



UNIT-10

Developing Team Leading Skills

Learning Outcomes

By the end of this unit the learner will be able to:

- ✓ Discuss the value of working as a team.
- ✓ Identify how to develop team norms, ground rules, and team contracts.
- ✓ Identify the ways to build team trust.
- ✓ Discuss the critical role communication skills will play in building and maintaining a team atmosphere.
- ✓ Identify the ways that team members can be motivated
- ✓ Explore different motivational theories.
- ✓ Discuss how to manage disciplinary issues.

Unit 10

Establishing Team Norms

What is a Team?

We like Glenn Parker's definition of a team: "A group of people with a high degree of interdependence geared toward the achievement of a goal or the completion of a task." (From "Team Players and Teamwork" by Glenn Parker)

What Does That Mean?

This means that members of a team agree on a goal and agree that the only way to achieve that goal is to work together. Some groups have a common goal but they don't work together to achieve it. For example, many teams are really groups because they work independently to achieve their goal. Some groups work together but they don't have a common goal.

Types of Teams

Knowing the type of team you are in can help you choose how to plan your work and what you expect as outcomes. Teams are everywhere, and their role as part of an organizational framework continues to evolve just as businesses and marketplaces do. From a practical perspective, most of us belong to multiple teams, with sometimes competing priorities.

Let's look at some of the most common types of teams.

Natural Work Groups

This is a group of people who work together each day in the same location, using the same machines and processes. The supervisor is in charge, but they may allow other team members to take the leadership role.

Business Team

Often a cross-functional team that looks after a specific product line or service.

Management Team

A group of managers and the person they mutually report to. Within a single organization, there can be different levels of management teams (executive, middle, and front-line, for example).

Self-Managed Team

This is a group of people who manage themselves. No one person in the group has the authority to make all the decisions about the events that impact the group. This is also referred to as a **self-directed** work team because everyone has authority and responsibility for all the decisions they have to make.

Product/Service Design Teams

This is a group that comes together for a specific time to work on a special project or task. This group has traditionally been called a **task force** or **committee**. They are usually a cross-functional group assigned to design or redesign a product or service.

Virtual and Remote Teams

With this type of team, members see one another in person rarely or not at all. They connect most frequently using web portals, the Internet, telephone, and e-mail. What makes these teams different (and sometimes challenging) is that they have to work together to accomplish goals, but they may not know each other that well. They can also fit any of the models listed above.

Test Your Knowledge

Into which model does your team fit?

Why do you feel that way?

How would you define your team?

What model would be the ideal one for your work together?

Why?

Establishing Team Norms

Team Norms

All teams, whether they know it or not, have norms, rules, or guidelines that guide the behavior of team members. In most cases they are not written down: they are simply understood because that's the way the team always operates.

For example, if the group always starts ten minutes late, team members will adjust their behavior to start ten minutes late. If someone has their reports ready ahead of time and e-mails it to the grateful minute taker, others will follow suit.

Norms can be positive and thus help the team be an effective organization. For example, all team members show up on time for team meetings. Norms can also be counterproductive, such as when excessive joking and side conversations prevent a meeting from being productive.

Some teams spend time establishing a set of norms or ground rules before they begin their work.

Characteristics of Teams

Advantages	Disadvantages

The Advantages of Teams

The way decisions are made is a major factor in the level of satisfaction or dissatisfaction with work. Individuals are much less likely to be dissatisfied with decisions that they were involved in making.

The "strange ideas" that others bring into decision-making discussions are one of the very reasons you would want input from others. If everyone thought the same way as the team leader, there would be no point in discussing the matter.

Although discussions can bring misunderstandings, they provide an opportunity for the team leader to provide clarification and avoid potential problems when it comes time to implement decisions.

The biases that team members bring can also be helpful. Biases are based on previous experience, on what has worked or not worked in the past, or on assumptions. It is useful to understand the resistance against a course of action in case something has been overlooked. Besides, if someone is resisting an action, it is better to hear them out and deal with their resistance than have them sabotage your later efforts to implement the decision.

Self-interests are often based on the desire to have decisions result in what is best for them. If this is consistent with what is also best for the organization, these can be valuable viewpoints to hear.

How Can Teams Help Employees Grow?

Team decision-making provides learning and personal growth experiences. Decision making challenges you to think; to try to understand facts, alternatives, and how different jobs affect one another; to see the bigger picture. Participation in decision making makes people better decision makers.

Teams increase employee autonomy. Employees require less management time when they accept responsibility for their own work and for making their own decisions.

Teams also increase receptivity and trust of management decisions. When teams get involved in decision making, they develop an appreciation for the fact that solutions are not as simple as they might appear and that it is not so easy to choose among options. As a result, they become more accepting of decisions

made by others. Also, being listened to and having your opinion considered increases your willingness to respect the opinion and judgment of others.

Teams make better quality decisions. Team decision-making brings out the knowledge and experience of all members and allows the sum to become greater than the parts.

Team decision-making also improves teamwork. Most decisions will need the cooperation of more than one person to implement. The longer you wait to involve others affected by the decision, the harder it will be to gain their teamwork in the implementation of the decision.

Ground Rules

Having ground rules helps every team to succeed. Ground rules ensure that people on the team know what is expected of them, and that they all understand where they are going.

Use the space below to list what you want and don't want in a team.

Want	Don't Want

Test Your Knowledge

What are the three to five rules that are most important to your group?

Evaluate the way the team is working.

Examine how the group handles agreement and conflict, and how group members relate to one another.

Important Factors in Team Development
Commitment

Members of the team can set their personal aspirations or ideals aside as part of their commitment to ensure the group goals are achieved.

Trust

Team members have solid relationships with one another. They also have faith that each member of the team will honor commitments and wholly support one another while working in a predictable, consistent way.

Purpose

The team has been oriented to understand their roles, level, or ownership, and see how they fit into the overall strategic plan for the organization.

Communication

Teams that communicate well save a lot of time by handling day to day exchanges as well as managing conflict, making decisions, and leveraging strong relationships to get their work completed.

Involvement

By its nature and title, team work means that everyone has a role and commits to working as partners, despite differences they may have.

Process Orientation

Process orientation helps the team to work together. Processes can include problem solving methods, planning techniques, meeting schedules complete with agendas and minutes, and a defined conflict resolution method.

Team Contracts

A team contract outlines the ground rules for the team. It is created and then monitored by the team. Some people get offended by the idea of a team contract; it's not ideal in every situation. We have included a sample contract below. Each team member should sign and date the contract.

Sample Team Contract

Code of Conduct

As a team we will:

- Ñ Be proactive and positive
- Ñ Keep other team members informed
- Ñ Focus on what is best for the team as a whole

Ground Rules

We will:

- Ñ Be respectful, fair, and honest in all communications
- Ñ Encourage opinions and discussion from all members
- Ñ Be open to new approaches and listen to new ideas
- Ñ Look at conflict and change positively
- Ñ Work together to achieve maximum results
- Ñ Follow best practices for decision making, communication, and meeting management
- Ñ Celebrate accomplishments and milestones

Meeting Guidelines

- Ñ Each meeting begins and ends on time
- Ñ Team has an agenda for every meeting and sticks to it
- Ñ Team members agree to prepare for meetings
- Ñ Cell phones will be muted (or perhaps not, if you are encouraging people to openly participate, share their thoughts, and accept the prevalence of these devices in the workplace)

Working as a Team

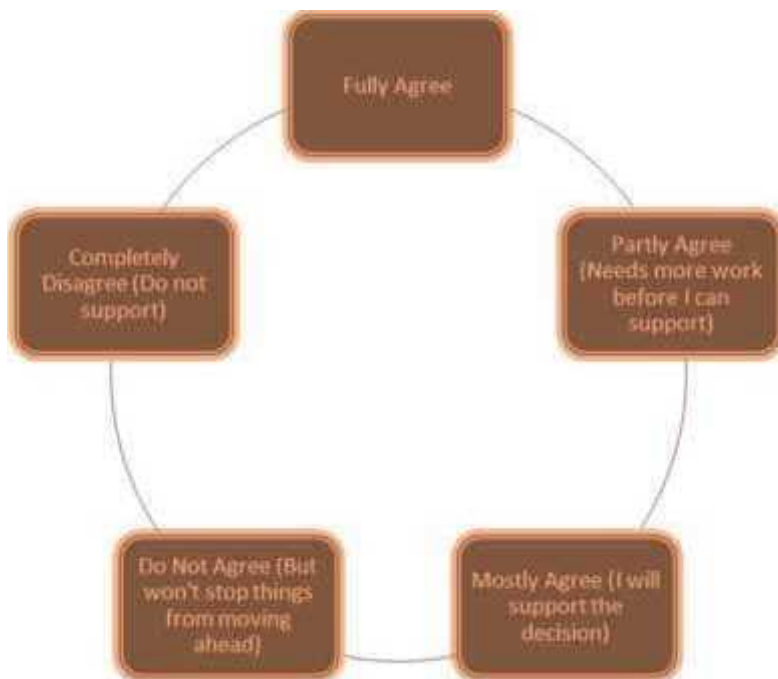
Success in the workplace depends on your ability to build a team and to interact with others on that team. Together, people can accomplish what one person alone cannot; this is called **synergy**.

However, it isn't always easy. Sometimes when we think about controversial subjects, our first response is to try to get away, or to make your involvement as short as possible. We have another way to look at agreements and disagreement, and that is to look at how strongly you feel about something instead of having to choose a firm position on one side or the other.

No Need for Black and White Thinking

As team members, we need some way to take the temperature and find out where people stand on an issue. This is a great tool to put on the flip chart, overhead, or just provide as a handout. It can help people decide where they stand on an issue. The Degrees of Support can help a team leader or member explain that consensus does not mean that everyone agrees to the same degree. The circular nature of the diagram (which reflects the symbol for degree, or °) demonstrates how we may increase or decrease the strength of our commitment to a decision in response to getting more information, considering a different perspective, and moving through the area of disagreement.

Degrees of Support



Little in life is really that clear that it needs to be discussed in terms of an absolute yes or no. Like the diagram, we really consider things in terms of degrees. Making agreements or clearing out conflict allows us to do the same thing.

The team leader can also ask questions of team members, such as “What changes to the project/task/plan do you need to have implemented in order to move toward agreement?”

Characteristics of Great Teams

The 12 Characteristics

These 12 characteristics of effective teams were developed by Glenn Parker, who has devoted his life’s work to studying and developing teams. For the remainder of the afternoon and part of tomorrow, the group will look at some of these characteristics.

- Ñ Clear purpose
- Ñ Informality
- Ñ Participation
- Ñ Listening
- Ñ Civilized disagreements
- Ñ Consensus decisions
- Ñ Open communication
- Ñ Clear roles and work assignments
- Ñ Shared leadership
- Ñ External relations
- Ñ Style diversity
- Ñ Self-assessment

Clear Purpose

It can be frustrating to be part of a group with no clear idea of why you are there or what you should be doing. Do your team members know and accept the vision or mission of the organization? Are they part of the goal setting for the department or unit?

A clear purpose will set the direction for the team. Without it, the team could easily question why they exist, and what they are supposed to accomplish. Part of the team forming stage should include defining goals and outlining objectives.

Informality and Participation

With high-performance teams, we encourage and nurture an environment that leads to greatest results. This means that a climate that is informal and comfortable, even relaxed, is encouraged. The team is observed to ensure that frustrations caused by boredom or personality conflict are dealt with so that participation levels remain high. As leaders, we encourage teams to interact comfortably and easily. We encourage lots of good-natured conversation and laughter.

Seating arrangements can facilitate this. A circle is usually the best seating arrangement so that people face one another, and a typical classroom arrangement is the worst where they have backs to one another.

Listening

High performance teams focus on using effective communication techniques, particularly listening and asking questions.

Active listening means that we try to understand things from the speaker's point of view. It includes letting the speaker know that we are listening and that we have understood what was said. This is not the same as **hearing**, which is a physical process, where sound enters the eardrum and messages are passed to the brain. Active listening can be described as an attitude that leads to listening for shared understanding.

When we make a decision to listen for total meaning, we listen for the content of what is being said as well as the attitude behind what is being said. Is the speaker happy, angry, excited, sad...or something else entirely?

To improve your listening skills, use these tips:

- Ñ **Make a decision to listen.** Close your mind to clutter and noise and look at the person speaking with you. Give them your undivided attention.
- Ñ **Don't interrupt** people. Make it a habit to let them finish what they are saying. Respect that they have thoughts they are processing and speaking about, and wait to ask questions or make comments until they have finished.
- Ñ Keep your **eyes** focused on the speaker and your **ears** tuned to their voice. Don't let your eyes wander around the room, just in case your attention doestoo.
- Ñ Carry a **notebook** or start a conversation file on your computer. Write down all the discussions that you have in a day. Capture the subject, who spoke more (were you listening or doing a lot of the talking?), what you learned in the discussion, as well as the who, what, when, where, why, and how aspects of it. Once you have conducted this exercise 8-10 times, you will be able to see what level your listening skills are currentlyat.
- Ñ Ask a few **questions** throughout the conversation. When you ask, people will know that you are listening to them, and that you are interested in what they have to say. Your ability to summarize and paraphrase will also demonstrate that you heardthem.
- Ñ When you demonstrate good listening skills, they tend to be **infectious**. If you want people to communicate well at work, you have to set a highexample.

Civilized Disagreements and Consensus

Definitions

A civilized disagreement means what it sounds like: we can have a disagreement, but we're not going to let it ruin our relationship, nor are we going to behave badly while we work through it. We explain our positions, and even agree to disagree.

For important decisions, the goal is substantial (but not necessarily unanimous) agreement through open discussion of everyone's ideas and avoidance of formal voting or easy compromises.

One important element of achieving consensus is that you work toward a proposal or solution that all members will support and that no one will oppose. This is not the same as a unanimous vote since consensus doesn't have to reflect first priorities; the principles are not opposed and are fully supported by the group.

A resolution where everyone is totally satisfied requires these elements:

- Ñ Time
- Ñ Active participation of all group members
- Ñ Skills in communication (such as listening, conflict resolution, and facilitation)
- Ñ Creative thinking and open-mindedness
- Ñ Ideas to be heard and understood

Test Your Knowledge

The Perfect Menu

The CEO of your company has just decided to diversify from the core business and open a chain of restaurants. Your team's job is to design the perfect dinner menu for business clients, with an appetizer, main course, dessert, house wine, and one additional option.

Appetizer

Main Course

Dessert

House Wine

Additional Option

Open Communication

Team players can encourage open communication and trust by being dependable, pitching in and helping out, reading and responding to verbal cues, and candidly sharing views. The basic principles of good communication include the following items.

Objective

You should have an end result or objective clearly in mind before communicating. Examine your purpose. What specifically do you want the receiver to understand or to do, as a result of the communication?

Method

What's the best method for achieving your objective? Obviously, some communication methods or channels are better than others for a given objective. Weigh the alternatives (written or oral, group or individual, formal or informal) before selecting a specific method such as a letter, memo, meeting, telephone call, or e-mail.

Structure

How you organize and construct your communication is very important to its success. There are many considerations: How much or how little to cover? What's the best way to organize the message? How can you keep it simple and concise, yet complete? How can you gear it to your audience's needs (frame of reference)?

Feedback

In order to ensure that your message has been understood and to evaluate the emotions of your receiver (how does he/she feel about it?), you should encourage frequent responses.

Clear Roles and Assignments

We have outlined the 12 characteristics of effective teams. Remember that the first seven characteristics were:

- Ñ Clear purpose
- Ñ Informality
- Ñ Participation
- Ñ Listening
- Ñ Civilized disagreements
- Ñ Consensus decisions
- Ñ Open communication

The next characteristic is clear roles and assignments. This is facilitated by making sure that each team member understands what they are to do, and how what they do fits into the bigger picture. Work is distributed fairly throughout the team, and action plans are completed.

Leader's Expectation Checklist

Area	Explanation	Rating (1-10)
Work Methods	Understanding our leader's expectations regarding required work methods and procedures when completing jobs or projects.	
Time Frames	Understanding due dates for the completion of projects; determining when dates have slipped and which completion dates are final and nonnegotiable.	
Work Responsibilities	Understanding each team member's role when we are assigned to a given job or responsibility.	
Customer/Supplier Interface	Understanding our leader's expectations when dealing with supplier problems or customer complaints or requests; understanding how far we should go to build effective relationships with other work groups.	
Work Priorities	Understanding which jobs take priority and the changes in work priorities; being able to clearly differentiate between hot jobs and other jobs.	
Performance Expectations	Understanding what our leader expects in the way of desired outcomes, what it means to do a good job, and the degree of effort we are expected to put into a job (as opposed to overworking low-priority jobs).	
Resources	Understanding what resources (facilities, support staff, equipment, software, and budget) have been allocated to perform a job and how much control we have over resource decisions.	

Shared Leadership

Being a leader doesn't mean doing it all yourself. Nor does it mean always being the one out in front. Shared leadership is an idea to consider when working in team environments.

Test Your Knowledge

What are some benefits of sharing the work of leadership?

What are some possible disadvantages of shared leadership?

The key to shared leadership is communication. If several (or all) members of the group are going to share in leading the group, they must agree on where they are going and how they are going to get there. They must also communicate along the way to make sure they are on track, and to resolve any problems that arise.

As an example, let's look at a traditional construction team. Typically, you have a supervisor (or foreman). This person directs the rest of the workers to get the construction project accomplished. Now, let's say that this team decided to use shared leadership and eliminate the supervisor's position. Without communication, this could be a disaster. You would probably end up in a situation where one person is laying carpet before painting has been completed. However, if the team meets each morning and lays out responsibilities and plans together, this shared leadership formula might work very well for them.

Your Team Player Type

What's Your Team Player Type?

There are many ways to discuss the personality types of people that we work and play with. Whether you use initials like the MBTI (Myers-Briggs Type Indicator), colors like Personality Dimensions,

edutainment like True Colors, the names of animals, or Greek philosophers, the idea is that there are base temperaments that we can relate to, and that we prefer. The science behind this kind of assessment relates back to the work of Carl Jung. It has been substantiated through tens of thousands of people who have completed and validated the questionnaires.

Scoring Example

Add the total number of points that you wrote beside each letter of the alphabet in the questionnaire. Pay close attention, since the letters are not always in order!

Scale

- 4 = Most like you
- 3 = A lot like you
- 2 = Somewhat like you
- 1 = Least like you

Terms

1. A driving need for you is:

3	C	To find meaning in life
4	A	To learn and gain knowledge
2	B	To belong
1	D	Freedom to do what you want

Scoring

A	
B	
C	
D	

Your Score

A	
B	
C	

D	
----------	--

Total A's _____ Total B's _____ Total C's _____ Total D's _____

The letter with the highest total is most like you. Write it here: _____

The other letters are your next preferred styles. If your numbers are close to each other (within 5 points), you probably find it pretty easy to flex your style to those other categories. If your numbers are far apart, or one is much lower than the others, that is the area you will find it challenging to work within. You'll have the knowledge of how to do it once you work through the material below.

What Does it Mean To Have a Number?

In reality, we are a blend of all types, moving within the numbers and flexing into the other styles that our circumstances and our comfort levels dictate. This means that we are more like a blended drink than distinct ingredients. You'll recognize that you may behave one way at work (super organized, for example), and might be more relaxed at home, but return to your super organized self when stress at home increases.

As you read the descriptions below, see if they agree with how you behave as a member of your team at work, whether you are in meetings or working on a project. You'll also get some insight into how to connect with the different types in the descriptions.


Mostly A's – Inquiring Rationals

Inquiring Rationals are often **drawn to jobs like banking and engineering**. They like to figure out how things work. They consider the structure and configuration of things. They process information intuitively and look at the big picture. These are visionaries, like Albert Einstein and Bill Gates. When it is time to make decisions, they apply logic, and they don't get persuaded by emotions. If they don't respect you, you won't keep their attention. Experience and competency are very important to Inquiring Rationals.

This temperament profile makes up approximately **5 to 7% of the population**. Other notables in this group are Walt Disney, Ben Franklin, Margaret Thatcher, and Napoleon. To connect with Inquiring Rationals on your team, demonstrate your expertise in your work.

As a member of the team, you are the person who keeps track of things, most often with checklists and guidelines. You can be counted on to know what the assignment is and when it is due. You get frustrated with team members who are not big on details, or who want to try something new. You like to follow a recipe and you know where your tools are. You probably don't like surprises very much.

Most of the time you complete assignments in a timely and efficient manner, with all the needed detail. You also share the information and materials you have with other members of the team, and provide the technical training or background that they need. People usually see you as dependable, systematic, proficient, practical, and efficient.



Too much logic might mean that you are demonstrating some rigidity. Tap into your sense of humor and try to keep other people's styles in mind, especially if you are leading a team. You may go into data overload with long reports, push for unrealistic standards, and tend to lose patience with team climate and process issues.

Mostly B's – Authentic Idealists

Authentic Idealists are **natural teachers, counselors, and leaders**. They are benevolent and intuitive, and they focus on global issues like world poverty and humanitarian issues. Idealists love metaphors, stories, and symbols, rather than statistics and figures. They make decisions that reflect their values, and rely on emotion and instinct as opposed to logic. In fact, statistics and facts bore them. They are looking for significance, and they seek the truth.

The Authentic Idealist temperament makes up about **10% of the population**. Notable members of this group include Eleanor Roosevelt, Billy Graham, Mahatma Gandhi, Jane Goodall, Oprah Winfrey, and Albert Schweitzer.

Authentic Idealists are people-oriented. They don't want to rock the boat, and their focus is on having everyone in harmony on the team. They can focus more on people's feelings than results. They will step in to resolve process problems (for example, with conflict or lack of involvement), listen attentively while withholding judgment, and offer praise and recognition to other team members.

To connect with the Authentic Idealists on your team, share your values and personal convictions. Be authentic and reach out to them by telling stories that demonstrate your empathy. Appeal to personal ethics and a higher calling. Show that you care about them and each person in the room. Authentic Idealists are more interested in how much you care than how much you can cite statistics.

If your teamwork style is that of an Authentic Idealist, your strengths include making deep connections with your team at an emotional and personal level. You motivate and encourage. You're a good storyteller, so you find innovative ways to present your information. You have wisdom to share and are eager to do so. Your lack of ego about what you know makes you likeable. You have a sincere enthusiasm and empower people to act. People see you as encouraging, enthusiastic, supportive, humorous, and relaxed.

Areas for development include a tendency to be overly sensitive to others. You're intuitive and will interpret meaning behind everything. This also means that you can get distracted by reactions of other individual in the audience, and that can make you lose track. You may see team processes as an end to themselves and fail to challenge or contradict other team members. Make sure that you are well prepared for areas you are responsible for, and that you accommodate other members of the team by being sufficiently serious and aware of the bottom line.

Mostly C's – Organized Guardians

Organized Guardians are extremely **dependable and loyal**, and they play by the rules. They have an amazing work ethic, stay down-to-earth, and they like routine. They are thorough and orderly. At times they are too serious, but they are practically always serious. They are good at taking care of other people. They want to hear about the bottom line, and they want the facts.

Organized Guardians will consider charts and graphs and follow a well prepared presentation longer than most people, but they can shut down when too much emotion is presented and may get bored with stories. This temperament makes up **40 to 45% of the population** and includes people like Queen Elizabeth II, Mother Teresa, George Washington, and Colin Powell. With their respect for tradition, they are drawn to the military and policing. These are also the people who will pass traditions to their children and grandchildren.

To connect with Organized Guardians on your team, be concise, organized, and support statements with data. Present information in a logical sequence, and don't wander off down a tangent. Quote other experts. Expect, and encourage, them to collaborate.

If you are an Organized Guardian as a team member, you will be very logical and organized. You'll take notes, and you'll know how to find them. You're a big picture thinker, looking for the better way to do things. You can be persuasive, and you don't need to be tied down by excessive details. You see the vision, mission, and goals of the team as paramount. You are flexible to new ideas and willing to help out even in areas outside of your defined roles. You are willing to share in the limelight with the members of the team. You work hard to meet your objectives. People usually describe you as forward-thinking, cooperative, independent, flexible, and imaginative.

Your weaknesses can be predictability. The data will be there, but you may have to remind yourself (repeatedly) to give the group opportunities for self-discovery and application. Draw on your compassion for others to add emotional depth to your work and an appreciation of the strengths of others. Sometimes you may be tempted to publicly complain about team failures. Resist the urge! You may overlook the mission at times by being too future oriented, or lose sight of tasks. Resist the urge to dream, and get on with the doing.

Mostly D's – Resourceful Artisans

Resourceful Artisans **crave action and live in the moment.** They are very social, confident, and persuasive. Donald Trump, Steven Spielberg, and Madonna are notable Resourceful Artisans. They're witty, playful, and fun. If they had a message to share, it would be that the world could lighten up a little. Like Organized Guardians, they can also perceive the world concretely. They can get bored with visionary tasks. They enjoy stories that they can easily relate to and imagine happening to them. This temperament makes up about **35% of the population.**

To connect with Resourceful Artisans, be real and spontaneous. Engage them with questions and discussion. Be prepared for them to challenge your ideas, and at times, authority. They will play the devil's advocate and look for weak links in anyone's argument.

If you're Resourceful Artisan, your strengths include energy, personality, and creativity. Build in some interaction when you present your work to leverage your spontaneity. You are a natural storyteller, so tell some stories. You will encourage action, and you have good listening skills, so you are responsive to your team. While most people will appreciate your candor, it may take some practice before you know when to back off an issue. You will challenge the team to take well-considered risks and push them toward high ethical standards. People usually see you as candid, honest, principled, assertive, and ethical.

Your weaknesses can show up in your organization and structure. Because you are living in the moment, you might avoid the homework that goes into the development of a brilliant report or presentation. You might avoid preparation and be willing to rely on spontaneity, but then you are less focused on content. Be careful not to be so spontaneous that you miss a good opportunity to deliver a powerful message. You can be too direct in communicating with other team members, and sometimes become rigid and inflexible. Avoid painting yourself into a corner by knowing when to backoff.

What's Important?

We all have preferences for how we do things, and now we hopefully understand a bit more about them. It's also important to remember that we ALL have the range of preferences described here. You might be mostly A, but call on behaviors that are more closely associated with B, C, and/or D as needed. You might also be very close in your results to more than one type, so you'll find it easier than other people to flex your own style in response to what the group needs.

It's important to have a range of types in our workplace and on each team that we work with. The strength of having some people looking after facts and figures while others can appeal to emotions, spontaneity, or reinforce the importance of rules and tradition, makes our business effective. It's the blend, that presence of different temperaments with in a multitude of strengths, which keeps our world fascinating.

Test Your Knowledge

My Team Style

What are your individual strengths?

What are your individual weaknesses?

What are your team's strengths?

What are your team's weaknesses?

How can you shore up the weaknesses and leverage the strengths?

Team Problem Solving

Armed with the information you have about your role as a leader and your team and how they might develop, think about some of the issues that you are dealing with as you work with your team.

Team Leadership

A team leader may volunteer, be appointed, or be elected by team members. The team leader will:

- Ñ Stimulate enthusiasm.
- Ñ See that conflicts are resolved.
- Ñ Encourage communication and participation.
- Ñ Keep meetings in control.
- Ñ Ensure the team is making progress.

In order to develop openness and trust among team members and promote open communication, it should be understood that:

- Ñ There are no stupid questions.
- Ñ Team members must feel free to express all ideas.
- Ñ Team confidentiality is required.
- Ñ Team members' feelings are as important as the facts.
- Ñ It takes practice to develop tactful candor.

Characteristics of Team Players

Make every effort to be effective communicators.

Most conflicts start because people misunderstand one another. This is often followed by someone jumping to conclusions and making incorrect assumptions. The team has great strength when all members are on the same track.

Replace defensiveness with openness.

People get defensive when they feel threatened. Let others know you respect their opinions, even if you don't agree with them. Establish an environment where people are free to speak their mind and understand how to do so effectively. Every idea deserves to be given a fair hearing.

Team players understand the value of being assertive rather than aggressive.

Even if you are angry and ready to blow your top, you probably understand that approach is not going to get what you need. You can satisfy your own needs without dominating others if you use openness, honesty, and peaceful negotiation to help everyone win a little bit.

Avoid argument for the sake of argument.

Arguments and power struggles can take a lot of valuable time. If an argument is going nowhere, resolve it by applying a conflict resolution strategy, or table it. Don't dwell on it. Personal ego gratification should take a backseat to team goals.

Don't rain on someone else's parade.

We all are proud of our own achievements and possessions. Belittling someone else's achievements just creates tension and hurt feelings. Sincere compliments, recognition, and support help to create synergy within the team. Support your co-workers and they will support you.

Avoid contributing to doom and gloom.

If you are a pessimist by nature, try to look at things from other angles and register the amount of good work going on. Pessimism drags down energy, productivity, and morale.

Refuse to play games.

Some people thrive on chaos and discord, but it takes two to play that game. If you refuse to play, malicious behaviors can be halted before they start. As a leader, it's also your job to call it when you see it and deal with difficult situations and conflict.

Building Team Trust

Why is Trust Important?

Trust is one of those mainstay virtues, and a hallmark of high performing teams. It is the bond that allows any kind of significant relationship to exist between people. Once broken, it is not easily, if ever, recovered.

Trust is produced in a climate that includes four elements:

- Ñ **Honesty:** Integrity, no lies, no exaggerations
- Ñ **Openness:** A willingness to share and receive information, perceptions, opinions, and ideas
- Ñ **Consistency:** Predictable behavior and responses
- Ñ Treating people with **dignity** and **fairness**

We can ask a team that is starting out to assume trust; to treat everyone as though they trust one another and to be trustworthy to each other. This is a reasonable way of sharing with the team that you are also putting your trust in them.

Just keep in mind that trust is fragile. If any one of the elements listed above is breached even once a relationship is apt to be severely compromised, even lost. With trust gone between individuals, teams have little hope of functioning well and realizing their true potential.

What happens when teams trust each other?

- Ñ They can focus on the issues at hand and get things done quickly and efficiently.
- Ñ Team members are more likely to take risks and share their thoughts and feelings.
- Ñ They can devote their energies to coming up with creative solutions and working together to solve problems.
- Ñ They experience a greater level of synergy.
- Ñ Team members often find that if they need help, others are more willing to pitch in.



Test Your Knowledge

Building Trust

Share a recent incident when someone (such as a parent, sibling, friend, or co-worker) violated your trust.

How did you respond?

Does the other person realize that they have lost your trust?

Brainstorm specific behaviors that tend to undermine your trust in others.

Knowing that these behaviors erode your trust in others, what will you do to help others trust you? Be specific.

The Stages of Team Development

As early as the 1970's, researchers were discovering that groups of individuals working together go through four distinct stages of development. The most famous representation of this model is Tuckman and Jensen's Forming, Storming, Norming, and Performing model. Over time an additional stage has been added to reflect the natural end to a group: Adjourning. The stages are similar to human development: infancy, childhood, adolescence, adulthood, and oldage.

One of your roles as a team member or leader is to help the group grow and develop. Sometimes the team is together for a very short time, so you will try to move them to a productive stage as quickly as you can. Other times, the focus will be on relationship building.

Think of how you felt when you learned you were going to join. While that isn't a perfect example of the other stages of team development, you may see a resemblance between how you felt upon learning you would be in this course and how a new group or team member might feel.

Stage One: Forming

At this stage, team members:

- Ñ May be anxious, adopt wait-and-see attitude, and/or be formal
- Ñ Have no clear idea of goals or expectations
- Ñ Need to get to know one another
- Ñ May not be sure why they are there

A leader can help by:

- Ñ Planning introductions and an orientation
- Ñ Using icebreakers
- Ñ Establishing ground rules
- Ñ Determining decision making methods

Stage Two: Storming

At this stage:

- Ñ Team members are eager to get going and they may be impatient with delays
- Ñ Conflict can arise as people bring different ideas of how to accomplish goals
- Ñ People notice differences rather than similarities
- Ñ Some members may drop out mentally or physically

A leader can help by:

- Ñ Modeling appropriate behaviors
- Ñ Separating problems from people
- Ñ Enforcing ground rules and their role by maintaining control of the process
- Ñ Keeping in mind that conflict can be healthy

To move to the next stage, participants have to put the needs of the group ahead of their personal interests.

Stage Three: Norming

At this stage, team members:

- Ñ Begin to recognize ways they are alike
- Ñ Realize that they are in this together as a team
- Ñ Get more social
- Ñ May forget their focus in favor of having a good time

Many groups don't make it to this stage, where there is much more cooperation and understanding than previous stages.

During this stage, the leader should:

- Ñ Be observant of emerging group behaviors
- Ñ Encourage the team to express their differences positively

- Ñ Help the team to stay focused on their objectives

Stage Four: Performing

At this stage, team members:

- Ñ Are mature
- Ñ Understand their roles and responsibilities
- Ñ Want more input in processes
- Ñ Are self-motivated and self-trained

The transition to this phase happens as a demonstration of high levels of trust. However, the team can be susceptible to “group think,” so a leader must help ensure that individual ideas are considered. The leader must avoid intervening in the process unless the group becomes stuck and begins to flounder, or they regress to a previous stage and erupt in conflict.

Stage Five: Adjourning

At this stage, team members are:

- Ñ Winding down and saying goodbye
- Ñ Setting goals for future work independently and/or as part of newgroups

Groups may adjourn because they finish a defined project or because they are no longer challenged. If there are new members, that can shift the group into a previous stage.

In this phase leaders can support the group by:

- Ñ Celebrating participants’ participation
- Ñ Describing what’s going on
- Ñ Looking for and encouraging contribution from everyone as the group windsdown
- Ñ Encouraging continued productivity

Forming an Effective Team

Not all of us will take the same approach to forming a successful work team, but success may hinge on taking all of the steps we just discussed.

There is a tendency to want to surround ourselves with people who are just like us. If you get to choose a team, you’ll need to look at things carefully and create a team of people with a variety of strengths. For a team that is already in place, organizing may be more subtle. For example, you might call the team together to discuss what you want to accomplish (goals) and how everybody can help.

You will find that imposing goals on people doesn’t work nearly as well as having them tell you what goals they will strive for. But setting goals is hard work. Too often they end up too unrealistic, too vague, impossible to measure, or stretching into eternity with no deadline.

As well, it is important to take time for reflection and evaluation. Was that last project as successful as it might have been? What could have been done differently? Make sure that you apply these lessons learned to your next project.

Team Building with TORI

Originally developed by Jack and Lorraine Gibb in 1978, the TORI principles of team building still hold true today.

- Ñ T is for **Trust**: Interpersonal confidence and absence of fear.
- Ñ O is for **Openness**: Free flow of information, ideas, perceptions, and feelings.
- Ñ R is for **Realization**: Self-determination, doing what you want to do.
- Ñ I is for **Interdependence**: Reciprocal influence, shared responsibility, and co-leadership.

Scoring Sheet

Criterion	Group 1	Group 2	Group 3	Group 4	Group 5
Distance of Flight					
Hang Time (Length of Flight)					
Visual Appeal					
Creativity					
Teamwork					
Total					

Communication Skills

Defining Communication

Defining the Terms

What is communication?

Communication is the ability to send messages and have the other person understand those messages, even if they do not respond.

How do we communicate with others?

We communicate through writing, speaking, and body language.

Test Your Knowledge

What is your definition of a skilled communicator?

Think of a time when you are at your best as a communicator. What do you do? How do you act?

Think of a time when you are at your worst as a communicator. What do you do? How do you act?

Think of someone you know, perhaps through work (now or in the past), or in your network somewhere, who is an excellent communicator.

What makes that person stand out to you?

What things are they doing that we could learn from?

Do you also see things in them that you could learn to make yourself even better at communicating?

Communication Barriers

Lots of things can get in the way of good communication. Here are some of the most common barriers.

Experience

This barrier comes from one person always sharing their own experience, and not allowing others to provide input. This can also occur when a newer employee meets existing staff and feels that they need to prove themselves independently, instead of listening to or respecting the experience of their new colleagues.

Emotions

Anger can stop up from hearing what someone says. Love can cloud our judgment.

Background

If someone comes from a very wealthy or very poor background, we might make judgments about them. People can also make judgments based on the area that a person is from.

Attitudes

These can stop us from hearing, observing, and perceiving the truth. A negative attitude can prevent someone from adapting to a change. An overly optimistic attitude can stop someone from seeing what is really going on.

Culture

If we do not have respect for what other cultures contribute, or the positive attributes of our own culture, people experience discrimination.

Subject Knowledge

If one person tries to push their knowledge on others, resentment can arise. On the other hand, if someone pretends to have knowledge and is lying, they will lose credibility and erode trust.

Prejudice

Prejudices are another thing that can cloud our judgment. Examine what triggers your prejudices (and why you have these thoughts) in order to deal with them.

Mood

If we are tired, grumpy, or feeling upset, it's possible we won't hear others or want to engage with anyone. If we are excited and joyful about things and interrupting other people's work, it's possible they won't get things done either.

Wording

How do you feel when someone starts an e-mail without a greeting? If this is also your style, it might be fine because there are no wasted words in the e-mail. Other people might feel that the tone is abrupt for no reason, or that the writer is angry at them.

Education

If I am intimidated because someone approaches me and they have a lot more education than I do, even though they are asking me for help, I might become nervous, short tempered, etc.

Noise Level

If there is a lot of noise around and I don't hear properly, I'm not likely to get the entire message.

Ambiguity

Clear language helps to remove uncertainty and avoid confusion.

Non-Verbal Messages

Non-verbal messages can convey a lot of meaning, even if you aren't saying anything. If I enter your office and you turn your back to me, I will know you don't want to talk to me, even though I need to speak with you.

Hearing Difficulties

In order for messages to be understood, we need to express ourselves. For listeners who are hard of hearing, we may give up before they have understood, or we may avoid calling them in order to avoid having to take extra steps to make sure that they hear us.

Active Listening Skills

Active listening means that we try to understand things from the speaker's point of view. It includes letting the speaker know that we are listening and that we have understood what was said. This is not the same as **hearing**, which is a physical process, where sound enters the eardrum and messages are

passed to the brain. Active listening can be described as an attitude that leads to listening for shared understanding.

When we make a decision to listen for total meaning, we listen for the content of what is being said as well as the attitude behind what is being said. Is the speaker happy, angry, excited, sad...or something else entirely?

Responding to Feelings

The content (the words spoken) is one thing, but the way that people feel really gives full value to the message. Responding to the speaker's feelings adds an extra dimension of listening. Are they disgusted and angry or in love and excited? Perhaps they are ambivalent! These are all feelings that you can reply to in your part of the conversation.

Reading Cues

Really listening means that we are also very conscious of the non-verbal aspects of the conversation.

- Ñ What are the speaker's facial expressions, hand gestures, and posture telling us?
- Ñ Is their voice loud or shaky?
- Ñ Are they stressing certain points?
- Ñ Are they mumbling or having difficulty finding the words they want to say?

Demonstration Cues

When you are listening to someone, these techniques will show a speaker that you are paying attention, providing you are genuine in using them.

Physical indicators include making eye contact, nodding your head from time to time, and leaning into the conversation.

You can also give **verbal cues** or use phrases such as "Uh-huh," "Go on," "Really!" and, "Then what?"

You can use **questions** for clarification or **summarizing statements**. Examples:

- Ñ "Do you mean they were charging \$4.00 for just a cup of coffee?"
- Ñ "So after you got a cab, got to the store, and found the right sales clerk, what happened then?"

Tips for Becoming a Better Listener

- Ñ **Make a decision to listen.** Close your mind to clutter and noise and look at the person speaking with you. Give them your undivided attention.
- Ñ **Don't interrupt** people. Make it a habit to let them finish what they are saying. Respect that they have thoughts they are processing and speaking about, and wait to ask questions or make comments until they have finished.
- Ñ Keep your **eyes** focused on the speaker and your **ears** tuned to their voice. Don't let your eyes wander around the room, just in case your attention does too.

- Ñ Carry a **notebook** or start a conversation file on your computer. Write down all the discussions that you have in a day. Capture the subject, who spoke more (were you listening or doing a lot of the talking?), what you learned in the discussion, as well as the who, what, when, where, why, and how aspects of it. Once you have conducted this exercise 8-10 times, you will be able to see what level your listening skills are currently at.
- Ñ Ask a few **questions** throughout the conversation. When you ask, people will know that you are listening to them, and that you are interested in what they have to say. Your ability to summarize and paraphrase will also demonstrate that you heard them.
- Ñ When you demonstrate good listening skills, they tend to be **infectious**. If you want people to communicate well at work, you have to set a high example.

Test Your Knowledge

Write down the names of three people that you consider good listeners.

Did you write down the name of a person that you do not like?

Do any of the three people fit into one of these categories?

- Ñ Someone you like
- Ñ Someone you love
- Ñ Someone you respect

If you wish to be liked, loved, or respected, how is it that you need to behave?

Questioning Skills

As leaders, we should be spending a lot of our time asking questions and providing answers. When it comes to asking, however, we often aren't aware of our technique. Open questions in particular often give us difficulty, which is unfortunate since they are the most important ones for us to become skilled at using. If you are having trouble with open questions, it can be helpful to get more comfortable with small talk and easing yourself into the conversation at hand.

Building relationships with others (including our employees and our co-workers) becomes easier as we become skilled at asking questions that give us more information about that person and their wants and needs. Questions help us find common ground with someone, show the person we are interested in them, and puts the emphasis on them rather than us.

Open Questions

These are broad, general questions that require your conversation partner to provide more than just a "yes" or "no" answer. They also permit the other person to decide how much information to give.

Open questions can do the following:

- Ñ Give us more information
- Ñ Encourage your conversation partner to speak openly
- Ñ Encourage people to share opinions and ideas
- Ñ Help us determine if people have interpreted what we say accurately

Closed Questions

Closed questions can be answered with a single word or two, such as a simple yes or no. They can begin the closing process in a conversation, or provide confirmation of a detail, but they don't usually lead to a richer conversation or gathering more information. The advantage of closed questions is that they give you control over the questions and the type of answers you receive. Closed questions are easy to interpret and more questions can be answered in less time.

However, closed questions don't allow for detailed explanations or for the other person to share how they feel about a particular circumstance. If you wish to encourage a richer response or to encourage a frustrated person to talk freely, then you need to avoid asking closed questions.

Here are some examples of closed questions:

- Ñ "Does this make you angry?"
- Ñ "Do you think that meeting was fun?"

To open up those same questions, you could try these open-ended statements:

- Ñ "Please explain how you feel about this situation."
- Ñ "Tell me how you feel about this meeting."

Probing Techniques

When we do not get enough information by using open-ended questions, we can use probes to expand the conversation.

Verbal and Non-Verbal Probes

A probe will encourage your conversation partner to add to their previous response. Verbal probes are often a single word or short phrase. Some examples are:

- Ñ “Tell me more about that.”
- Ñ “That’s interesting. Tell me more.”
- Ñ “Really?”
- Ñ “Why?”
- Ñ “Can you give me a specific example of what you mean?”

Non-verbal probes rely on your body language and gestures to get the same results as a verbal probe. Some examples are:

- Ñ Raising the eyebrows as if you are surprised
- Ñ Nodding
- Ñ Frowning
- Ñ Pursing the lips

Probing Techniques

There are many ways that you can use probing in your conversations. We’ve provided some techniques for you below.

Ask an open question.

Some good questions include:

- Ñ “Can you describe that more clearly?”
- Ñ “Would you give me a specific example of what you mean?”
- Ñ “What do you think we should do?”

You’ll soon recognize that if you ask too many of these questions, your conversation partner will feel like they are under interrogation, so use them carefully.

Pause.

Many of us feel uncomfortable when silence overtakes a conversation, and we will fill the silence by expanding on what was said previously.

Use reflective or mirroring questions.

For example, if an employee says “I just don’t feel interested in my work anymore,” you may respond by just reflecting back to them, “Interested?” Then pause. Usually, the other person will provide you with

an expanded answer without you asking more questions or interrogating. These kinds of statements also serve to focus or clarify and summarize without interrupting the flow of the conversation. They demonstrate your intent to understand the speaker's thoughts and feelings.

Paraphrase.

Reflect what has just been said in your own words. "So if I understand you correctly, you..." This technique shows that you want to understand your conversation partner and that you want to be accurate. It also allows the sender to hear back what they have said from someone else's point of view.

Use summary questions.

Summary questions are a helpful way of probing and winding up the conversation at the same time. "You have spoken to your colleague about his foul language in the office, you have tried to ignore it, and you remain concerned about the impact his swearing has on our visitors and staff. None of these techniques have worked to reduce the amount of swearing and now you are asking me to intervene. Have I got it right?"

Here is another example: when we asked an employee why it would take until next week to finish the project, one of her reasons was lack of cooperation from the production department.

Rather than come back with yet another question, you might just say "Cooperation..." in a reflective tone of voice, and pause again. Usually, the other person will recognize that reflection as a clue to expand or provide you with additional information.

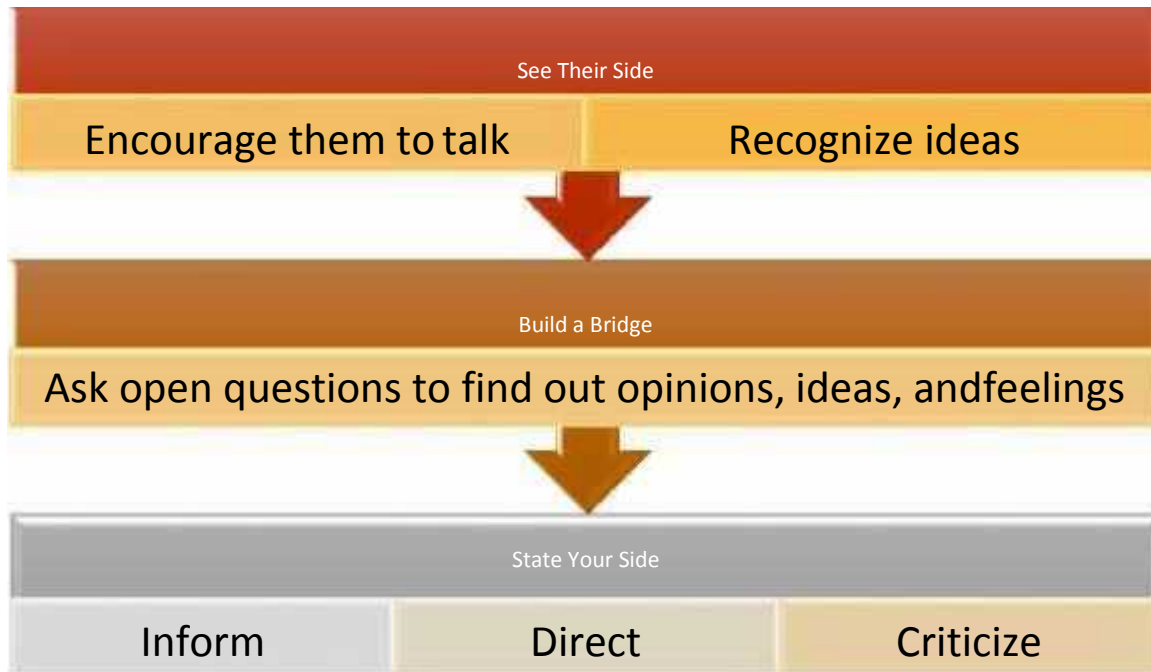
Summary statements or paraphrases sum up what has been said, and will show that you have listened and absorbed what's being said. Don't use them to take over the dialogue.

The summary is the stronger cue that the conversation is winding down on that topic. However, if necessary or appropriate, you can follow this up with a fact-finding question (usually a closed question), such as, "Did you want to say more about the issue?", or, "Do you have any other suggestions?"

The Communication Process

Process Overview

When dealing with an employee who is agitated or emotional (for example, very excited, frustrated, or angry), it can help to have a framework that we can use to guide our words and actions. We find this simple process to be very helpful.



Breaking Down the Process

The first step is to acknowledge the employee's side.

- Ñ Acknowledge what they are feeling.
- Ñ Encourage them to talk about their feelings.
- Ñ Acknowledge their ideas for ways to deal with these feelings or to ease the situation.

The middle item is the bridge between you listening and you talking. You ask open questions to find out their opinions, ideas, and feelings. Only after employees have had their say do you go to the bottom three items in the funnel and:

- Ñ Inform people
- Ñ Direct them or give them instructions
- Ñ Criticize what they are doing

Tips and Tricks

Here are some other tips for good communication:

- Ñ Focus on the goal (what you want to achieve).
- Ñ Pick a time and place that are conducive to having this conversation.
- Ñ Tailor the message to the other person's language, posture, background, etc.
- Ñ The outcome cannot be just what you want to happen; you must maintain the other person's self-esteem, build trust, and establish good rapport for the future.

Motivating Employees

What is Motivation?

What's the only real way to motivate? The only way to get a person to do something is to make the person want to do it in order to get something they want or avoid something they don't want.

Supervising and Motivation

Why is Motivation Important?

Some definitions of motivation:

- Ñ Motivation is a force that leads people to attempt to satisfy their important needs.
- Ñ Motivation is a drive from within that prompts or incites an action.

If motivation comes from within, what can a supervisor do to motivate others? Supervisors need to create a climate in which internal motivation will activate performance. In order for this to happen, supervisors need to know their staff, what motivates them, and how to create a motivating climate.

There are three main types of motivators: the carrot, the whip, and the plant. Let's move onto the next session and take a closer look at them.

Identifying Motivators

We've pretty well established that we can't motivate other people: motivation has to come from them. However, what we can do is provide the right atmosphere for employees to feel motivated. What do you think is the right atmosphere?

Motivation is a complex subject. As managers, we used to talk in terms that said the only way to get a person to do something was to make them want to do it in order to get something they want or avoid something they don't want. In other words, we would pay them or punish them. This discussion included terms of managing people with a whip, a carrot, and a plant.

The Carrot

This represents incentives and rewards. This could be time off, pay bonuses, or promotional gifts like jackets. One construction company found the best motivator for their crews was to give them Friday afternoon off if all their work was done and done well, and all their objectives had been met.

While this approach may work in some instances, it's been demonstrated that offering carrots often actually reduces productivity. You can see excellent descriptions of repeat experiments from a range of job types in Daniel H. Pink's book *Drive: The Surprising Truth About What Motivates Us*.

The Whip

This represents threats and consequences. Although such techniques are often perceived negatively, they do have their place in the workplace for short-term goal achievement for the manager. In other words, employees never respond positively to this management style, but if the boss cracks the whip, they will get things done. Consequences for poor performance may include suspension and termination, of course, but those are big clubs and sometimes we just need a little stick. Smaller reactions might include no recognition, no promotions, or disciplinary interviews.

However, we must remember to recognize people when they do something good (and let's agree on something here: there is a lot more good work going on than there is poor work). If we continue to ignore people after their good work, our concept of consequences will backfire.

The Plant

This represents a positive environment. It suggests many things a supervisor should strive for: employees knowing their work is important, an open atmosphere, fair dealings with all, training, good lines of communication, a feeling of support by the supervisor, and a feeling of self-esteem.

What Do You Think?

You may have heard about people who have a hobby and they are fantastic at it. Maybe they like to do carpentry, paint, write, or sculpt. You'll say, "Wow, you are really good at that. You should do it for a living." And they'll say that doing what they love for money would take all the fun out of it. You might shake your head at them, but what they say is true: once they lose the passion for an activity, the results will change.

In his book *Drive: The Surprising Truth About What Motivates Us*, Daniel Pink examines the success of sharing through open source projects. Some of the most successful tools around (such as Mozilla, Linux, and Wikipedia) were all developed by people who were doing the work without being paid. He also looks at pay for performance incentives that measurably lower results. For linear, predictable tasks, incentives can temporarily lead to greater production. However, when we are looking for more creative results, problem solving, or innovation, pay for performance typically backfires. If we pay people to donate blood, we get fewer donations. When we reward a lab monkey to solve puzzles, they solve less. When we reward children for drawing pictures, they draw less.

High levels of creativity result from tasks that we find interesting, challenging, and captivating. This includes things that we often ask from our staff, like problem solving, planning, thinking out of the box, and completing projects. Our task is to create a climate where staff's internal motivation will activate their own performance. In order to be successful, supervisors need to know their staff, what motivates them, and how to create a climate that they find stimulating.

The truth is that we can't motivate other people. Motivation is intrinsic (meaning it comes from within). However, what we can do is provide the right atmosphere for employees to identify their own motivations, link into them, and respond.

Test Your Knowledge

Do you agree with what was presented in the last session?

What would you add?

What motivation stimulators are at work in your workplace?

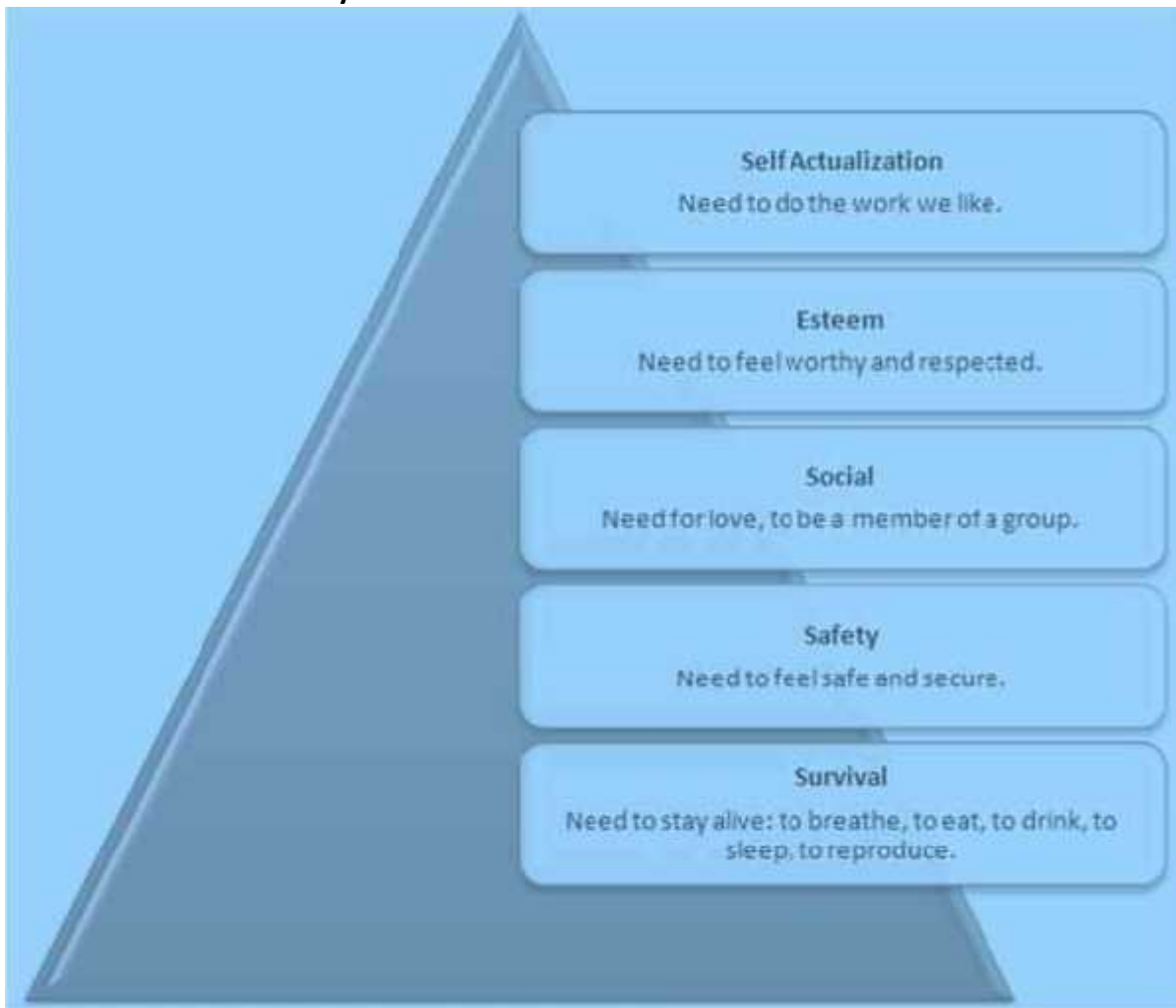
What could you do to create a motivating climate?

Motivational Theories

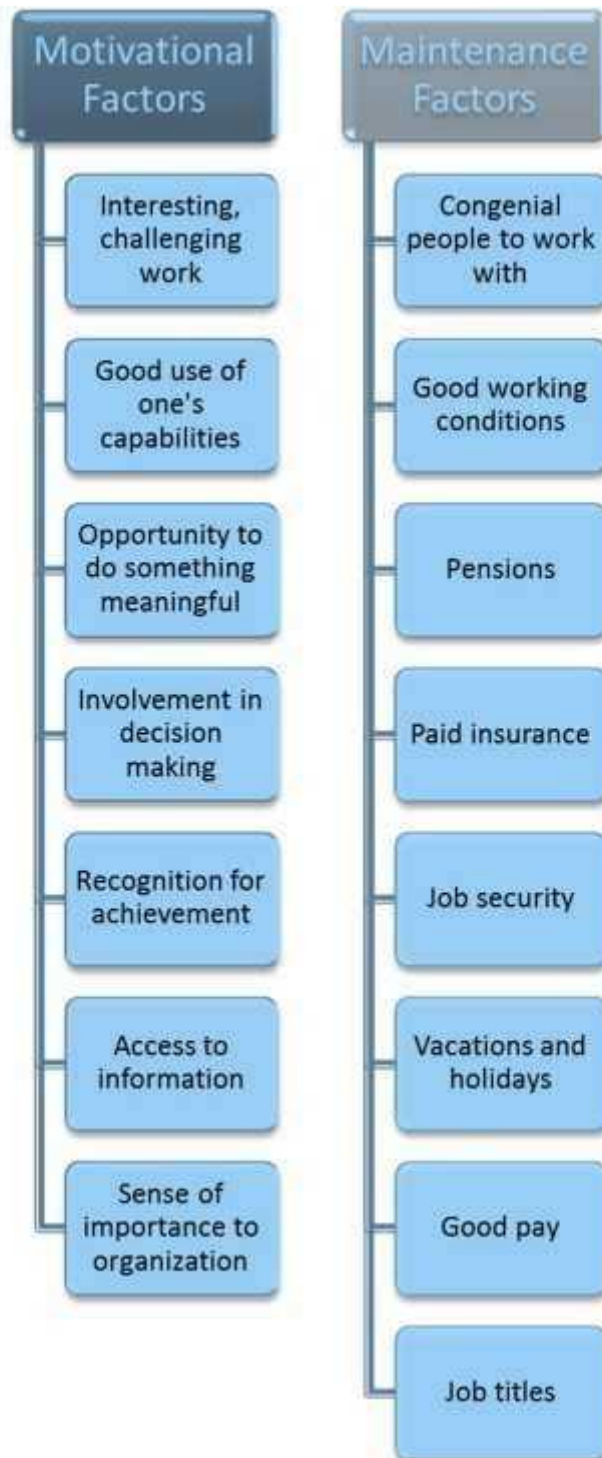
A Look at Theory

Two theories that are often referred to are Abraham Maslow's Hierarchy of Needs and Frederick Herzberg's Dual Structure Theory.

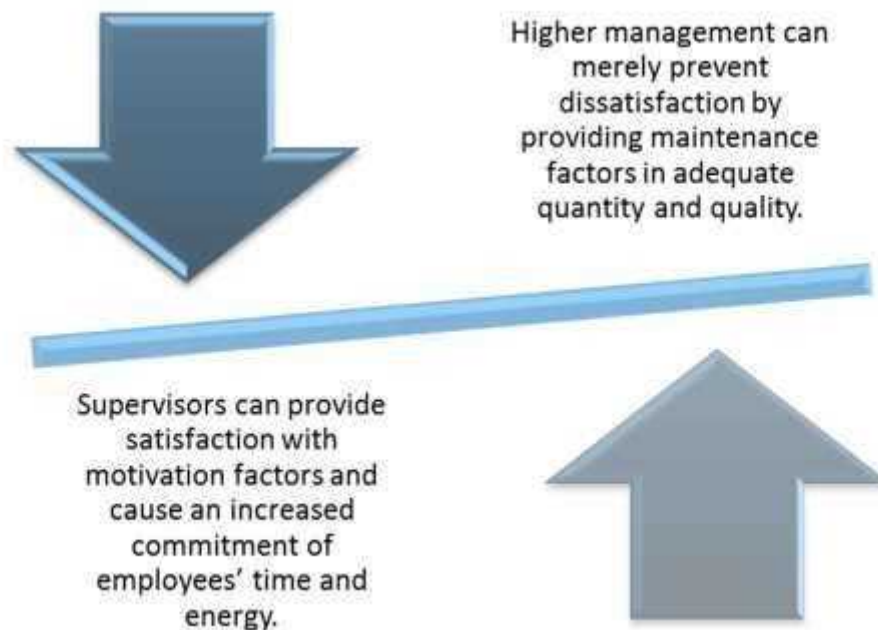
Maslow's Classic Hierarchy of Needs



Herzberg's Motivational versus Maintenance (or Hygiene) Factors



Supervisor's versus Higher Management's Role



Why do you think there are so many theories on motivation?

Human behavior is very complex. No single theory seems to explain all human behavior. Theories are essentially different sets of glasses for looking at life. Some glasses seem to provide a better view of some things but don't seem to work as well as a different pair for looking at other things.

The purpose of this session is not to learn theories but to become more aware of different ways of looking at motivation, because the more ways we can look at something, the better the chances we will get a good understanding.

Orientation and Onboarding

The First 48 Hours

Why Have Orientation?

Companies spend a lot of time and money recruiting and hiring new employees. Once the hiring decision has been made, many managers feel their job is done. Once the new employee arrives for work, there is very little formal attention paid to reinforce the notion that the employee made the right decision and that they have come to a well-organized, well-run company.

The orientation program actually begins during the interview process, as interviewers give the employee some sense of what the organization is like. The orientation continues either planned or unplanned when the employee arrives at work. The employee is making up their mind about what type of company this is and whether they will want to continue working here.

Most employees arrive for work that first day full of enthusiasm and determined to do a good job. Sure, they are a little bit nervous, but they are confident everything will work out. A poorly-planned or non-existent orientation program will cost the organization more money in the long run and perhaps make the new employee another turnover statistic. You also need to remember the importance of providing an orientation for part-time employees. Over the long term your organization loses if they don't feel you recognize them as a part of the team.

Orientation

This is the initial exposure to the company that takes place in the first couple of weeks on the new job. It is how you share your policies and procedures, introduce the new person, and help them get up and running in the new environment. It can include on the job training, short safety courses, as well as any certifications that need to be secured as the employee starts their new job. (Things like defensive driving, first aid, and company specific tools and software could be included here.)

Onboarding

Onboarding starts during orientation, and can go on for as long as 18-24 months. This is the training and engagement process that helps to link the person to the organization, and where there is an exchange of their value and growth being productive for the company. Onboarding can include a plan for professional development, training, and succession within the new company.

How Did Your Orientation Rate?

Questionnaire

Think back to your first day on the job with your current company. Read each statement and check True or False as it relates to the orientation you received.

Statement	True	False
I was made to feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>
I was introduced to other members of my workgroup.	<input type="checkbox"/>	<input type="checkbox"/>
My boss paid attention to me and made me feel welcome.	<input type="checkbox"/>	<input type="checkbox"/>
My orientation seemed well planned.	<input type="checkbox"/>	<input type="checkbox"/>
Company benefits were well explained on the first day.	<input type="checkbox"/>	<input type="checkbox"/>
My office or workspace was set up and waiting for me.	<input type="checkbox"/>	<input type="checkbox"/>
I received a tour of the organization by a qualified person.	<input type="checkbox"/>	<input type="checkbox"/>

Statement	True	False
All the necessary paperwork and forms were available and I received assistance to complete them properly.		
I received a copy of relevant information such as the Employee Handbook, Operations Manual, etc.		
I learned about the company's history and future plans.		
My supervisor reviewed my job description with me and outlined his/her expectations of me.		
I was invited to lunch that first day with my boss or some other key person.		
I met people from other departments.		
I was able to observe colleagues at work before starting a task.		
I was given a specific job assignment, along with instruction or training.		
Office hours, dress code, sick leave, and other policies were explained to me.		
I was shown the necessary systems (telephone, computer, etc.).		
I had opportunities to ask questions.		
Payroll policies (and withholdings) were explained to me the first day.		
At the end of the week I felt like a member of the team.		

Scoring

How did your orientation rate?

- Ñ **18-20 True:** Your orientation was outstanding.
- Ñ **15-17 True:** Your orientation was above average.
- Ñ **11-14 True:** Your orientation was average orientation.
- Ñ **10 or Less True:** You have an opportunity to help your organization improve its orientation process.

Test Your Knowledge

Now, answer the following questions.

Think back to that orientation you received at your present job. List the good and the not so good things you remembered.

For each “Not so Good” item, describe how you could improve that experience for the new employees so they do have a good experience in that area.

What things would a new employee need to know?

What impressions or perceptions do I want this new employee to make on this first day?

What key procedures or policies must they know on the first day in order to make the second day better for them?

What can I do so the person does not feel overwhelmed?

What can I have the person do on the first day so they can feel a sense of accomplishment?

What positive experience can I provide on this first day that they can repeat to their family and friends?

How can I be available to the person on the first day so they feel important and a vital part of the team?

Setting Goals

Setting Goals with SPIRIT

Most of us can't hit a target if we can't see it. Before you can develop plans, you have to know what you want to accomplish (your goals or targets); how you want to accomplish those goals or targets; what resources of time, money, and materials you have; and who will carry out the work. So set some targets for yourself that you can see, and then take the first step on your journey to reaching them, and the next step, and so on.

SPIRIT

Each objective should be broken down into several small, achievable goals that will help you get where you want to go. Good goals should have SPIRIT!

Specific

Be specific about what you want or don't want to achieve. The result should be tangible and measurable. "Look gorgeous" is pretty ambiguous; "Lose 20 pounds" is specific.

Prizes

Reward yourself at different points in the goal, particularly if it's long-term. If your goal is to save \$1000 for a weekend vacation, for example, you might cook a special meal when reach the halfway mark.

Individual

The goal must be something that you want to do. If your supervisor wants you to take on an extra project and you are not interested in it, you're not going to want to work towards the goal. Link the goal to something that interests and motivates you, like how great it feels to finish a large assignment.

Review

Review your progress periodically. Does the goal make sense? Are you stuck? Do you need to adjust certain parts of it?

Inspiring

Frame the goal positively. "I don't like the way I look. I need to get into shape," won't inspire you, but "I am working out four times a week and I feel fantastic!" sure can. Make the goal fun to accomplish. You could make a poster of the end result, frame it, and post it on the wall.

Time-Bound

Give yourself a deadline for achieving the goal. If it's a pretty big objective, split the goal into small parts and give yourself a deadline for each item.

Test Your Knowledge

Goal Setting and Goal Getting!

Use the space below to draw up a goal with SPIRIT.

The Role of Values

Work Values

Motivational speaker Denis Waitley has said that life is a “do it myself” project. Each of us must take the blame or the credit for our performance. We personally have the power to control many more personal aspects of our lives, both mentally and physically, than we have ever thought possible.

Test Your Knowledge

What are some other things you do, or could do, to keep yourself motivated?

Do you think any of these things would also be effective for motivating your employees?

What are some of the things your employees can control in their work life?

Is there any way you can give them more control?

What Do We Value In Work?

The Importance of Values

Do you know what you value about work? People vary widely in their values, and it becomes an important part of the supervisor's role to understand what their employees value. When an individual's values are markedly different from the organization, it is more likely that the individual will become disconnected from the workplace and they will look for something new, or become disengaged but stay if they think they don't have many options.

It's important for a supervisor to know the values of the organization, and to determine their individual values.

Test Your Knowledge

Write down your company's values below.

Identifying Your Values

The list below reflects some common values. **Choose the ten that are most important to you as a person (meaning that they apply both at work and at home).** You can customize the wording, or add your own to the list.

Ability to make decisions and implement them	Ability to persuade and influence others	Achieving excellence
Achieving fame and recognition	Adventure and excitement	Behaving ethically
Being challenged by pressures and deadlines	Being organized and dependable	Being skilled and capable
Building a family	Building meaningful	Competition with others

	relationships with others	
Contributing to society	Cooperation with others	Demonstrating expertise
Diversity in daily tasks	Doing something meaningful	Efficient and effective
Enjoying what you do	Environmental rights	Establishing a reputation
Expressing creativity	Feeling excited and stimulated by life	Feeling independent
Feeling of belonging and community	Feeling of inner harmony	Feeling of patriotism
Financial security	Financial wealth	Free speech/human rights
Freedom to set your own pace and goals	Having a feeling of security	Having power and control
Having privacy	Helping those in need	Religion and/or spirituality
Leading others to success	Moving at a fast pace	Moving at a slow pace
Being productive	Reliability	Self-development
Sense of accomplishment	Serving the public	Spontaneity
Truth and integrity	Working as part of a team	Working individually

We cannot focus on too many things at one time and remain effective, so look at the ten values you selected and **select the five that are most important to you**. Cross the others off. Be firm with yourself if you need to be. Remember, you are focusing on what is really important to you.

Next, reduce the list to just three values. These are the things at your very core. Cross the other two off your list. Put circles around the three items that are your core values.

Bringing It All Together

Test Your Knowledge

Step Two: Define Your Values

Now, outline what success for each of those values would look like.

Value One

Value Two

Value Three

Step Three: Put It All Together

Finally, bring the three statements together into one paragraph. You may feel that you need to go back and re-evaluate your values, or you may want to re-work some sentences to create what is meaningful to you. That's OK! Above all, this should be a reflection of your innermost thoughts and a roadmap for how you would like to conduct your life and your work.

Write your value statement here.

Creating a Motivational Climate

Behavioral (Reinforcement) Theory

A Focus on Feedback

We respond to praise and positive feedback, almost regardless of where it comes from or for what. Success is a very powerful force and it seems most of us can never get too much praise or too many compliments. We need to feel we are capable, competent people, and positive feedback provides this.

On the other hand, criticism and negative feedback takes the wind out of our sails. We feel less good about ourselves and lose interest in continuing what we are doing. Again, criticism is a very powerful force and even when it is not justified or when the person giving it is not in a position to criticize or judge us, we can still become de-motivated.

While this appears to be a case of external motivation or de-motivation, it really isn't. We decide whether to listen to the person's praise or criticism and how to react to it, although we are strongly conditioned to react almost automatically to praise and criticism.

Reinforcement doesn't only apply to external reward and punishment. If we tell ourselves that we are doing a good job, we reward ourselves and feel good. If we criticize ourselves (even when our performance is good), we tend to feel bad and become de-motivated.

Reinforcement Theory

Reinforcement theory (also called the **behavioral theory**) says that people do, and are motivated to do, what gets rewarded. We avoid doing, or become de-motivated, when we get punished for what we do.

How can you, as a supervisor, use this theory to provide a motivational climate in the workplace? By praising, giving positive feedback, congratulating people when they perform well. As Ken Blanchard puts it, catch people doing things right and praise them.

Test Your Knowledge

What are some other methods of rewarding people for good performance?

The Big Question

Should you, as a supervisor, praise mediocre work?

Generally, no, as you will reinforce mediocrity. However, when people are unwilling or unable to perform at a high standard, you should begin by praising progress. Set your expectations and standards low and then move them higher as the person's performance improves.

This is the same process that is described in Paul Hersey and Ken Blanchard's Situational Leadership Model. In this model, support (which is viewed as positive) is increased and direction (which tends to be viewed more negatively) is decreased, as individuals or groups increased their task readiness (ability and willingness to accept responsibility for setting and achieving high performance targets).

Expectancy Theory

Expectancy theory was developed by Victor Vroom. It assumes that people, when faced with the need to make a decision about how to behave, will be influenced by the possible costs and benefits of each course of action. Individuals will select the course of action with the greatest perceived expected net (positive minus negative) outcomes.

Obviously, if you can get a person to change their perception of the value of a particular outcome or change their estimated likelihood of achieving an outcome, you would change their estimated utilities or expected net outcomes. If, for example, a person began to see more value in a promotion than they previously did, the attractiveness of that outcome (and therefore the motivational "pull" of that outcome) would increase. Perhaps the supervisor could point out some things about getting a promotion that the person had not considered. Likewise, if the supervisor could get the person to modify their expectation of receiving a promotion, they would change the person's level of motivation toward that outcome. Perhaps the person does not consider the likelihood very high of getting a promotion. If the supervisor can (honestly) convince the person that his/her chances are better than they think, the motivational pull will increase.

This theory tends to put things in a pretty simplistic light, and has sometimes been criticized. Even Vroom admits to the simplicity of his theory. However, it does give us a good platform for discussion, and even a debate about how some of the things we try can backfire. For example, if a person works hard to get a raise, but they know the raise will bump them into a higher tax bracket and they will actually take less pay home, then the money itself is not a motivator and the raise could actually be a demotivator.

McClelland's Needs Theory

David McClelland developed the theory that humans were motivated by three major needs (later expanded to four). These are:

- Ñ Need for Achievement: Desire to accomplish something worthwhile, need to set and achieve difficult but realistic goals
- Ñ Need for Power (Authority)
- Ñ Need for Affiliation: Feeling part of a group, being accepted by others.
- Ñ He later developed the notion that the Need to Avoid Failure also plays a major motivation role for some people.

Test Your Knowledge

How could you use McClelland's Needs Theory to create a positive motivational climate?

Applying Your Skills

Situational Analysis

Scenario One

The Acme Airlines Company was in big trouble. With a global recession going on, sales were down, and their largest airplane was frequently grounded for inspections and repair. Imagine the CEO's surprise when the company's employees joined forces, raised \$30 million, and bought the company a new plane.

Test Your Knowledge

What do you think motivated them to do this?

Scenario Two

The Acme Manufacturing Company has a line of exceptionally prepared organic baby food. One day a factory employee was shopping in the local supermarket and she came across a shelf full of jars of baby food from her factory, and all the labels were crooked. She bought all of the jars that the store had and took them to work with her the next day.

What do you think motivated her to do that?

Scenario Three

Up to about 1970, piecework was the most common form of payment in the Swedish engineering industry. But in the late 1960's companies came under a lot of pressure to adopt fixed-wage systems, mostly from people in politics and trade unions who felt that piecework was demeaning, undemocratic, and unnecessary when dealing with an educated, responsible workforce. A lot of companies did change. A study of 73 of these, carried out in late 1971, revealed that, on average, productivity had fallen 10-20% in the three months following the change from paid piecework to fixed salary.

Can you draw any conclusions about motivation from this?

Scenario Four

Car factories are the original and best known examples of production line work. People who work in them stand beside a constantly moving track, repeating the same task over and over again. The pace of their work is dictated by the speed of the line. Suppose that everyone on the line was provided with a button which they could use, at their own discretion, to stop the trackrunning.

What would you predict would happen? Would it motivate people? Would it affect productivity? Why?

Case Studies

Acme Widgets Company

You are high-paid consultants to the manager of the Acme Widgets Company. Drivers pick up widget shipments from the factory and deliver them to a shipping facility, where the appropriate paperwork is processed, and the packages are sent on conveyers to cargo loading docks, where they are routed for the appropriate flights. Each dock handles shipments for a particular destination. Because of the ease of handling, small shipments intended for the same destination fly at lower rates when shipped together in large, standard-sized boxes, called bulk cargo containers, rather than separately as many small packages. Thus, the Acme Widgets Company can reduce its freight costs considerably simply by making more use of bulk cargo containers on the loading docks.

Managers responsible for the shipping facility were under the impression that bulk containers already were being used most of the time. A study showed, however, the bulk containers are being used for only 45 percent of all possible such shipments.

The employees on the shipping dock seem indifferent about whether they use bulk containers or not. The amount of time and effort they have to expend is the same for either method. Relations between them and their supervisors are good.

Test Your Knowledge

How can the usage of bulk containers for small shipments be increased?

Acme Telephone Company

You are consultants to the district traffic manager of a telephone company. The traffic department is responsible for information service, long-distance calls, and certain customer inquiries. Most of your employees are operators, both directory assistance (information) and long distance. About 85 percent are women and most are in their late teens and early twenties.

Tardiness and absenteeism have been big problems in this district. As a result, the traffic manager has had to schedule 20 percent more operators than she needs for each shift in order to have fully staffed boards. The personnel costs caused by this overstaffing are unbearable, and action must be taken. If each operator would just show up for work each day, at the appointed time, personnel costs would drop back to their budgeted level.

Test Your Knowledge

Develop a plan that will motivate operators to come to work each day and to come on time.

Designing Motivating Jobs

Test Your Knowledge

Designing My Job

Think of a job that would meet your motivational needs. What are some characteristics of that job?

There are five key characteristics of motivating jobs.

Diversity

A motivating job challenges the employee by drawing on different skills and abilities. Not very many people want to do the same single task over and over again each day. Even basic jobs, like operating a cash register at a grocery store, have different components. (Think of all the different things that a grocery store cashier does: scanning items, doing math, providing customer service, and interacting with their teammates.)

Completion

Most people like the satisfaction of completing a project from start to finish. Even if some pieces are done by others, it's nice to see the final result of your hard work.

Importance

We all want to feel like our work matters to others and the organization. To make jobs motivating, show employees how their work counts.

Independence

Giving employees control over their work environment and processes can be very motivating. We've spoken to call center employees whose greatest complaint wasn't the stress, difficult customers, or high workload. Their biggest issue was that their washroom breaks were mandated down to the second.

Guidance

Earlier, we paraphrased a quote from Ken Blanchard: catch people doing things right and praise them. Constructive, consistent feedback is an essential motivational element for any job.

Techniques for Job Design or Redesign

List some specific techniques that you could use to incorporate the five key characteristics into a job.

Characteristic	Techniques
Diversity	
Completion	
Importance	
Independence	
Guidance	

Test Your Knowledge

A Motivational Checklist

What are the top ten things that you can do to help motivate your employees on a daily basis?

Managing Disciplinary Issues

The Conflict Resolution Process

There are six steps to use when your employees are in conflict:



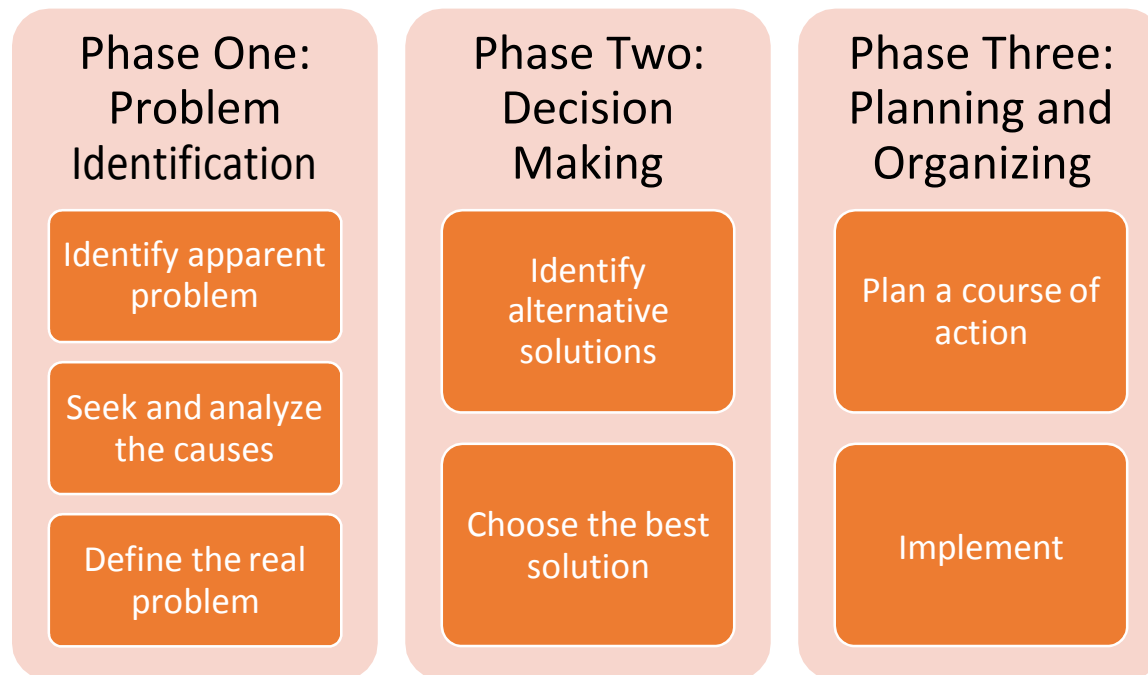
Generally there are four times when supervisors should get involved in a conflict.

- Ñ When the employees who are in conflict come and ask you for help.
- Ñ When the other employees come to you and ask you to step in.
- Ñ When productivity and/or morale are dropping because of the conflict.
- Ñ When not dealing with the conflict is starting to make you (as a supervisor) look bad.

The Problem Solving Process

The Problem Solving Model

Problem solving skills are essential for dealing with conflict and keeping your team on track.



Breaking Down the Model

The first stage of problem solving involves proper identification of the problem. This stage is vital since it will enable you to generate the right solutions. Do not rush this stage: make sure you know what the problem is before you proceed.

The second stage involves creativity and decision making. This stage revolves around identifying your options and deciding which option will be the best to solve your issue.

The third stage is about implementation: making a plan and implementing the ideas generated in the second stage.

The Conference

Background Information

You work for a very successful game and system development company called Mazingtendo. The company is a major player in the international gaming industry, competing strongly with companies like Nintendo, Xbox, and Sony. There are about 200 employees, and you all work on a creative game and system development team. Of the members of the team, one of you is the team leader while the others

are team members. In the eight years since the company was founded, they have launched three successful game systems, each one more expensive and more successful than the earlier version. The game systems are sold around the world.

This enterprise is expensive, since the time spent in design, programming, testing, and marketing the new release is very time intensive. Your company pays its staff well, but you know that it would also be good to do some training to keep them at the leading edge of game development and see if there are things you could do to reduce the expenses that you already have.

The team leader is usually a former team member; this happens to be true in this case. The team leader gives help and instruction as needed, keeps track of the different projects, and keeps a creative team on track and engaged.

The team members work in an open concept office. There is a big common area for them to meet, talk, troubleshoot, play games, or hang out together. The team gets along well aside from some creative differences at times. They have possessive feelings about some of their ideas, and get possessive about their desk space and individual computers.

Here are some facts about the team members and their projects.

	Years With Company	Average Value Of Projects Completed Each Year
Argon	8	\$650,000
Leslie	7	\$700,000
Robin	7	\$600,000
Pat	4	\$650,000
Mackenzie	2	\$1,250,000

In playing your part, accept the facts as given and assume the attitude supplied in your specific role. From this point on, let your feelings develop in accordance with the events that occur during the role play. When facts or events arise that are not covered by the roles, you can make things up to stay consistent with the way it might be in a real-life situation.

Test Your Knowledge

Team Leader's Worksheet

What is your decision on who goes to the conference?

Did you agree on who would go to the conference?

Are you satisfied with the decision?

Do you feel the employees are satisfied?

If not, who do you think is dissatisfied?

Observer Worksheet

How did the leader present the problem?

In presenting the problem, did the leader display the attitude of asking for help?

Did the leader present all the facts?

Was the presentation of the problem brief and to the point?

Did the leader avoid suggesting a solution?

What things occurred in the discussion?

Did all group members participate?

Was there free exchange of feelings between group members?

Did the group use social pressure to influence any of its members?

On which member of the team was social pressure used?

How did the team leader behave?

Was the team leader permissive?

Did the team leader avoid taking sides or favoring any person?

What were the points of disagreement in the group?

What did the team leader do to help solve the problem?

Did the leader ask questions to help the group explore ideas?

Did the leader accept all ideas equally?

Did the leader avoid hurrying the group to develop a solution?

Did the leader avoid favoring any solutions?

Who supplied the final solution?

What did the team leader do, if anything, to get a consensus on the final solution?

Other Comments

Managing Disciplinary Issues

What is Discipline?

Discipline is part of running an efficient organization. The word "discipline" comes from the word "disciple," which means "to mold or teach." Discipline is not meant as a negative term, although people often think of it in terms of punishment. Discipline can and should be viewed as a positive part of a supervisor's responsibilities. Training and motivating are equally important parts of positive discipline. It is also perhaps the most volatile, explosive, and sensitive area in employee relations.

If you are like most supervisors, you find giving corrective feedback (which is still a form of positive discipline) a distasteful task. Still, it is essential that you do so. You can make it less traumatic on both of you if you follow these suggestions.

- ñ Be positive.
- ñ Be prepared.
- ñ Be realistic.
- ñ Make feedback a part of a two-way conversation. Give and receive feedback.

The session will have been a success if the employee leaves feeling the issues are important, appreciates your comments, and is committed to correcting the problem.

Correcting minor problems as they happen can go a long way toward preventing major problems down the road. (Remember that expression earlier in the course, “A stitch in time saves nine?”)

The Disciplinary Meeting

Discipline is usually a last resort step where an employee has been trained, coached, and reprimanded, and performance remains unacceptable. The process begins with a meeting between the employee, the supervisor, the human resource officer, and sometimes a more senior manager in the company. It will also normally include a shop steward in a unionized company.

The meeting clearly outlines the problem behavior and the attempts to find some resolution. The employee is clear about why they are having this meeting. At the conclusion of the meeting, the employee is made to serve some kind of penalty for their behavior, such as being suspended for one to three days with pay. The employee’s job for that period of time is to think over options related to keeping their job or not. If they wish to remain with the company, they will come back with a plan for improving performance. If they decide to leave the company, then they have had these few days to make that decision as well.

When the employee returns to work, the same group of people meets again. If the employee’s decision is to stay, the group agrees to the employee’s plan of action or they hammer out one of their own to which the employee will agree. If there is no agreement, the employee is usually terminated. This was, after all, their last chance. However, if things work out well, the employee remains and their performance improves.

Unions usually have no difficulty with this process as the employee has been treated fairly and has made the decision on their own. Look carefully at your human resource policies and collective agreement, since they will clearly outline the process within your company. These can vary widely and must be implemented as designed in order for the decisions that you make (especially regarding suspension or termination) to stick.

A Sample Discipline Checklist for a Supervisor

- Ñ Proof rule was posted prior to incident
- Ñ Proof employee was aware of rule prior to incident
- Ñ Proof rule was consistently enforced
- Ñ Proof rule(s) given to union, if applicable
- Ñ Item(s) involved retained for evidence (if applicable)
- Ñ Signed and dated witness statements retained for file (if applicable)
- Ñ Documents, policies, and reports retained for file (if applicable)
- Ñ Police and medical reports retained for file (if applicable)

- Ñ Legal statutes reviewed and complied with (if applicable)
- Ñ Proof alternatives were offered to employee (if applicable)
- Ñ Proof employee's explanation or request was given reasonable consideration and recorded (if applicable)
- Ñ Proof of time, date, and location of incident are accurately recorded
- Ñ Proof of work average re: attendance or lates (if applicable)
- Ñ Proof all events, observations, and actual statements are accurately recorded
- Ñ Proof employee given instruction or training (if applicable)
- Ñ Proof employee and/or union received all relevant correspondence
- Ñ Proof proper investigation was finalized
- Ñ Proof all personnel file requirements have been met
- Ñ Proof of previous discipline record and previous discussions with employee have been finalized and recorded (if applicable)
- Ñ Proof collective agreement clauses relating to union representation and timelines have been met
- Ñ Proof second management opinion obtained (if applicable)
- Ñ Proof all evidence double-checked for accuracy
- Ñ Proof decision finalized as quickly as possible

Further Reading:

- ✓ Godin, Seth. Tribes: We Need You to Lead Us. Penguin, 2008.
- ✓ Parker, Glenn M. Team Players and Teamwork (Revised). Jossey-Bass, 2008.
- ✓ Pink, Daniel. Drive: The Surprising Truth About What Motivates Us. Riverhead Books, 2009.