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Skills for the Workplace Guides:

BMSK4002 Part 1: Effective Team Working – Topic Guidance Notes

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Julia Ault 2020

Introduction

The assignment requires you to deliver a 10 minute PowerPoint presentation online on the topic of : **Effective Team Working.**

Bearing in mind the length of your presentation, you will have to be concise and won't be able to go into much depth. You should ensure that you have a good understanding of the topics below and then you can provide an Overview in your presentations.

Explain the benefits of effective working relationships in developing and maintaining the team.

You should examine the following questions when doing your research:

- What IS an effective working relationship?
- What are the key elements of an 'effective working relationship'?
- Why is it effective?
- How would it make the team better?
- What does an 'ineffective working relationship' look like?
    - Could this have a negative effect on a team?
    - Why?
    - How?

Some attributes (qualities) of effective teams

- Inclusion
- Taking ownership of personal role in team
- Self-criticism
- Support
- Leadership
- Common goals
- Collaboration
- Co-operation

Some benefits of effective teams

- Increased morale
- Greater self-esteem
- A sense of being ‘valued’
- How do these help an employer?
    - Staff retention and recruitment.
    - Increased productivity (effective can lead to being more efficient)
    - Improved profits
    - Higher staff morale leading to reduction in sickness and absenteeism.

Developing Good Relationships

Within the team:

- *Communicate often*
- *Value each individual*
- *Work hard*
- *Involve everyone*
- *Be loyal*
- *Provide for development*
- *Be fair and consistent*
- *Manage conflict*
- *Be assertive*

Outside the team:

- *Recognise wider team role*
- *Co-operate with other internal teams*
- *Communicate regularly up, down and across*
- *Promote good customer and supplier relationships*
- *Manage conflict*

What makes teams effective?

The differences between effective and ineffective teams.

Ineffective Teams

- There is no sense of common purpose, goals are not always agreed (more like a group)
- People are cautious – hold back. Things are not said.
- It's not much fun; the atmosphere is "heavy".
  Humour is at the expense of others.
- People get more criticism than praise – even "punished".
- People are critical of themselves – most of all – even if this is not expressed directly.
- New ideas meet resistance; people say what they don't like.
  The general posture is **"NO".**
- There are rivalries.
  People behave competitively (usually not intended or at an awareness level).
- Some say a lot more than others; some are extremely verbose; some say very little.
- People do not really listen to each other – essentially they are waiting to "get in".
- It takes a long time to reach agreement or make decisions.
  - Decisions are unclear.
  - There is little commitment to decisions and many will probably not be implemented, or decisions are imposed autocratically with little discussion.
- There is a high degree of frustration and complaint, most of which is expressed outside formal meetings.

Effective Teams

- There is a common purpose and an inspiring vision to which everyone is committed.
- Individual roles are clear.
- People feel safe to say what they think and feel
- People express themselves concisely.
- Everyone's opinion is valued and respected.
- People really listen.
- People get and give appreciation and praise.
- Instead of criticism, people get helpful advice.
- People say what they like about ideas and offer additions, alternatives or improvements (rather than what they don't like or why it won't work)
- Success is celebrated and everyone enjoys being good at what they do.
- People are open to new ideas and there is an attitude of welcoming change and innovation.
- The team is essentially supportive;
    - Everyone is glad for each team member to excel;
    - Everyone is encouraged to take the initiative and lead.
- Undercurrents are brought out and sorted out with good will and generosity.
- There is the safety to do it and recognition that it's okay to have feelings as part of being human.
- Things move briskly, clear decisions are made; it is exciting.

Describe behaviours which could develop and maintain trust at work

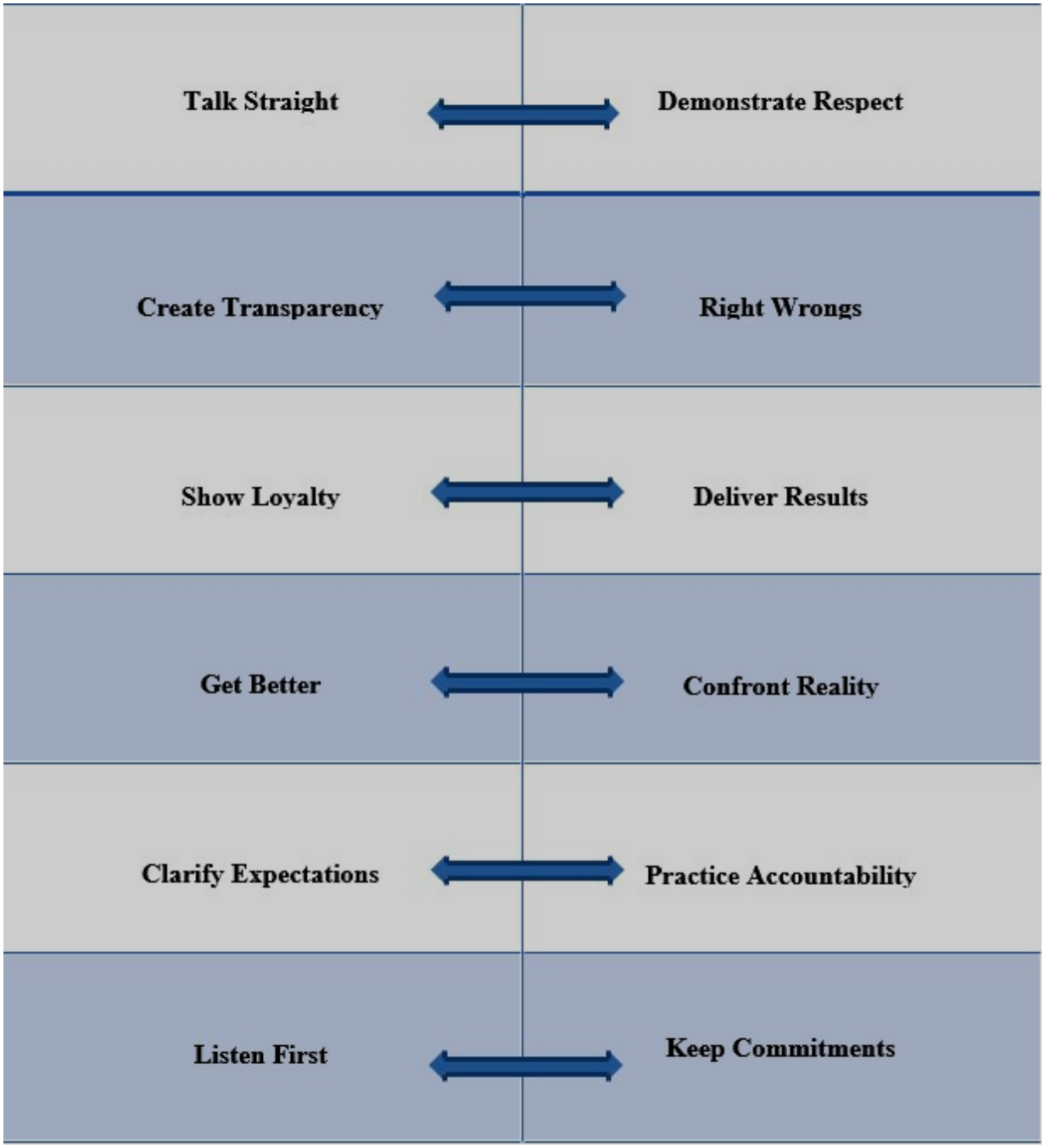
Draw upon a model of Trust such as Covey (See Appendix B) or Dar and discuss some of the Trust Behaviours (characteristics) mentioned in these models.

It is important that each Trust Behaviour is balanced against another one; a failure to do this will see one behaviour pushed to the extreme and become a weakness, something which destroys trust. The following table below shows which behaviours balance against each other:

Take the following example:

<u>Clarify Expectations – Practice Accountability</u>

If employees are given a set of rules that they are expected to follow, they should be aware that actions have consequences and the penalties for not following these rules should be clearly advertised. If, however, some employees are seen to be flouting these rules and there are no consequences for their actions (the advertised penalties are not applied) this will create a lack of trust because other employees will either be annoyed that 'there is one rule for one and another for the rest of us' or may well consider that rules do not need to be adhered to and proceed to break them themselves. Neither of these consequences of not 'practising accountability' is provides a positive outcome for the employer.


Talk Straight
Demonstrate Respect
Create Transparency
Right Wrongs
Show Loyalty
Deliver Results
Get Better
Confront Reality
Clarify Expectations
Practice Accountability
Listen First
Keep Commitments

Explain the role of communication in developing effective team working.

Some areas within a team that require communication could be:

- Objectives and strategies
- Role identification and specification.
- Procedures and guidelines.
- Reports and Feedback on Team performance and effectiveness.
- Personal issues and grievances.
- Non-compliance issues and problems.
- Proposals and suggestions to change policies or strategies.

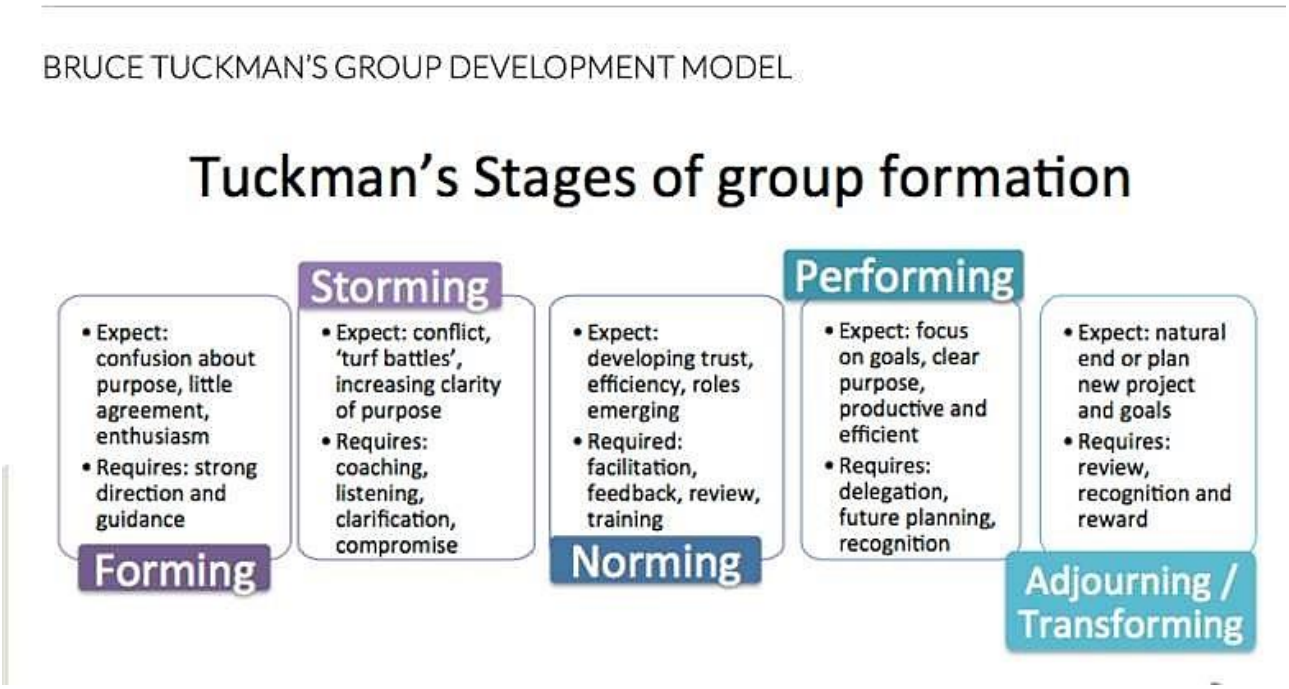
Explain the differences between a group and a team.

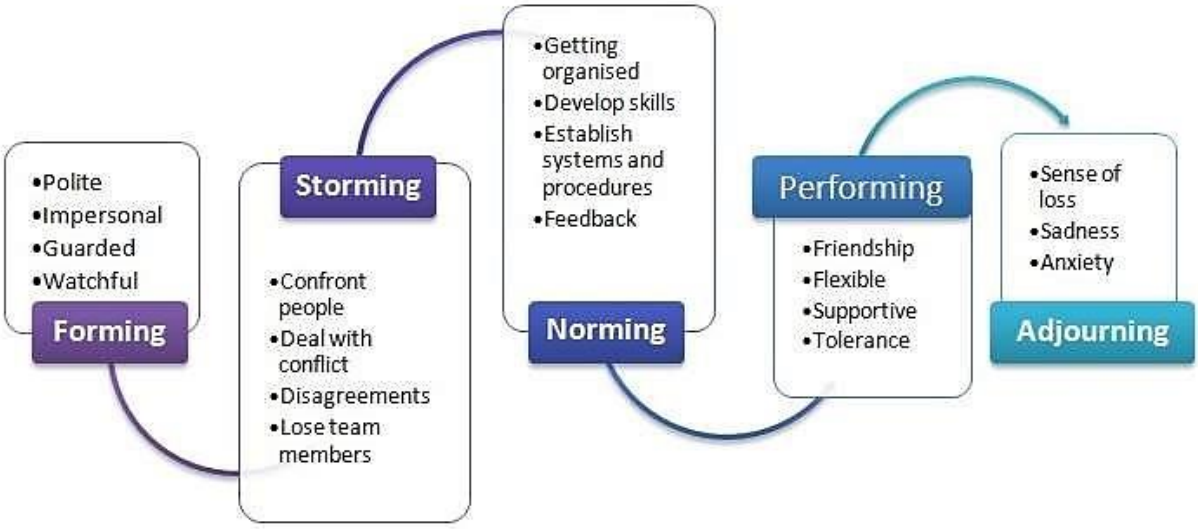
What is a team (or group) at work?

Above all, a group is any collection of people who actually think of themselves as a group. This distinguishes them from a random crowd of individuals as in a bus queue, pub or supermarket. In addition to thinking of themselves as a group, they have a common purpose for being together and usually some collective identity, defined membership criteria and different roles to play. Groups at work are called work groups, committees or teams.

Kakabadse. A, et al 2005, “Working in Organisations” Penguin UK

Describe the stages of an established model of group formation.





Explain how a manager could benefit from knowing team members' roles as defined in an established team role model.

R. Meredith Belbin: (known as the Father of Team Role Theory) considered that any individual's
potential contribution to a team could be assessed according to the following traits:

- Intelligence
- Dominance
- Extroversion / Introversion
- Stability / Anxiety

Based on these traits he identified 9 distinct team roles:

- Plant
- Resource Investigator
- Co-ordinator
- Shaper
- Monitor Evaluator
- Team-worker
- Implementer
- Completer Finisher
- Specialist

An ideal team will be made up of individuals who, between them, possess all of the Team Role characteristics. This does not necessarily mean that there will be nine individuals in a team with each one contributing all the elements of one particular team role. Individuals usually possess characteristics from more than one category.

How could a manager benefit from knowing these? What advantages would it give them?

Perhaps a manager could benefit from knowing preferred team roles as they would understand what they could expect from the individual and their responsibility to support them.

Could problems arise if a manager didn't know this? What sort of problems might they be?

Anything else?

Examples from the workplace of when this has happened or has not happened are useful here.

It is helpful to take the Belbin tests yourself (available on Moodle or online) and consider if your own employment makes best use of your talents and abilities for example.

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Appendix A Tuckman Team Development

Team Development Stages: Bruce Tuckman (1965) Forming, Storming, Norming, Performing, Adjourning

The Tuckman model shows the five stages that teams go through: from Forming to Storming to Norming to Performing to Adjourning.

Forming

In the Forming stage, team members are introduced.

They state why they were chosen or volunteered for the team and what they hope to accomplish within the team.

Members cautiously explore the boundaries of acceptable group behaviour.

This is a stage of transition from individual to member status, and of testing the leader's guidance both formally and informally.

Forming includes these feelings and behaviours:

- Excitement, anticipation, and optimism.
- Pride in being chosen for the project
- A tentative attachment to the team
- Suspicion and anxiety about the job.
- Defining the tasks and how they will be accomplished.
- Determining acceptable group behaviour.
- Deciding what information needs to be gathered.

Abstract discussions of the concepts and issues, and for some members, impatience with these discussions. There will be difficulty in identifying some of the relevant problems.

Because there is so much going on to distract members' attention in the beginning, the team accomplishes little, if anything, that concerns its project goals. This is perfectly normal.

Storming

The team's transition from the "As-Is" to the "To-Be," is called the Storming phase.

All members have their own ideas as to how the process should look, and personal agendas are rampant.

Storming is probably the most difficult stage for the team. They begin to realise the tasks that are ahead are different and more difficult than they imagined.

Impatient about the lack of progress, members argue about just what actions the team should take.

They try to rely solely on their personal and professional experience, and resist collaborating with most of the other team members.

Storming includes these feelings and behaviours:

- Resisting the tasks.
- Resisting quality improvement approaches suggested by other members.
- Sharp fluctuations in attitude about the team and the project's chance of success.
- Arguing among members even when they agree on the real issues.
- Defensiveness, competition, and choosing sides.
- Questioning the wisdom of those who selected this project and appointed the other members of the team.
- Establishing unrealistic goals.
- Disunity, increased tension, and jealousy.

The above pressures mean that team members have little energy to spend on progressing towards the team's goal. But they are beginning to understand one another. This phase sometimes takes 3 or 4 meetings before arriving at the Norming phase.

Norming

The Norming phase is when the team reaches a consensus on the "To-Be" process. Everyone wants to share the newly found focus.

Enthusiasm is high, and the team is tempted to go beyond the original scope of the process. During this stage, members reconcile competing loyalties and responsibilities.

They accept the team, team ground rules, their roles in the team, and the individuality of fellow members.

Emotional conflict is reduced as previously competitive relationships become more cooperative.

Norming includes these feelings and behaviours:

- An ability to express criticism constructively.
- Acceptance of membership in the team.
- An attempt to achieve harmony by avoiding conflict.
- More friendliness, confiding in each other, and sharing of personal problems.
- A sense of team cohesion, spirit, and goals.
- Establishing and maintaining team ground rules and boundaries.

As team members begin to work out their differences, they now have more time and energy to spend on the project.

Performing

The team has now settled its relationships and expectations.

They can begin performing by diagnosing, solving problems, and choosing and implementing changes.

At last team members have discovered and accepted each other's strengths and weakness, and learned what their roles are.

Performing includes these feelings and behaviours:

- Members have insights into personal and group processes, and better understanding of each other's strengths and weakness.
- Constructive self-change.
- Ability to prevent or work through group problems

The team is now an effective, cohesive unit. Team Leaders can tell when the team has reached this stage because the team is getting a lot of work done.

Adjourning

The team briefs and shares the improved process during the phase.

When the team finally completes that last briefing, there is always a bittersweet sense of accomplishment coupled with the reluctance to say good-bye.

Many relationships formed within these teams continue long after the team disbands

Tuckman, Bruce W. 1965, '*Developmental sequence in small groups.'* Psychological Bulletin, Vol 63(6), Jun 1965, 384-399. [online] available at http://dx.doi.org/10.1037/h0022100

Appendix B Trust Behaviors

THE 13 BEHAVIORS OF A HIGH TRUST LEADER

What separates the great leaders from the good ones? What makes a manager a manager of choice by her reports, peers, and boss? What makes an individual credible with customers, suppliers, distributors, investors, and other stakeholders? While there are many dimensions to these questions, there is one common thread throughout: being an individual who can be trusted.

Perhaps a more important question than, "Who do you trust?" is the far more personal question of, "Who trusts you?" There are some organizations who ask all their employees directly the following simple, key question in formal 360º feedback processes:

"Do you trust your boss?"

These companies have learned that the answer to this question is more predictive of team and organizational success than perhaps any other question they might ask.

A High Trust Leader is an individual who has unquestionably strong personal credibility, has the ability to create and grow trust with others interpersonally, and who is then able to extend that trust organizationally.

High Trust Leaders are managers of choice who understand the impact trust always plays on two key outcomes—speed and cost—and how low or high trust either extracts a tax or produces a dividend on every activity and dimension within a relationship, team, or organization
High Trust Leaders have learned how to interact with others in ways that increase trust levels while avoiding the pitfalls that deplete trust.

While there are numerous actions and behaviors that affect trust accounts, we have identified the 13 key behaviors that High Trust Leaders have in common (the first five behaviors are primarily character-based; the second five are primarily competence based; the last three are equal parts character and competence).

As you go through these behaviors, you may also find it valuable to consider the opposite of these 13 behaviors and how such "withdrawals" deplete trust.

What is most exciting is that these 13 Behaviors of High Trust Leaders can be learned and applied by any influencer at any level within any organization. The net result will be a significantly increased ability to generate trust with all stakeholders in order to achieve better results.

Stephen M R Covey

The 13 Behaviors of High Trust Leaders are as follows:

CHARACTER BEHAVIORS

1. Talk Straight

Be honest. Tell the truth. Let people know where you stand. Use simple language. Call things what they are. Demonstrate integrity. Don't manipulate people nor distort facts. Don't spin the truth. Don't leave false impressions.

"I look for three things in hiring people. The first is personal integrity, the second is intelligence,

and the third is a high energy level. But if you don't have the first, the second two don't matter."

- Warren Buffett, CEO, Berkshire-Hathaway

"Real integrity is doing the right thing, knowing that nobody's going to know whether you did it or not."

- Oprah Winfrey

2. Demonstrate Concern

Genuinely care for others. Show you care. Respect the dignity of every per- son and every role. Treat everyone with respect, especially those who can't do anything for you. Show kindness in the little things. Don't fake caring. Don't attempt to be "efficient" with people.

"The end result of kindness is that it draws people to you."

- Anita Roddick, Founder & CEO, The Body Shop

"If people know you care, it brings out the best in them."

- Richard Branson, Founder, the Virgin Group

Create

3. Create Transparency

Tell the truth in a way people can verify. Get real and genuine. Be open and authentic. Err on the side of disclosure. Operate on the premise of, "What you see is what you get." Don't have hidden agendas. Don't hide information.

"The people I have trouble dealing with are people who tend not to give full information. They purposefully leave out parts of the story—they distort facts."

- Shelly Lazarus, CEO, Ogilvy Mather Worldwide

"Trust happens when leaders are transparent."

- Jack Welch, Former CEO,
G.E.

4. Right Wrongs

Make things right when you're wrong. Apologize quickly. Make restitution where possible. Practice "service recoveries." Demonstrate personal humility. Don't cover things up. Don't let personal pride get in the way of doing the right thing.

"What I call Level 5 leaders build enduring greatness through a paradoxical blend of personal humility and professional will."
- Jim Collins

"Watergate wasn't so much a burglary as it was the failure to recognize mistakes, to take responsibility for them, and to apologize accordingly."
- Jon Huntsman, Chairman, Huntsman Corp.

5. Show Loyalty

Give credit to others. Speak about people as if they were present. Represent others who aren't there to speak for themselves. Don't badmouth others behind their backs. Don't disclose others' private information.

"If you want to retain those who are present, be loyal to those who are absent because the key to the many is the one."
- Stephen R. Covey

COMPETENCE BEHAVIORS

6. Deliver Results

Establish a track record of results. Get the right things done. Make things happen. Accomplish what you're hired to do. Be on time and within budget. Don't overpromise and under-deliver. Don't make excuses for not delivering.

"There is no ambiguity around performance at Pepsi, which some people perceive as harsh. I see it as an important and necessary part of how you operate. You can't create a high trust culture unless people perform."

- Craig Weatherup, former CEO, PepsiCo

"Get good people and expect them to perform."

- Bill Marriott, Jr., CEO, Marriott Corp.

7. Get Better

Continuously improve. Increase your capabilities. Be a constant learner. Develop feedback systems - both formal and informal. Act upon the feedback you receive. Thank people for feedback. Don't consider yourself above feedback. Don't assume your knowledge and skills will be sufficient for tomorrow's challenges.

"The illiterate of the 21st century will not be those who cannot read and write but those who cannot learn, unlearn, and relearn."

- Alvin Toffler

8. Confront Reality

Take issues head on, even the "undiscussables." Address the tough stuff

directly. Acknowledge the unsaid. Lead out courageously in conversation. Don’t skirt the real

issues. Don’t bury your head in the sand. Confront the reality, not the person.

"We strive to tell everyone everything we can. We want a culture with open dialogue and straight answers. In terms of our work with employees, we have been direct with them even when they don't like the answer. Our goal is not to please everyone but instead for them to trust that what we tell them is the truth. You can't work the tough issues we face unless everyone, starting with the senior team, trusts one another."

- Greg Brenneman, former CEO, Continental Airlines

“Leaders need to be more candid with those they purport to lead. Sharing good news is easy. When it comes to the more troublesome negative news, be candid and take responsibility. Don’t withhold unpleasant possibilities and don’t pass off bad news to subordinates to deliver."

- Jon Huntsman, Chairman, Huntsman Corp.

9. Clarify Expectations

Disclose and reveal expectations. Discuss them. Validate them. Renegotiate them if needed and

possible. Don’t violate expectations. Don’t assume that expectations are clear or shared.

“Almost all conflict is a result of violated expectations."

- Blaine Lee

"An individual without information cannot take responsibility. An individual who is given information cannot help but take responsibility."

- Jan Carlzon, former CEO, Scandinavian Airlines

10. Practice Accountability

Hold yourself accountable. Hold others accountable. Take responsibility

for results. Be clear on how you'll communicate how you're doing - and how others are doing.

Don't avoid or shirk responsibility. Don't blame others or point fingers when things go wrong.

"Few things can help an individual more than to place responsibility on him, and to let him know that you trust him."

- Booker T. Washington

"Remember, when you were made a leader, you weren't given a crown, you were given a responsibility to bring out the best in others. For that, your people need to trust you."

- Jack Welch, former CEO, General Electric

CHARACTER AND COMPETENCE BEHAVIORS

11. Listen First

Listen before you speak. Understand. Diagnose. Listen with your ears... and your eyes and heart. Find out what the most important behaviors are to the people you're working with. Don't assume you know what matters most to others. Don't presume you have all the answers - or all the questions.

"Nothing beats personal, two-way communication for fostering cooperation and teamwork and for building an attitude of trust and understanding among employees."

- David Packard, Co-Founder, Hewlett Packard

“We’ve all heard the criticism, ‘He talks too much.’ When was the last time you heard someone

criticized for listening too much?"

- Norm Augustine, Former CEO, Lockheed Martin

12. Keep Commitments

Say what you’re going to do. Then do what you say you’re going to do.
Make commitments carefully and keep them at all costs. Keep commitments the symbol of your honor. Don’t break confidences. Don’t attempt to “PR” your way out of a commitment you’ve broken.

"Trust is established through action and over time, and it is a leader's responsibility to demonstrate what it means to keep your word and earn a reputation for trustworthiness."

- Hank Paulson, CEO, Goldman Sachs

“Trust doesn’t mean they tell you everything. It doesn’t mean they don’t posture. But it means if they say, ‘We will do this,’ they will do it. It is credibility. It is integrity."

- Scott Smith, Publisher, Chicago Tribune

13. Extend Trust

Demonstrate a propensity to trust. Extend trust abundantly to those who have earned your

trust. Extend trust conditionally to those who are earning your trust. Learn how to appropriately extend trust to others based on the situation, risk, and credibility of the people involved. Don’t withhold trust because there is risk involved.

“People ask me how I’ve had the interest and zeal to hang in there and do what I’ve done. I say,

‘Because my father treated me with very stern discipline: he trusted me.’

I'm stuck, I've got to see the trust through. He trusted me. I trust other people. And they did the

job."

- Robert Galvin, Jr., Former CEO, Motorola

"The chief lesson I have learned in a long life is that the only way to make a man

trustworthy is to trust him."

- Henry Stimson, U.S. Statesman

"I have found that by trusting people until they prove themselves unworthy of that

trust, a lot more happens."

- Jim Burke, former CEO, Johnson & Johnson

Covey, S.M.R. 2006, "*The speed of trust: the one thing that changes everything"* Simon & Schuster New York

Appendix C Belbin Team Roles

Belbin® Team Role Summary Descriptions

Shaper

Contribution: Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.

Allowable Weaknesses: Can be prone to provocation, and may sometimes offend people's feelings.

Implementer

Contribution: Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.

Allowable Weaknesses: Can be a bit inflexible and slow to respond to new possibilities.

Completer Finisher

Contribution: Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.

Allowable Weaknesses: Can be inclined to worry unduly, and reluctant to delegate.

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