Ysgol Crug Glas Tuckshop Project Group

Heather Jackson: 1704024

Anika Anjum: 1702530

Samuel Lockley: 1704902

Anoja Param: 1707006

Table of Contents

Background of the project and related organisation including the goals and objectives of the project 3
Motivation and perception 7
Leadership and Management Behaviours 11
Group and team Behaviours 15
Conclusion 19
References 20

Appendices

Appendix A.....

Background/outline of your project and related organisation including the goals and objectives of the project

Ysgol Crug Glas is a school specialised for disabled children, which is in Swansea and it provides for 57 pupils from age 3 to 19. All the children have profound and complex learning difficulties. Many have associated communication, behavioural or sensory difficulties, and a meaningful number have very specific healthcare requirements. As any other organisation, this school has a motto which is inspirational: "YES, I CAN, SMALL STEPS EVERY DAY". Ysgol Crug Glas (2014)

The school believes that all the pupils are unique individuals, with the potential to develop and learn by taking small steps every day. The school has a large staff and a high level of support is provided to meet the needs of the children. They are committed to the professional development of all their staff and have been an Investor in People since 2004. As written in Swansea Edunet (2016) the school has also gained several awards thanks to its exemplary staff and unconditional support from other local schools. The organisation attained Healthy Schools' Awards in 2004, 2005, 2006, 2007 and 2009 and the ECO-Schools Green Flag Award in 2007. They have been awarded the Basic Skills Quality Mark at both primary and secondary levels in 2006 and in 2009. The school has also a very strong sense of community. The teachers help motivate pupils to enjoy themselves and encourage them to learn maths and number by fun activities. That was how the Ysgol Crug Glas Tuck-shop was born. The structure of the tuck-shop is very sociable as the children are occupied to learn in a more practical way then theoretically. The children inside the tuckshop help to run the stall by taking different roles such as placing the items, stocking the items, and even calculating the money they raised which is a part of the learning curriculum. The staff motivates the children to perform their best in the future as well the present by introducing different tasks and roles which gets them prepared for the later life.

This section will now focus in detail on Goals and Objectives, which are both focal in every business and if done correctly organisations will be successful. According to Chron.com (2017), most companies have a mission and vision, but to help translate these into reality, goals and objectives are needed. They are important to strategic planning and they turn mission and vision into specific measurable targets. As stated in Market Business News (2017) a goal, in business, describes what an organisation expects to achieve over a specific period. The steps an organisation takes to get to those achievements are their objectives. Each serves some different intentions, and both are used at different stages of the business planning process. Goals give a company direction and assist in measuring results. Some organisations have an unclear idea about their objectives, reason why all companies should start to use the method of SMART goals, an acronym for the 5 steps of specific, measurable, attainable, relevant, and time-based goals, which is one of the most effectual tools to accomplish business goals steadily. SMART does not have one exact meaning. The words within the acronym have changed over time and they continue to change varying on the person using the term. This is what SMART is originally believed to stand for.

- Specific: clearly state what is to be achieved.
- Measurable: the desired outcome is a number value that can be measured.
- Agreed: all staff is involved in discussing and agreeing on an aim.
- Realistic: the target is possible given the market conditions and the staff and financial resources available.
- Timed: the target will be met within a given period.

(BBC, 2014)

The SMART acronym was first written down in November 1981 in Spokane, Washington by George T. Doran. He published a paper titled "There's an S.M.A.R.T. Way to Write Management's Goals and Objectives"

In this paper, Doran provided some explanation on applying the SMART acronym:
'How do you write meaningful objectives?'- That is, frame a statement of results to be achieved, Managers are confused by all the verbal from seminars, books, magazines, consultants, and so on. Let me suggest, therefore, that when it comes to writing effective objectives, corporate officers, managers, and supervisors just must think of the acronym SMART. Ideally speaking, each corporate, department and section objective should be: (SMART).
George T. Doran

When the business' goals are SMART, organisations should break down each goal into specific tasks and activities needed to achieve their goals. However S.M.A.R.T. goals do not always work out, as mentioned in Networking Times (2017) "focusing on a single SMART goal, it is easy to fall into the trap of seeing it as the only goal. Looking at the SMART goal in the context of the competing and contributing goals will likely influence your actions regarding the single goal".

The Ysgol Crug Glas Tuckshop's goals are to raise awareness for the children, and the school, and to integrate the children with some different environment and surroundings they usually stay in. Their vision is to reduce the isolation disabled children experience.
Mission is to reduce the isolation disabled children experience, by increasing the awareness of disabilities in the community. This will help reduce the stigma that surrounds children that suffer with disabilities. If normal interaction with disabled children is increased stereotypes will begin to break down, decreasing the segregation between disabled students and their community. The project's values are that all children who have disabilities:

Will be valued and feel valued.

Will be respected when they communicate.

Will be treated with dignity.

Objectives are more detailed than goals and explain how goals will be accomplished. Objectives detail the activities that must be completed to gain the goal. As Mullins (2010) points out, objectives are what goals are translated into, they are the ‘how’, ‘where’ and ‘when’. An objective is realistic, specific, measurable, and time-bound. A series of objectives must be attained to accomplish specific goals. These describe the movements that must be taken to attain the goal. Both are crucial in every business, the school, for example, has to pay attention to its objectives in order to attain the goals desired.

Motivation and perception

Motivation is a determining factor as to a person's willingness to take on board and perform a given task. It is defined by Mitchell (1982) as the ''Degree to which an individual wants and chooses to engage in certain specified behaviour'', there are many factors that can influence a person's motivation some of which could include; Money, the working conditions, how interesting the work is as well as how valued the individual feels. In the case of the team, the main motivating factor could be getting a good grade at the end of the course as well as satisfaction from helping those who need it.

Motivational factors are different for each person and so people have tried to make many theories to find the best solution to improving workplace motivation, according to one person's studies ''Theories of motivation can help us understand why people behave as they do. No theory has a universal approach to explain human behaviour, because people are too far complex.'' (Donnelly, et al. 1996) This shows no matter how many theories are produced there is unlikely to be one theory that works for every individual due to each person's uniqueness.

Job satisfaction is considered a strong factor as to how motivated a person can be regarding completing tasks however Mullins (2002) seems to suggest that it is still a topic of controversial nature as to how much it actual impacts performance.

The first person to consider workplace motivation a topic worth studying, Taylor (1982) theorised that motivations was primarily influenced by monetary factors and that a person being payed based on results would work more than someone who had a fixed salary. This however may not be as relevant as people have changed over the years, although money is still a highly motivating factor for many.

Maslow (1954) states that there are multiple levels to a person's level of satisfaction, this consists of self-actualisation, esteem, social, safety and physiological. Then once one level no

longer satisfies someone then they proceed on to a higher level of what is known as the hierarchy of needs. This theory is supportive of Taylors (2004) theory as all levels of the hierarchy can be satisfied with money to some degree. Regarding the team, it could be said that the level of satisfaction for the project would esteem as the motivating factor lies in that of being thanked by those who need help.

A theory put forward by Herzberg (1968) suggests that there are two factors that can influence motivation these are;

Motivators: Factors introduced that will positively impact motivation. This can include creating job interest, giving responsibility and or a promotion that will bestow a sense of power as well as recognition for work that they have achieved.

Hygiene Factors: These are considered negative in their impact on motivation if they are not present, however it is not believed to be a motivator when it is. These can include Rate of Pay, the relations the employees have with each other and the general working conditions. Rate of pay is considered a hygiene factor meaning it is not a motivator this contradictory with Taylors (2004) theory of money being a prime motivator for people. This just goes to show that theories are not always supporting each other's ways of thinking and does not necessarily mean one is wrong and one is right.

The project group motivating factor according to Herzberg's (1964) theory would be the recognition we would receive for helping those who need it which coincides with that of Maslows (1954) hierarchy of needs.

Another theorist, Vroom (1966), put forward that reward is not enough to motivate someone, the amount of effort required to gain a reward must not exceed the value of the reward that is offered for completion. This goes against other theories that state its presence will motivate. In terms of the team, Vrooms (1966) expectancy theory could apply in that the reward gained is

mainly satisfaction, thus reward would not be high. However, the task is simple and easy thus motivation should be high. Despite the task being easy, the motivation was low to begin with, although this could be down to other factors such as leadership, as it gradually picked up as the project proceeded.

Adams (1976), infers that a reward should be given based on performance for example bonus' or pay based on number of sales. This could mean that motivation would be negatively impacted by seeing a fellow employee earn more for doing less. This theory is in line with that of Vrooms (1966) due to effort being the determining factor. This could apply to the team as it would demotivate someone if another member got a higher grade, yet did much less work overall that contributed to the project or to the group in general.

Perception is how we each view the world and everything around us, no two people can perceive the same thing in the same way which can lead to conflict thus would in turn affect motivation negatively. An example of this within the project group was when two members had different views on how something should be done, this caused a break down in cohesion and in turn motivation this would have been unlikely to occur if they had similar view points.

Perception differences can also be seen in the worlds various cultures, for example something that could be considered friendly or natural in one culture could in fact be perceived as offensive in another due to how they were brought up.

Shermer (2014), talks about how our brains try to fill in gaps in our cognition for example if a diagram of Point A or point B which of those, if either, is connected to point C, the answer would then change based on the persons perception and cognition.

A theorist Thorndike (1940), studied how people perceive others and split them into two theories the halo effect where people's biases can be influenced by the positive behaviour of a

person whereas the rusty halo theory supports that negative behaviour can also influence how a person views someone.

Overall perception is something of a determining factor as to how well people will interact with each other and those interactions be they positive or negative could have an impact of a person motivation even in a small way. If a person is pleasant and easy to work with similar perceptions of things, then motivation may increase however the opposite could also be true in that negative behaviour and a clash of perception would lead to a lower sense of motivation.

Leadership and Management Behaviours

To look at leadership and management behaviours and then evaluate that of the Ysgol Crug Glas tuckshop project team, it is important to define both leadership and management. Mullins (2016, pg.620) defines management as "The process through which efforts of members of the organisation are coordinated, directed and guided towards the achievement of organisational goals.". Mullins (2016, pg.620) defines leadership as "A relationship through which one person influences the behaviour or actions of other people.". One limitation of this paper is the ability to strictly define leadership, due to the it's volume of research and variety of interpretations. Both Mullins (2016, Pg.312) and Bratton (2007, pg.133) highlight that the terms leadership, and management, tend to be used interchangeably; However, there are key differences, management can be viewed as individuals within an organisation, each with different set jobs and roles, but all working towards the same organisational goal. Leadership is a process that in order to be successful must be reciprocated between leader and follower, a two-way relationship, successful leadership is able to influence both organisational and personal success. Management is usually associated with words such as efficiency, controlling, and planning. Whereas words such as charisma and vision tend to be associated with leadership (Bratton, 2007 pg.133).

Most of the studies that look at scientific management have been developed from Fredrick Taylors work in the twentieth century. Kippenberger (2002, pg.2-3) argues that although huge advancements in machinery were made in the nineteenth century, manual workers were still working to the same rate they were in Greek and Roman times. This was until Taylor closely studied the timing of all elements of production, managing to create "the best way" to complete each manual operation. Kippenberger (2002, pg.2-3) refers to Taylors work as "The Productivity revolution". Drucker (2012, pg.116) states that the fifty-fold increase in worker

productivity due to Taylor's work was the most important contribution to management in the twentieth century.

Drucker (2012, pg.62) states “one cannot manage change, one can only be ahead of it.” Ten to fifteen years ago those in management positions would have still been resisting change, however, everyone now considers change to be unavoidable”. McHenry (2010) argues that management power is from the organisational structure, however, it is personal sources that create a leader, and good leadership.

Mullins (2016 pg.312) highlights the significance of leadership, the fact that organisations are moving away from the close control and command to obtain results and putting more emphasis on teamwork, support, coaching and empowerment to get results. Leadership does not necessarily take part in the hierarchical system of an organisation, meaning that to be a leader the position does not have to be assigned. This was evident in the Ysgol Crug Glas project team, initially Dale was assigned as the team leader put in a position of ‘management’, however it quickly became evident to the team that Dale was not best suited to the position of the leader as he himself needed prompting to complete work, and to communicate with Ysgol Crug Glas. Heather began to lead the team, initially by helping other team member with queries that Dale was unable or unwilling to help with and delegating tasks to other members of the team. Heather continued to lead the team and the direction the project took after Dale left the team Heather took the position of team leader.

Yammarino (2013) argues that the reason leadership is one of the most discussed, and broadly researched topics within all areas of organisational sciences, is due to nothing getting accomplished without it. Yammarino (2013) also acknowledges that as a result of the volume

of research into leadership, there have been seventeen leadership styles identified. Due to the limitations of this paper, not all the leadership styles will be looked at, however, the most widely recognised will be looked at along with the style adopted by the project team.

The leadership styles that will be evaluated are; Authoritarian/ Autocratic leadership; Democratic Leadership; and Laissez-faire leadership. Starting with autocratic leadership, defined by both Martin and Fellenz (2010, pg.206) and, Mullins (2016 pg.318) as a leadership style where all the control lies with the leader or manager of a team, all of the decisions will be made by one person. He/She determines the policies and procedures to achieve goals, an autocratic leader remains in control of the rewards and punishment. Mullins (2016 pg.318) and Western (2008, pg.50) define a democratic leadership as, a leadership style that is team focussed, allowing team members to maintain most of the control, decisions are made and shared with all members of the team. Tasks and responsibilities are often shared amongst the members of the team, some of the leadership functions are shared with the team. The Laissez-faire leadership style is considered the most genuine leadership style, Mullins (2016, pg,318) states this style of leadership allows the manager or leader to take a back seat, and observe their team members to carry out tasks they cope well with, this leadership style lacks structure. This is reinforced by Northouse (2016, pg.172) who states that the laissez-faire leadership style is a "hands-off approach" that allows team members "to do what they think is best", this style of leadership gives no feedback and delays decisions.

Originally while Dale was still the Teams leader, he adopted a laisses-faire style of leadership, while this style is considered a genuine approach, unfortunately, the hands-off approach described by Northouse (2016, pg.172) was not an effective approach for a newly structured team. Once Heather became team leader the team began to work under a more democratic leadership, the team each had assigned roles, an example of this was Samuel being responsible for the communication between Ysgol Crug Glas and the team. Decisions were made

considering everyone's input, however, the overall organisation of the team and their task lied with Heather. Responsibilities such as ensuring the team were working within the time constraints set, targets were going to be reached and fixing any major issues the team may have encountered, were Heather's responsibility. Pettinger (2013, pg.335) states that good leadership is the foundation of a successful organisation, without strong leadership an organisations operations will suffer delays in decision making, productions and communications.

Although the terms leadership and management are used interchangeably, there are significant and important differences between the two, and these were demonstrated within the project team. Although the style of the leadership worked well, it was only through trial and error the effective democratic style was reached. It was also clear that different circumstances demand different leadership styles and management behaviours.

Group and team Behaviours

A group can be defined as 'two or more individuals who are connected to one another by social relationships.' (Franz p. 4) this suggests the interaction of one another and the ability to work together in a team allows the group to be successful also everyone is special in their own way, you can't replace anyone this is true relating to my team everyone took different responsibilities and each individual had a unique strength which they have completed in the project. The characteristics of a group are they have to interact with one another, the ability to act in a unitary manner and having the group aware of the tasks and responsibilities, these characteristics make one effective team. However, the term team is more than just a group with a common aim. Working together is the keynote of a team activity (Adair 1986) this suggests that collaboration is important in a team, poor communication can lead to poor collaboration if we don't work together through idea sharing and thinking to accomplish a common goal the team will be ineffective. The difference between group and team are in a team the size of people is limited whereas in a group you can have small or large groups of people. Also in a team, the leadership responsibility is shared and rotated within one another so everyone gets the opportunity to be a leader however in a group it is solo and the other team members are given duties by the leader. This way the team members are equally responsible for different roles.

According to Brooks there are two types of groups such as formal and informal groups allowing to achieve specific organisational objectives and are concerned with the co-ordination of work activities. Therefore, consciously created to accomplish the organisation's collective missions. This is suggesting the group share common objectives and goals to make one team and coordinating the functions of the organisation for an important activity in the group. A collection of individuals who have regular contact and frequent interaction, mutual influence, common feeling of camaraderie, and who work together to achieve a common set of goals

(Business Dictionary) this suggests a group of members who work together to achieve a common goal this is done by interaction and regular contact of one another. The combined action of a group, especially when effective and efficient (Oxford Dictionary) this term refers to teamwork as togetherness of effective or efficient of the responsibilities given to each person. (Mullins 2013) suggests a team role is described as a pattern of behaviour, characteristic of the way in which one team member interacts with another whose performance, patterns of behaviour result from both the person's role and personality. These arise from incompatibility between two or more people as individuals even though their roles may be defined clearly and understood fully. This suggest that conflict may arise when working in a group where one member may not feel comfortable doing a task, having a strong leader will solve the problem. (Franz p. 5) refers to interdependence, and belongings that is typical of groups with high entiativity this suggests that outputs that are based on individual rather than collective work products. (Mullins 2006) suggest the essential feature of a group is that its members regard themselves as belonging to the group. Although there is no single, accepted definition, most people will readily understand what constitutes a group. Individuals seldom work in isolation from others. Groups are a characteristic of all social situations and almost everyone in an organisation will be a member of one or more groups. Work is a group-based activity and if the organisation is to function effectively it requires good teamwork. This demonstrates the understanding of a group being individuals to one another when relating back to my organisation **Ysgol** Crug Glas they are also a group where one person takes the most responsibility which is the head teacher. The website (Ysgol Crug Glas) points out all pupils are considered to be unique individuals, with the potential to develop and learn. Our aim as a school is to find the means to maximise this potential; one of these means is to focus on Total Communication to enable all pupils to have a voice through whatever medium suits them as

individuals. This suggest the children are unique in their own way and they all adapt into one environment this is considered as group of mixed abilities working together.

Amy Sun (2014) suggest fairness between genders doesn't mean that everyone should become the same. The end goal is not for men and women to reach a complete genderless state. It means that men and women should be given the same opportunities to succeed despite their difference" from this we can see that treating everyone equal is fairness working with a range of people allows to develop new skills in the team. We are all equal regardless of our gender or age or even appearance. Everyone should be treated the same as we are all human. We were all humans until race disconnected us, religion separated us, politics divided us and wealth classified us. In relating to my team, we have a various age differences which allows us to share ideas and thoughts, having different abilities in the team allows the team to be stronger where we can develop our skills. Amy Sun (2014) states "Treating everyone exactly the same actually is not fair. What equal treatment does do is erase our differences and promote privilege" this refers to the team having different learning styles as everyone is not the same. We are not identical twins to have same characteristics this is where equality promotes privilege of each individual. Walvoord suggest Correlations between different aggregations of team personality and team performance were coded, furthermore, minimum and variance measures of the team trait related to team performance in tasks with frequent work exchanges, but not in tasks with few work exchanges. This refers to the team personality and performance were coded to see the different combinations of them in a team who are sharing ideas without any aggregation which is a successful group. The group is given different roles which they will exchange according to what suits their need.

In conclusion group and team work are both essential in an organisation, in relating to my group we were working in a group of four and we all worked together with good communication skills and teamwork to make up one group. We were all collaborating with one another by setting tasks to each individual. The team leader had taken the role to set duties to the team members as in a group we have one leader who takes control of the other members in the group which is productive as there will be no conflict in the group.

Conclusion

Most businesses should have clear goals and objectives. This helps them achieve something they want to attain.

The motivation for individuals can vary, no two people perceive the same things the same way due to culture,background, upbringing. Perception can cause arguments and effect motivation

References

Aniqa Anjum - Background/outline of your project and related organisation including the goals and objectives of the project

Anon., 2017. *Instructional Goals and Objectives.* [Online]
Available at: http://www.personal.psu.edu/bxb11/Objectives/GoalsAndObjectives_print.html

BBC, 2014. *BBC.* [Online]
Available at: http://www.bbc.co.uk/schools/gcsebitesize/business/aims/partnershiprev2.shtml

Doran, G. T. (1981). "There's an S.M.A.R.T. Way to Write Management's Goals and Objectives", Management Review, Vol. 70, Issue 11, pp. 35-36.

Glas, Y. C., 2014. *Swansea Edunet Swansea's Portal for Learning.* [Online]
Available at: https://swansea-edunet.gov.uk/en/schools/crugglas/Pages/Default.aspx

Jenette Nagy, S. B. F., 2017. *Community Tool Box.* [Online]
Available at: http://ctb.ku.edu/en/table-of-contents/structure/strategic-planning/create-objectives/main

M.B.N, 2017. *Market Business News.* [Online]
Available at: http://marketbusinessnews.com/financial-glossary/goal/

McKinney, P., 2013. *STUDY.COM.* [Online]
Available at: https://study.com/academy/lesson/what-are-business-goals-definition-examples-quiz.html

Mullins, L. J., 2010. management and organisational behabiour. In: *management and organisational behabiour.* s.l.: prentice hall, p. 549.

Norman, L., 2017. *Chron.com.* [Online]
Available at: http://smallbusiness.chron.com/business-difference-between-objectives-goals-21972.html
[Accessed 2017].

Tracy, B., 2017. *Brian Tracy International.* [Online]
Available at: https://www.briantracy.com/blog/business-success/business-success-smart-goals-frugal-living/

Samuel Lockley - Motivation and Perception

Adams, J.S. and Freedman, S., 1976. Equity theory revisited: Comments and annotated bibliography. Advances in experimental social psychology.

Donnelly, J. H., Gibson, J.L., & Ivancevich, J.M. (1995). Fundamentals of management. 9th ed. Chicago: Irwin

Herzberg, F., 1968. One more time: How do you motivate employees.

Maslow, A. (1954). Motivation and personality. New York: Harper & Row.

Mitchell, T. R. (1982). Motivation: New directions for theory and research. Academy of Management Review 17(1):80-88.

Mullins, L. J., 2002. Management and Organisational Behaviour. 6th ed. Harlow: Pearson Education Limited.

Shermer, M - Scientific American, 2014

Taylor, F.W., 2004. Scientific management. Routledge.

Thorndike, E.L., 1940. Human nature and the social order.

Vroom, V. (1966). Organizational choice: A study of pre- and post-decision process. In Organizational behaviour and human performance. 9th ed. New Delhi: Prentice- Hall of India.

Heather Jackson – Leadership and Management Behaviours

Bratton, J. (2007). *Work and organizational behaviour*. 1st ed. Basingstoke: Palgrave Macmillan, p.133.

Drucker, P. (2014). *Management challenges for the 21st century*. Revised ed. Routledge Ltd.

Kippenberger, T. (2002). *Leadership styles*. Oxford: Capstone Pub

Martin, J. and Fellenz, M. (2010). *Organizational Behaviour and Management*. 4th ed. Andover: Cengage Learning EMEA.

McHenry, J. (2010). Leadership. *Aircraft Maintenance Technology*, [online] Vol. 21(Iss. 3), pp.42-44. Available at: https://search-proquest-com.ezproxy.uwtsd.ac.uk/docview/223754564/fulltextPDF/B936E472CC424E08PQ/1?accountid=130472 [Accessed 17 Jan. 2018].

Mullins, L. and Christy, G. (2016). *Management and organisational behaviour*. 11th ed. Harlow: Pearson Education Limited.

Northouse, P. (2016). *Leadership*. 7th ed. London: Sage Publications, Inc.

Pettinger, R. (2013). *Organizational Behaviour*. Hoboken: Taylor and Francis.

Western, S. (2008). *Leadership A Critical Text*. 1st ed. London: Sage Publications Ltd.

Yammarino, F. (2013). Leadership. *Journal of Leadership & Organizational Studies*, 20(2), pp.149-155.

Anoja Param - Group and team behaviours

(n.d.). Retrieved from http://www.businessdictionary.com/definition/group.html

(n.d.). (O. U. Press, Producer) Retrieved from https://en.oxforddictionaries.com/definition/teamwork

(2009, September 10). (Walvoord, Producer) Retrieved from The Team Personality–Team Performance Relationship Revisited: The Impact of Criterion Choice, Pattern of Workflow, and Method of Aggregation: http://www.tandfonline.com/doi/abs/10.1080/08959280903120253

(2016, November 9). (C. a. Swansea, Producer) Retrieved from https://swansea-edunet.gov.uk/en/schools/crugglas/Pages/Default.aspx

Adair. (1986). *Effective Teambuilding* . Gower.

Brooks. (n.d.). *Organisational Behaviour* (2nd Edition ed.).

Franz. (n.d.). *Group Dynamics and Team Interventions.* Wiley-Blackwell.

Mullins. (2006). *Essentials of Organisational Behaviour.* Pearson.

Mullins. (2013). *Management & Organisational Behaviour* (10th Edition ed.). Pearson.

Sun. (2014, September 16). Retrieved from Equality Is Not Enough: What the Classroom Has Taught Me About Justice : https://everydayfeminism.com/2014/09/equality-is-not-enough/

Appendix A

Name	**Tasks**
Heather Jackson	• Leadership and Management Behaviours section • Title page • Contents page • Appendices • Editing of document
Samuel Lockley	• Motivation and perception section
Aniqa Anjum	• Background/outline of your project and related organisation including the goals and objectives of the project section
Anoja Param	• Group and team behaviours section
All Team Members	• Conclusion