HOW TO INCREMENTALLY IMPROVE YOUR TEAM

RUSSELL FUTCHER

How to Incrementally Improve your Team

Table of Contents

Part 1 - Introduction

This e-Book

This e-Book is comprised of lessons from the How to incrementally improve your Team course, it is a complete course guide. The book provides all the information you need to implement the training however it is recommended that the online course be undertaken for better results.

Course Link
https://hpttraining.thinkific.com/courses/how-to-incrementally-improve-your-team

Teams

The use of teams has become commonplace driven by the need to be more competitive and driven by changes in business technology. Current team organisational structures have limitations, they tend to be silo-based, hierarchical, facilitate only existing skill sets, are almost exclusively project-driven and suffer from a lack of poorly integrated processes. They are unable to rapidly respond to changing business technologies and the need to be more competitive. They do not employ modern management styles, behaviours or techniques. They are largely incapable of genuine innovation due to their inability to constructively harness conflict and advanced communication techniques. They have a poor creativity capacity and their contribution to corporate growth is difficult to measure. One solution to these issues is to migrate your team to a more advanced level.

Team Maturity Scale

The Management and Teams model defines a Team Maturity Scale constructed from 40 years of team building experience, consisting of ten maturity attributes spread across three stages of development, namely - a Good Team, a Great Team and a High-Performance Team.
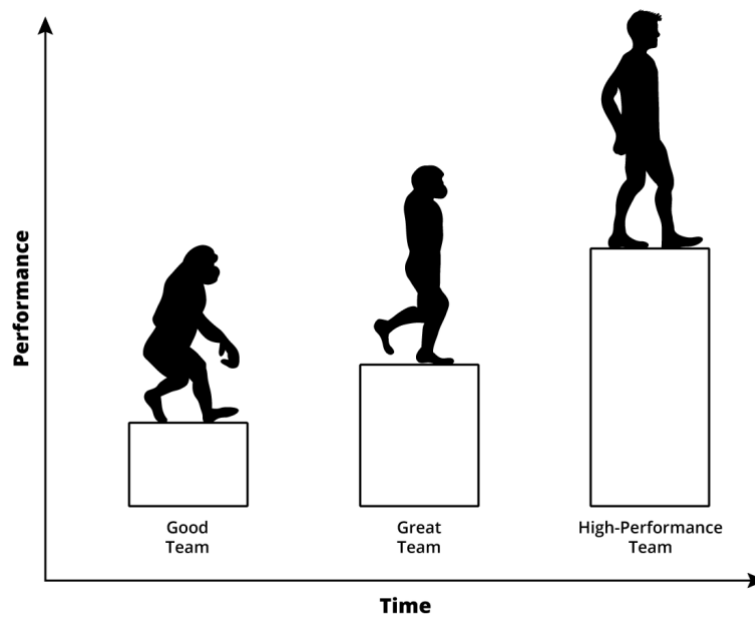
Team Maturity Scale

Team Maturity Attributes

Good Team

1. Management Style

A personal Management Style is developed that focuses on professionalism, people development and business performance, it is a description of the way a manager acts and how others can expect them to react in a given situation. The style acknowledges the central finding of EI (Emotional Intelligence) research that emotions are contagious, attitude and energy 'infects' a workplace for better or for worse. The Management Style combines Traditional management qualities and Transformational leadership qualities which are complementary and inexorably linked to each other.

2. Professionalism

A definition of professionalism is created consisting of things like having specialised knowledge, a theoretical foundation, intellectual and professional development, use of techniques and knowledge, competence, honesty, integrity and respect.

3. Common Goal and Performance Goals

Ordinary teams respond to a mandate from outside their team, however, to be successful, a team needs to develop its own common goal. The team defines a meaningful, measurable team common goal that acts as a target and it gives direction to all team activities. The team common goal needs to consider likely changes in the organisation's business environment, competitors' movements and the future behaviours of consumers, combined with the team's aspirations. It answers the question of why the team exists.

Individual performance goals that support and contribute to the achievement of the common goal are created for each team member. More challenging and ambitious performance goals are set for team members as compared to the other teams. All the team members are supported and motivated to deliver excellence and are expected to be more passionate about the achievement of their goals. Team members are empowered and motivated to take risks and pursue individual initiatives.

Great Team

4. Team Meetings

A weekly Management Team meeting is required to support the team during the training process. It is also an essential general management practice as it focuses on team members on matters such as performance and productivity, customer and staff satisfaction. Team members adopt the same meeting format and rules for their own team meetings. This approach guarantees the dissemination of the same information to their staff.

5. Mentoring

Is used as a positive method to support and encourage team members, allowing them to develop to their fullest potential. Mentoring sessions change and evolve as the needs of the person being mentored changes. There is a general aim to understand each other's situation and out of work stresses and obligations. The person being mentored is given guidance, motivation, emotional support and assistance with problems.

6. Roles and Responsibilities

When team members know what their roles and responsibilities are, how they support the team, and how they contribute to the success and results of the team, this produces greater job satisfaction, productivity and commitment. Clearly defined roles and responsibilities remove overlaps and conflicts, identify and fill in gaps and make it clear as to who is responsible for what.

7. Motivation

Team members who actively support and motivate feel closer to those whom they are helping. By showing a sincere interest in each other and their staff, the team members build trust and inspire others to achieve higher levels of performance. An advanced team is not just a healthy team, but it is a team where people are supported, motivated and recognised for their achievements. Everyone needs to receive positive feedback so that they understand that they are important, are a contributor, a team player and believe they are receiving an honest assessment of their performance.

High-Performance Team

8. Mutual Accountability and Selfless Collaboration.

Team members must accept that they are accountable to each other, which guarantees better performance and excellence in teamwork. Being accountable to each other means team members accept that the team's successes or failures fall on all their shoulders. (one for all, all for one). Each team members work activities belong to the whole team; everyone owns them. Accordingly, all team members need to take a constructive interest and participate in all the team's activities as and when required.

Selfless Collaboration is perhaps the most excellent quality of an advanced team with people working together to achieve any task whilst keeping each other's goals and the common goal in mind. In advanced teams, there is a very high level of initiative, sharing of ideas and cohesiveness amongst the team members. Team members act as business partners and they enjoy a higher degree of flexibility to achieve work goals. Planning and coordination are done by the team members collectively instead of being undertaken by a team leader exclusively. After the completion of their own work, a team member is then willing to help other team members with the completion of their work.

9. Interpersonal Skills

Team members learn ten interpersonal skills: -: trust, open communication, shared leadership, conflict management, decision-making process, respect, body language, persuasion, charisma and emotional intelligence.

10. Team Rules

The establishment of clear ground rules gives the team its cultural baseline. It is a fundamental step in advanced team development. In the case of a new team, rules also help to remove the inevitable confusion and anxiety that usually exists as new team members get to know each other.

Training outcomes

· Achieve high levels of collaboration and innovation.
· Overachievement compared to other teams.
· Team executes more quickly.
· Makes better decisions and solves more complex problems.
· Team members actively work to ensure everyone's success.
· High team member job satisfaction levels.

Management problems addressed

· Lack of preparation to successfully lead.
· Team member engagement.
· Determining your management approach.
· Communicating objectives to your team.
· Establishing the team's purpose.
· Managing team talent and team conflict.
· Poor communication.
· How to let someone go.
· Staying Motivated.
· Being respected and being liked.
· How to empower your team members.
· Fostering collaboration.
· Work performance and productivity, being under pressure.
· Fostering an environment of trust through recognition and feedback.

Part 2 - The Management and Teams model
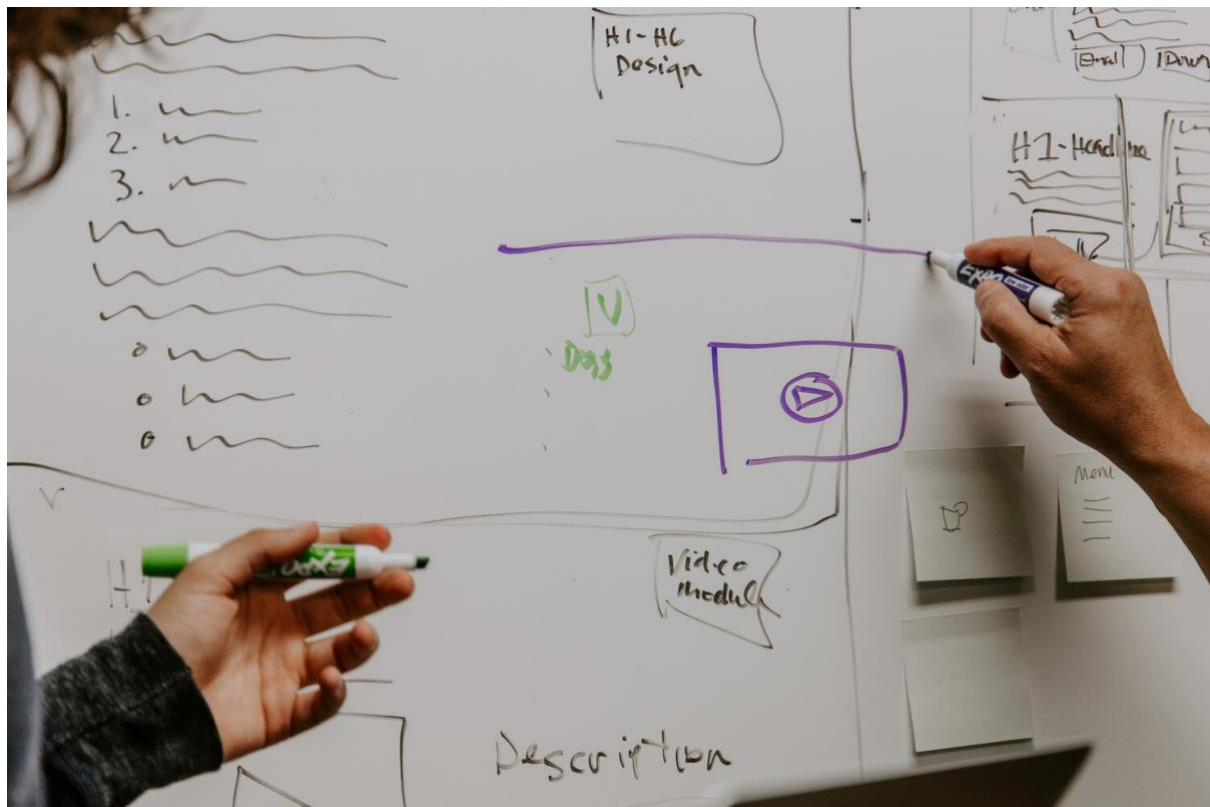
Management

If you have been in management, received any management training or have attained an MBA during the last 30 years, you are almost certainly managing in accordance with the now 100-year-old, outdated Traditional management style also called the command-and-control structure. This model dominates the organizational landscape with over 90% of today's organizations still using it.

Context

Many employees in organisations today are dissatisfied with their jobs, feeling economically trapped, angry, frustrated, and unable to better their situation. The cause of this dissatisfaction may stretch back to the early 1880s and the Industrial Revolution where cotton mills enforced a type of control we know today as the Traditional management model or command and control structure — a term referring to keeping subordinates in line. This management approach, based on the hierarchical and often brutal British military and naval traditions, typically involved the development and implementation of strict rules of acceptable and unacceptable behaviour with harsh consequences for breaking the rules. The Traditional approach underwent a refinement in the 1920s and another after WWII bringing about the management model that dominates many of today's organisations.

Having gone virtually unchanged for almost 100 years, this model is typically structured like this: A senior executive or board holds all the power; they are in command and use their power and influence to lead. They appear at the top of the organisation chart. Below them are senior managers, then middle managers, with employees at the bottom. We call this an organisational hierarchy.

According to the author and organisational development expert, Peter Block, Traditional-style leaders are the senior managers who command respect through seniority and years of service, often viewed as tyrannical and intimidating. Their job is to plan, organise employees, and direct and control. They set expectations for the

employees below them who need to meet certain goals, but the manager receives the reward for achieving those goals. These managers also tend to experience a frequent turnover of employees.

New ideas from employees are not always welcomed; the managers see themselves as the source of all new business and ways of working. They can be blind to work and employment issues and slow to react to change. Regrettably, the employees have learned that the way their manager's act is what the path to success looks like, so they model it.

The biggest problem with the Traditional model is that you have managers working within a strict hierarchy who can be intimidating people in positions of power who can be coercive, dictatorial, distrusting, and who can go as far as treating their staff as subordinates with little value. Employees are growing frustrated at not having input into their work and they frequently leave when better opportunities arise. Employees are insisting on higher levels of job satisfaction and want their managers to be open and honest, fair and reasonable, and to value them and their contributions.

Increasing competition and rapid changes in technology are fortunately starting to move the Traditional model into the background. Progressive leaders have known for decades that the Traditional, hierarchical pyramid model is hopelessly outdated. It does not suit today's fast-moving environment, nor does it suit today's employees. Its rigidity cannot support agility, speed, or engagement, and then there is the troubling aspect of vesting of too much often-abusive power in managers over their employees.

Maren Fox of Berrett Koehler believes that progressive organisations and leaders are motivated by improving the well-being of people and communities in ways that have lasting, intrinsic value. A progressive management style is marked by transparency and sharing information with employees and that progressive leaders empower everyone and increase collaboration. Progressive leadership offers a clear alternative to the traditional, command-and-control model that has dominated the leadership model conversation for so long. It is a leadership style that values sharing and collaboration.

Progressive organisations use the newer Transformational leadership model

According to Bernard M Basa, author and researcher on Transformational leadership, Transformational leaders tend to be more charismatic, and they are excellent motivators able to get people to do more than they thought possible. He goes on to say, - these leaders inspire followers with challenge and persuasion, providing meaning and understanding; they are intellectually stimulating. The leader is individually considerate, is admired, respected, and trusted with high standards of ethical and moral conduct. They actively mentor and coach. Creativity is encouraged with no room for public criticism of individual members' mistakes. They pay special attention to each individual's needs for achievement and growth, and their behaviour demonstrates acceptance of individual differences.

Transformational leaders motivate their employees to do more than they thought was possible. They set challenging expectations and typically achieve higher performance outcomes from their employees. They manage people as valuable individuals, identifying and developing their talents. They are supportive, encouraging and motivational. They are role models who are respected and trusted, and they build high-performance teams.

Management and Teams model

In my 45 years working in a range of organizations with many kinds of managers, rescuing and building teams, I have learnt a great deal about people and people in the workplace. This has resulted in my compiling a catalogue of the very best behaviours, methods and techniques that I have witnessed, been engaged in, experimented with and implemented. This catalogue represents what every manager and team member need to know in order to succeed.

Using the catalogue as a compendium of all of my management and team's knowledge and experience, I created a new management model called the Management and Teams management model.

This model is 'transitional' in nature and facilitates the following:

- It builds a bridge between the older, outdated Traditional management model and the newer, progressive Transformational leadership model.
- It trains Traditional managers on Transformational techniques.
- It creates a pathway to transition from the Traditional to a Transformational structure by the building of both Great and High-Performance Teams.
- It allows the Traditional and Transformational styles to productively coexist and be complementary to each other, producing new and significant outcomes for employers and employees alike.

The use of a Transformational leadership style combined with the Management and Teams management model has a positive influence on the behaviours of Traditional managers, making them more open, collaborative, and far more considerate towards the needs and development of their employees. Their job satisfaction levels also go up and their stress and anxiety levels go down.

Part 3 - The What and Why of great teams

Description of a great team

A great description of a great team comes from the excellent work by Katzenbach, J. R. and Smith, D.K. (1993), The Wisdom of Teams. They state: "A great team is a small group of people with complementary skills who are committed to a common purpose, performance goals and approach for which they are mutually accountable."

Scott Keller and Mary Meaney in 'Leading Organisations: Ten Timeless Truths' over a decade asked more than 5000 executives to think about their "peak experience" and to write down the words that described that environment. The results are remarkably consistent with descriptions of mature teams and reveal three key dimensions of great teamwork.

1. The first is alignment in direction, where there is a shared belief about what the company is striving toward and the role of the team in getting there.
2. The second is high-quality interaction, characterised by trust, open communication, and a willingness to embrace conflict.
3. The third is a strong sense of renewal, meaning an environment in which team members are energised.

Prachi Juneja of Dun & Bradstreet states that.
1. Everyone on the team talks and listens in roughly equal measure, keeping contributions short and sweet.
2. Members face one another, and their conversations and gestures are energetic.
3. Members connect directly with one another—not just with the team leader.

The reasons, the characteristics, the what and why of great teams

1. Team members are a tight-knit cohesive unit because they believe in and share a common goal.

2. Team members understand their individual contributions because their performance goals are aligned with the common goal.
3. Team members selflessly support and motivate each other because they know that at some time, they all need help, and this is how the whole team wins.
4. Team members are mutually accountable to each other because they have agreed to share each other's failures and successes.
5. Team members have significantly higher job satisfaction levels because they achieve more than ordinary teams and because they get great enjoyment from knowing they are different.
6. Team members do not have confused accountabilities, position description conflicts or overlaps because they have a clear definition of who owns what, who decides what and who is both responsible and accountable for what.
7. Team members handle significantly less email traffic because their roles and responsibilities definitions mean all information is shared on a need-to-know basis only.
8. Team members are motivated to do their best because they individually establish a set of measurable, personal and professional goals.
9. Team members evaluate themselves and their staff because it provides new insights into individual management needs, strengths, weaknesses and mutual opportunities for growth.
10. Team members assess where they are on the Team Maturity Scale because it reveals the gap to either reach higher levels of maturity.
11. Team members analyse their current management style because it allows them to create new management styles that focus on professionalism, management and people leadership qualities.
12. Team members create a personal definition of professionalism for themselves because this then establishes and baselines their professional standing.
13. Team members have a specific way of conducting meetings because it keeps them focussed on what really matters, enhances their management effectiveness and creates meetings that have real value.
14. Team members accept being mentored and mentoring of others because it builds relationships, improves the management of others, and creates the first stage of open and honest communication and because it helps to develop themselves and their staff to their fullest potential.
15. Team members define individual roles and responsibilities because knowing how they support the team, and how they contribute to the success and results of the team produces greater job satisfaction and commitment, less work and fewer mistakes.
16. Team members provide motivation and support because it makes them feel closer to those whom they are helping, it builds trust and inspires others to achieve higher levels of performance.
17. Team members selflessly collaborate because it helps all team members achieve each other's goals and the common goal.
18. Team members understand and practice interpersonal skills because they are the foundations of trust, open communication, conflict management and respect.
19. Team members create a set of team rules because this gives the team its cultural baseline.
20. Team members do have bad feelings or unfettered conflict because they know how to manage and harness conflict in order to promote creativity and innovation and bond more closely.

As a team takes onboard more of these characteristics, they progress upwards on the Team Maturity Scale. It is a surprisingly quick and easy process to imbue these characteristics into a team and in so doing, either turn a team around or take it up a step.

Part 4 - Why your goals are important

There need to be concrete reasons, goals in mind for wanting to improve yourself and your team. You also need to be able to measure and see evidence that these goals are being achieved. This is important for the whole team, achieving goals is not just rewarding but as we know is also highly satisfying.

Consider

- Why are you wanting to improve your team?
- Have you thought about your own professional development?
- What problems are you trying to solve?
- What outcomes are you after?

Here are some example answers to these questions

- Lack of preparation to successfully lead.
- Lack of promotion.
- Need a better work/life balance.
- An enjoyable lifestyle as a result of higher remuneration.
- An increasing lack of confidence.
- Developing managerial effectiveness.
- Better team member engagement.
- Determining your management approach.
- Micro-managing.
- The pressure to succeed immediately.
- Communicating objectives to your team.
- Establish the team's purpose.
- Manage team talent.
- Leverage team norms to drive performance.

- Master team conflict.
- Managing difficult People.
- Pressure.
- Letting someone go.
- Delivering bad news.
- Staying motivated.
- Culture issues.
- Being respected and being liked.
- Empowering team members.
- Engaging introverts.
- Fostering collaboration.
- Work performance and productivity.
- Fostering an environment of trust through recognition and feedback.

Exercise

Think about and list your **Professional** reasons, your goals, for wanting to improve yourself and your team. You can select from the list above, and/or create your own. Here are some more examples.

- To upskill my management competency and capability.
- To address particular management or departmental issues.
- To prepare for a major strategic business initiative.
- To manage increasing workloads.
- To improve morale and job satisfaction.
- To do more with fewer resources or have a faster start-up/reaction time to new, unplanned business needs.

Now think about and list your **Personal** reasons, the outcomes you want from improving yourself and your team, for example.

- To have a better career.
- To increase job satisfaction level.
- To become a professional.
- To better manage a team.
- To build a High-Performance team.
- Working with people who are loyal, supportive and trustworthy.
- Professional development, new skills, knowledge and behaviours, and over time become increasingly better at whatever is being done.
- The ability to overachieve in comparison to others.
- Attainment of something that very few people get the opportunity to obtain.

Now, looking at the two lists you have prepared, against each item, write down the **Measures** you will use as evidence that the goal has been achieved, for example.

- Lack of preparation to successfully lead. (Feeling more confident about managing).
- Lack of promotion. (Received a promotion, managing more staff.)
- Need a better work/life balance. (More personal time, now going to the gym.)
- An enjoyable lifestyle as a result of higher remuneration. (Increased remuneration)
- Developing managerial effectiveness. (Team is working better, getting more done, less stress.)
- Team member engagement. (Good team member relations, feeling more relaxed.)
- Micro-managing. (Team members are self-managing.)
- Communicating objectives to your team. (Team has a common goal.)
- Leverage team norms to drive performance. (Team has direction.)
- Master team conflict. (Conflict management practice is in place.)

Part 5 - Assessing and changing your Management Style

A manager who walks the talk cares about and develops their team members builds loyalty. Getting into the trenches with your team members and showing them, you care matters. You will be a role model for others who will aim to emulate your management style. What you do and say matters, your words and actions influence people's thoughts and actions.

Management models

Before getting into assessing your current management style and developing a new one, you need to learn a little about three different management models.

1.   The first is the 'Traditional leadership model' also known as the directive or command and control structure, first conceived in the Industrial Revolution of the 1800s, it was refined after WW2. It is the conventional way of managing the organisations around the world today. It has the following features.
   - There is a hierarchy of employees.
   - An organisational chart with a manager at the head.
   - A senior executive or board holds power.
   - Leaders often rule with compulsion, force, control and secrecy.
   - Managers are often viewed as intimidating people.
   - Managers' jobs are to plan, organise staff, direct and control.
   - Managers command respect through seniority and years of service.
   - All efforts are directed at achieving results as evidence of success.
   - Managers do not always welcome new ideas and can be unaware of changes and problems.
   - Tend to have frequent turnover among their team.
   - The manager sets expectations for employees who need to meet goals, but the manager receives the reward for achieving them.

2.   The second is the 'Transformational leadership model'; its features are.

- Managers motivate staff to do more than they originally intended, and more than they thought possible.
- Set more challenging expectations.
- Typically achieve higher performance.
- Inspire their staff with challenge and persuasion.
- Are intellectually stimulating, expanding staff's use of their abilities.
- Are individually considerate, supporting staff, mentoring and coaching.
- Are admired, respected, and trusted.
- Encourage creativity.
- Create new learning opportunities with a supportive climate.
- Recognise individual differences in terms of needs and desires.
- Accept individual differences (e.g., some staff receive more encouragement, some more autonomy, others firmer standards, and still others more task structure).
- Delegate tasks as a means of developing staff.

3.   The third is the 'Management and Teams management model'.

The Management and Teams management model views management and leadership as similarly defined, as concepts that are transposable and inseparable. Together, leading (visionary) and managing (task-orientation) form a framework of skills and behaviours that are necessary to drive Great and High-Performance Teams. It has the following features.

- It is based on the Transformational leadership model.
- It introduces a Transformational management style.
- It emphasises people leadership skills.
- It introduces formal management methods and techniques.
- It trains all levels of management (not just senior executives) on how to manage and lead.
- It builds Great and High-Performance Teams.
- It provides a pathway and environment, allowing organisations to move from the Traditional to the Transformational management model, gradually.
- It is driven by the new millennial workforce, who are vocal about what they want their workplace to look like. Millennials will not accept the old-style methods of the Traditional model.
- It acknowledges that employees are demanding higher levels of job satisfaction and managers who are open and honest and who value their employees' contributions. These employees want to be recognised for their efforts, work in a collaborative environment and have a say in how the workplace is managed.

Management Style

A management style is a description of the way you act and how others can expect you to react in a given situation. It is something you should be proud of and that you are happy to declare to anyone who asks. It is something you can explain to your team members, use on a resume or at a job interview to describe who you are professionally.

Transformational managers use a management style that motivates others to do more than they thought possible. The style sets challenging expectations for team members and staff, and typically these managers achieve higher performance outcomes. They manage people as individuals, identifying and developing their talents. They are supportive, provide mentoring and are role models who are respected and trusted. This management style is so appealing that team members and staff copy it.

Learning how to change your current management style into a Transformational management style and accepting that you need to change your ways of managing and relating to people is essential. A Transformational management style is composed of management and people leadership qualities. These qualities are complementary and inexorably linked to each other, they:

- Directly affect a manager's confidence.
- Improves managers and the team's morale and retention.

- Change the way a manager thinks and acts, which helps with the implementation of new organisational changes. Managers are in turn better able to convey the need for change to staff.

> "The goal of management training is to increase productivity of all employees by motivating and educating managers. As manager confidence increases, so can the ability of the manager to implement company strategies, mitigate internal conflict and train subordinates to perform better". -Jeffrey Glen.

Management qualities

- Are **action-oriented**, are the allocation and control of **resources** (human, material and financial) to achieve objectives.
- Exist to plan, organise and coordinate.
- Execute specific areas within their **responsibilities** and **accountabilities**.
- Achieve business **goals.**
- Formulate and enforce **policies** to achieve business goals.
- Set individual performance goals.
- Focus on the **short term.**

People Leadership qualities

- The leader is motivated by improving the well-being of people.
- The leadership style is marked by **transparency**, telling employees about organisational changes. (In an employee survey, management transparency was the number one factor contributing to employee job satisfaction.)
- **Shares information** with employees **empowers** everyone and **increases collaboration**. (In that same survey, teams and collaboration were placed as the top attributes that employees felt about their peers.)
- Facilitates **open information,** ensuring that ideas flow more freely across all levels of an organisation.
- Values **sharing and service** over the old values of exclusion, control, and self-interest. (In another survey it was found that employee **trust** greatly impacts engagement, workplace happiness, work quality, and employee retention.)
- Managers **motivate** others to do more than they originally intended and often, even more than they thought possible. They set more **challenging expectations.**
- Staff seek to identify with and **emulate** their team leader.
- The manager inspires team members with challenge and persuasion, providing meaning and understanding. The leader is **intellectually stimulating**, expanding staff members use of their abilities. The leader is individually considerate, supporting staff, **mentoring and coaching**.
- **Admired, respected, and trusted** and have high standards of ethical and moral conduct.
- Managers who stimulate their staff's efforts to be **innovative and creative** by questioning assumptions, reframing problems, and approaching old situations in new ways. **Creativity** is encouraged.
- There is **no public criticism** of individual staff members mistakes.
- They pay special attention to each **individual's needs** for achievement.
- Manager's behaviour demonstrates acceptance of **individual differences** (e.g., some employees receive more encouragement, some more autonomy, others firmer standards, and still others more task structure.)
- Managers who **delegate** tasks as a means of **developing their staff.** Delegated tasks are monitored to see if the staff need additional direction or **support** and to assess progress; ideally, staff members do not feel they are being checked upon.
- Managers who create clearly communicated **expectations** that staff members want to meet and demonstrates a **commitment to goals and the shared vision or common goal.**
- Managers who **solicit new ideas** and creative problem solutions from staff members, who are included in the process of addressing problems and finding solutions. Staff members are encouraged to **try new approaches**, and their **ideas are not criticised** because they differ from the leaders' ideas.
- Managers who **develop staff members to successively higher levels of potential**. New learning opportunities are created, along with a supportive climate.

- Managers who practise '**management by walking around**' their workplaces. **Interactions with staff members are personalised** (e.g., the manager remembers previous conversations, is aware of individual concerns, and sees the individual as a whole person rather than as just an employee). The individually considerate leader **listens effectively**.
- They build self-organising, **Great** and **High-Performance Teams**.

> "Progressive leadership models often seek to abolish class systems common to traditional leadership models. This means that everyone, regardless of rank or position, is subject to the same rules of behaviour, processes for getting things done, and reward systems." Stewardship, Block.

Developing a Transformational Management Style

Developing a Transformational management style is perfect for managers as it provides an opportunity to learn a senior executive management technique. Many companies only invest in management training for senior executives (i.e., leadership development), so this is an opportunity to learn as they do.

Example of a Transformational Management Style

"I am an enthusiastic manager who is open and honest, fair and reasonable, someone who mentors, motivates and develops people to become professional in their chosen field."

This could be explained to team members and colleagues as.
- An enthusiastic manager - I am optimistic, inspire teamwork and organise, plan, delegate and set goals.
- Open - I am approachable, always available and receptive to new ideas and ways of thinking.
- Honest - I am truthful, direct and believe it's not what I say but rather how I say it.
- Fair and reasonable - I consider both sides of a debate or argument and aim to make a decision that is best suited to the majority view or organisational aspirations.
- Mentors motivate and develop - I mentor people to become professional, I am supportive, I like to motivate people and develop their talents.

Consider the following points when you come to craft a new Management Style

- There is no single, accepted definition of Management or Leadership or the skillsets they comprise. (In fact, there are over 8000 definitions of leadership alone.)
- There is an operating assumption that anyone can be a manager.
- The manager/team member relationship is the most important single factor in employee engagement.
- Engaged employees are motivated and supported by their managers, making them more productive.
- Disengaged employees are more likely to be unsupported, causing frustration and disruption.

Exercise

What is your current management style?

You do have one, but perhaps you have never thought about it. Think about it now. Use the highlighted keywords in the lists of Management and People Leadership qualities shown above as prompters. It is possible that you may not identify with any or many of the keywords.

The job satisfaction derived from achieving Transformational Management is nothing short of substantial, it alleviates much of the anxieties and stress that managers often feel and gives you increased confidence and optimism especially where constant change is involved.

Try to describe your current management style (that is how you relate to people, like delegating or giving direction or even better, how team members/staff would describe the way you manage). Aim to do an honest assessment, none of us is perfect, and this description will not be shared with others unless you chose to do so.

1. Make a list of the Management and People Leadership qualities you currently identify with.
2. Write out in one or two sentences your current management style.

Exercise

Craft a new, Transformational Management Style

Now try to describe a new style, again using the highlighted keywords in the lists of Management and People Leadership qualities shown above as prompters.

This time try to describe **how you would like to manage**, how you would like to be **viewed and described** by your team members/staff and your colleagues.

1. Make a list of the desired qualities, focusing more on the People Leadership qualities as against the Management ones.
2. Craft the qualities into a one or two-sentence management style description.
3. You may not get the wording quite right the first time, that doesn't matter, simply keep reworking it until you're happy that you have something you are comfortable with. Limiting your Management Style to one to two sentences makes it easy to remember.

Bringing about change

> Continually practising and reciting this new management style will influence your thoughts, speech and actions and actually change the way you manage. It works like a mantra, the more you recite it the more it sticks and changes the way you behave.

- Recite the management style on your way to work.
- Recite it before you go into a meeting.
- Recite it to yourself during a meeting.
- Recite it to yourself before and during a conversation. (Allow yourself a pause during a conversation to recite the new style. Doing these influences what you say next.)

Your Management Style is contagious

The central finding of EI (Emotional Intelligence) research is that emotions are contagious, attitude and energy 'infect' a workplace for better or worse. Accordingly, your team members will emulate your management style and, staff will be influenced by it. I was often described as having 'energy' that infected everyone around me, it was only because even in the face of adversity, my management style made me remain positive and confident and as a result so did my team members.

Team members will copy the pace you set, the sense of urgency you create, your work habits and arrival and departure times. They will copy your behaviours, your ways of thinking, the way you delegate, how you deliver on commitments and the trust you give.

> "The Transformational leader uses charisma, individualized consideration, and intellectual stimulation to inspire employees to make extraordinary efforts". Leadership: Good, Better, Best. Bernard M. Bass

As with learning anything new, repetition is the key. It may take a few weeks for your new way of thinking, speaking and acting to kick in, but it will happen, and you will change. Perseverance is required. Recite your management style before and during meetings and before having a conversation. As a suggestion, whilst you are practising, pause for a moment before you speak each time, use the pause to recite to yourself your new management style. There is no rule that says we must immediately blurt out a response or answer to someone. Pausing also makes you look and sound more statesmanlike, people will notice it and respect and admire it. Then, speak slowly, aiming to match your words with your new style.

You can test if your new management style is working by noticing people's reactions to your conversations and the observations and comments you make in meetings. Look at their faces for a reaction and also their words in response to what you have said.

Personal Working Styles

Team Members who manage staff, you have the option to have your staff develop a personal Working Style.

Develop a personal Working Style

This applies to team members who have their own staff to manage. The team members staff are asked to develop a personal Working Style, just as the team members develop a personal management style.

A Working Style should describe the way a person works and include things that are necessary to do their job, like:

1. Adhere to following process.
2. Follow standards.
3. Only undertake work that has come from official sources.
4. Only go home when all urgent work is completed.
5. Follow team rules.
6. Only use the agreed team tools.
7. Other – depending on your specific situation.

Example

I follow process, standards and the team rules. I use Ms-Office and MS-Teams, and I actively try to help my colleagues with their work when required.

A staff members personal Working Style description gives insight into that staff member, the way they work and how they see their work. It is also an opportunity to work with each staff member to modify their Working Style so that it is compatible with what is required to do their job and with other staff Working Styles.

Part 6 - Understanding your professional standing

Introduction

Teams are encouraged to consider themselves as a group of professionals in their chosen field. This means, amongst other things that they are people who are proud of what they contribute to their profession and who live up to be considered as role models for others.

Building a great team is all about developing a team of professionals with the right skills and behaviours. That is, building a professional team against just improving an ordinary team. Both you and your team members need to decide if you want to become or be considered professionals in your chosen field.

Being high on the Team maturity Scale (Great Team or High-Performance Team) requires team members to not only act as a professional but also be able to provide evidence of that professionalism. Teams that actively work to achieve this form closer bonds enjoy higher job satisfaction levels, view training in a different light and are far more likely to be better mentors and managers.

What is professionalism?

Consider these examples:
- Imagine you are at a job interview and I ask you "do you consider yourself to be a professional?". You answer, "absolutely, I do". Next, I ask you "and what evidence do you have to support that position?" How do you answer this question, what evidence do you have?
- A medical student has obtained his or her medical degree and has started practice as a GP. Are they a professional? They have a degree, no experience and perhaps little else, but are they a professional?
- You need to have major surgery; the suggested surgeon only has one year of surgical experience, is this surgeon professional enough for you?

- An IT Manager has 20 years of IT experience and has held many IT management and technical positions, is this person an IT professional? Are years of experience sufficient evidence?

Now consider your own situation, are you a professional and if you say 'yes' where is your evidence? Do you want to be regarded as a professional or perhaps you don't care?

Professionalism attributes

It means that personal biases and prejudices, for example, cannot be part of a professional persona, it does not allow personal issues to play a role in a team as they can cause a team to fail. Even though team members should be concerned and caring about each other, this does not extend to displays of personal emotions or blackmail. To be considered as a professional means that you and your fellow team members need to demonstrate most, but not all of the following.

- Years of management or industry experience. (Generally greater than 10).
- **Appropriate positions held**. (Evidence of broad industry experience).
- **Development of specialised knowledge**. (Evidence of technical knowledge, acquisition of specific industry skills and techniques).
- **Having a theoretical foundation**. (Appropriate industry, college, university, certificate level training).
- **Intellectual development**. (Professional reading habits, training, association memberships, social media memberships).
- **Professional development**. (Management, leadership, people management training).
- **Use of techniques and knowledge**. (Acquisition and use of management and technical industry techniques).
- **Competence, honesty, integrity and respect**. (Progressive, transformational management style).
- **Accountability.** (Understand and accept accountability for one's own actions).
- **Self-regulation**. (Self-assured, able to control emotions and behaviours, training).
- **Having a professional attitude.** Being outwardly supportive. Not participating in secret or negative conversations. Arriving at work on time and staying until the day's work is complete. Putting in extra time when required.
- **Demonstrating professional maturity.** Producing quality work. Acknowledging mistakes without shifting blame. Owning up to issues and presenting solutions. Being predictive about problems, acting before they occur to avoid them.
- **Managing time and workspace.** Maintaining a diary for appointments and deadlines, regularly checking to stay on schedule with meetings and tasks. Using smart management techniques. Organising your workspace so that it is clean and that files are organised.
- **Practising leadership skills.** Making presentations, chairing meetings, joining a professional society. Being up to date with industry changes by attending seminars and reading professional publications.
- **Communicating professionally.** Being aware of body language, eye contact and your handshake. Speaking clearly and matching the tone and speed of your voice to match the other persons. Practising active listening.

Exercise

Manager and team members

1. Create a two-column table, list the professionalism attributes in the left-hand column.
2. In the right-hand column, add what evidence you have today that satisfies the attribute.
3. Add the table to your CV copy.
4. Make a diary note to review the table again at the end of the course and in 6 and 12 months.

Performance Management

A technique that will be covered later but mentioned here is when dealing with a troublesome or non-performing team/staff member is to:

- Tell them that you are only interested in people who are or want to become a professional.
- Explain what being a professional means.
- Ask them if they consider themselves to be a professional or explain that their actions are contrary to this.
- Explain what your expectations are.

Part 7 - Motivation and Support

Putting people first

The number one people management skill you need to become well versed in is motivating and supporting your staff.

Managers who actively support and motivate feel closer to those whom they are helping. By showing a sincere interest in your staff, you are building trust and inspiring others to achieve higher levels of performance.

A team is a group of individuals who must be managed as individuals. It is important to accept individual differences (e.g., some staff receive more encouragement, some more autonomy, others firmer standards, and still others more task structure. It also follows that when delegating tasks, it should be done as a means of developing staff.)

These techniques are based on the High-Performance Management model, which uses a Transformational management style, that is, it puts people first. The risk is that you may attempt to use Traditional management style techniques which aside from being outdated will not work on the new, millennial generation of employees.

Motivation and Support Techniques

The following Motivation and Support techniques result in substantial increases in performance, productivity and creativity.

- Everyday techniques
  - Simple, everyday ways to motivate.

- Recognition Technique

- This technique is for the general motivation of team members to show them that you value their contributions.

- Take it to the next level Technique
    - This technique is good for motivating a team member who has prepared a report, a presentation or a document that does not meet your expectations.

- The Hand Technique
    - This technique is for managing team members who are experiencing a fear of failure or fear of not meeting your expectations.

- Don't talk Technique
    - This technique is suitable for team members who are troubled, underperforming, have dropped the ball or are not engaging in change like their colleagues.

- Support
    - It's important that all staff know that no matter what they do, their worst mistake, you will support them and back them up, protect them from the wolves. This is important for everyone's morale.

Everyday Motivational Techniques

These are a set of general motivational techniques to show your support for your team members.

Give Recognition - Give effective recognition for a job well done by doing it in front of others. Be sparing in your praise - recognition must be deserved.

Highlight Strengths - Look for opportunities to improve communication between team members. Highlight someone's strengths and underpin any shortcomings by saying that once they had trouble with something, or we're just learning something new, but that now they are an expert.

Provide Feedback - Every time you speak with one of your team members is an opportunity to provide feedback on their performance and to offer support and motivation. Everyone needs to receive positive feedback so that they understand they are important, are a contributor, a team player and believe they are receiving an honest assessment of their performance.
- Comment on a recent email or report you received.
- Comment on customer feedback you received that concerns their area.
- The comment that you think things are going well.

Make observations not criticisms about things you don't like. Do not make criticisms but instead make unfavourable observations. As soon as someone feels they are being criticised they turn off and do not hear what you are saying - they don't take it on board. High-Performance Teams are taught never to be critical.

"I noticed that the last email you sent me was very long."

An employee of the month - Implement programs to recognise the performance and efforts of all staff.
- Ask for suggestions by email from team members/staff a week before month-end.
- Issue by email who the winner is and why they won. Mention who came second and third.
- If you are in the office, do this as part of the end of week drinks or similar.
- This creates competition to win - its effectiveness is off the scale - I can't recommend this highly enough.

Accept mistakes - but not when the same one is made three times.

What de-motivates
- **Lack of recognition**, support and motivation.
- **Lack of autonomy** or overly micromanaging.
- **Making decisions** about team members without consulting them.
- **Allowing** team members to miss commitments without a negative consequence.
- **Not making allowance** for personal factors and their effects on work.

Recognition Technique

This technique is for the general motivation of team members to show them that you value their contributions. As we know, it's the simple things that work best. Everyone responds favourably to receiving 'recognition'. The boost this gives to people is enormous. Our good feelings about ourselves increase, our perception of self-worth goes up, we feel valued and most of all, we feel that our contributions and efforts have not gone unnoticed.

How to do it
The trick is to keep it simple. Whenever you are speaking with one of your team members make a comment or observation about something, anything, they have done recently. This is just making a comment or observation, it is not about dishing out a huge amount of praise. If a team member has done an excellent job at something, that should get public praise in say your weekly management team meeting.
These comments should be given at the end of a conversation, or in an elevator, tearoom or a quick corridor chat.

Examples
"That last email you sent me, I found that really helpful, thank-you."
"At my Business meeting yesterday, the work you're doing was mentioned, they seem very happy."
"I spoke to one of your staff members this morning, she is doing a great job, I guess that means you are you too."
"That urgent reply I needed to my email yesterday saved me a lot of grief, thank-you."
"I don't think I say this often enough, I just want to mention that I appreciate your efforts and everything that you do."

So, whenever you're chatting with a team member, think to yourself - what simple comment can I make about their efforts. Do it regularly, it's a comment; not a heap of praise.

Take it to the next level Technique

This technique is good for motivating a team member who has prepared a report, a presentation or a document that does not meet your expectations. It is an easy and effective way to get the changes you want without demotivating your team member.

How to do it
1. Acknowledge the work that has been done by saying,
2. "This is a great foundation".
3. Do not say "This is a great start" that implies it's not finished whereas the team member probably thinks it is. Try not to say anything negative as they will immediately turn off and you won't get them turned on again.
4. Next, try saying this,
5. "With what you have done, we can now take this to the next level, which is what I was hoping for".
6. This reinforces that you like what has been done and that you have confidence that the team member is capable of making it better.
7. Now, walk through the changes you want, always commenting that each change takes things up a notch, makes it a first-class result, and if the foundation was not there, these changes would not have been possible. As you walk through the changes, ask the team member.
8. "Do you think you can do that?"

9. That is all that is required. You have turned a negative into a positive mentoring of the team member and made them feel confident about what comes next. They should leave you feeling good about themselves and the session, and so should you.

The Hand Technique

This technique is for challenging team members to take on new or more difficult tasks and also for managing team members who are experiencing a fear of failure or fear of not meeting your expectations.

Challenging team members

This technique is very good for convincing team members to take on new and more challenging tasks. If you have a High-Performance Team then this technique is used to get team members to extend themselves by taking on tasks for which they have no previous skill, experience or knowledge of. When using this technique always aim to use it as a means of developing team member responsibilities or accountabilities, new roles and the development of new skillsets.

Fear of not meeting expectations

There is a much more significant and more insidious cause for failure, and that's our self-defeating thoughts brought on by fear of not meeting expectations. You can see it in people's eyes when you give them a task that they do not feel confident about. They have learned that failure - not meeting what's expected - can have negative consequences or in extreme cases, be punished.

The consequences can be humiliation, no further work allocation of the type just tried, no promotion or not being given a second chance to take on something new or significant. Only negative thoughts about their lack of ability, and possibly their job is at risk, resound in their head.

Fear of failure is probably one of the main reasons why we prefer to numb ourselves through inaction rather than move forward. Sometimes we are so afraid of letting ourselves down or letting others down or disappointing them that the opinions of others dominate us to the point of paralysis. Other times it is a deep-seated feeling of unworthiness that makes us question our abilities.

Succeeding or failing is not the issue; what is the issue is having a go'. The following technique also works well with people you are getting to know or to whom you are giving a difficult task that they have no experience or knowledge.

The hand technique is very good at removing the anxiety about their ability to do the task and what your expectation of the outcome might be. This technique is remarkably successful, especially as people get to know you and what you expect of them. Just having a go, giving it a try, is what it's all about.

How to use the Hand Technique

1. Explain the task and what you think the outcome may look like and then deliberately place your hand about 10 centimetres above your desk and say,
2. "What's important here is having a go. I don't care if you only achieve this much".
3. Then raise your hand a bit higher,
4. "Or you achieve this much. What I care about is you're agreeing to have a go at this task please, I am not interested in what you achieve."
5. Finish up by saying.
6. "Please come back at any time if you need help - helping is part of my job."
7. One of your most important management functions is to support and motivate your team members. A negative or positive comment goes around and around in a person's head all night.

Don't talk Technique

This technique is suitable for team members who are troubled, underperforming, have dropped the ball or are not engaging in change like their colleagues.

At some stage in our careers, this tends to happen to us all. Most of the time we pull out of it. In this case, I am not talking about someone who may be depressed. The underlying causes are either personal or professional problems. The same technique is used for both as at the outset; you don't know which is the problem.

How to use the Don't talk Technique

1. Call the staff member in and have a conversation as follows.
2. "Come in, please sit down, I have something to say to you, and I would appreciate you hearing me out before making any comments. I have noticed that you are unhappy at the moment, and that is bothering me greatly. You are clearly dissatisfied with work just now, and I can see that your morale is low. I don't know what the cause is, but my approach to situations like this is that I am the cause, the problem is me. I have failed to sufficiently support and motivate you in some way, perhaps the work I have asked you to do is not challenging enough, or I have failed to adequately explain what it is I would like you or the team to undertake."
3. "You don't have to make any comments about this just now unless you want to. In fact, I would prefer you didn't, but instead, come back and see me tomorrow and let me know what you think. Tomorrow I want to talk about what I can do, let's talk about training, a new job, different work, let's talk about how you see things, what your needs are. If the issue is a personal one, let's talk about that. Whatever happens, please accept that the real problem is me; somehow, I am failing to support you in some way."
4. "Let's catch-up at 10.00 tomorrow morning."
5. What happens next is that the person concerned digests that you see the problem as being with you, this is a surprise to them and it nearly always allows them to come back and be very open and honest about what is really troubling them, be it a personal or professional issue. This creates a context for an honest conversation. The usual causes behind team members who are underperforming are:

Their job role - they are a square peg in a round hole, their current job does not match their job aspirations or capabilities.

They are not handling change - they see their peers doing well, and this is creating anxiety for them as they don't think they are capable of changing.

They don't know what you want - they are having difficulty understanding what it is I want of them - there is a communication problem?

A personal problem
At the beginning of the follow-up meeting, outline these possible causes and start by saying:
"I have been thinking about our next catch-up, and I think the issue could be one of the causes I just outlined. What do you think?"

Then pass the conversation over to them.

You clearly need to address the underlying cause of the issue; you can't brush it aside. Management and Teams use the Transformational management style, that is, it puts people first. The risk is that your approach to solving situations like this is that you may use the Traditional management style where people are viewed as units of labour. I'm sure you are not like that though.

So, the approach is that you are the problem, not the staff member. Meet once, outline what you have observed, state it's your fault, let them go away and think about it, then meet again with suggestions and more importantly, hear them out. I believe that as managers, we are responsible for the health and well-being of our staff; this includes their job satisfaction and morale. We create the work conditions, and therefore we need to take responsibility for a person's reactions to those conditions.

Support

It's important that all staff know that no matter what they do, their worst mistake, you will support them and back them up, protect them from the wolves. This is important for everyone's morale.
Here is a real-life example I had once. A network team member did a network link upgrade but got it badly wrong and bought down several major links. This took out services to Hospitals, Operating Theatres and Pathology Laboratories. No matter what the circumstance, it's an unforgivable mistake, the most basic of quality checks stops mistakes like this from happening. Following the Network link upgrade process would have picked up the error, but that didn't happen, the process was not followed.

I was absolutely livid; I don't tolerate mistakes of this kind given they are avoidable. My approach to this was as follows. I told the Network Manager to come and see me with the offending staff member after the services had been restored. I knew that both of them, whilst fixing the problem, would be thinking about their upcoming meeting with me. They will be thinking about how they are going justify making such an obvious, stupid and catastrophic mistake. They will know that they have let not just me down, but themselves and their whole team down.

So, when they finally come to see me and sheepishly come into my office, I look up and ask, "is it fixed?", "yes" comes the reply, I go on "the process includes a quality check, does it not?", "yes" comes the reply, "and you didn't follow the process did you?", "no" comes the reply. I continue, "it's my job now to take the heat from the impacted surgeons and Hospital and Pathology administrators, it's your job to follow the process, don't do it again please, you're better than that, that's all, you can go". The whole IT Department would hear what happened and I seriously doubted that anyone would make the mistake of not following the process again, which is in fact what occurred.

We all make mistakes, some more serious than others, but as we know we learn from mistakes. I see no point, nor have I ever seen any point in crucifying someone when a serious misjudgement has been made. When someone makes mistakes often, then you have a performance issue and that clearly requires a different response. Team members and staff must know you have their back.

Recognition

As we know, it's the simple things that work best.
My team building and change management experiences have taught me one thing in particular; everyone responds extremely favourably to receiving 'recognition'. The boost this gives to people, including you and me, is enormous. Our good feelings about ourselves increase, our perception of self-worth goes up, we feel valued and most of all, we feel that our contributions and efforts have not gone unnoticed.

How to do it

The trick is to keep it simple. Whenever you are speaking with one of your team members make a comment or observation about something, anything, they have recently done. I stress, this is just making a comment or observation, it is not about dishing out a huge amount of praise. If a team member has done a really great job on something, that should get public praise in say your weekly management team meeting.
These comments should be given at the end of a conversation, or in an elevator, tearoom or a quick corridor chat.

Examples that I found worked extremely well.
- "That last email you sent me on XYZ, I found that really helpful, thank-you."
- "At my Business meeting yesterday, the work you're doing for them was mentioned, they seem happy."
- "I spoke to one of your staff members this morning, she is doing a great job, I guess that means you are you to."
- "That urgent reply I needed to my email yesterday saved me a lot of grief, thank-you."
- "I don't think I say this often enough, I just want to mention that I appreciate your efforts and everything that you do."

- "Don't forget my Rule Number 1, "You need my permission to die, and you don't have it, you're too valuable" (For the humour value, works a treat.)

> So, whenever you're chatting with a team member, think to yourself -
> "What simple comment can I make about their efforts"
> Do it regularly, it's a comment; not a heap of praise

Part 8 –Management Team meetings

Management Team Meeting

A Management Team meeting, if you do not already hold one, is essential for managing and developing your team. The meeting needs to be an important event in your diary, ideally not to be missed or rescheduled. I found that the best time of day to schedule this meeting was at 4.00 pm, as this allows for an open-ended finish time which encourages everyone to prepare beforehand, focus more during the meeting and to be brief and to the point. These things not only make for a much better meeting experience, but they also enable the meeting to finish quickly.

High-Performance Team Meeting format

I have found that the best meetings, and again ones that people want to attend are those that are largely unstructured, meaning that they follow a High-Performance Team meeting format with no Agenda or Minutes. At the beginning of the meeting the Chair reminds the attendees that their contribution should ideally cover:

- Customer satisfaction levels
- Service Delivery (including Metrics, Process, Backlogs and Managed Services)
- Strategic Business Projects
- Staff satisfaction levels
- IT Spend
- Team development activities
- Other business

Meeting process

The format of the meeting is then quite simple. Each person talks in turn to their items and issues but only from a perspective of telling others things they 'need' to know. Questions are then asked, actions are agreed and noted by the person who has taken the action and when all questions have been answered the next person talks. This process continues until everyone has spoken. The last action is by the CIO who gives out specific tasks that he/she has, noting down to whom and when the task is given. The attendees understand that the CIO allocated tasks have a high priority and are to be actioned asap.

It is assumed by all that actions taken will be dealt with as a priority unless otherwise agreed. A mature team does not need to minute or track an individual's actions, accepting an action is the same as making a commitment to do it, being trusted to do it with no need for follow-up.

Meeting tips

- Have the last person to arrive for the meeting take on most of the CIOs allocated tasks.
- Do not allow war stories or discussions about similar experiences that don't add value.
- Ban the use of laptops, they are distracting, and the laptop user does not take on board the same quantity and quality of information as the non-laptop user. (It's a fact, ban them, see previous post).
- An option that is used by mature teams is to stand during the meeting rather than sit. This saves considerable time, increases focus and shortens the meeting length.

This approach works equally well for face to face and virtual meetings

Part 9 – Mentoring your Team Members

Mentoring Is not just an important success factor for team-building outcomes, it is also highly recommended as a regular management practice for managing and developing your team. I firmly believe that every manager has a responsibility, a duty to develop the skills, knowledge and professional growth of each of their team members.

The Mentoring session

The purpose of the mentoring sessions is twofold. Firstly, it assists with the rollout of the team-building process and secondly, it creates a working relationship that is positive and supportive that provides you with a management tool to develop your team members to their fullest potential. The scope of the sessions should change and evolve as the needs of the team member being mentored changes.

At the start of your mentoring sessions, explain why the sessions are being held, their twofold purpose, then try to exchange background information about yourself and the mentee before you talk about anything else, take the time to get to know each other. Try to understand the team members personal situation and out of work stresses and obligations. Use your own situation as an example. Being as frank and honest as you can help build repour and encourages the mentee to do the same. You are building a working relationship here and you want to be able to quickly and easily, openly and honestly, discuss any subject, no matter how contentious or troublesome, in the future.

At subsequent sessions, the team member being mentored should be encouraged to share information about his or her career path aspirations and be given guidance, motivation, emotional support and assistance with problems. If you have a new team or new team member; at the first session, talk about becoming a High-Performance Team and the benefits.

Without a mutually understood agreement to speak freely, the relationship is unlikely to reach its full potential. Commit to honesty. Both parties should be prepared to offer frank feedback as appropriate, even if the feedback is critical. Listen and learn. Mentors, especially, need to remember that the relationship is not primarily about them. These sessions should reveal team members preferred working styles and as mentioned,

professional aspirations. You are their role model, lead by example, remembering that your words and actions will create a lasting impression and will be copied.

Be careful of language; for example, never criticise anyone even when the situation warrants it. Instead, I strongly suggest that you tell them that you have an observation to make, albeit negative. The word 'criticism' or being perceived as being critical is negative; it turns people off; they stop listening and are unlikely to take on board what you have to say. If for example, you have made the same mistake yourself at some time or exhibited the same poor behaviour that you have 'observed' say so, its builds trust and reiterates that we all learn from our mistakes. Language is important. Always try to follow a negative observation with a positive one.

As the team-building process progresses, use this time to explore how the team member is adjusting, any concerns they may have and any suggestions for improvement. Work to get them to take on increased ownership of the team-building process, its outcomes and especially making new ways of working, new habits. After all, it's for their benefit. It is important to impress on each team member how important it is to adopt, practice and make permanent the new team building ways of working. It is strongly recommended that you repeat this message every time.

Recognise that team members have individual differences in terms of needs and desires, aim to exploit their strengths and challenge them with new tasks to address weaknesses. Accept that there will be individual differences between team members, (e.g., some team members require more encouragement, some more autonomy, others firmer standards, and still others more task structure). Aim to understand their preferred working style and be prepared to address failings.

At my regular weekly mentoring sessions, I always discussed:

1. Team building progress.
2. Current major projects.
3. Any work issues.
4. Staff training.
5. Team members strengths and weaknesses and professional development needs.

Make it a priority

Try to diary at least an hour with each team member per week, especially during the team-building process. As each team member takes on more of the team-building characteristics, these sessions may become shorter or be spaced further apart. Use this time with team building and your own agenda in mind, namely that you are developing a team of professionals.

How to be a good communicator

People leadership means being an excellent communicator, ensuring that the right message reaches the right person in the right way at the right time. Communication is not a one-person show. Just doing the talking does not help; you need to concentrate on listening as well. Active listening takes considerable mental discipline and effort to do it well.

Before delivering an important message, consider:
1. Rehearsing in your head the message you want to tell.
2. Putting yourself in the other person's shoes, how will they interpret the message?
3. Is the message clear, concise and unlikely to be misinterpreted?
4. If it is misinterpreted, how will you know and how will you back out and restate it?
5. Check that your messages have been received by asking the team member to playback to you their understanding of what you have said.
6. Practice active listening, that is, concentrate on what you are hearing. What is it the other person is trying to tell you? Often if someone has a difficult thing to say to you, they will disguise it, not be clear or concise, you need to be on the lookout for this.

7. If the message (such as an employee's termination) is sensitive or unpleasant, prepare a bulleted script for yourself to follow and stick to it.
8. Be frank, direct, open and honest; the other person will pick this up and be reassured by it. It's a matter of not what you have to say, but also how you say it.
9. Look directly at the other person, that is, into their eyes. To do this and maintain a stare, look just above the bridge of their nose, between their eyes. This allows you to maintain a direct look for as long as you want. To the other person, it appears as if you are looking directly into their eyes. This is an especially effective tactic for negotiations and when delivering bad news, it gives you the upper hand.

Next, do the following

1. Set-up weekly team member mentoring sessions.
2. Take the time to get to know each team member.
3. At each mentoring session include an informal performance review, which could be as simple as saying "I think you're doing a great job."
4. Assess the team members team-building progress.
5. Assess their work performance.

Part 10 - Team Member Evaluation

> "Everyone is needed, but no one is necessary." - Bruce Coslet, Coach, Bengals.

Team Member Evaluation

People can be utterly amazing when given a chance to show you what they are capable of and how they can excel. A little support and motivation, along with honest feedback, goes a long, long way to achieving extraordinary results and improving staff morale. But to obtain these outcomes you need to know your people. As a manager in an organisation who wants to develop teamwork, you need to have a good understanding of your people. Mentoring them, spending time with them, talking to them, is some of the ways you come to understand what they care for individually and what makes them tick. Doing a formal evaluation of them is an additional way of getting to know them from a management perspective. An evaluation is simply an honest assessment of each team members working style in order that you can determine their strengths and weaknesses, know how to best manage them, determine what professional development they need and lastly, know how best to deploy them.

Being a successful manager means managing a team of enthusiastic professionals against just a good team. It is vital that you realise what people's expectations of you are. To transition, your team takes patience, understanding and a genuine willingness to learn about your team members.
You will find that people respond exceptionally well to team-building training as long as you truly believe in it.

Ideal Team Member attributes

Rarely will you have the opportunity to create a new team from scratch? The norm is that you inherit an existing team upon which to build, or you have a current team that you want to upskill. Team members need to have particular attributes and exhibit specific behaviours if they are to succeed.

Therefore, training needs to instil and develop the necessary attributes. Around 20% of team members will not make the grade, (team members who are not making the grade need to be moved to a different position or be managed out. There is no room for them in your team). But that leaves 80% of team members who will respond favourably to training. They respond positively because the training outcomes recognise their value, provides feedback on performance, is supportive and from which they achieve significant job satisfaction. As their manager, it's up to you to lead by example, provide the right environment and create the right culture.

Each team member should ideally possess the following:

- **Skillsets:** The team needs to be comprised of team members with multiple and complementary skillsets. They need to possess specific industry knowledge and a set of appropriate skills matching that knowledge. These elements create synergies with other team members and are one of the things that make teams highly productive.
- **Attitude:** a 'give it a go' approach to work.
- **Orientation:** tries to be supportive of each other.
- **Get things done:** The best yardstick or measure I can suggest for evaluating your current team members is 'they get things done. These are the people to who you can give a job, despite how busy they are, and ask for it to be completed by a specific knowledge that the job will be done and that there is no need for follow up.
- **Possess Gusto:** they show great energy, enthusiasm, and enjoyment that is experienced by them taking part in an activity.
- **Possess Alacrity:** they perform all tasks with speed and eagerness.
- **Outlook:** are driven and career-oriented and exude positivity and care about others.

It's also good to have team members that are:

- **Extroverts:** generally preferred because of their talkative, sociable, action-oriented, enthusiastic, friendly, and outgoing personalities. They are also faster decision-makers, more significant risk-takers and more innovative thinkers.
- **Introverts:** are necessary as well. They tend to be more focused, observant, lower risk-takers who carry out a more detailed analysis of available information than their extrovert partners, and they bring a conservatism and balance to decision making.
- **Extraordinary:** Some people are extraordinary; they have qualities that make a huge impact on their performance and the performance of others.
- They Ignore their job descriptions. Well, not completely, but they think and act outside their job description or fixed roles. When they encounter situations that require action, they act irrespective of their role or position. These are the people who get things done.
- They are eccentric. Someone with a somewhat unusual personality, someone who is very comfortable in their own skin. They may seem odd at first, but pleasantly so. They tend to be very creative, good debaters and make for excellent team members.
- Pull their sleeves up. When the going gets tough, these people have a trait of forgetting about who they are and rapidly becoming a member of the team when required. They recognise when things have become serious and change their behaviour accordingly.
- They praise others in public. These people effortlessly praise their fellow team members in the same way, and they do it publicly.
- They are self-motivated. These people come to work firstly for its enjoyment, to satisfy their passion and secondly for pay. They are often possessed of an overwhelming need to be successful and work hard to achieve it.
- They are process driven. Great teams are process-driven, some people get it, some don't. Process brings consistency, increased quality, cost-effectiveness, reduced task and project timeframes, fewer

errors, to mention just a few of the benefits. These people are the ones who off their own back work to make the process better.

Team member qualifications

University or College level qualifications are irrelevant in terms of being a member of a Great team. Some of the best people have no formal qualifications.

Senior management potential

Do you see management traits in any of your team members? You are, after all, developing team members to become High-Performance Team members today and managers in the future. Some clues to management potential are people who think about others first, believe they are no better than anyone else, are personable, non-judgemental and hold themselves accountable. Often the best assessment is to observe their interactions with yourself and others and go with your gut.

Team roles

Belbin's team roles are a way of understanding your team members. The roles are best used as a guide only to each team members preferred working style. It is worthwhile trying to match each team member to a Belbin role just to see how well balanced the team is. The nine-team roles are shown below.

	Team role	Strengths	Allowable weaknesses
Action oriented roles	Shaper	• Challenging, dynamic, thrives on pressure • The drive and courage to overcome obstacles	• Prone to provocation • Offends people's feelings
	Implementer (company worker)	• Disciplined, reliable, conservative and efficient • Turns ideas into practical actions	• Somewhat inflexible • Slow to respond to new possibilities
	Completer finisher	• Painstaking, conscientious, anxious • Searches out errors and omissions • Delivers on time	• Inclined to worry unduly • Reluctant to delegate
People oriented roles	Co-ordinator (Chairman)	• Mature, confident, a good chairperson • Clarifies goals, promotes decision-making, delegates well	• Can often be seen as manipulative • Offloads personal work
	Teamworker	• Co-operative, mild, perceptive and diplomatic • Listens, builds, averts friction	• Indecisive in crunch situations
	Resource investigator	• Extrovert, enthusiastic, communicative • Explores opportunities • Develops contacts	• Over-optimistic • Loses interest once initial enthusiasm has passed
Cerebral roles	Plant	• Creative, imaginative, unorthodox • Solves difficult problems	• Ignores incidentals • Too pre-occupied to communicate effectively
	Monitor evaluator	• Sober, strategic and discerning • Sees all options • Judges accurately	• Lacks drive and ability to inspire others
	Specialist	• Single-minded, self-starting, dedicated • Provides knowledge and skills in rare supply	• Contributes only on a narrow front • Dwells on technicalities

Figure 1. Belbin team roles. The University of Cambridge

- o **The shaper**. Challenging thrives on pressure, has the drive and courage to overcome obstacles. Enjoy directing attention to the setting of priorities and objectives to shape the way team effort is applied.
- o **The implementer**. Disciplined, reliable, conservative and efficient. Turns ideas into practical solutions and procedures.

- o **The completer-finisher**. Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time. They make sure a sense of urgency is maintained, and that the job in hand is completed effectively and efficiently.
- o **The co-ordinator**. Mature, confident, a good chairperson. Clarifies goals promote decision making, delegates well. They will recognise the team's strengths and weaknesses, ensure that they play to everyone's strengths, and make the most of the team's resources.
- o **The team worker**. Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction. This person supports others by improving communication between members, highlighting and building on others' strengths, and underpinning any shortcomings.
- o **The resource investigator**. Extrovert, enthusiastic, communicative. Explores opportunities, develops contacts. This person relishes exploring, investigating and reporting on resources, ideas or developments outside the group, and is good at dealing with external forces and negotiation.
- o **Plant**. Creative, imaginative, unorthodox. Solves difficult problems.
- o **The monitor-evaluator**. Sober, strategic, and discerning. Sees all options, judges accurately. They are the analyser of problems and evaluator of ideas and suggestions.
- o **Specialist**. Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply—someone who puts forward ideas of new methods or applications and who looks for possible breakthroughs to problems.

"An effective way to assess the relative strengths and weaknesses of a team and helps the team to understand ways in which it could improve performance. Developed by Meredith Belbin in 1981, following nine years of study and has become one of the most accessible and widely used tools to support team building." The University of Cambridge.

The people you don't want

The ones you don't want are simply the opposite of the ones you do.

These are people who are not comfortable with the concept of being a professional. They are usually the cowboys who ignore instructions and process and do as they please. Then there are terrorists; they actively look for situations they can make worse for the pure warped pleasure of it. A word of caution, you need to ask yourself "Do some people behave in a certain way because of the current workplace culture?" If you suspect this might be the case, I suggest you assume that they can change and therefore, be considered as possibilities. Only you can judge. Then there are people who are just plain lazy and disinterested no matter what the culture. Don't waste your time with these people, use the "Do you want to become a Professional?" approach (discussed below) and performance manage them out as fast as you can.

Unprofessional

Some people are not interested in becoming a professional; they choose not to change their behaviours. There is no room for this attitude in the team. Team members need to decide upfront if they are interested in being developed into professionals. Personal biases and prejudices, for example, cannot be part of a professional persona, nor is there room for personal issues.

Job perks

These people are more interested in the job's perks than they are in the job. Gen Y can be guilty of this. These people, believing they are highly valuable come to you demanding or strongly suggesting at least that it's in everyone's best interest to expand their remuneration package. They want to receive more flexible working hours, paid overtime, a personal use Uber account, to bring their dog to work, want company paid life insurance, and the list goes on. What I like about these people is they declare their real agenda to you, which makes them easily identified as people you don't want. Great team members are in it for the job, the work, the experience, not just for the perks.

"If you have people in your team who, despite coaching and conversations, still cannot see the positives in their role (no matter how much potential they show or how long they've been in your organization), remove them. It's time to move on. Similarly, employees should avoid negative colleagues." Andrew May. Performance Coach.

Hostage takers

These are staff who due to their many years of service are the only staff members left with specific IT knowledge. They are a highly valuable resource, and they know it. Steps need to be taken in these situations to document what they know (best of luck with that) and to train up other staff. I have encountered many people of this type and, each has firmly believed that they are indispensable and therefore, can do as they please. They ignore management directions, carryout unauthorised work, are often lazy and even go as far as to turn up for work when it suits them.
Give everyone a second chance. Discuss with these people what your expectations are and that specific behaviour of theirs is unprofessional and that there is no room for them in your team. Then document the discussion in an email and copy them and Human Resources as part of a potential 'Performance Management plan' to manage them out. Often, they call your bluff, believing you won't do it.

How to performance manage a team member out

When you do need to remove a team member, it is made easier due to the person concerned often recognising that they are not keeping up with or performing like their colleagues. They are usually having trouble adapting to the changing environment. Very often, it is a relief for these people when they are removed from the current situation as it relieves anxiety and stress.

Do you want to become a professional?

An effective way to manage someone out, is to use the "Do you want to become a professional approach?" This is a most useful technique for managing people out by asking them if they want to become a professional and describing what that entails so they can make an informed decision. If they say yes, give them a second chance, document the discussion and copy them and Human Resources. If it doesn't work out, you may need to provide them with one final opportunity else you have what you need to terminate their employment.

Professionalism means

- **Having a professional attitude**. Being upwardly supportive. Not participating in secret or negative conversations. Arriving at work on time and staying until the day's work is complete. Putting in extra time when required.
- **Demonstrating professional maturity**. Producing quality work. Acknowledging mistakes without shifting blame. Owning up to issues and presenting solutions. Being predictive about problems, acting before they occur to avoid them.
- **Managing time and workspace**. Maintaining a diary for appointments and deadlines, regularly checking to stay on schedule with meetings and tasks. Using smart email management techniques. Organising your workspace so that it's clean and that files are organised.
- **Practising leadership skills**. Making presentations, being a business liaison contact, joining a professional society. Being up to date with industry changes by attending seminars and reading professional publications.
- **Communicating professionally**. Being aware of body language, eye contact and your handshake. Speaking clearly and matching the tone and speed of your voice to match the other persons. Practising active listening.

You can decide on your definition of professionalism and use that to manage someone out. No matter how sound the reasoning, terminating a person's employment is an unpleasant experience. Always write a bullet point script in advance and stick to it. This makes the conversation easier to execute and keeps you on point and not distracted from the duty you need to perform. Don't let yourself get distracted from the script, no matter what is being said to you, stick to the script always. Remember it's not a negotiation. Always have a Human Resource or another third-party present to witness the discussion.

I have encountered many managers who frankly should never have been given a management title. I met an Applications Development manager once who spent his entire time sitting in his office; his only communication with the staff was issuing decrees via email and publicly, via email, identifying individuals for blame for any problems that occurred. To see him you had to make an appointment.

Recruitment

"First class managers recruit first-class people. Second class managers recruit third class people". Manfred de Kries

Look for people who are better, more skilled or more knowledgeable than yourself. Change your interview approach, interviews are supposed to be a two-way affair, but unfortunately, most job interviews become a one-sided interrogation. Ask the important job description questions and then have a casual conversation with the candidate. The best practice is to have the best team members do the recruitment, let the most talented find the talent. Ask team members to have an open conversation with the candidate. You can learn a lot just by just chatting about the job, the company, the work, their expectations and aspirations.

- Ask the routine questions that you need to cover off.
- Do they have a happy outlook and look genuinely excited to be there?
- Does their demeanour yell "I will give it a go"?
- Ask them what the worst mistake is they ever made.
- Ask that if you don't employ them, what are you going to miss out on?
- Ask them what the consequences of a failed commitment are?
- Ask them to ask you a question you have never heard before.
- Say something obscure and see if they question you about it.
- Ask them what their plan is to become a professional?
- Ask them what they think of the job description?

When doing a reference check, there's one key question to ask: "would you employ this person again?"

Team Member Evaluation Tables

Refer to Appendix 1 and complete the Team Member Evaluation Tables which will give you an insight into each team members characteristics, team roles, strengths and weaknesses and management support needs. Download the Tables here.

Next, do the following
1. Consider what the evaluations are telling you about yourself and each team member.
2. How should you be managing each team member?
3. What areas do they need to improve in?
4. Do some require more direction, more following up, more autonomy, more help?
5. Standardise titles and pay grades across the team and plan out career progression paths.
6. Update the Department/Team organization chart.
7. If you have determined at this stage that someone is unsuitable, then without delay either redeploy them or performance manage them out.
8. Repeat this set of steps after three months.

Part 11 – How to manage Change

The Change Process

Moving your team through the three-team development stages (Good, Great and High-Performance Team) represents individual team member and team collective change. The team has to learn new behaviours, new thinking and new ways of working, Team building is such a positive experience however that it is rare to encounter any serious change-related problems. Around 80% of people sail through the changes as the prevailing attitude is usually very positive. Nonetheless, that leaves 20% of people who do struggle with the discipline and work required to reach new levels of performance, it is highly recommended therefore that you have a basic knowledge of the human change process to be able to successfully get these people to the other side. There are specific change stages that we as humans move through and these stages need to be carefully managed. The approach the course is based on takes the change process into account; it starts off with easier topics, progressively moving onto more challenging ones making it a low-risk approach.

If, however, you are making wholesale changes across a department, then understanding the change process is all the more critical, especially for changes such as.

1. Changing people's positions.
2. Moving people between teams.
3. Merging teams.
4. Retiring legacy systems or work functions.
5. Outsourcing a team or department.

1. The Tuckman team cycle

The Tuckman team cycle is a view of change specific to new teams or new team members showing how new behaviours emerge. Bruce Tuckman first published his model of group dynamics in 1965 comprising the four stages: forming, storming, norming and performing.
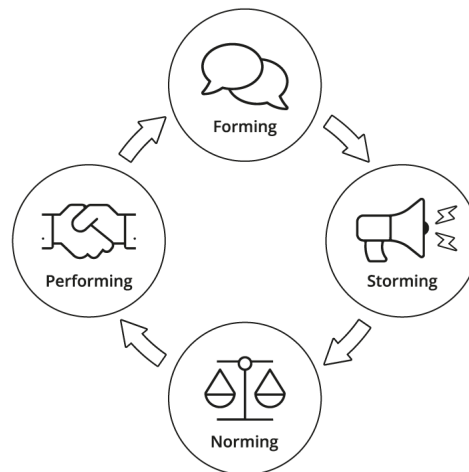
Figure 1, Tuckman's stages of team development.

Forming. The main difference between a random group of people and a team is the team's common goal. When individuals are first brought together, they do not have a common goal. They may be anxious about why they have been brought into this team; will be hesitant about their new environment, unsure of what they have in common with other team members and confused as to the purpose of a project or program. Typically, the individuals will indulge in some superficial questioning of colleagues to look for more information, common ground and possible allegiances.

Storming. Different individuals will behave in very different ways during the storming stage with outbreaks of conflict being frequent between individuals or small sub-groups within the team. The more assertive individuals will try to impose some order by defining their own rules, resulting in leadership being challenged while a 'pecking order' is established. Assuming a common goal has been identified, very different views will arise as to how that goal should be achieved.

Norming. As the issues and conflicts of the storming stage are resolved, the team members start to settle down and concentrate on tasks and problems rather than personalities. An acceptance of shared values and behaviours develops with open communication that promotes constructive review and suggestions for alternatives. Team members are starting to become a cohesive unit, genuinely working as a team with its capabilities being greater than the sum of its parts.

Performing. By this stage, the team is working as a focused unit. There is a collaboration between team members to solve problems with a visible change in mentality. There is a shared responsibility for the common goal, and individuals are confident enough to innovate and provide insights into problems. Team members demonstrate flexibility, with job titles becoming transparent and delegation of authority working efficiently. All Teams move through the stages of forming, storming, norming and performing, as with other teams. However, with the right training, a Team uses the storming and norming phase effectively to define who they are and what their overall goal is, and how to interact together and resolve conflicts. Therefore, when a Team reaches the performing phase, they have highly effective behaviours that allow them to overachieve in comparison to regular teams.

2. The Kubler-Ross change curve

The Kubler-Ross Change Curve has been adopted into the world of organisational change from an unlikely source. Elisabeth Kubler-Ross was a Swiss psychiatrist who developed it in response to working with terminally ill patients.

The Kubler Ross change curve works as a rough map to position employees on a change curve. Plus, it provides some simple steps for managing change and helping a team to move forward. One useful tool for leading

change is the change curve. It provides a framework for mapping the emotions people are likely to be experiencing during different stages of the change management process.
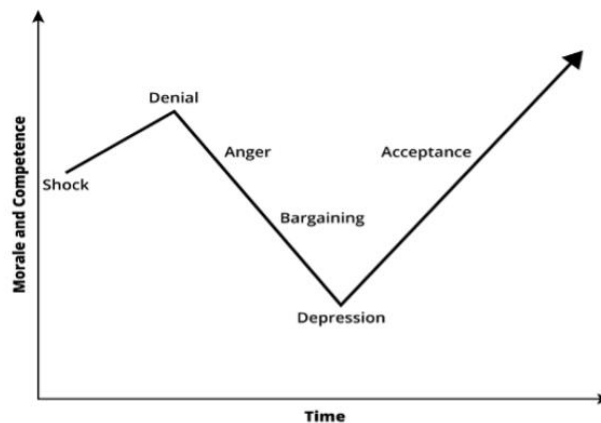

Figure 2, The Kubler-Ross change curve.

The stages of the Kubler-Ross curve. It is essential to understand that we do not always move along the stages step by step. People tend to move into stages in random order and may sometimes even return to a previous stage. Each stage can last for a different period, and someone can get stuck in a stage and not move on. **Shock**. Surprise at the announcement of impending change.

Denial. This stage is mostly short-lived. Team members may not be able to digest the fact that they are being asked to undergo a change. It can cause a reduction in productivity and a focus on the past. As a manager, your role is to help employees understand why this is occurring and how it will be helpful. This stage requires communication with all questions answered.

Anger. When reality sets in team members may begin to fear what lies ahead, turning into anger. This stage must be managed very carefully as some employees may tend to vent their anger. Open and honest communication and support should be the focus. Given time this will pass away and make way for acceptance.

Bargaining. When team members and staff finally understand the change and realise how they must adapt, they may try to bargain their way out, so that little is compromised. People cannot be rushed into learning quickly or adapting to changes rapidly. Do not expect 100% productivity during this stage.

Depression. This stage may not be a happy one for some team members. This stage results in low morale and enthusiasm. It is important to appreciate that this stage is not easy for everyone affected. Training has an important role to play here, the more that is provided, the better it enables everyone to move forward.

Acceptance. At this stage, people begin to accept change, accept the situation and start moving forward. They accept and understand the need for the change. It's at this stage that the benefits of the hard work put in by them so far start to materialise. The team is showing improvements now, and productivity begins to improve. It's now time to celebrate.

Dead car battery example
One of the best examples of the Kubler-Ross Change Curve is the Dead Car Battery example. The following example demonstrates the transition process from one stage to another. It's a chilly winter morning, and it is dark outdoors. There is a thin layer of frost on the ground, but you are late for work and hence must rush out to the car parked outside. As you place the key in the ignition and turn the car on, you realise that the battery is dead.

What follows is a clear demonstration of a version of the Kubler-Ross stages.

1.   **Denial**. Your first reaction is of absolute shock and denial. You cannot believe this is happening to you when you are already running late, and you, therefore, try to start the car again and again.
2.   **Anger**. Now that you realise the car cannot be started, you begin to feel angry and very mad at the situation.
3.   **Bargaining**. Even knowing it won't help, you start asking the car to start, just for once. You promise it in your mind that you will keep it maintained and get the battery charged as soon as possible.
4.   **Depression**. All the negative thoughts start rushing to your mind. You begin to feel depressed, sad and hopeless. You fear your job will be taken away and see no way out of the situation.
5.   **Acceptance**. Now you figure out what you should do next. You can catch a cab and decide to deal with the situation later.

Taking the Change Curve into consideration can significantly boost the chances of success of change because it addresses the critical thing that makes change happen - people. If you can't bring people along for the ride, the efforts for managing change will fail.

There are many Change Models, but the one that I have observed most often in practice is the Kubler-Ross curve. Each time you introduce something new, the team will move through or jump between these stages until a new skill or behaviour becomes the norm. As the rate of change increases, so will the speed of moving through the stages until the curve becomes normalised.

Part 12 – Common Goal and Performance Goals

Common Goal

Ordinary teams respond to a mandate from outside the team. But to be successful, a team needs a meaningful and measurable team common goal of their creation. Creating a common goal is important as it gives direction to all actions and acts as a measure of success after a task is completed, it also acts as a target to direct and motivate team members and their staff. The common goal needs to consider likely changes in the organisation's business environment, competitors' movements and the future behaviours of consumers, combined with the team's aspirations. Everyone on the team knowing the common goal becomes committed to it and has a stake in it. When each team member and their staff buy into the common goal and how their specific role contributes to it, productivity goes up.

Creating a common goal as a team has several important team-building aspects, they are:

1. The common goal creation process is psychologically important in that the team is agreeing on shared values and targets. They are giving meaning to their existence and this has a significant and positive impact on job satisfaction and personal feelings of being a contributor, not just a worker.
2. The team subconsciously works together, sharing honest views, feelings and opinions that they may not otherwise share. This is because the conversation around setting a common goal allows team members to express what they like about the team, what do not like and what they are prepared to let go.
3. It also forces the team members to answer questions like "what is the purpose of the team?", "why does the team exist?" and "what would be missing if the team did not exist?"
4. Achieving a common goal should benefit everyone.
5. The best common goals merge organizational and team aspirations into one. The team common goal must be a goal the whole team will embrace and work towards in everything they do.

Examples

"Our objective is to transform IT into an agile and responsive customer-focused team, delivering quality solutions which meet the strategic needs of our business, in a timely and efficient manner." – Colonial Mutual Life.

How to incrementally improve your Team

"We are best when we fix the things you hate." – UBL.

When creating the goal, consider the following:

1. Every action that the team takes, (a task, an activity, a project) should be moving the team towards the achievement of the common goal.
2. What is it the business does?
3. How does the team serve the business?
4. Does the common goal merge team and business aspirations?
5. How can the achievement of the common goal be measured?
6. Is the common goal something that staff will be able to relate to?
7. Try to limit the description of the common goal to one or two sentences.
8. The common goal is to be supported by individual team member performance goals.
9. All team members are individually and jointly accountable for the achievement of the common goal.
10. Team members accept mutual accountability for the team outcomes, whether success or failures. (one for all, all for one).

Create a team Common Goal:

1. Working together as a whole team, craft an agreed team common goal that the whole team can use.
2. Consider what the common goal will look like in practice?
3. How will you know if the common goal is being achieved?
4. How will staff feel about the common goal?
5. How will the common goal be communicated to staff?

Team Member Performance Goals

The team leaders of great teams establish more challenging and ambitious performance goals for their team members as compared to the other teams. All the team members are supported and motivated to deliver excellence and are expected to be more passionate about the achievement of their goals. Team members are empowered and motivated to take risks and pursue individual initiatives.

Performance Goals need to:

1. Be in line with and support the common goal.
2. Act as individual KPIs.
3. Be clear. Team members need to easily understand the goals they're working toward and why those goals are necessary.
4. Be measurable. The goal must have a measure within it to be able to know that it has been achieved.
5. Be realistic. The goals should be challenging; they should also be achievable.
6. Be on a timeline. When goals have beginning and endpoints, team members work to reach the finish line.

Examples
1. Improve communication skills over the next quarter.
2. Implement new methods within three months.
3. Increase team productivity by 30% over the next 12 months.
4. Support and manage team training.
5. Increase your team's staff retention rate to 80% over the next 12 months.
6. Clear all high-priority work requests within 2 months' time.
7. Meet monthly budget revenue targets.

Create individual performance goals:

1. Create individual performance goals for each team member.
2. Ensure the performance goals are in line with the common goal.
3. Discuss with each team member and modify as required.

Part 13 – Roles and Responsibilities

When team members know what their roles and responsibilities are, how they support the team, and how they contribute to the success and results of the team, this produces greater job satisfaction, commitment, and productivity. Clearly, defined Roles and Responsibilities removes the possibility of conflicts and disputes over ownership, plus they help avoid mistakes being made, they improve decision making by assigning ownership of all items and activities that the team manages. In particular, this also makes it easier for staff to understand whom they should go to when an issue or question arises as everything has an owner. It also identifies who has responsibility for an item and who has accountability for that same item.

> Responsibilities are shared, several team members can be responsible for the same item. Accountabilities on the other hand are not shared, only one team member can be accountable for an item. An accountable team member is the owner of the item, they are the person who has decision making authority about the item, they are the person who has the final say about it

During training sessions attendees often want to skip over this lesson, believing it is unnecessary or irrelevant, having little value for them. Fortunately, by the end of the lesson with the completion of the associated exercise, that view is totally reversed with attendees rating this lesson as perhaps one of the most important as indeed it is. Why is this the case?

1. It identifies ownership of every 'thing' that the team manages.
2. It identifies who the decision-maker is for every 'thing' the team manages.
3. It gives clarity to everyone as to whom to speak to about any problem or question.
4. It clearly separates team members responsibilities from their accountabilities.

Roles and Responsibilities Template

A Roles and Responsibilities template is completed for each team member. As much information as possible is included and the template can be modified to suit a team's special needs, it is also very good for identifying things such as where you are lacking back-up roles or knowledge. The template looks like this:

Name.	Position holders name.
Position/Title:	The primary job function such as Infrastructure Manager, Sales Manager.
Goals:	Individual Performance goals or KPIs.
Accountabilities:	Position sole accountabilities, such as staff retention, back-ups, architecture adherence, managed services contract, systems availability, loan approvals, customer refunds.
Responsibilities:	Position shared responsibilities, such as server monitoring, capacity management, desktop repair, router installations, loans, customer accounts.
Second, in charge:	Name of the staff member who is second in charge.
Roles:	Roles, titles such as Change Advisory Board chair, business liaison officer, Security officer, Disaster Recovery coordinator, Loan quality checker.
Ownership:	List the names of processes, how-to guidelines, other documentation, applications and systems for which this person is the accountable owner and decision-maker.
Expertise:	Names of applications, business processes and so on that this person has key knowledge of.
Training completed:	Course names completed.
Training required:	Course names/types to be undertaken.

Exercise

1. Fill in a template for your position.
2. Have team members fill in templates for their positions.
3. Hold a team workshop and compare all of the templates.
   - Are there any gaps that need filling?
   - Are there any overlaps that need resolving?
   - Do any ownership changes need to happen?
   - Are there any potential conflicts that need resolving?
   - Are the responsibilities and accountabilities all agreed upon?
4. Finalise each team member template.
5. The completed team member templates should then be loaded on to the Intranet for all staff to reference.

Part 14 - Eight Interpersonal Skills

Do you need to brush up on interpersonal skills? Here are eight skills presented in a quick and easy manner to help with doing just that.

1. Open Communication
2. Conflict Management
3. Trust
4. Respect
5. Body Language
6. Persuasion
7. Charisma
8. Emotional Intelligence

1.   Open Communication

Open communication means practising active listening and mutually beneficial honest communication. Active listening requires you to fully concentrate, understand, respond to and then remember what is being said to you. You need to make a conscious effort to hear and understand the complete message being spoken, rather than just passively hearing the message of the speaker, it means reading between the lines and using:

- Paraphrasing to show your understanding.
- Nonverbal cues show understanding such as nodding, eye contact, and leaning forward.
- Brief verbal affirmations like "I see," "I know," "Sure," "Thank you," or "I understand".

> If you have trouble listening without interruption, try using the index finger of one hand to draw a letter L (for listen) on the palm of your other hand.

Mutually beneficial communication is a higher form of communication-based on trust and mutual respect. This doesn't just refer to discussions, meetings, keeping others appraised on important matters but also to sharing fears and seeking counselling from others. It means building trust with whom you are speaking by establishing a friendly, supportive rapport and by showing concern. Using active listening cues also do this for you as does sharing experiences and playing back what has been said to you.

2.   Conflict Management

> "Conflict is inevitable … in fact, to achieve synergistic solutions, a variety of ideas and approaches are needed. These are the ingredients for conflict." Susan Gerke, IBM, Leadership Development.

Conflict needs to be managed constructively and professionally as when appropriately harnessed it is a very positive thing. Did you know that a clash of ideas can be the beginning of innovative thinking whilst being overly dominant with your ideas; is being selfish and diminishes creative thinking. You must learn how to settle and decide between competing ideas by using both conflict and competitive thinking to your advantage. When you find yourself in a position of conflict or competitive ideas, try this:

- Practice active listening to hear exactly what is being said, it doesn't matter if you agree with it or not, what matters is that you understand as fully as possible what is being said to you.
- The act of active listening on your part and using cues give you a more dominant position during the discussion as you have demonstrated that you are prepared to listen and without interruption.
- When you do finally talk, insisting if necessary that you be given equal time without interruption (even the most hostile people find this hard to refuse) and at first aim to summarise the other persons point of view. Doing this shows that you did in fact listen and that you understand their point of view. (Many people get angry simply because they are used to not being listened to).
- After the summary state your own viewpoint and try to do this as if you were reading out bullet points. This makes what you are saying easier to understand and remember.
- Finally, merge the good points from the other person with your own to form a new point of view. Try to stress that the answer to the dilemma is somewhere in the middle, or a merger of both of your ideas, in other words, a compromise solution.
- The compromise solution is often the start of innovative thinking that you can both share as your own idea.
- Also, it is worth remembering that often it is not what you say but how you say it.

> "In surveys of European and American executives, fully 85 per cent of them acknowledged that they had issues or concerns at work that they were afraid to raise. Afraid of the conflict that would provoke, afraid to get embroiled in arguments that they did not know how to manage and felt that they were bound to lose. So how do we develop the skills that we need? Because it does take skill and practice, too. If we aren't going to be afraid of conflict, we have to see it as thinking, and then we have to get really good at it". Margaret Heffernan.

> Says Keith Ferrazzi, CEO of Consulting firm Ferrazzi Greenlight. "Ideas do not progress when conversations are too polite, people are not challenged, ideas are not questioned. A lack of candour will inevitably diminish decision making, creating a hierarchical culture where people only speak their minds in private." The firm studied 50 large companies and found the highest-performing teams were the most forthright.

3. Trust

To build trust, the approach is to strike a balance between appearing as warm and competent so that you come across as credible and human.

People are generally aware of your background, namely, the credentials that gained you your current position. With credibility established, it's now time to demonstrate some vulnerability and show that you are indeed a fallible human being. The combination of competence and warmth makes you seem more trustworthy. Counsellors often employ one of three tactics when meeting a new client, they spill their coffee, drop their pad or embarrass themselves somehow to show they are fallible. By making yourself vulnerable, it is possible to build trust quickly. You must demonstrate your credibility first before you exhibit vulnerability; otherwise, it doesn't work.

- Commitment is the flip side of trust. (You give me a commitment; I trust you will do it).
- To earn trust, you must demonstrate trust.
- Trust means making yourself vulnerable.
- Trust must be accompanied by accountability.
- Trust someone until such time as you have evidence that you can't.
- Set your expectations of someone based on trust.
- Learn to trust your intuition. (If something doesn't sound right it probably isn't).

Sometimes we accidentally say or do the wrong thing and can lose the trust we have built up; here is a quick solution:

- Act quickly.
- Be candid.
- Accept responsibility.
- Apologise.
- Outline a remedy.
- Don't blame.

4. Respect

Experienced managers know that respect isn't an entitlement linked to a job title, rather it is earned by:

- Leading by example. Demonstrate the qualities and characteristics you expect from the people you manage. It is essential to exhibit the traits you want others to adopt, such as honesty, creativity, being forthright and industriousness.
- Being humble. No-one cares about where you went to school or past successes. Egotists are boring and turn people off they need to get over themselves and do it quickly. Avoid conversations that entail self-promotion; they are obvious and do damage to your reputation.
- Showing commitment every single day. Get into the trenches with the troops and get your hands dirty with your team members as often as you can. Work alongside them. Work longer and harder than they do. Get out of your office and visit their workplaces. Talk to them, get to know their names so you can address them personally, ask them how things are going, ask what their top three issues and follow-up.
- Sharing your expectations of others. People want to know what your expectations are of them; that way, they can work to meet or exceed them.
- Helping people succeed and advance. Help team members gain exposure and give them opportunities for development and advancement. Be a mentor, focus on those people who are bright, hardworking,

dedicated, reliable and creative, and have skill sets that you don't or those who show potential. Mentor them with support programs that allow them to learn a new skill or certification.

- Compromising. This is not a weakness; in fact, nothing could be further from the truth. A manager who can compromise comes across as caring and someone who puts others before themselves and who appreciates understanding a differing point of view.

5.   Body Language

Nonverbal behaviour, or body language, is language.

So, you need to think about it as a form of communication. Your everyday body language is often what determines whether people like you or not, and when someone has made up their mind about you it's all but impossible to change, therefore, body language must be made to work for you. Here are five common mistakes you need to avoid:

- A firm handshake. A firm handshake makes an essential first impression. A firm grip displays confidence and establishes you as someone to be taken seriously.
- Not meeting someone's eyes. A failure to look someone directly in the eye makes you seem shifty and untrustworthy. But too much eye contact can put some people off. If you want to hold someone's gaze, look at the point just above their nose between their eyes. To the other person, it appears as if you are looking directly into their eyes and you can maintain the gaze for as long as you want. (A good negotiation tactic).
- Fussy hand gestures. Your hands can be used to enhance words. But don't fuss as this can make you look nervous, distracted, bored or rude.
- Crossing your arms. This says you are on the defensive, it's a sign of disinterest, being closed off and unapproachable.
- Nodding too much. You can't be taken seriously if you nod too much. Even when agreeing with what's being said, nodding can be off-putting. It is, however, a very good active listening cue, but you need to be subtle.

6.   Persuasion

A primary management activity is the ability to persuade people.

To do things they either don't want to, have an unreasonable fear of or think they will fail at. The key to persuasion is motivation, when delegating a task consider:

- Telling them that if you were doing the task this is how you would do it.
- Telling them that you are not interested in the outcome of the task but rather that they have a go.
- Talking about what they'll lose if they don't do the task.
- Drawing on their past actions as examples of their ability to do the task.
- Telling them that nearly everyone is doing it or soon will be.
- Asking for a 100 when you only want 10.
- Talking about the counterargument before they do, that is, the pros and cons of doing the task.

7.   Charisma

"The transformational leader uses charisma, individualized consideration, and intellectual stimulation to inspire employees to make extraordinary efforts". Bernard M Bass.

Charisma is believed to be an innate personality trait that cannot be learned, you either have it, or you don't. However, a manager or team member that possesses gusto and alacrity is curious and always upbeat in front of

others will be perceived as being charismatic. Putting forward a positive attitude also infects peoples thinking and feelings and this adds to the perception of charisma. In some workplaces, where the manager has charisma there is energy, a vibe, electricity or vibrations in the air. This is the result of the manager exuding a positivity that infects the workplace to the extent that everyone possesses it. You can demonstrate charisma by:

- Demonstrating gusto (showing great energy, enthusiasm and enjoyment when taking part in an activity)
- Demonstrating alacrity (doing an activity with speed and eagerness).
- Being totally focussed on the present, in the moment.
- Having emotional buy-in.
- Exuding positivity - the glass is always half full.
- An attitude of getting things done and that no problem is insurmountable.
- By motivating others.
- Your whiteboard is always covered in something new.

You can test if you have charisma by:
- People feel energised, motivated, good after speaking with or just being near you.
- Your speech or presence creates a sense of positivity in others.
- A team member runs to your office.

8. Emotional Intelligence (EI)

Emotional intelligence is the ability to identify, assess, and control the emotions of yourself and others.

It is the ability to be able to identify and express feelings, perceive and evaluate others' emotions and use emotions to facilitate thinking.

Daniel Goleman, the author of 'Emotional Intelligence,' researched models from 181 different job roles from 121 companies and discovered that 67 per cent of the competencies deemed essential for effective performance were 'emotional' competencies. We learn, develop and practice our emotional intelligence skills through real experiences. This is what you need to try and do:

- Become more self-aware by paying attention to how your emotions are affecting your decisions and actions.
- Pay attention to managing strong emotions such as excitement, anger, frustration and distress.
- Improve your social skills by being 'curious', start a conversation by asking benign questions like:
- "That's an amazing tie, where did you get it?", "Those are fabulous shoes, where did you buy them?"
- Focus on being more empathetic by using active listening to look for 'emotional' cues and words.
- Work on motivating yourself to do things you don't like such as starting difficult tasks as early as possible. It's most often a lack of confidence and self-doubt that stops you from doing such things. Breaking a difficult task into smaller chunks and just doing a bit at a time builds confidence and lessons your resistance to the task.

Part 15 – Mutual Accountability and Selfless Collaboration

Mutual Accountability (all for one and one for all)

Mutual accountability is one of the key foundation stones of a team. It means that team members accept that they are accountable 'to each other, which guarantees better performance and excellence in teamwork. Being accountable 'to each other' means team members accept that the team's successes or failures fall on all of their shoulders.

If a team member has a failure, then the whole team shares the failure and embarrassment. Successes are similarly shared. When a team member has a success, the whole team celebrates and is proud of that success. Mutual accountability implies that each team member's work activities effectively belong to the entire team. Everything is shared.

Each team member cannot be held accountable for other team member's primary work duties, but everyone does share responsibility for each team member's outcomes. This means that all team members need to take an active interest in how well everyone is doing. For example, a new team member needs training, therefore the entire team needs to lend a hand and mentor the new person whenever they can. If an existing team member is underperforming, then everyone should be trying to assist that person in any way they can.

Selfless collaboration

This is the finest quality of a team where people are working together to achieve any task, each other's performance goals, and the common goal. In great teams, there is a very high level of initiative, sharing of ideas and cohesiveness amongst the team members. The members of a high performing team for example, act as business partners and they enjoy a higher degree of flexibility to achieve work goals. Planning and coordination are done by the team members collectively instead of being undertaken by a manager exclusively.

How does it work?

All team members are expected to volunteer their time and effort to assist for the sake of the common good. Accordingly, all team members need to take a constructive interest and participate in all of the team's activities as and when required.

Selfless collaboration means in practice, that each team member will assist other team members in completing their work. Each team member has an obligation to fulfil their own responsibilities and be accountable for their own work but after completion of their work, each team member is willing to assist others with the completion of their work.

It is the concept that all work is shared. Another example is that if a team member is struggling with a project, then that team member would request assistance and the other team members would immediately assist. The best way to get team members to accept selfless collaboration is to:

1. Advise them that they are expected to volunteer their time to assist others after they have completed their own work.
2. They are expected to assist others even when their own work is not complete if another team member is struggling.
3. When a team member has individual success, they are expected to celebrate as a team success.

Practising Selfless Collaboration facilitates team members learning about other areas or work functions, expanding their knowledge and skill base. It is an opportunity to extend each team member's knowledge and understanding as it facilitates the learning of another business discipline or field of work. In mature teams, team member's positions are transposable, that is, they are swapped around on the basis that once they have mastered 'management skills' they can manage any function. An Infrastructure Manager might be swapped with a Development Manager, for example, and vice versa. Titles become transparent, only the positions individual responsibilities and accountabilities matter.

Part 16 –Team Rules

Because the establishment of team rules gives a team its cultural baseline which is a fundamental step in team development.

The rules a team creates for itself says a lot about the teams work ethics and its ways of working, rules state what is acceptable and what is not. By their very nature, all team members agree to be bound by the rules. This post is about defining rules for your team. It is a case of less is more, 5-6 rules at most should only be created, anymore and it becomes too difficult for the team to remember and can restrict the way the team behaves and works. In the case of a new team, rules also help to remove the inevitable confusion and anxiety that usually exists as new team members get to know each other.

As a team, consider a list of ground rules that everyone agrees to be bound by. Everyone will be mutually accountable to each other for obeying the rules. The rules should come into effect soon after they are agreed upon.

Examples of team rules

- Sometimes it's ok to ask for forgiveness rather than permission.
- Our work is consistent with our common goal.
- Neglecting your family is unacceptable.
- We actively support our staff.
- Everyone has a voice.
- If it's not written down, it doesn't exist.
- Problems are fixed once.
- Be prepared to present evidence.

- Always conduct yourself professionally.
- Ensure that our work standards comply with IT industry standards.
- Asking for and offering help is expected.
- Failure is ok; having a go is what's important.
- Management submissions are restricted to half a page.
- Our team is non-hierarchical, so we are non-competitive.
- It's not what you say, but how you say it.

Arrange a team workshop to discuss team rules

Add an Item to the Weekly Meeting to quickly discuss that everyone has been adhering to the rules. If a team member has broken a rule, light-heartedly, admonish the team member, if the behaviour persists then this is something that needs to be taken up at a mentoring session.

Part 17 – Workshops, Training Delivery

The training is delivered using one-to-two-hour Workshops using the notes in each Part as a Workshop discussion and guide handout. Doing workshops fortnightly gives team members more time to absorb and put the training into practice.

The Workshops are discussion-based with developmental exercises, leading to the adoption of new work methods, which are new ways of working made up of new behaviours and techniques. The information contained on each handout is the minimum necessary to get the desired workshop outcome.

The workshops develop team members management styles, improves their confidence as managers, changes their ways of thinking and instils new methods as new ways of working.

Once team members have become familiar and comfortable with the new methods, they can start running their workshops to train their staff if desired.

Tailoring the workshop content and outcomes to suit local circumstances is acceptable, providing you do not move too far away from the original intent of the workshop. Starting the workshops slowly, building up familiarity with the approach, quickly yields good results.

> This workshop process takes time and effort, try to relate each workshop topic to current work events and issues, as it's crucial to be very clear on the learning outcomes you want from each workshop. Keep in mind that developing a High-Performance Team is not an event; it is a development process.

When running the workshops, consider the following.

- The workshops are all about developing new team behaviours and techniques.
- What is it the workshop is aiming to do?
- Given your circumstance, what do you want the team to learn, and what do you want them to do?
- Try saying just enough on each workshop topic to get the team to scrutinise the handout and then discuss it.
- Reach an agreement on how new methods will be implemented.

> Success is nothing more than a few simple disciplines, practiced every day.

Workshop roles

1. Course facilitator

The course facilitator is usually the Team Leader; however, an in-house or external trainer can be used. Another approach is to have each team member facilitate, taking it in turns.

1. Ensure the workshops are scheduled ahead of time and that the schedule is maintained as it is essential to maintain momentum.
2. Manage your team members so that they attend all workshops.
3. Motivate your team members to do more than the workshop initially intended and more than they thought possible.
4. Set challenging expectations.
5. Be individually considerate, supporting, mentoring and coaching the team members.
6. Treat the workshops as new learning opportunities.

2. Workshop Owner

After each workshop, a workshop owner is appointed, this role rotates between team members, duties are.

1. Police that the methods are being used as agreed and that they are consistently applied. (E.g., Types of meetings the methods are to be used at.)
2. Ensure that the new methods are becoming permanent new ways of working.
3. Make observations about improving the use of the methods.
4. Initiate team discussion on improvements.

3. Workshop Administrator

At or before the first workshop, a Workshop Administrator needs to be appointed, duties are.

1. Preparation/distribution of workshop handouts.
2. Workshop schedule, sending out workshop meeting invites, making room bookings. (The workshops do not require projectors or video facilities.)
3. Creating a course share folder.
4. Documenting agreed workshop outcomes.
5. Distributing documents and copying documents to the shared folder.

Part 18 – Summary

This brings to an end the series of lesson excerpts from the How to incrementally improve your Team course.

The posts progressively moved you through two Stages (Management Training and Team Training) then through three Steps - namely a Good Team, a Great Team and finally a High-Performance Team.

Management Training

Management is all about our relationships with people. Within our professional sphere, most of us seek out someone whom we see as a leader, someone who takes an interest in us, that we are happy to follow, be loyal to and who makes us feel good about ourselves. Management is all about people leadership, being that leader that others are seeking out.

Management Style

Team members are trained to become High-Performance Managers who care about and develop their staff. They are a role model for others who will aim to emulate their management style. Team members understand it is vital to know their people and as a manager in an organisation who wants to develop teamwork, spend time with their teams, talk to them, and come to understand what they care for individually.
A High-Performance Management Style is developed that focuses on professionalism, people development and business performance. The Management Style is a description of the way a manager acts and how others can expect them to react in a given situation. The style acknowledges the central finding of EI (Emotional Intelligence) research that emotions are contagious, attitude and that energy 'infects' a workplace for better or for worse. The High-Performance Management Style combines Traditional management qualities and Transformational leadership qualities which are complementary and inexorably linked to each other.

Professionalism

High-Performance and professionalism are synonymous. The High-Performance manager understands that personal biases and prejudices, for example, cannot be part of a professional persona. Nor are they allowed to

play a role in a team as they can cause a team to fail. Even though team members should be concerned and caring about each other, this does not extend to displays of personal emotions or blackmail. The High-Performance team member accepts that being professional means:

- Development of specialised knowledge.
- Ideally having a theoretical foundation.
- Intellectual development.
- Professional development.
- Use of techniques and knowledge.
- Competence, honesty, integrity and respect.
- Accountability.
- Self-regulation

Common Goal

Ordinary teams respond to a mandate from outside their team. However, to be successful, a team needs to develop its own common goal. Creating a common goal is essential as it acts as a target to direct and motivate team members and staff. It gives direction to all actions and serves as a measure of success after a task is completed. The team common goal needs to consider likely changes in the organisation's business environment, competitors' movements and the future behaviours of consumers, combined with the team's aspirations. It answers the question of why the team exists. The best common goals merge organizational and team aspirations into one. The team common goal must be a goal the whole team will embrace and work towards in everything they do.

Performance Goals

Individual performance goals that support and contribute to the achievement of the common goal are created for each team member. The High-Performance manager establishes more challenging and ambitious performance goals for their team members as compared to the other teams. All the team members are supported and motivated to deliver excellence and are expected to be more passionate about the achievement of their goals. Team members are empowered and motivated to take risks and pursue individual initiatives.

Team Meetings

A Management Team meeting, aside from being an essential general management practice, is required to support the team. It focuses team members on matters such as staff, performance, productivity, customer satisfaction, service and quality. Team members adopt the same meeting format and rules for their team meetings. This approach guarantees the equal dissemination of information to all staff.

Mentoring

Is used as a positive method to support and encourage both team members and their staff, allowing both to develop to their fullest potential. Mentoring sessions change and evolve as the needs of the person being mentored changes. There is a general aim to understand each other's situation and out of work stresses and obligations. The person being mentored is encouraged to share information about his or her career path aspirations, is given guidance, motivation, emotional support and assistance with problems.

Team Training

Roles and Responsibilities

When team members know what their roles and responsibilities are and how they support the team, and how they contribute to the success and results of the team, this produces greater job satisfaction and commitment. Clearly defined roles and responsibilities remove overlaps, identifies and fills in gaps and make it clear as to who is responsible for what.

Motivation

Managers who actively support and motivate feel closer to those whom they are helping. By showing a sincere interest in their staff, managers build trust and inspire others to achieve higher levels of performance. A High-Performance Team is not just a healthy team, but it is a team where people are supported, motivated and recognised for their achievements. Team members understand that every time they speak to someone is an opportunity to provide feedback on their performance and to offer support and motivation. Everyone needs to receive positive feedback so that they understand that they are important, are a contributor, a team player and believe they are receiving an honest assessment of their performance.
 Team members will also understand that when they give someone a difficult task or one outside of their skill set, they can remove any fear of failure by using a technique. High-Performance Team members do not make criticisms of others but instead make unfavourable observations. One of the most important management functions is to support and motivate team members. A negative or positive comment goes around and around in a person's head all night.

Mutual Accountability

Team members must accept that they are accountable to each other, which guarantees better performance and excellence in teamwork. Being accountable to each other means team members accept that the team's successes or failures fall on all their shoulders. (one for all, all for one). If one team member fails at something, delivers a poor project outcome, for example, then all team members are equally accountable for that outcome. Successes are similarly shared. Each team members work activities belong to the whole team; everyone owns them. Accordingly, all team members need to take a constructive interest and participate in all the team's activities as and when required.

Selfless collaboration

Selfless collaboration is perhaps the most excellent quality of a High-Performance Team, with people working together to achieve any task, with each other's goals and the common goal in mind. In High-Performance Teams, there is a very high level of initiative, sharing of ideas and cohesiveness amongst the team members. The members of a High-Performance Team act as business partners and they enjoy a higher degree of flexibility to achieve work goals. Planning and coordination are done by the team members collectively instead of being undertaken by a manager exclusively. They actively assist others with their work. After the completion of their work, a team member is willing to help other team members with the completion of their work.

Team Rules

The establishment of clear ground rules gives the team its cultural baseline. It is a fundamental step in High-Performance Team development. In the case of a new team, rules also help to remove the inevitable confusion and anxiety that usually exists as new team members get to know each other.

Interpersonal Skills

1. Trust
High-Performance team members have great trust in and mutual respect for their colleagues' ability. Everyone values and supports each other, and feedback is welcomed. To build trust, they make commitments and honour them. With their staff, they adopt an approach of striking a balance between appearing as warm and competent so that they come across as credible and human. Staff are generally aware of their manager's background, namely, the credentials that gained them their current management position. With credibility established, it's then time to demonstrate some vulnerability and show that as a manager, you are indeed a fallible human being.

2. Open Communication
Team members keep each other appraised on important matters, share fears and seek counselling from each other. It is a higher form of communication-based on trust and mutual respect that doesn't just refer to discussions during a meeting or other work activities. Team members engage in frequent communication for discovering newer or improved ways of reaching their own goals and the common goal, resolving differences by collaborative problem-solving and sharing of experiences. In High-Performance Teams, dialogue with active

listening is the norm. Misunderstandings are viewed as a good thing because they prevent groupthink and spurn innovation.

3. Decision-Making Process

Team members agree on a decision-making process to diffuse conflict; a good decision-making process is adopted.

4. Respect

Team members know that respect isn't an entitlement linked to a job title; they, therefore:

- Lead by example.
- Are humble.
- Show commitment every single day.
- Share their expectations of others.
- Help people succeed and advance.
- Balance delegation:
- Teach and encourage creativity.
- Recognise success
- Compromise.

5. Body Language

Nonverbal behaviour, or body language, is a language, so team members think about it as a form of communication. Team members understand that body language must work for them; they focus on the following:

- A firm handshake.
- Meeting someone's eyes.
- Hand gestures.
- Crossing their arms.
- Nodding too much.

6. Persuasion

Team members learn the ability to persuade people to do things they either don't want to, have a fear of or think they will fail at. They know the key to persuasion is motivation.

7. Charisma

Believed to be an innate personality trait that cannot be learned, something that you have or something that you don't. However, team members know that exhibiting gusto and alacrity, being curious and always upbeat is perceived as being charismatic. Putting forward a positive attitude also infects peoples thinking and feelings.

8. Emotional intelligence

Emotional intelligence is the ability to identify, assess, and control emotions. It is the ability to be able to identify and express feelings, perceive and evaluate others' emotions and use emotions to facilitate thinking. Daniel Goleman, the author of 'Emotional Intelligence,' researched models from 181 different job roles from 121 companies and discovered that 67 per cent of the competencies deemed essential for effective performance was "emotional" competencies. Emotional intelligence skills are developed through learning from real experiences.

How to Incrementally Improve your Team Course link:

https://hpttraining.thinkific.com/courses/how-to-incrementally-improve-your-team

Appendix 1 – Team Member Evaluation Tables

Introduction

The team member evaluation is a subjective, qualitative process. It is based almost entirely on how you see your team members, how you feel about them. You can improve on this however by considering the following points when completing the evaluation tables.

1 What are your interactions/conversations like with the team member?

    a. Are they difficult, challenging, confrontational?

2 Do you receive a lot of emails from the team member?

    a. Are they constantly seeking approvals or just telling you about everything they do?

3 Are they confident and knowledgeable about their job?

    a. Are they often bouncing ideas off you before they start something?

Step 1 - Team Roles

Belbin's team roles are a way of understanding your team members. The roles are best used as a guide only to each team members preferred working style. It is worthwhile trying to match each team member to a Belbin role just to see how well balanced the team is. The nine-team roles are shown below.

	Team role	Strengths	Allowable weaknesses
Action oriented roles	**Shaper**	• Challenging, dynamic, thrives on pressure • The drive and courage to overcome obstacles	• Prone to provocation • Offends people's feelings
	Implementer (company worker)	• Disciplined, reliable, conservative and efficient • Turns ideas into practical actions	• Somewhat inflexible • Slow to respond to new possibilities
	Completer finisher	• Painstaking, conscientious, anxious • Searches out errors and omissions • Delivers on time	• Inclined to worry unduly • Reluctant to delegate
People oriented roles	**Co-ordinator** (Chairman)	• Mature, confident, a good chairperson • Clarifies goals, promotes decision-making, delegates well	• Can often be seen as manipulative • Offloads personal work
	Teamworker	• Co-operative, mild, perceptive and diplomatic • Listens, builds, averts friction	• Indecisive in crunch situations
	Resource investigator	• Extrovert, enthusiastic, communicative • Explores opportunities • Develops contacts	• Over - optimistic • Loses interest once initial enthusiasm has passed
Cerebral roles	**Plant**	• Creative, imaginative, unorthodox • Solves difficult problems	• Ignores incidentals • Too pre-occupied to communicate effectively
	Monitor evaluator	• Sober, strategic and discerning • Sees all options • Judges accurately	• Lacks drive and ability to inspire others
	Specialist	• Single-minded, self-starting, dedicated • Provides knowledge and skills in rare supply	• Contributes only on a narrow front • Dwells on technicalities

Belbin Team Roles table

Insert the team/staff member initials into the column headings.
Assign a ✔ against each team member to indicate what kind of team role they play.
A team member may have multiple roles but try to limit to their primary role.

Belbin Team Roles – Working Styles	Me							
The shaper. Challenging, thrives on pressure, has the drive and courage to overcome obstacles. Enjoys directing attention to the setting of priorities and objectives to shape the way team effort is applied.								
The implementer. Disciplined, reliable, conservative and efficient. Turns ideas into practical solutions and procedures.								
The completer-finisher. Painstaking, conscientious, anxious. Searches out errors and omissions. Delivers on time. They make sure a sense of urgency is maintained, and that the job in hand is completed effectively and efficiently								
The co-ordinator. Mature, confident, a good chairperson. Clarifies goals promote decision making, delegates well. They will recognise the team's strengths and weaknesses, ensure that they play to everyone's strengths, and make the most of the team's resources.								
The team worker. Co-operative, mild, perceptive and diplomatic. Listens, builds, averts friction. This person supports others by improving communication between members, highlighting and building on others' strengths, and underpinning any shortcomings.								
The resource investigator. Extrovert, enthusiastic, communicative. Explores opportunities, develops contacts. This person relishes exploring, investigating and reporting on resources, ideas or developments outside the group, and is good at dealing with external forces and negotiation.								
Plant. Creative, imaginative, unorthodox. Solves difficult problems								
The monitor-evaluator. Sober, strategic, and discerning. Sees all options, judges accurately. They are the analyser of problems and evaluator of ideas and suggestions.								
Specialist. Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply—someone who puts forward ideas of new methods or								

applications and who looks for possible breakthroughs to problems.									

As a team building exercise, you can have your team members fill out this table as well and then compare notes.

Step 2 - Team Player Evaluation table

Insert the team/staff member initials into the column headings.
Against each team/staff member assign a ✔ or a X to indicate the following:

✔   Has the characteristic today.
X   Does not have the characteristic today.

Also assign one of the following numbers to indicate:

1   Poor.
5   Average.
10 Very good.

Evaluation criteria – Team Player	Me							
Skillsets: - has specific industry knowledge and a set of appropriate skills matching that knowledge.								
Attitude: - a 'give it a go' approach to work.								
Orientation: - tries to be supportive of others.								
Get things done: - gets a job done, and despite how busy they are they will complete it in the agreed timeframe? These people require no follow-up.								
Possess Gusto: Meaning they show great energy, enthusiasm, and enjoyment that is experienced by them taking part in an activity								
Possess Alacrity: Meaning, they perform all tasks with speed and eagerness. Are curious and could learn to be a good listener.								
Try to respect meeting protocols. Turning up on time, abiding by meeting rules.								
Outlook: They are driven and career-oriented and exude positivity and care about others.								
Total ticks and crosses								

Total number value								

How to Score Ticks and Crosses

Add up the number of ticks and crosses in each column and enter the total number of ticks and total number of crosses. For example, say a team member got 5 ticks and 3 crosses, you would write it as 5/3. The maximum total number you can have for each team member is 8.

✔ - The more ticks a team member has means they are a strong team player and will require less training and mentoring.

X - The more crosses a team member has means that they are a weak team player and will require more training and more mentoring.

How to Score Numbers

Add up the total number value in each column. The maximum total number you can have for a team member is 80.

1 to 20 – The team member is a risk to the success of the team and may resist change. Consider if this team member should be in the team.

20 to 40 – The team Member is below the grade and may resist change. Think about their potential and ability to change, remembering to give everyone a chance.

40 to 60 – The team member just makes the grade; they have potential for change.

60 to 80 – The team member is outstanding and should be an early adopter of change, meaning that they are a candidate to test out new changes ahead of the rest of the team.

Step 3 - Team Member Outlook Evaluation table

Insert the team/staff member initials into the column headings.
Against each team/staff member assign a ✔ or a X to indicate the following:

✔   Has the characteristic today.
X   Does not have the characteristic today.

Evaluation criteria – Outlook	Me							
Extrovert: Talkative, sociable, action-oriented, enthusiastic, friendly, outgoing personality.								
Introvert: More focused, observant, lower risk-takers, that carry out a more detailed analysis of available information than their extrovert partners, and they bring a conservatism and balance to decision making.								
Extraordinary: They ignore their job descriptions, are eccentric, pull their sleeves up when the going gets tough, appraise others in public, are self-motivated and process driven.								
Ignore their job description. Well, not completely, but they think and act outside their job description or fixed roles. When they encounter situations that								

69

require action, they act irrespective of their role or position. These are the people who get things done.								
Are eccentric. Someone with a somewhat unusual personality, someone who is very comfortable in their own skin. They may seem odd at first, but pleasantly so. They tend to be very creative, good debaters and make for excellent team members								
Pull their sleeves up. When the going gets tough, these people have a trait of forgetting about who they are and rapidly becoming a member of the team when required. They recognise when things have become serious and change their behaviour accordingly.								
Appraise others in public. These people effortlessly appraise their fellow team members in the same way, and they do it publicly.								
Are self-motivated. These people come to work firstly for its enjoyment, to satisfy their passion and secondly for pay. They are often possessed of an overwhelming need to be successful and work hard to achieve it.								
Are process driven. These people are the ones who off their own back work to make the process better.								
Have Senior Management potential. Are they someone who thinks about others first, believe they are no better than anyone else, are personable, non-judgemental and hold themselves accountable?								
Total ticks and crosses								

How to Score Ticks and Crosses

Add up the number of ticks and crosses in each column and enter the total number of ticks and total number of crosses. For example, say a team member got 5 ticks and 4 crosses, you would write it as 5/4. The maximum total number you can have for each team member is 9. (There are 10 criteria, but we are assuming a team member cannot be both an Extrovert and an Introvert.)
✔ - The more ticks a team member has means they are an exceptional worker and will respond well to training.
X - The more crosses a team member has means that they are a very weak worker and will require a lot of training and mentoring.

Step 4 - Team Member Problem Evaluation table

Insert the team/staff member initials into the column headings.
Against each team/staff member assign a ✔ or a X to indicate the following:

✔   Has the characteristic today.

X   Does not have the characteristic today.

Evaluation criteria – Problematic	Me							
Unprofessional. Not interested in becoming a professional; they choose not to change their behaviours.								
Job Perks. These people are more interested in the job's perks than they are in the job.								
Hostage Taker. Someone who does as they please because they believe they are invaluable, and you can't live without them.								

Scoring

A Score of Unprofessional.
This team member will require a lot of mentoring, support and motivation.
A Score of Job Perks.
This team member is irredeemable and has no place in your team.
A Score of Hostage Taker.
Move quickly to terminate the employment of this team member. They are a major threat to your team. They will not accept new training methods and are a risk of sabotaging your efforts. Start training team member to replace them as soon as possible. If they resist this, use it as a performance measure to performance manage them out. (Discussed in a later lesson).

Making sense of it all

Managing your team members

As I said in the Introduction, these evaluation measures are subjective, nonetheless they give you a very good view of your team members and their different characteristics. Teams are made up of individuals who need to be managed as individuals, this is why it is important that you get to know each team member both as a person and as a worker.

It is essential that you accept individual team member differences and manage them accordingly. The next and last Evaluation Table classifies each team member making it easier for you to remember what you need to do from now.

Step 5 - Team Member Management table

Insert the team/staff member initials into the column headings.
Assign a ✔ against each team/staff member to indicate what kind of management action you need to take.
There are only six key management actions you need to consider at this stage.

Management actions to take	Me				
Needs more encouragement.					
Needs more autonomy.					

Requires firmer standards and instructions.						
Needs more task structure, that is more explanation, in order to do a job.						
Need to keep an eye on to see if they improve.						
Potential for performance managing out if they do not improve.						

Make a diary reminder to complete each of the Evaluation Tables again in three months and six months to assess team member improvements and to give yourself credit for a job well done.