also be provided an opportunity to motivate reasons for such under-performance. Appropriate and practical methods of improving the performance of the employee within a stipulated time frame needs to be discussed with the employee.

The Manager will review the issues raised by the employee and establish an Action Plan, which would include a time frame and performance measurement standard to be applied to the employee's future employment. This action plan will be summarized in writing and a copy given to the employee concerned. This letter and action plan will be regarded as having application over any reasonable period of time, not exceeding 12 months.

The employee will sign the Action Plan as acknowledgement of having received the brief and understanding of the contents thereof and the intention to evaluate and review performance at a specified date.

There will be no fixed number of counselling sessions before an Incapacity Hearing is held.

THE INCAPACITY HEARING (LEVEL 2 INTERVENTION BY MANAGEMENT)

An Incapacity hearing will be held when either:

- The employee's performance and/or abilities have failed to meet the prescribed standards despite attempts to counsel the employee; or
- The degree of incapacity is deemed to be substantial and that counselling is not appropriate and/or practical under the circumstances.
  The employee will be notified regarding the nature of the incapacity alleged and given at least 24 hours to prepare for the hearing.

- The employee will be entitled to be assisted by a fellow employee of his/her choice.
- The employee shall be afforded the right to be heard and to lead any evidence and any witnesses to support his/her cause.
  In making a decision, the Chairperson of the incapacity hearing will review the degree and likelihood of improvement of incapacity, the impact of such incapacity on the organization's operations, the degree to which the employee's inadequate performance/capabilities have improved following training and/or guidance and/or counselling, or whether the employee's duties might practically be modified to accommodate inherent deficiencies without continuing to prejudice the operations of the organization.

Where the chairperson of the hearing determines that the termination of employment is necessary, he/she shall consider the possibility of alternative redeployment of the employee to a different job, should a function be available which is suitable to his/her skills. Should the Chairperson offer such vacancy to the employee, acceptance will be reduced to writing and will normally be on conditions of service commensurate with the level of the new position. The Chairperson shall also consider mitigating and personal circumstances applicable to the employee.

The employee is entitled to a copy of the written summary of the conclusions and finding of the chairperson. A copy of such a decision shall be filed in the employee's personnel file.

Within 2 working days of receipt of the above decision, the employee may lodge an appeal in writing to the Chairperson, stating the grounds for the appeal.

Module 4: MOTIVATION AND TEAM LEADERSHIP (KM01-KT04)

Learning outcomes

- Define motivation and explain motivational concepts
- Define motivation in terms of the different theories of motivation
- Demonstrate an understanding of leadership theories and concepts
- Demonstrate an understanding of team work (including team dynamics, team building, effective team communication)
- Demonstrate an understanding of the establishment of sound interpersonal work relations (including workplace discrimination, diversity, effective work relations, gaining respect)

Motivation

The term motivation is derived from the Latin word movere, meaning "to move."

Motivation can be broadly defined as the forces acting on or within a person that cause the arousal, direction, and persistence of goal-directed, voluntary effort.

Motivation theory is thus concerned with the processes that explain why and how human behaviour is activated.
Early explanations of motivation focused on **instincts**. Psychologists writing in the late 19th and early twentieth centuries suggested that human beings were basically programmed to behave in certain ways, depending upon the behavioral cues to which they were exposed. Sigmund Freud, for example, argued that the most powerful determinants of individual behavior were those of which the individual was not consciously aware.

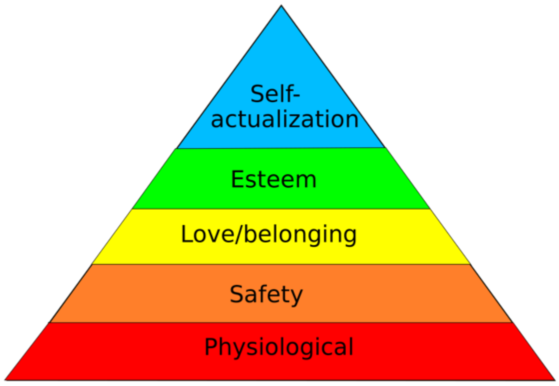
According to Motivation and Leadership at Work (Steers, Porter, and Bigley, 1996), in the early twentieth century researchers began to examine other possible explanations for differences in individual motivation. Some researchers focused on **internal drives** as an explanation for motivated behavior. Others studied the effect of **learning** and how individuals base current behavior on the consequences of past behavior. Still others examined the influence of individuals' **cognitive processes**, such as the beliefs they have about future events. Over time, these major theoretical streams of research in motivation were classified into two major schools: **the content theories of motivation** and the **process theories of motivation.**

Content (or need) theories of motivation focus on factors internal to the individual that energize and direct behavior. In general, such theories regard motivation as the product of internal drives that compel an individual to act or move (hence, "motivate") toward the satisfaction of individual needs.

Content Theories

The content theories of motivation are based in large part on early theories of motivation that traced the paths of action backward to their perceived origin in internal drives.

Maslow's Hierarchy of Needs



Abraham Maslow developed the hierarchy of needs, which suggests that individual needs exist in a hierarchy consisting of physiological needs, security needs, belongingness needs, esteem needs, and self-actualization needs.

Physiological needs are the most basic needs for food, water, and other factors necessary for survival.

Security needs include needs for safety in one's physical environment, stability, and freedom from emotional distress.

Belongingness needs relate to desires for friendship, love, and acceptance within a given community of individuals.

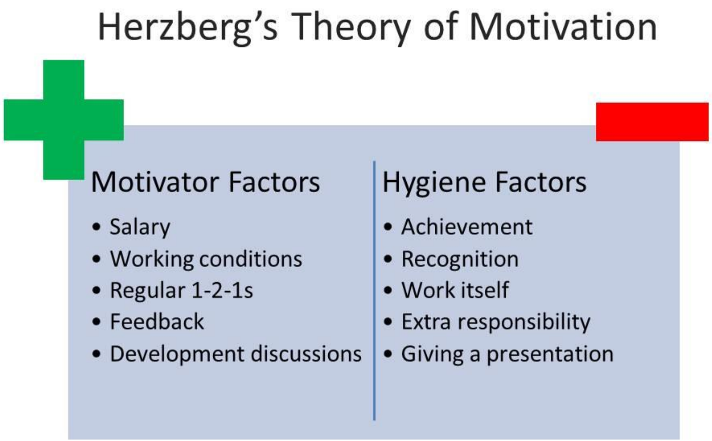
Esteem needs are those associated with obtaining the respect of one's self and others.

Finally, self-actualization needs are those corresponding to the achievement one's own potential, the exercising and testing of one's creative capacities, and, in general, to becoming the best person one can possibly be.

Unsatisfied needs motivate behavior; thus, lower-level needs such as the physiological and security needs must be met before upper-level needs such as belongingness, esteem, and self-actualization can be motivational.

Applications of the hierarchy of needs to management and the workplace are obvious. According to the implications of the hierarchy, individuals must have their lower level needs met by, for example, safe working conditions, adequate pay to take care of one's self and one's family, and job security before they will be motivated by increased job responsibilities, status, and challenging work assignments. Despite the ease of application of this theory to a work setting, this theory has received little research support and therefore is not very useful in practice.

Motivator-Hygiene Theory



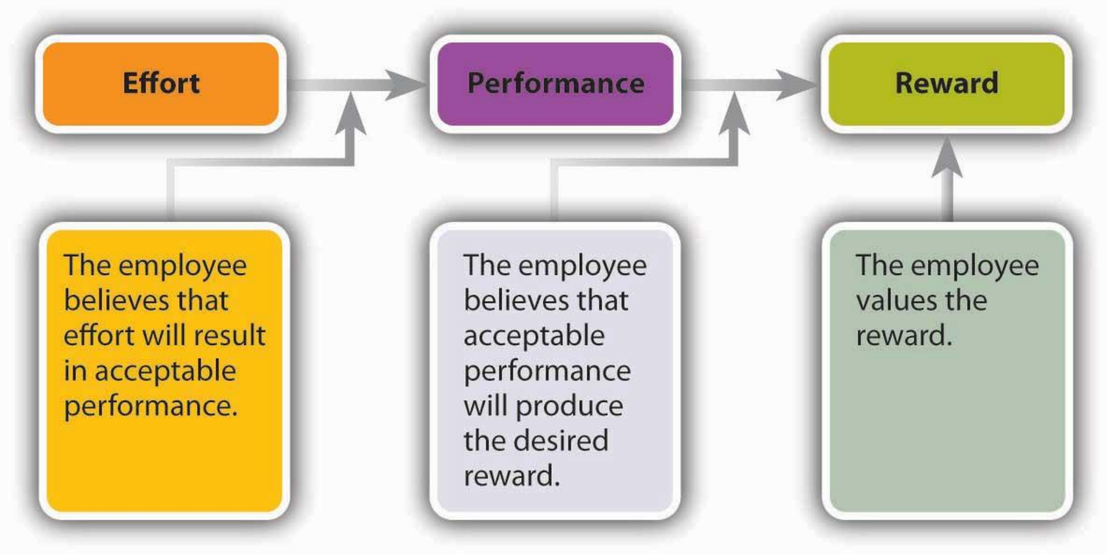
Frederick Herzberg developed the motivator-hygiene theory. This theory is closely related to Maslow's hierarchy of needs but relates more specifically to how individuals are motivated in the workplace. Based on his research, Herzberg argued that meeting the lower-level needs (hygiene factors) of individuals would not motivate them to exert effort, but would only prevent them from being dissatisfied. Only if higher-level needs (motivators) were met would individuals be motivated.

The implication for managers of the motivator-hygiene theory is that meeting employees lower-level needs by improving pay, benefits, safety, and other job-contextual factors will prevent employees from becoming actively dissatisfied but will not motivate them to exert additional effort toward better performance. To motivate workers, according to the theory, managers must focus on changing the intrinsic nature and content of jobs themselves by "enriching" them to increase employees' autonomy and their opportunities to take on additional responsibility, gain recognition, and develop their skills and careers.

Process Theories

Process (or cognitive) theories of motivation focus on conscious human decision processes as an explanation of motivation. The process theories are concerned with determining how individual behavior is energized, directed, and maintained in the specifically willed and self-directed human cognitive processes. Process theories of motivation are based on early cognitive theories, which posit that behavior is the result of conscious decision-making processes.

Expectancy Theory



In the early 1960s, Victor Vroom applied concepts of behavioral research conducted in the 1930s by Kurt Lewin and Edward Tolman directly to work motivation. Basically, Vroom suggested that individuals choose work behaviors that they believe lead to outcomes they value. In deciding how much effort to put into a work behavior, individuals are likely to consider:

- Their expectancy, meaning the degree to which they believe that putting forth effort will lead to a given level of performance.
- Their instrumentality, or the degree to which they believe that a given level of performance will result in certain outcomes or rewards.
- Their valence, which is the extent to which the expected outcomes are attractive or unattractive.

All three of these factors are expected to influence motivation in a multiplicative fashion, so that for an individual to be highly motivated, all three of the components of the expectancy model must be high. And, if even one of these is zero (e.g., instrumentality and valence are high, but expectancy is completely absent), the person will have not motivation for the task. Thus, managers should attempt, to the extent possible, to ensure that their employees believe that increased effort will improve performance and that performance will lead to valued rewards.

From the theories discussed the following pointers can be inferred about how to motivate and manage people:

- Recognize individual differences in employees
- Place people in jobs that suit their profiles

- Work with employees to set specific goals that they perceive as attainable
- Provide employees with feedback on how they perform
- Link rewards clearly to performance, and recognize that different people may value different rewards
- Ensure that the principle of internal equity is honoured in the company's reward system

Although the modern trend is to place emphasis on intrinsic motivators, one should not neglect contextual factors. People have lives outside the organization or work context. Also keep in mind that people work for money generally, and how we reward working people will be of great importance. Furthermore, motivation is influenced by numerous other variables, such as personal values. We acquire values within particular sociocultural contexts. Motivation is therefore connected with culture as well as other contextual factors. In South Africa in particular, with its great cultural and ethnic diversity, managers from one group must not assume that what they regard as self-evident motivating factors also necessarily hold for all their colleagues or subordinates.

Leadership

Leadership and motivation go hand in hand. Managers are leaders by virtue of the fact that they work with people. Good leadership is required for motivated people.

Leadership versus Management

Taking a team from ordinary to extraordinary means understanding and embracing the difference between management and leadership. According to writer and consultant Peter Drucker, **"Management is doing things right; leadership is doing the right things."**

What is the difference between management and leadership? It is a question that has been asked more than once and also answered in different ways. The biggest difference between managers and leaders is the way they motivate the people who work or follow them, and this sets the tone for most other aspects of what they do.

Many people, by the way, are both. They have management jobs, but they realize that you cannot buy hearts, especially to follow them down a difficult path, and so act as leaders too.

Managers have subordinates

By definition, managers have subordinates - unless their title is honorary and given as a mark of seniority, in which case the title is a misnomer and their power over others is other than formal authority.

Authoritarian, transactional style

Managers have a position of authority vested in them by the company, and their subordinates work for them and largely do as they are told. Management style is transactional, in that the manager tells the subordinate what to do, and the subordinate does this not because they are a blind robot, but because they have been promised a reward (at minimum their salary) for doing so.

Work focus

Managers are paid to get things done (they are subordinates too), often within tight constraints of time and money. They thus naturally pass on this work focus to their subordinates.

Leaders have followers

Leaders do not have subordinates - at least not when they are leading. Many organizational leaders do have subordinates, but only because they are also managers. But when they want to lead, they have to give up formal authoritarian control, because to lead is to have followers, and following is always a voluntary activity.

Charismatic, transformational style

Telling people what to do does not inspire them to follow you. You have to appeal to them, showing how following you will lead them to their hearts' desire. They must want to follow you enough to stop what they are doing and perhaps walk into danger and situations that they would not normally consider risking.

Leaders with a stronger charisma find it easier to attract people to their cause. As a part of their persuasion they typically promise transformational benefits, such that their followers will not just receive extrinsic rewards but will somehow become better people.

People focus

Although many leaders have a charismatic style to some extent, this does not require a loud personality. They are always good with people, and quiet styles that give credit to others (and takes blame on themselves) are very effective at creating the loyalty that great leaders engender.

Although leaders are good with people, this does not mean they are friendly with them. In order to keep the mystique of leadership, they often retain a degree of separation and aloofness.

This does not mean that leaders do not pay attention to tasks - in fact they are often very achievement-focused. What they do realize, however, is the importance of enthusing others to work towards their vision.

In summary

This table summarizes the above and gives a sense of the differences between being a leader and being a manager.

Subject	Leader	Manager
Essence	Change	Stability
Focus	Leading people	Managing work
Have	Followers	Subordinates
Horizon	Long-term	Short-term
Seeks	Vision	Objectives
Approach	Sets direction	Plans detail
Decision	Facilitates	Makes
Power	Personal charisma	Formal authority
Appeal to	Heart	Head
Energy	Passion	Control
Culture	Shapes	Enacts
Dynamic	Proactive	Reactive
Persuasion	Sell	Tell
Style	Transformational	Transactional
Exchange	Excitement for work	Money for work
Likes	Striving	Action
Wants	Achievement	Results
Risk	Takes	Minimizes
Rules	Breaks	Makes

Conflict	Uses	Avoids
Direction	New roads	Existing roads
Truth	Seeks	Establishes
Concern	What is right	Being right
Credit	Gives	Takes
Blame	Takes	Blames

Leadership Theories

The subject of leadership has been studied for hundreds of years and reveals an evolving succession of theories. The earliest theories focus mostly on the character and personality of successful leaders and how they behaved. The more recent theories focus on what leaders actually do rather than on them needing to have certain innate qualities or traits.

Early trait theories attempted to create a list of leadership qualities and behaviours associated with "good" leaders. They saw these aspects as what anyone who wanted to lead needed to possess to be successful. They derived that a leader must have sic basic qualities to be a leader. They are:

Many of history's great leaders had this type of persona, but there have been some significant exceptions that have damaged such theories.

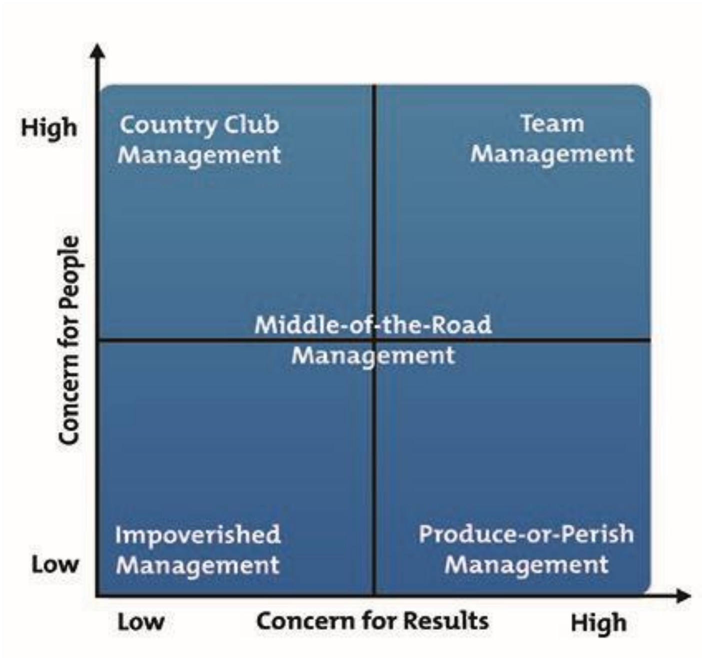
The need for effective leaders within organizations has led to theories and methodologies that rely on behaviours that can be learned rather than “traits” that a person either does or does not have. This plethora of research has led to four different types of leadership theories:

- Contingency theories – basic premise of this theory is that there is no one leadership style that suits all situations. Success comes from several factors of which leadership is one. Features of the situation and the followers are also significant.
- Situational theories – suggest that it is circumstances that a leader faces that determines his behaviour.
- Transactional or Exchange Theories – feature a defined transaction being made between a leader and his/her followers. Action is required when performance is above or below this agreed level.
- Transformational theories – concentrate on the links formed between a leader and his/her followers. This leader will inspire and motivate each team member to maximize their performance because they understand the significance of the task overall.

Blake-Mouton Managerial Grid

The Blake-Mouton Managerial Grid is a system that can be used to group similar leaders into categories based on the methods they use.

While no organizational system will ever be perfectly complete, this grid is a great way to understand more about certain leadership styles and how they work. Dating back to the early 1960’s, this is a framework that has stood the test of time and remains relevant today.



The two dimensions of this grid quickly identify the priorities of the manager in question – "Concern for People" and "Concern for Results". It doesn't get much simpler than that, and it shouldn't take long to determine where along this grid you fit as a leader.

- Concern for People

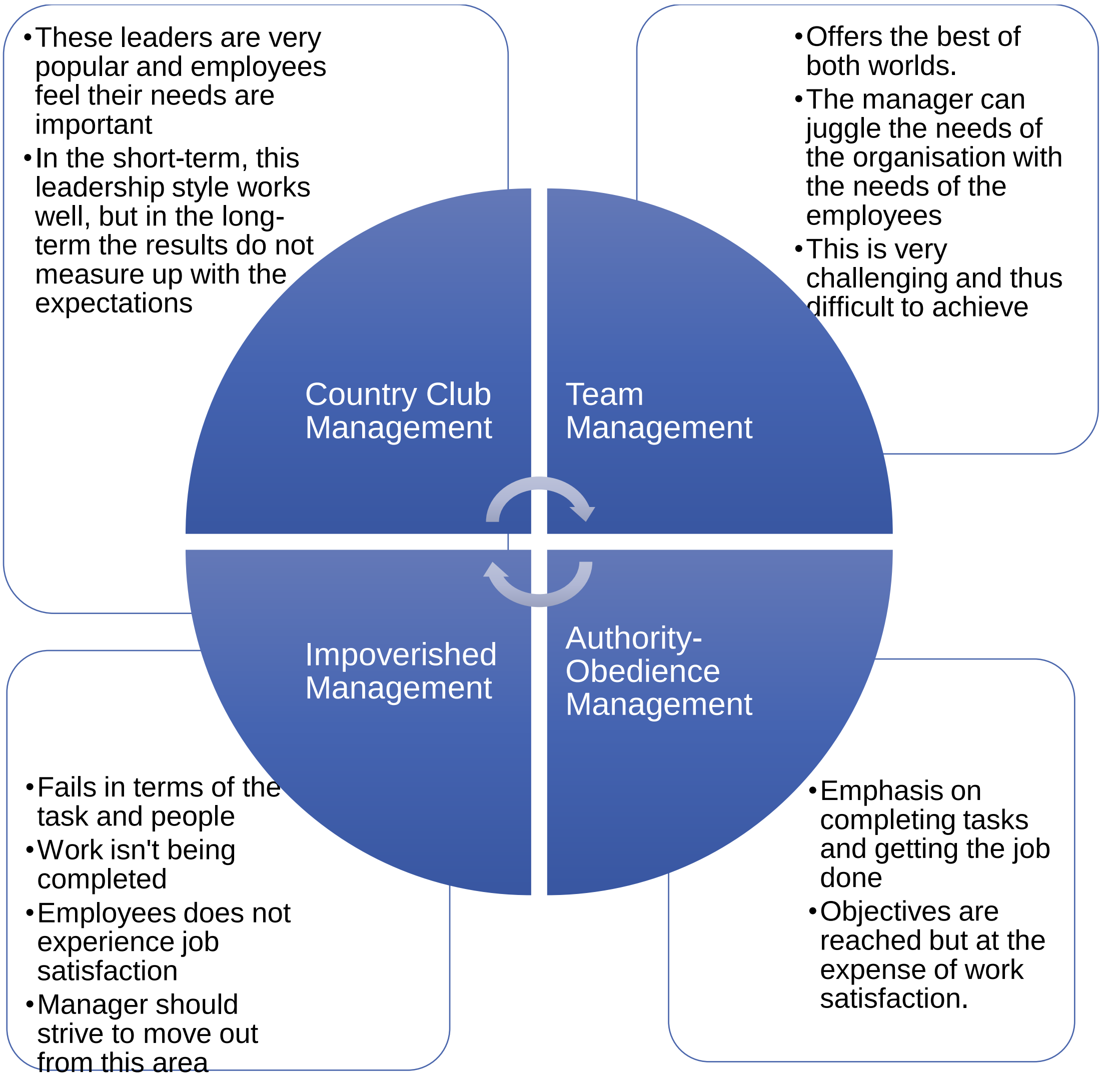
  The leader that emphasizes Concern for People over Results is one who is trying to do their best to further the careers of those they are leading. As the decisions are being made regarding who will work on what parts of a project. For example:

  - Which tasks will help each individual progress their careers?
  - Which tasks are likely to be enjoyed?

- Concern for Results

  Naturally, this is the opposite of the previous approach. With this kind of leadership, the only concern is for the job getting done as successfully as possible. This leader is one who sets aside any level of focus on the individual and only thinks about the bigger picture for the organization.

The real benefit of using the Blake-Mouton Managerial grid is the four management styles described:



The Blake-Mouton Managerial Grid is a good starting point for understanding the basic leadership options that a manager has when dealing with their employees. Avoiding the extremes and trying to balance all of the various interests at any one time is usually the best option.

Hersey-Blanchard Situational Leadership Theory

This theory says that leaders should vary their approach based on the people they are leading as well as the circumstances that surround the task at hand. The premise is that effective leaders are able to adapt to a situation as quickly as possible.

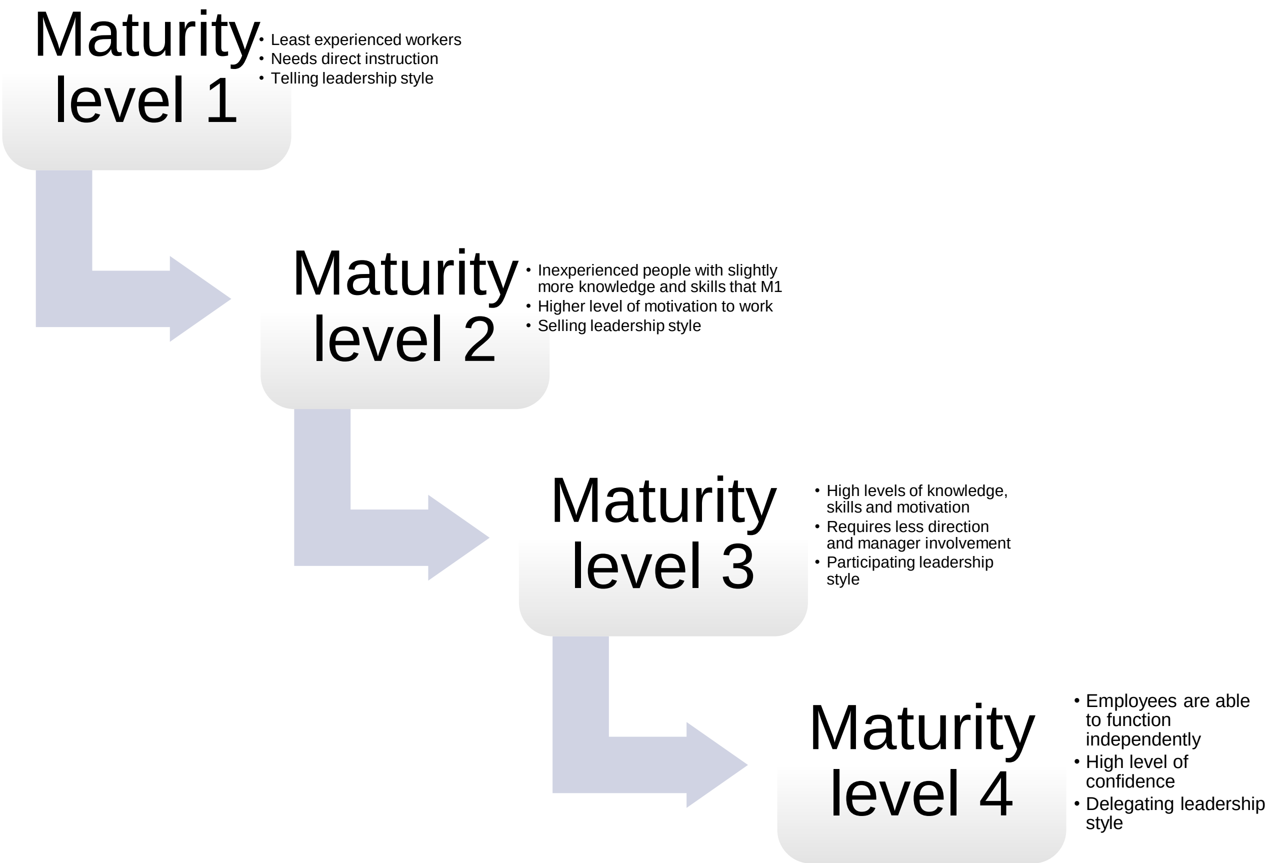
Specifically, this theory has to do with the maturity of those who are being led. Only when a leader is able to mold their approach to the maturity and talent of those that make up the team will the overall performance be up to par.

The Situational Leadership Theory offers up to four potential leadership styles as well as four maturity levels that defines the members of a team.

The four leadership styles that are described in this theory are:

- **Telling** – this is the most direct form of leadership. The leader of the group simply tells each member what to do and how they would like them to do it. This approach is less collaborative and more directive in nature. The leader provides specific instructions to the team members and does not allow for any inputs from the team.
- **Selling** – this leadership style allows for more collaboration. While the team members are still directed by the leader, the leader is more likely to engage with the team members along the way. The "Selling" title comes from the idea that the leader may need to convince some members of the team to follow his or her lead and do things in a specific way.
- **Participating** – the leader tries to build relationships with team members and really becoming part of the team. This is quite a departure from the Telling style, as the leader will blend in more with those who are working as part of the team. In fact, the leader might not even make all the decisions in this style, perhaps deferring at certain points to members of the team with more experience or knowledge in a given area.
- **Delegating** – the leader delegates most responsibilities for a give project or task to various members of the team. This style is something that leaders of experienced teams will often use, since the employees that are being led may not need much in the way of direction at this point in their careers.

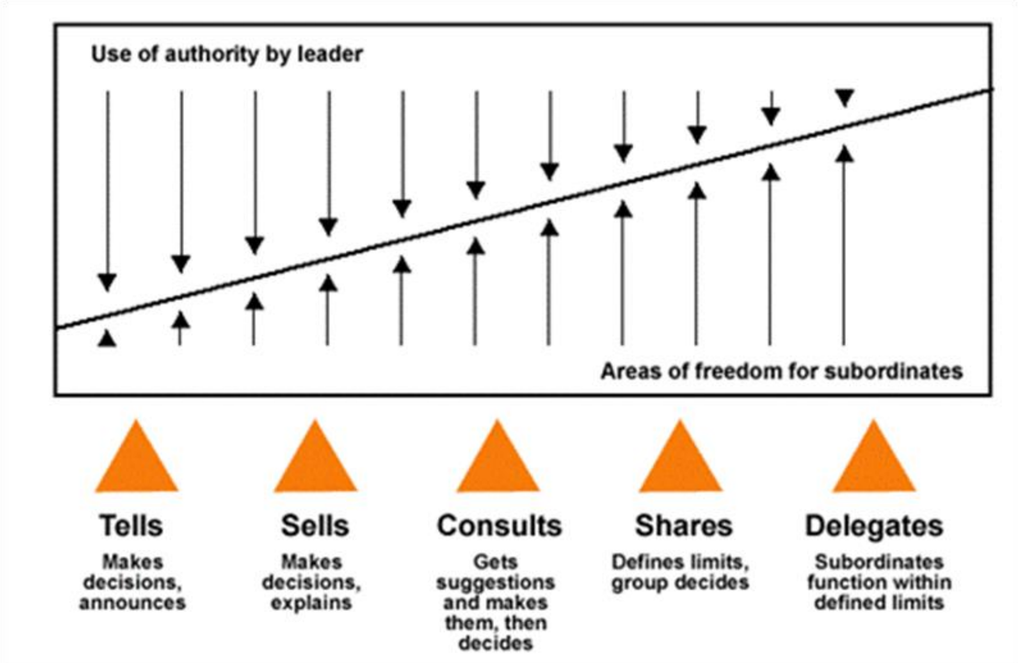
Hersey and Blanchard also provides four maturity levels that describe those who are making up the team:



The Hersey Blanchard Situational Leadership Theory promotes flexible leaders that are able to match their style to the experience and ability of those they are leading.

Tannenbaum-Schmidt Leadership Continuum

Many leadership models and theories like to cluster leadership strategies into categories. While this can be helpful to get a general picture of how leadership works and what styles work under which circumstances, real life is usually more complicated than that. For this reason, a continuum makes a lot of sense because it covers a wider range of leadership approaches.



Before describing the various points along the continuum, the extremes ate every end will be explained:

- **Manager-orientated leadership** – The leader acts mostly like a dictator, telling the team members what to do and leaving very little room for negotiating. Most commonly, this is a strategy employed by leaders who are dealing with inexperienced teams, or when a tight deadline has to be met.
- **Team-orientated leadership** – This type of leader provides his team with plenty of flexibility and encourages collaboration and the sharing of ideas. Usually, this sort of latitude will only be afforded to a team that has a high level of experience and acumen in a given area. This kind of leader must have a great deal of trust in their team to allow such freedom.

Within those extremes, the Tannenbaum-Schmidt Leadership Continuum highlights seven points along the way that can be used to describe various leadership styles:

1. Tells – This style is very close to the extreme, as the team is given direct instructions and the interaction between the leader and the team members is very limited. Most of the time, a leader will use this style when they lack the trust that comes with experience in working the team.
2. Sells – This point is marked by leadership which is still direct, but also allows for a little of back and forth between the leader and the team. In the end, it is the leader that will be calling the shots, but at least the team is provided with the opportunity to give some input and have their voice be heard.

3. Suggests – When a leader uses the suggestions style, they are softer in their approach to the team and want to make sure that the team feels like they have real, valued input in the process. How much that input is actually taken into consideration will depend on the level of experience among the team and how much trust the leader has in them at this point.
4. Consults – As the name indicates, this style of leadership is increasingly collaborative between the leader and the team. A leader is only going to feel comfortable moving to this position on the continuum when they are sure that the team members are experienced enough to put trust in their thinking and decision making.
5. Joins – At this point the leader starts to become more a member of the team than a dictator who is telling everyone what to do. While the leader retains the power in the situation and will be the one responsible for making choices in the end, the team is genuinely used to help make decisions.
6. Delegates – Moving closer to the other extreme, the leader who delegates is one who has a high degree of trust in his or her team. Rather than becoming a part of the team, the leader "steps back" from the team and trusts them to get the job done. Usually, there will be parameters put in place to make sure the team stays on track and is working toward the right goal, but the leader isn't necessarily involved in the day-to-day decision making process.
7. Abdicates – is at the other end of the spectrum. It represents a point where the leader essentially relinquishes any involvement and trust the team to get the job done from start to finish. The only connection the leader has to the team is bearing responsibility for the work they do. It is obvious that trust and experience are going to be essential to success at this end of the leadership continuum.

Leadership Models

Belbin's Team Roles

When looking at any team, it is quickly apparent that each member of the team adopts their own role in order to best contribute and use their skills in a way that is beneficial to the goals of the team as a whole.

In a work team, members are assigned various roles, or they will gradually take them on as time goes by. Teams who are able to successfully accomplish their goals on a regular basis usually have a healthy mix of the various team roles identified by Dr. Meredith Belbin.

- People orientated roles
- Action orientated roles

- Thought orientated roles

The nine roles are grouped in each of the three categories:

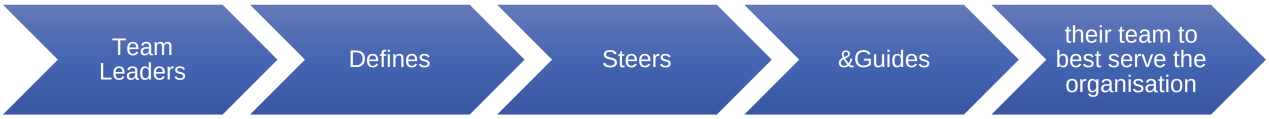
Team Role	Contribution	Allowable Weaknesses
Plant	Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator	Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator	Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper	Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends peoples feelings.
Monitor Evaluator	Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker	Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer	Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher	Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist	Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

Team Work

What is a team?

A team is a group of individuals, all working together for a common purpose. The individuals comprising a team ideally should have common goals, common objectives and more or less think on the same lines. Individuals who are not compatible with each other can never form a team. They should have similar if not the same interests, thought processes, attitude, perception and likings.

What is Team Leadership?



There are four practical leadership styles that you need to consider when you are leading a team:

1. Transactional Leadership
2. Transformational Leadership
3. Situational Leadership
4. The Leadership Continuum

Transactional Leadership

The fundamental requirement for this style of leadership is that a “transaction” exists between the leader and the team members. This transaction has two aspects:

- It involves the organization paying wages to team members in return for effort and compliance.
- The leader/manager has the right to discipline an employee if their work does not meet an appropriate standard.

The power of transactional leaders comes from their formal authority and level of responsibility within the organization. Such leaders are primarily concerned with establishing the criteria for rewarding team members for good performance. This is referred to as “Contingent Reward”, e.g. praise. Team members are rewarded for their efforts – for example for completing set goals on time, in recognition of handling a difficult situation well.

In situations where the team member’s performance is below the acceptable standard, you will need to apply appropriate sanctions. This is known as “Management by Exception”. This corrective action can be either active or passive. If you adopt an active sanction then you are continually monitoring the team member's performance and correcting any errors as they occur. Alternatively, you can use passive sanction where you wait for issues to come up before fixing the problems.

If you adopt this style of leadership you will focus your activities on the process of supervision, organization and group performance. You will be concerned with efficiency rather than forward-thinking ideas. You will have to be comfortable with being authoritative and always telling your members what to do.

This type of leadership makes certain assumptions about your team. Firstly, they are only motivated by reward or punishment; they have no self-motivation. Secondly, that they know from the outset that they must obey your instructions without question and expect to be closely monitored and controlled.

The situations where transactional leadership is appropriate are where:

- Decisions must be made quickly and without dissent
- Subordinates do not have sufficient knowledge to contribute to decisions
- The work involves safety risks and the leader will be held accountable
- The work is routine and there is no scope for creativity or innovation

Transformational Leadership

Transformational leadership is based on the ability of the leader to motivate followers through their charisma, intellectual stimulation and individual consideration. Such leaders enhance motivation, morale and performance by creating a sense of identity and self to the project for followers, as well as a collective identity with the organization.

These leaders offer a role model that inspires, interests and challenges their followers to take greater ownership for their work. A transformational leader understands the strengths and weaknesses of each follower and assigns tasks that enhance each individual's performance.

As a result, followers feel trust, admiration, loyalty and respect for the leader, which means they are willing to put in whatever effort is required to achieve the goal, not just to gain benefit for themselves.

Situational Leadership

In contrast to the static nature of the environment required for both transactional and transformational leadership, you may find the ethos behind Situational Leadership better suited to the needs of your day-to-day team management.

The most successful leaders and managers adapt their style depending on the “competence” and “commitment” of the group, team or individual being led.

The Situational Leadership Model is based on Ken Blanchard and Paul Hersey’s Situational Leadership Theory (discussed earlier in this module).

The Leadership Continuum

The final approach you can use is to ensure that your leadership arises out of the information you know about the task and members of your team. This approach is similar to Situational Leadership in that it does not see leadership as a static state, but one that alters along a continuum so that your behaviour best suit the situation you are dealing with.

In 1958 Tannenbaum and Schmidt wrote of the Leadership Continuum for the first time. It describes a continuum of possible leadership behaviour available to you as a manager, along which many leadership styles may be placed. This offers you flexibility to adapt your leadership style to suit the situations you face every day at work.

Difference between a group and a team

A group is not necessarily a team. **A group can have individuals with varied interests, attitude as well as thought processes**. It is not necessary that the group members would have a common objective or a common goal to achieve.

What happens in a political rally? The political leader appeals to the individuals to cast the votes in his favour only. Do you think all of them would cast the votes in favour of the leader? There would always be some individuals who would support his opponent. This is example of a group. All individuals gathered on a common platform but had dissimilar interests and likings. Some were in favour of the leader while some against.

A team must have individuals with a common objective to achieve. They should all work together and strive towards the achievement of a common goal.

Developing a team

Team development creates a captivating atmosphere by encouraging co-operation, teamwork, interdependence and by building trust among team members.

The four stages of team development are:

Stage 1: Forming

During this stage, group members may be anxious and adopt wait-and-see attitude. They will be formal towards each other. There would be no clear idea of goals or expectations. Besides, they may not be sure why they are there.

This is the stage where the team needs to write its own charter or mission statement as well as clarify goals. The most important thing here is that goals must have a personal buy-in.

By doing this the team will be able to establish boundaries as well as determine what is expected. Team members will get to know each other doing non-conflict laden task. This builds the commitment towards one larger goal.

Thus, during the forming stage, the team members are in process of knowing each other and getting at ease with them.

Stage 2: Storming

During this stage, team members are eager to get going. Conflict can arise as people tend to bring different ideas of how to accomplish goals. At this time, they notice differences rather than similarities. This leads to some members dropping out mentally or physically.

At this stage, communication is important. Tensions will increase. So recognizing and publicly acknowledging accomplishments also become important. It becomes important to participate in meetings and diversity needs to be valued.

Thus, during the storming stage, the team members begin showing their actual styles. They start getting impatient. They try to probe into each other's area, leading to irritation and frustration. Control becomes the key concern during this stage.

Stage 3: Norming

This stage is when people begin to recognize ways in which they are alike. They realize that they are in this together. Hence, they tend to get more social and may forget their focus in favour of having a good time. This is the time to help with training if applicable. It becomes important to encourage them in order to feel comfortable with each other and with systems. Also, the group needs to stay focused on goal.

Thus, during the norming stage, there is conflict resolution. There is greater involvement of team members. There is a greater “we” feeling rather than “I” feeling.

Stage 4: Performing

This stage is when team members are trained, competent, as well as able to do their own problem-solving. At this time, ways need to be looked at in order to challenge them as well as develop them. The team is mature now. The members understand their roles and responsibilities. They would require more input in processes. The members would be self-motivated as well as self-trained. Thus, their efforts need to be recognized. Growth has to be encouraged. This is done by giving new challenges to the team.

Thus, teams at the stage of performing are self-controlling, practical, loyal as well as productive. Focus is there on both performance as well as production.

The characteristics of a Good/Effective team:

- **A clear, elevating goal:** This is a goal which has been communicated to all.
- **A results-driven structure:** The goal has been jointly decided by all the team members. They are fully committed towards achieving it.
- **Competent members:** Each team member has the required skill set in order to achieve the team objectives.
- **Unified commitment:** There is nothing happening in silos. With the total commitment from team members, achieving organizational goals becomes easier.
- **A collaborative climate:** Commitment from team members and a good leadership leads to a collaborative team with a productive work environment.
- **Standards of excellence:** Quality orientation is vital to the success of any organization.
- **External support and recognition:** Appreciation as well as appraisal is required to keep the morale of the team high.
- **Principled leadership:** Leadership defines a team. An able-bodied leadership can chart the team’s path to success.
- Each team member participates actively and positively in meetings as well as projects. This shows a person’s commitment as well as understanding towards a project.
- **Team goals are clearly understood by all:** Communication is vital for achieving successful completion of any project.

- Individual members have thought about creative solutions to the team's problem. Thinking out of the box is vital in today's economic scenario.
- Members are listened to carefully as well as given a thoughtful feedback. Listening is an important skill for any team. Each team member is important. The thoughts and ideas of each team member have to be listened to, with respect, no matter how silly they may sound at first.
- Everyone takes the initiative in order to get things done. There is no concept of passing the buck. This is an indication of clear communication leading to understanding of individual responsibilities.
- **Each team member trusts the judgment of others:** Mutual trust and respect is highly important for the team. This is the only way to achieve the organization goals.
- **The team has to be willing to take risks:** Risk taking is an attitude which comes with confidence. Confidence on yourself as well as on the team, besides the ability to face all consequences.
- Everyone has to be supportive of the project as well as of others. A team is one unit. Unless these cohesive forces are there, the team will never be able to work efficiently enough.
- There is ample communication between the team members.
- Team decisions are made by using organized as well as logical methods.
- **Dissenting opinions are never ignored:** In fact, they are always recorded in order to be revisited in case the future situations dictate so.
- **Teams are given realistic deadlines:** External support as well as aid is vital to the success of any team.

An efficient team needs support from both inside and outside. It needs to meet the individual needs of its members in order to achieve the organization's goals.

What is team work?

The sum of the efforts undertaken by each team member for the achievement of the team's objective is called team work. In other words, team work is the backbone of any team.

Every member in a team has to perform and contribute in his best possible way to achieve a common predefined goal. Individual performances do not count in a team and it is the collective performance of the team workers which matters the most.

Let us go through a real life situation.

One cannot work alone in any organization and thus teams are formed where individuals work together for a common objective. Peter, Michael, Jackson and Sandra represented the legal team in a leading organization. Peter and Michael always took the initiative and performed their level best while Jackson and Sandra had a laidback attitude towards work. Their team could never meet their targets despite Peter and Michael's hard work.

Peter and Michael worked hard, then why do you think their team fell short of targets?

In a team; everyone has to work equally for the maximum output.

Team work is actually the collective effort of each and every team member to achieve their assigned goal. No member can afford to sit back and expect the other member to perform on his behalf. The team members must be committed towards their team as well as their organization to avoid conflicts. Nothing productive comes out of unnecessary conflict and in turn diverts the concentration and focus of the team members. Every member should adopt an adjusting and a flexible attitude. One should consider his team members as a part of his extended family all working together towards a common goal. The team members must be dependent on each other for the best to come out.

The importance of building a team

Team work and Team Building are essential to make the organization a better place to work.

One does not gain anything out of unnecessary conflicts. You can't afford to fight with your colleague who sits next to you probably for 7-8 hours, five days a week. We are not machines or battery operated devices, we are human beings and we need people to talk to and discuss various things. One cannot implement things on his own, he needs individuals who can work as critics and evaluate the pros and cons of his concepts.

Team Building activities bring employees closer and one feels happy to go to work daily. Individuals start enjoying their work and feel fresh the entire day.

Please go through two situations carefully:

Situation 1 - Michael worked with a leading organization and handled a team of five skilled team members. Michael made sure that he interacted with his team members almost daily. He even enquired about their family members and was always available to them. The team members had the liberty to come up with their issues on an open forum or write to him freely. No wonders his team members always appreciated their team leader and looked up to him. His team members never fought among themselves and willingly helped each other.

Situation 2 - Samuel on the other hand also had four individuals directly reporting to him. He always maintained a distance from them and never missed an opportunity to criticize or make fun of his team members. No employee was allowed to enter Samuel's office without prior appointment. His team members hated their office like anything and preferred working from home just to avoid Samuel. Nobody was ready to help each other and everyone worked individually. Their team could never achieve their targets within the stipulated time and there was lots of negativity in their team.

Michael did nothing great. He just reassured his team members that he is always there for them and they can fall back on him anytime. Samuel never encouraged any team building activity and thus his team always suffered.

Team Building activities improve the relations and strengthen the bond among the employees. Every one strives hard to achieve a common goal.

Please refer to Michael's example once again. His team members had the liberty to write to him anytime or freely discuss issues with him. There was never a misunderstanding among the team members as everyone knew what the other person was up to.

Team Building activities also reduce the chances of confusions, misunderstandings and in a way making the communication effective. Individual is very clear about his goals and objectives and what exactly is expected from him.

Team Building exercises also increase the trust factor among the employees. If you are sitting next to a driver, whom you don't trust, you will always feel uncomfortable and will never be able to enjoy the ride. If you don't trust your teacher, you can never learn anything from him. You need to trust people. Don't always assume that your fellow employee will speak ill about you in front of your superiors. Trust him, you will feel relaxed.

The productivity increases when individuals work as a team. They tend to divide work among themselves and hence the objectives are achieved at a much faster pace. People take less leaves and concentrate more on their work and eventually the organization benefits.

Individuals feel more positive and confident at work. Stress disappears and it reflects on their work. Chances of mistakes reduce and people stop cribbing and blaming others. There is positivity all around. Allow team members to express themselves freely.

Being a "Hitler" at work will never give you extra points, instead you will find yourself in the bad books of other employees. No one will come to you, when you actually need them. People will be hesitant to support you and you can't perform with enemies all around. Gone are the days when the word "boss" meant a terror to the employees.

How to build your best team

Not all teams can perform well. The performance of a team is dependent on its team members. The individuals must be handpicked very carefully to form a high performance team.

Let us go through some important points one should keep in mind while building a team:

- Always understand the team members well. No individual is alike. A person might be a very good speaker but may be poor in writing mails or written communication. An individual can be excellent in presentations but might lack the art of making an impressive presentation. It is very important to understand the individuals well and responsibilities must be assigned to them as per their interest and according to their qualification and specialization. An individual with excellent marketing skills never finds a desk job interesting and his best will never come out. Never force any one to be a part of any team. Individuals must participate on their own.
- The goal or the objective of the team must be clearly defined. The objective of the team must be shared with every team member and they must be clear what is expected out of them. The purpose why the team has been formed must be very clear to the team members. They should know what they have to work on so that they can deliver their best.
- Promote effective communication among your team members. Communicate with the members on an open platform and encourage team members to actively participate in discussions. Prefer a meeting room or a conference room to discuss various issues inviting all the members. It is always better if the communication is through email with all the team members in the loop so that none feels neglected or left out.
- Avoid conflicts. Don't let negativity creep in your team. Pick individuals with a positive attitude. One should avoid fighting over small issues and be a little more adjusting. Everything can't be exactly the same way you want. Team members must be discouraged to criticize or make fun of their fellow team members.

- Various activities and events must be promoted within the teams. Work will never suffer if the team members go out for a movie or lunch; instead it strengthens the bond among the team members. Individuals come closer to each other this way and avoid fighting among themselves. People know each other better. Always remember to greet your team members with a warm smile.
- A leader should be appointed carefully. A leader should be such that everyone looks up to him for advice and guidance. Do not select anyone just because you like him, instead prefer the voting system. The most favourite candidate among the group is the best choice for a leader. The team leader must extract the best out of his team members and be equal to everyone. He ought to be intelligent and a little tactful. He must motivate the individuals from time to time and be impartial. Never embarrass any of your team members.
- It is important to take the feedback from each and every individual. Review your team and team member's performance on a monthly basis. Sit with each and every member to understand whether he is enjoying his work or not. Job rotation is a good option to reduce monotony. Promote healthy competition among the team members. Appreciate if he has done something great. Reward him suitably.
- Discipline must be maintained at all levels in the team for maximum output. Team members must reach on time for meetings and discussions. One should avoid a casual or a laid back attitude. The team leaders must be easily available to the team in case of queries and confusions.

Leading high-performance teams

All teams experience difficulties from time to time and it is the leader's responsibility to resolve any problems as quickly as possible. Often, the poor performance of the team is not the fault of an individual team member, but it comes down to the way the team is organized and managed. Proper goal setting, clear role definition and having the necessary processes in place to deal with day-to-day management of the team are all important, as is your ability to anticipate problems and identify the early signs of underperformance.

The symptoms of an underperforming team include:

- Absences from the team and its activities that are lengthy and cannot be explained
- More frequent displays of conflict and frustration, often unjustified
- Lack of enthusiasm and motivation to perform tasks
- Rumors and gossip heard on the organization's grapevine about your team are on the increase

- A clique develops so that these people protect themselves from the stigma of poor performance

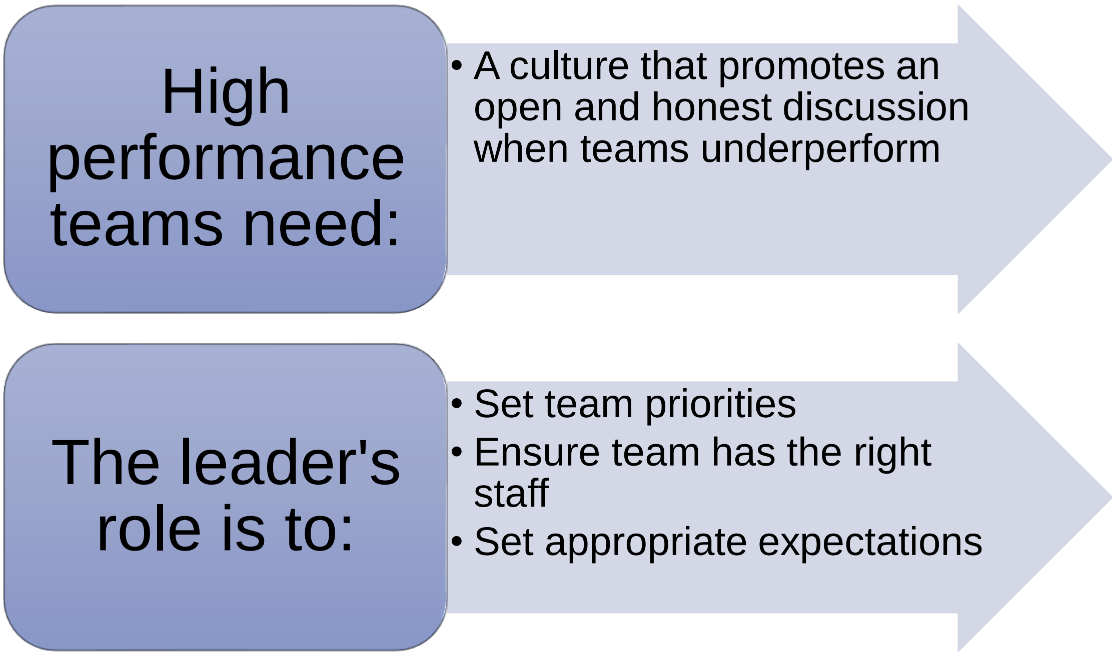
Mike Beer, a Professor of Business Administration at the Harvard Business School, has identified six “silent barriers” that causes teams to underperform. People working within the organization recognize these barriers, but they cannot be tackled because they result from issues that senior management prefers to ignore.

The six barriers are:

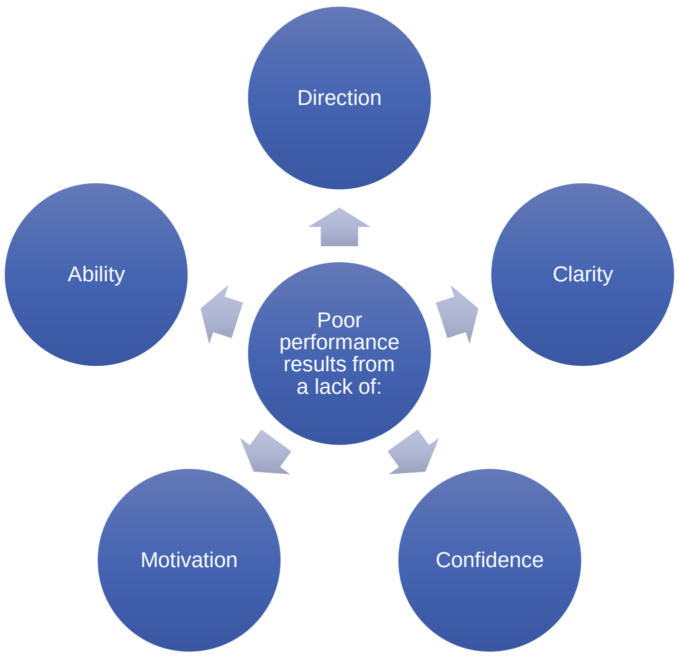
1. Unclear strategy and values, conflicting priorities
2. Ineffective senior team
3. Leader style too top-down or laissez faire
4. Poor horizontal coordination and communication
5. Poor leadership, management skills and development
6. Poor or closed vertical communication

In organizations that exhibit these barriers, you see that the leadership team members are coming with their own agenda, and there is no effective senior team in place that is committed to the same strategy, priorities and values. The lower levels don’t know what the top is trying to do and upper levels don’t know what they had done. And there is silence; the lower level teams can’t speak honestly with the top about what the problems are that block their efficacy

– clear and common priorities and strategy or their pattern of management.



You will need to be constantly monitoring and observing how each of your team members is performing and look for signs of reduced productivity. Assessing how well your team's performance compares to other teams in your organization is also an essential part of your role. If you notice a reduction in performance, understanding why this has occurred and addressing it are essential:



Lack of clarity and focus

If team members keep asking exactly what they should be doing, by when and how they should actually perform the task then it indicates that their responsibilities have not been specified clearly enough.

This type of behaviour may also imply that they need more feedback from you so that they understand how well you want them to do the job.

Lack of ability

To prevent this situation arising, you should have an appreciation of each team member's capabilities. You can assess how much additional training and coaching you can offer to help develop their skills, but in the end you need to make a judgement on how well their skills match the task requirements. This inability to perform a task may also be due to a lack of resources, whether it be in terms of people, materials or funds. Finally, to ensure you only have capable members added to your team you should take an active role in the selection and induction of new members.

Lack of confidence

Sometimes as a manager you will notice that an individual, despite having the right qualifications, just doesn't possess the required behavioural skills, or they lack the interest to adjust and learn the new skills that are necessary for their role. This person could also just not fit into the social make-up of your team even though they have the right skills. In this instance often the team member begins to feel unappreciated, and they may feel ostracized by the rest of the team. As a consequence their performance declines, and the situation deteriorates because the rest of the team resent carrying an underperformer.

Lack of direction

This is probably the most common reason for underperformance. As a manager you should make certain that the goal and task descriptions you provide are as clear as possible. If your own goals are poorly defined it will not help the performance of your team. Often this results from senior management having hidden agendas, which undermine performance and bring about a culture of mistrust.

Lack of motivation

Motivating your team will often be handled as part of their appraisal system, but this is not enough in itself. You also need to be monitoring and feeding back to each individual how well he or she is doing on an ongoing basis. If the team is involved in boring or repetitive work then motivation may be your number one priority.

Turning underperformance around

The only way to get the best performance from your team is through your own behaviour.

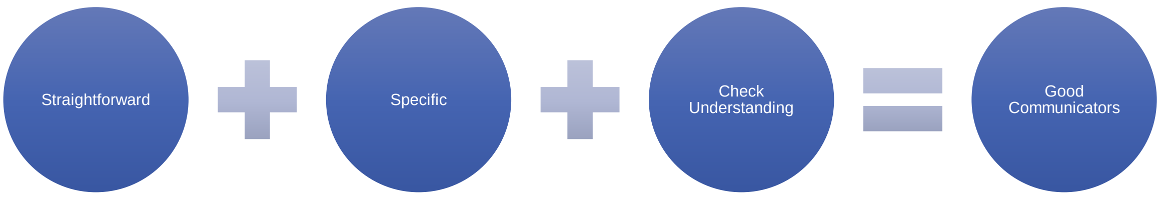
Does your behaviour display that you know where you are going and why it is important that you get there?

Does it show that you care for each member of your team, the team as a whole and attaining the team goal?

Warren Bennis is an American scholar, organizational consultant and author, widely regarded as a pioneer of the contemporary field of Leadership Studies. Bennis refers to four behaviours managers must become competent in to be good leaders. These are management of attention, meaning, trust and self.

- Attention – sum up goals in a way the team can buy into
- Meaning – clearly state aims and priorities
- Trust – build rapport and open, honest communication
- Self – lead by example by applying emotional intelligence

A common element of such behaviour is the ability to communicate clearly and concisely with others. Good communication, whether verbal or written, should remove any uncertainty by using the S.S.U. principle in all exchanges:



	Please complete Knowledge Activity: Multiple Choice Test
	Please complete Practical Activity: Tasks 6-13
	Please complete Workplace Activity: WM - 02