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LEARNING IN THE WORKPLACE

To continue to reinforce your learning from this workshop and prior to the follow up session, when you return to your team use the table below to assist you to reflect on the concepts introduced during day 1. Your reflection may also incorporate other behaviours that you have observed from other leaders within your workplace as well. You should aim to identify at least 10 different situations.

As part of your reflection, identify some of your key strengths and opportunities for improvement in the way you apply leadership within the workplace. What steps might you be able to take to improve your own leadership practice?

<table>
<thead>
<tr>
<th>What was the outcome?</th>
<th>Describe this in terms of the characteristics of an effective team leader.</th>
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<table>
<thead>
<tr>
<th>What attributes of an effective team leader did you display?</th>
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<tr>
<th>How have you applied this? Try to think of a specific work situation</th>
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<table>
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PROGRAM OVERVIEW

This program is designed to introduce some of the key concepts and skills supporting effective team leadership. For those of you new to the leadership experience, the program should help you to digest some of the important principles underpinning successful team leadership within the workplace. You should remember though, that although this program does focus on many of the important areas of successful team leadership, further application of the concepts, principles and skills will help to refine and reinforce your leadership practise. To this end, the program hopefully will encourage you to expand your leadership knowledge and skills by taking up work based or other, more formalised learning opportunities at the conclusion of this program. Good luck in your leadership journey!

Program Objectives:
The key objectives of this program are to:
1.) Identify and develop the characteristics of an effective team leader.
2.) Identify and use an appropriate leadership style for the team.
3.) Identify and apply appropriate strategies to improve team performance and outcomes.

ICONS

The following icons appear within this learning resource. They highlight important information as well as activities that can be completed:

<table>
<thead>
<tr>
<th>Icon</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td><img src="image" alt="Target" /></td>
<td>These are the outcomes that relate to a section of the resource.</td>
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<tr>
<td><img src="image" alt="Person" /></td>
<td>An Individual or group exercise.</td>
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<tr>
<td><img src="image" alt="Lightbulb" /></td>
<td>A key message or important point</td>
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<tr>
<td><img src="image" alt="Thought bubble" /></td>
<td>Self-reflection</td>
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<tr>
<td><img src="image" alt="Gavel" /></td>
<td>This is a workplace activity</td>
</tr>
</tbody>
</table>
SECTION 1 - TEAM EFFECTIVENESS

**At the completion of this section you should be able to:**

- Define a team.
- Explain the attributes of an effective team.
- Explain the stages of team development and determine strategies that can be used by team leaders to assist the team through each of these stages.

**What is a team?**

A team is a group of people who share common objectives and who need to work together to achieve them.

A team is distinct from a group when it has the following attributes:

- A common purpose
- Recognition by each individual as belonging to the same unit (i.e. team identity)
- Interdependent functions
- Agreed norms or values which regulate behaviour

**Activity - What makes a team effective?**
Characteristics of an Effective Team

Clear sense of direction

- Shared purpose.
- Goals and values are understood and perceived as appropriate.

Talented members

- Full complement of competencies (knowledge and skills) available to accomplish set goals.
- Talents are recognised, utilised and developed further.

Clear and enticing roles

- Expectations of leadership and other roles are clearly understood and fulfilled.
- Players understand how their roles fit into the game plan.
- Members know their roles are valued.

Reasonable and efficient operating procedures

- Task, content and process systems are in place to generate plans, conduct meetings, share and receive information, identify and solve problems, make decisions, give and receive feedback, evaluate progress and perform tasks.

Constructive interpersonal relationships

- Group maintenance systems to celebrate diversity, handle conflict, and provide support and positive challenge to each other.
- Strong sense of cohesion and team spirit.

Active reinforcement systems

- Desired recognition, rewards and accountability for groups and individuals.

Constructive external relationships

- Good constructive relationships with other groups and individuals.
- Pursue opportunities.
- Address threats.
- Demonstrate team loyalty.
There are four different stages in team development.

**Stage 1: Orientation (Forming)**

The first stage for most teams is orientation where productivity is low because members are not clear on goals and tasks and have minimal knowledge and skills about how to function together. Morale is high, though, because everyone is excited about being a part of the team and has high expectations.

**Characteristics:**

- Feeling moderately eager with high expectations
- Feeling some anxiety: Where do I fit in? What is expected of me?
- Testing the situation and central figures
- Depending on authority and hierarchy
- Needing to find a place and establish oneself

**Stage 2: Dissatisfaction (Storming)**

In this stage, the initial high expectations of the group are seen as being more difficult to achieve.

**Characteristics:**

- Experiencing a discrepancy between hopes and reality – the team’s task is harder than they initially expected and progress is slower
- Feeling dissatisfied with dependence on authority
- Feeling frustrated: anger around goals, tasks and action plans
- Feeling incompetent and confused
- Reacting negatively toward the leader and other members
- Competing for power and/or attention
- Feeling angry that ideas are criticised or ignored
- Experiencing polarities: dependence/counter-dependence
Stage 3: Resolution (Norming)

In this stage, the team is learning to work together resolving differences and developing confidence and cohesion.

Characteristics:

- Decreasing dissatisfaction
- Resolving discrepancies between expectations and reality
- Resolving polarities and animosities
- Developing harmony, trust, support and respect
- Developing self-esteem and confidence
- Being more open, and giving and receiving constructive feedback
- Valuing individual differences and viewpoints
- Sharing responsibility and control
- Using team language

Stage 4: Production (Performing)

In this stage, productivity is high as the members have the knowledge, skills and morale to be a high-performing team.

Characteristics:

- Feeling excited about participating in team activities
- Working collaboratively and interdependently with whole- and sub groups
- Feeling team strength
- Showing high confidence in accomplishing tasks
- Working together to diagnose and overcome obstacles
- Finding ways to continuously improve how they work together
- Sharing leadership
- Feeling positive about task successes
- Performing at high levels
Activity – Team Development Stages: Strategies
Working with your team, identify and report back on the strategies you might use as a team leader at each stage.

Forming

Storming

Norming

Performing
Assisting teams through the stages of development

Team leaders need to help their teams to move through the various stages of team development and whilst the path may not be entirely predictable there are actions which can be taken to enhance progress at each stage.

Stage 1: The Undeveloped Team

- Facilitate ‘getting to know you’ exercises, stimulating greater personal knowledge.
- Demonstrate openness by example.
- Invite members to share their concerns and problems.
- Encourage consideration of individual strengths and weaknesses.
- Make team activities enjoyable.
- Give maximum support.

Stage 2: The Experimenting Team

- Encourage greater openness.
- Begin to involve team members in review of team performance.
- Build bridges between individuals.
- Allow conflicts to surface.
- Question decision making and problem solving methods.
- Find opportunities to experiment
- Give high level of support
- Encourage individual team members to “air their grievances”.
- Seek common ground.

Stage 3: The Consolidating Team

- Develop problem solving skills
- Develop decision making strategies.
- Develop individual skills.
- Develop a capacity for the team to compensate for individual weaknesses.
• Encourage people to share strengths
• Celebrate successes
• Clarify objectives
• Regularly review performance and plan improvements in team functioning
• Give moderate support.

**Stage 4: The Mature Team**

• Build bridges with other teams
• Experiment with different forms of leadership
• Allow leadership to change with the needs of the task
• Clarify values
• Consider the possibilities of enhanced inputs into the organisation
• Encourage informal communications
• Fight insularity
•Expose team functioning to external scrutiny
• Give minimal support
# Team diagnostic questionnaire

How true is the statement for your team now?

For all items, circle the rating that is currently most accurate for the situation described regarding your team.

\[ 0 = \text{not at all}, \ 1 = \text{a little bit}, \ 2 = \text{somewhat}, \ 3 = \text{to a large extent}, \ 4 = \text{very much}. \]

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<td>1a.</td>
<td>The goals of our team are appropriate and clearly stated.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1b.</td>
<td>The members of our team are committed to the accomplishment of our shared team goals.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>1c.</td>
<td>Our team accomplishes its goals.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2a.</td>
<td>Our team collectively contains the full range of talents we need to be an effective unit.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2b.</td>
<td>The talents of the members of our team are fully utilised.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3a.</td>
<td>The role of leadership is competently fulfilled by one or more people on this team.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3b.</td>
<td>Each member of our team clearly understands the role he or she is to play for us to be an effective unit.</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>3c.</td>
<td>Each member of our team clearly fulfils the role he or she is expected to play.</td>
<td>0</td>
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</tr>
<tr>
<td>4a.</td>
<td>Our team uses effective and efficient procedures to work together to complete our tasks.</td>
<td>0</td>
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</tbody>
</table>
4b. Our team uses effective and efficient procedures to identify and resolve problems as they occur.

0 1 2 3 4

4c. Our team holds effective and efficient meetings.

0 1 2 3 4

4d. Our team uses effective and efficient procedures to ensure that information is shared and received.

0 1 2 3 4

4e. Our team uses effective and efficient planning procedures.

0 1 2 3 4

4f. Our team effectively monitors its progress.

0 1 2 3 4

5a. Our team members deal with conflict in a constructive manner.

0 1 2 3 4

5b. Our team members provide enough support to each other to encourage a sense of belonging to the team.

0 1 2 3 4

5c. Team members provide enough positive challenge to each other to encourage high levels of performance.

0 1 2 3 4

5d. Team members get along with each other quite well.

0 1 2 3 4

6a. Team members provide each other with enough recognition for our working together as a team.

0 1 2 3 4

6b. Our team receives enough recognition from sources outside our team for our working together as a team.

0 1 2 3 4

7a. Our team recognises and actively pursues opportunities available in its external environment.

0 1 2 3 4
7b. Our team recognises and actively addresses the threats it is facing in its external environment.

0 1 2 3 4

7c. Our team has good constructive relationships with the other teams and individuals that we interact with.

0 1 2 3 4

Finally, please provide two overall ratings of your team, using a 0 to 100% scale:

8a. How effective would you rate your team? _____

8b. How satisfied are you to be a member of this team? _____

**Analysis**

This questionnaire is designed to help you assess your team’s effectiveness. The greater the number of statements to which you answered 3 or 4, the more likely the group is productive and its members are satisfied. You can also use this questionnaire as a development tool. If you want to improve a team’s effectiveness, emphasise achieving the 25 qualities listed.
Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

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SECTION 2 - TEAM LEADERSHIP

At the completion of this section you should be able to:

- Identify the key components of a performance culture at CSU and the team leader’s role within this culture.
- Identify the attributes of a successful team leader.
- Distinguish between supportive leadership and directive leadership.
- Identify your leadership style.

High Performance Culture at CSU

The Senior Executive Committee has agreed that a culture of high performance means working as “One University” to provide quality learning and teaching, research and professional practice through:

- Focusing on our areas of strength and quality of our performance outcomes;
- Fostering innovation;
- Engaging with the professions and external partners;
- Aligning what we do with our priorities; and,
- Linking student and individual staff success to CSU success.

Activity – Performance culture and team leadership

What impact do you think this will have on your role as a Team Leader within CSU?
Activity – Team leader attributes
What do you think are the most important attributes of a team leader?
Characteristics of an Effective Team Leader

General attitude and behaviour
- Support a team philosophy
- Open, honest and fair
- Act consistently (in equity of opportunity and discipline of staff)
- Display tolerance and flexibility
- Exhibit a willingness to change
- Treat team members with respect
- Keep a balance between the needs of the team members and the needs of the task
- Motivate the team members
- Value feedback or ideas from team members
- Show loyalty to the organisation and team members
- Maintain confidentiality, especially in dealings with team or individuals.
- Lead by example

Planning
- Develop a team vision with the team
- Set team goals with the team
- Clearly define team roles and individual roles
- Give team members the information they need to do their jobs and explain new tasks clearly
- Allocate tasks equitably and in accordance with team members’ individual roles and responsibilities
- Allocate resources needed for the tasks
- Set deadlines for achieving the tasks
- Help team members to see the importance of their work
- Establish guidelines or ground rules for the team’s effective operation in conjunction with the team members
- Establish high standards
- Use effective work methods

Meetings
- Plan team meetings, including organising the agenda, venue and attendance of members
- Facilitate meetings and team contributions by drawing out quieter members and quietening those who are louder
- Ensure that all team members are heard
- Initiate discussions by directing the team towards its purpose
- Direct discussions around topic areas, not personalities
- Keep the team focused on its tasks and goals
- Summarise and clarify the main points of discussion, enabling the team to move forward
- Monitor time well for meetings, tasks and project deadlines

Decision making
- Make decisions with input from the team members
- Guide decision making to incorporate all the relevant facts
- Facilitate group consensus
- Accept ownership for team decisions

Communication
- Relate well with all members of the team
- Demonstrate assertiveness
- Keep communication open
- Give praise and recognition when warranted
- Seek and respond to feedback
- Criticise constructively when appropriate and necessary
- Confront in a positive way when appropriate and necessary

**Development**
- Create an atmosphere of growth
- Encourage individual development
- Empower team members to take initiative
- Encourage controlled risk-taking
- Encourage creative potential
- Encourage critical analysis
- Delegate activities that will help develop team members’ skills and abilities
- Coach team members when appropriate and necessary
- Recognise the contributions of team members
- Be fair in providing development opportunities

**Support**
- Build a supportive, positive climate
- Make self available and accessible
- Support team members in difficult situations

**Problem-solving**
- Help the team and team members address problems
- Maintain confidentiality
- Manage conflict
- Mediate to allow team members to present opposing viewpoints

**Evaluation**
- Ensure that the team follows an effective method of working together
- Assess processes, outcomes and team performance with the team
- Review performance without resorting to personal criticism
- Inform the team if the procedures are not working and need changing
- Evaluate results and maintains follow-up activities

**External role**
- Develop sound relationships with other teams
- Represent the team with other groups or teams
Directive and Supportive Behaviour

In a leadership situation, directive behaviour means clearly telling people what to do, how to do it, where to do it, when to do it and then closely supervising their performance.

Supportive behaviour, on the other hand, means listening to people, providing support and encouragement for their efforts, and then facilitating their involvement in problem-solving and decision making.

Activity – Types of directive and support behaviour

Using these definitions, identify examples of Team Leader Behaviour which are directive and which are support.

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<tr>
<th>Supportive Behaviour</th>
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</table>
Examples of Directive Behaviour

*Anytime a leader:*

- Sets goals or objectives
- Makes clear the role each person will play in the accomplishment of the task
- Plans work in advance to be accomplished by the follower
- Organises resources
- Communicates job priorities
- Sets timelines for future work
- Determines methods of evaluation for team member performance
- Shows or tells a team member how to do a specific task
- Checks to see if work is done properly and on time

Example of supportive Behaviour

*Anytime a leader:*

- Asks for suggestions or input on task accomplishment
- Facilitates follower problem-solving in task accomplishment
- Listens to the problems of the follower (job-related or non-job related)
- Encourages or reassures a follower that he/she can do the task
- Communicates information about the total organisation’s operation
- Discloses information about self (job-related or non-job-related)
- Praises the follower for task accomplishment
Leadership Styles

Different combinations (i.e. low or high) of directive and supportive behaviour will generate different leadership styles. The combination of directive and supportive behaviour used will depend on the developmental needs of individual team members, i.e. their levels of competence and commitment.

Directing
The team leader provides specific instructions and closely supervises task accomplishment.

Coaching
The team leader continues to direct and closely supervise task accomplishment, but also explains decisions, solicits suggestions and supports progress. The team leader schedules regular meetings to provide direction and support.

Supporting
The team leader facilitates and supports the employee’s efforts towards task accomplishment and shares responsibility for decision-making with them. The team leader occasionally checks performance.

Delegating
The team leader turns over responsibility for decision-making and problem-solving to the team member. The team member asks the supervisor for help when needed.

![Leadership Styles Diagram](image-url)

- **Directing**
  - Supporting people with their responsibilities by helping them think through problems.
  - Asking questions to help others analyse and solve their problems.
  - Giving people recognition for seeking or accepting support.

- **Coaching**
  - Involving people in their responsibilities and making decisions based on their input.
  - Seeking information for analysing and solving your problems.
  - Giving people recognition for making contributions to problem solving.

- **Supporting**
  - Giving people responsibility and letting them make decisions on their own.
  - Maintaining limited communication through briefings and updates.
  - Giving people recognition for accepting responsibilities.

- **Delegating**
  - Making decisions on your own without input from others.
  - Giving information about what to do, how to do it, and why it should be done.
  - Giving people recognition for following your directions.
Activity – Analyse your leadership style

Record your leadership style here and briefly summarise the implications it will have within your team.

Supportive Leadership at CSU

Supportive leadership at CSU means:

Creating a vision and engaging others
- Through the development of a performance culture and being innovative

Modelling the way
- Through delegation, accountability and transparency in decision making.

Enabling others
- Via processes, systems, information and knowledge
- Personal development

Encouraging others
- Via coaching, feedback processes and recognition and reward.

Challenge the process
- Identify and remove performance blockages – organisational and individual.
- “Out of the box” solutions
Putting the strategies into practice

Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

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SECTION 3 – COACHING FOR IMPROVEMENT

At the completion of this section you should be able to:

- Define coaching.
- Identify the attributes of an effective coach.
- Identify the different coaching modes and styles.
- Identify and apply the key phases of the coaching relationship.

What is Coaching?

Coaching is:

- A directive process by the team leader to orient an employee in order to remove barriers and deliver optimum work performance.
- A process used to bring out the best in people.
- A mutual conversation between a team leader or manager and an employee which ideally leads to improved performance, commitment to sustained improvement, and positive relationships.
- A process aiming to improve performance continuously through effective leadership.

Activity – What are the attributes of an effective coach?
Attributes of an Effective Coach

Be Supportive
Actively support the employee by being understanding and considerate, non-judgemental, emphasising the positive, focusing on potential.

Provide Freedom
Give employees the freedom to do their work in the manner they are comfortable with rather than telling them in specific detail how to do their job.

Be Nurturing
Maintain a positive attitude towards employees at all times. Guide, encourage and motivate – don’t boss!

Communicate Clearly
Communicate the standard of work performance required, the procedure to be followed, deadlines, etc. Be clear and concise, but remember you are coaching, not directing. You can do this by providing examples.

Listen Actively
Focus completely on what is being communicated, demonstrate you have been listening and have understood by asking questions, summarising and reframing. Be aware of body language – look interested!

Motivate
Give encouraging feedback; remember to say thank you and to acknowledge good work. Use positive language.

Set Standards
Set performance standards in consultation with employees so that everyone agrees and is committed to these standards.

Be Honest
Always provide honest feedback, even if it is negative. Discuss work performance, not personal characteristics or behaviour and deliver information in a positive way, try not to make it sound like a complaint.

Be Patient
When you’re coaching for improved performance, don’t expect it in a hurry! Sometimes improved results will not show up immediately, give it time and keep following through.

Non Hierarchical
An effective coach will help the team member succeed at work – even if that means the team member becomes better than the coach! Don’t feel threatened if your team member becomes better than the coach! Don’t feel threatened if your team members work starts to attract the attention of others, take pride in a job well done!

Delegate Effectively
An effective coach never dumps work on others. Think about why the work is being given, who it should be given to and how it will help that team member to develop. Work with the team member developing their skills through the task.

Be Persistent
Adopt a “you can do it” attitude at all times. Keep encouraging, help team members to overcome frustration, let them know you believe they will get it right and that they are capable.
Key Phases of the Coaching Relationship

The key phases in the coaching relationship are:

- Establishing learning objectives and a coaching agreement
- Conducting review and feedback sessions
- Evaluation and Follow-up

Activity – Improving your coaching style

Think about some of the potential errors that can be made during the coaching process and record these below.
Coaching Pitfalls

- Talk at the employee rather than with them.
- Exaggerate behaviour or situations
- Assume that the employee knows what to do
- Do not follow up
- Do not reward or recognise improvement
- Do not clarify goals and desired outcomes
- Do not give honest feedback
- Take the glory of team member successes
- No action plan developed

Coaching Modes

How coaches approach their coaching role has a critical impact on how well knowledge can be transferred for the staff member. The coach can adopt a range of modes or styles from directive to guiding and facilitative styles. Each mode or style can encourage more passive learning (i.e. staff member waits to be told, follows instruction) or more active learning (seeks own experience and learning opportunities).

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<td>Guided Practice</td>
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<td>Lectures</td>
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<td>Experience</td>
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<td>Guided Problem-solving</td>
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<td></td>
<td></td>
<td>Guided Experimentation</td>
</tr>
</tbody>
</table>

Passive Learning  →  Guided Learning

Active Learning
Coaching Styles

Content Expert

As a content expert you have a lot of wisdom and experience to share. You believe they have asked you to be their coach because of your technical expertise or your professional knowledge. As a knowledgeable teacher, you would expect the coachee to benefit from your career and its lessons. Your possible area for development as this type of coach, is finding ways for the coachee to access other sources of knowledge apart from you and to value their own experience and wisdom. Mature coaches use the other three styles as well, when required.

Process Facilitator

As a process facilitator you have a lot of tools and techniques to draw things out from others. You believe the coachee has asked you to be their coach because you are good at navigating their learning and helping them to learn for themselves. You give them lots of options to think about, and you ask lots of questions. You believe your role is to develop the coachee as a learner. Your possible area for development as this type of coach is to offer clear suggestions to them and to validate your own expertise as a resource for the coachee, rather than drawing it out of them all the time. Mature coaches use the other three styles as well, when required.

Supporter

As a supporter, you have lots of empathy and understanding. You believe that they have asked you to be their coach because you are a “people person” who finds it easy to encourage others to do their best. You listen well and put people at ease quite naturally. People are comfortable talking to you. Your possible area for development as this type of coach, is to be less agreeable and to be able to provide negative feedback and challenge people when it’s warranted. Mature coaches use the other three styles as well, when required.

Challenger

As a challenger, you have a lot of skill in helping others to face the truth about themselves. You are not “backward in coming forward”. You tend to believe the coachee has asked you to be their coach because you can confront poor performance. You believe your role is to confront and improve them. You expect them to listen to you. You can push them hard to achieve outcomes. Your possible area for development as this type of coach, is to listen, to accept more, and to evaluate less. Mature coaches use the other three styles as well, when required.
Activity – Coaching in action
Within your group, choose a coaching style and model this in action. Use this space to plan your approach.

Activity – Using coaching techniques to develop the team
When can coaching techniques be used to develop the team?
Using Coaching Modes and Styles

You can apply coaching techniques to each of the following situations:

- Motivation
- Delegation
- Task Performance
- Relationship issues
- Problem solving
- Development
- Induction
- Performance management

Effective leaders are sensitive to the needs of the task, the individual and the team. Each depends on the other. If you, as the supervisor do not motivate and focus the individual and the team, the task is unlikely to be achieved. Leadership is influencing the behaviours of individuals and groups towards achieving a desired result.

If an employee is coached to achieve their potential, this will enable the team to be more productive. For example, when coaching a sporting team you need to assess the team, create a vision, deal with non-performers and coach each individual to reach his/her potential.
Are you an Effective Coach?

Below are the 20 characteristics employees have used to describe bosses who are effective coaches. Rate yourself in terms of what your employees would say about you. Be honest. Your answers are meant for you only.

**Scoring Key:**
1 Seldom Displayed
2 Sometimes Displayed
3 Almost Always Displayed

<table>
<thead>
<tr>
<th>As a coach I:</th>
<th>Seldom</th>
<th>Sometimes</th>
<th>Almost Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Capitalise on employee’s strengths</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Give employees visibility</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide freedom to do job</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Set standards of excellence</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Orient employee to company values and business strategy</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Hold employee accountable</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Protect employee from undue stress</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Encourage employee when he/she is discouraged or about to undertake new or difficult assignments</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide information about the company and the employee’s role in the attainment of company goals</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Make performance expectations and priorities clear</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Take time to build trust</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide appropriate training and support when needed</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Solicit and listen to ideas</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>View employees as partners an critical to the success of the unit</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Serve as a good role model</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Won’t let employee give up</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Don’t divulge confidences</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Explain reasons for decisions and procedures and give advance notice of changes whenever possible</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Provide employees with regular feedback about their job performance</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Give employees credit when they deserve it.</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL**

**GRAND TOTAL**
Scoring:

A total of 50-60 = **Excellent**

A total of 40-49 = **Fair to Good**

A Total Below 40 = **Need improvement**

Now choose three characteristics that need the most improvement and write them below.

1

2

3

**Putting the strategies into practice**

Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

1

2

3
SECTION 4 – DELEGATION

What is Delegation?

Delegation is a process whereby a manager assigns duties to team members, often involving them in some form of decision-making. The manager gives enough authority to carry out the work and holds them responsible for the satisfactory completion of the work.

Effective Delegation

Activity – Good delegation

Identify good and poor examples of delegation that you have observed within the workplace. Record your observations below.
Good delegation is often characterised by:

- Choosing the appropriate person
- Delegating complete tasks
- Providing full training for the task
- Ensuring that the person delegated can do the job
- Delegating tasks that will develop the person
- Arranging to monitor progress
- Delegating authority and responsibility along with the task

Poor delegation is usually characterised by:

- Giving additional tasks to already overworked staff
- Delegating only part of a task
- Nil or inadequate training
- Constantly checking up on progress
- Ignoring the person after delegating the task
- Failing to give the authority or responsibility that goes with the task
- Delegating too much
## Activity – Your approach to delegation

In your teams, identify what you believe to be the 5 key steps for delegating effectively. Some have been identified already. Under each note some of the important considerations.

1. Decide what to delegate

2. 

3. 

4. Discuss your proposal with the person you have selected

5.
Steps in the Delegation Process

Decide what to allocate

Decide what tasks you could or should be delegating to maximise your own effectiveness and to maximise the use of available resources.

Decide whom to allocate the task to

Select the most appropriate member of your staff for the task. When selecting the person, you need to consider:

- Who has the right attitude, skills and knowledge?
- Who has the relevant experience?
- Who has the experience and ability to make decisions?
- Who is willing to accept the task?

Check the existing workload of the staff member

You will not be thanked if the staff member thinks that you are dumping extra work on him/her. It may be necessary to delegate some of his/her work to somebody else.

Discuss your proposal with the person you have selected

- Provide information about the task, desired outcomes, performance standards and time frames.
- Explain its importance, how it relates to other group and organisational activities, and why you have chosen him/her for the task.
- Confirm that the staff member is willing to take on the task.
- Clarify the level of responsibility, authority and scope for decision-making.
- Emphasise that accountability remains with the person delegating the task, not the person receiving the job.
- Confirm that your expectations are realistic within the given time frame.
- Identify any training needs and, if appropriate, arrange training.
- Express confidence and trust in the person’s ability to successfully complete the task.
- Check understanding of the task.
- Agree on checkpoints for monitoring and reviewing performance.
- Confirm agreement.

Implementation

- Once the work has been allocated, you should let the person get on with the job. Remember - only monitor the critical points you have agreed upon.

Activity – Delegation stoppers!

Why might some team leaders not delegate?
Some Common Reasons for not Delegating

- My team members are too inexperienced to do this. I have to do it myself.

- It takes more time to explain the job and farm it out than it does to do it myself, so why bother?

- I can’t afford to have may team members make a mistake for which I will be responsible.

- This job is different. It demands my personal attention.

- My workers are all busy too and don’t have the time for an additional load.

- I don’t have anyone who will take the responsibility for work like this.

- I got where I am today doing this type of work, and I don’t plan to stop now.

- If I pass it on to an employee, I will lose control of the job. I won’t know what’s going on.

- People will think I am lazy – that I’m just passing the buck.

- No one knows exactly how I want this job done.

- If you want a job done well, you’ve got to do it yourself.

- This job is too important to trust to an employee.

- Doing this sort of thing is my occupational hobby and I don’t plan to turn it over to someone else.

- I’ve got to OK the final product anyway, so why not do it to begin with?
**Work Delegation Plan**

When delegating to your team members you should think very carefully about the types of tasks you delegate. As a general rule you should not delegate:

- Task that are well beyond a team members training or experience.
- Sensitive and confidential matters.
- Matters dealing with policy or security and any high risk or high-cost tasks.
- Boring ‘go for jobs’ and jobs that you don't like doing yourself.
- Monitoring activities or anything that needs to be done quickly

<table>
<thead>
<tr>
<th>Recurring and Routine tasks</th>
<th>Who can do it now?</th>
<th>Who could be trained to do it?</th>
</tr>
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<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Tasks that would increase or develop knowledge</th>
<th>Who can do it now?</th>
<th>Who could be trained to do it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Occasional duties and tasks</th>
<th>Who can do it now?</th>
<th>Who could be trained to do it?</th>
</tr>
</thead>
<tbody>
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<td></td>
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</table>

<table>
<thead>
<tr>
<th>Tasks I do that are in someone’s areas of expertise</th>
<th>Who can do it now?</th>
<th>Who could be trained to do it?</th>
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</tbody>
</table>
Putting the strategies into practice

Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

1

2

3
SECTION 4 – COMMUNICATION

Communicating Assertively

Individuals who are able to gather and give information effectively are called assertive. Assertiveness really comes from inside – from our beliefs about ourselves and others. Assertiveness is often associated with:

- High self-esteem
- Positive self-talk
- An internal locus of control
- Mental models that include self-respect and respect for others
- Clear and strong values that include openness and honesty.

Activity – Assertiveness Questionnaire

Assign a number to each item, using this scale:

<table>
<thead>
<tr>
<th></th>
<th>Always</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>Never</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I ask others to do things, without feeling guilty or anxious.</td>
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<tr>
<td>2</td>
<td>When someone asks me to do something I don’t want to do, I say “no” without feeling guilty or anxious.</td>
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<tr>
<td>3</td>
<td>I am comfortable when speaking to a large group of people.</td>
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<tr>
<td>4</td>
<td>I confidently express my honest opinions to authority figures (such as my boss).</td>
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<td></td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>5</td>
<td>When I experience powerful feelings (anger, frustration, disappointment, etc), I verbalise them easily.</td>
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<tr>
<td>6</td>
<td>When I express anger, I do so without blaming others for “making me mad”.</td>
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<td></td>
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<tr>
<td>7</td>
<td>I am comfortable speaking up in a group situation.</td>
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<td></td>
<td></td>
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</tr>
<tr>
<td>8</td>
<td>If I disagree with the majority opinion in a meeting, I can “stick to my guns” without feeling uncomfortable or being abrasive.</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>When I make a mistake, I will acknowledge it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I tell others when their behaviour creates a problem for me.</td>
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<td></td>
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</tbody>
</table>

At the completion of this section you should be able to:

- Identify the importance of assertiveness, active listening and effective feedback in the team leader’s role.
- Apply the key principles of assertiveness, active listening and effective feedback.
Total Score (sum of the 15 numbers): ___________

If your total is **60 or higher**, you have a consistently assertive philosophy and probably handle most situations well. However, you may be able to further improve your skills and effectiveness.

If your total is **45-60**, you have a fairly assertive outlook. There are some situations in which you may be naturally assertive, but practice will help you increase your assertiveness.

If your total is **30-45**, you seem to be assertive in some situations but your natural response is either passive or aggressive. Changing some perceptions and practising new behaviours should allow you to handle things much more assertively in the future.

If your total is **15-30**, you have considerable difficulty being assertive. If you develop assertiveness skills, practise, and allow yourself time to grow and change, you can become much more comfortable in situations where asserting yourself is important.

### Assertive Statements

To communicate thoughts, feelings and opinions assertively, you need to choose words that are direct, honest, appropriate and respectful.

**Use “I” statements rather than “you” statements**

*Compare the following:*

“*You always interrupt my stories!*”
“*I would like to tell my stories without interruption.*”

“*You embarrassed me in front of all those people.*”
“*I felt embarrassed when you said that in front of all those people.*”

**Use factual descriptions instead of judgements or exaggerations**

*Compare the following:*

“*This is sloppy work.*”
“*The punctuation in your report needs work. Also, your headings are spaced inconsistently.*”

“If you don’t change your attitude, you’re going to be in real trouble.”
“If you continue to arrive after 8.00 a.m., I will be required to place you on 2 days’ probation without pay.”

<table>
<thead>
<tr>
<th>11.</th>
<th>Meeting new people in social situations is something I do with ease and comfort.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.</td>
<td>When discussing beliefs, I do so without labelling the opinions of others as “crazy”, “stupid”, “ridiculous” or “irrational”.</td>
</tr>
<tr>
<td>13.</td>
<td>I assume that most people are competent and trustworthy, and do not have difficulty delegating tasks to others.</td>
</tr>
<tr>
<td>14.</td>
<td>When considering doing something I have never done, I feel confident I can learn to do it.</td>
</tr>
<tr>
<td>15.</td>
<td>I believe my needs are as important as those of others and I am entitled to have my needs satisfied.</td>
</tr>
</tbody>
</table>
Express thoughts, feelings, and opinions reflecting ownership

*Compare the following:*

“He makes me angry!”
“I get angry when he breaks his promises.”

“The only sensible policy is to match the competition.”
“I believe matching the competition is the best policy.”

“Don’t you think we should table this for now?” “I think tabling this question would allow us time to gather more data.”

**Use clear, direct requests or directives (commands) when you want others to do something rather than hinting, being indirect, or presuming**

*Compare the following:*

“Would you mind taking this to John?”
“Will you please take this to John?”
“Please take this to John.”

“Why don’t you stop on the way home and pick up milk?”
“Will you please pick up milk on your way home?”
“Please pick up milk on your way home.”

“I need five copies of this for my meeting.”
“Will you please make five copies of this for my meeting?”
“Please make five copies of this for my meeting.” (Assertive directive)

**Assertiveness in Action**

By applying “DASR”, you can improve your assertive communication.

When communicating you should:

**Describe** the exact behaviour you find bothersome.

*“When …”*

**Acknowledge** what you really feel about the other person’s behaviour or situation.

*“I feel …” or “the effect on me is …”*

**Specify** – ask explicitly for a different, specified behaviour.

*“What I would prefer …”*

**Reaffirm** their worth or ability to correct their behaviour.

*“I have confidence that you can do the job properly.”*
### Poor Version

**Describe**

“You never get the data to me on time.”

**Acknowledge**

“You make me so mad I could scream.”

**Specify**

“Can’t you get the numbers to me on time for once?”

**Reaffirm**

“I appreciate your consistent attention to details and look forward to seeing your report next Monday by noon. Thanks.”

### Better Version

**Describe**

“When you turn in the staff absentee reports after noon on Monday…”

**Acknowledge**

“I feel frustrated and rushed.

**Specify**

What I would prefer is that you get the data to me by noon on Mondays so that Personnel can utilise the information for planning with the temporary agency.

**Reaffirm**

I appreciate your consistent attention to details and look forward to seeing your report next Monday by noon. Thanks.”

### Some Principles to Consider

<table>
<thead>
<tr>
<th>Do</th>
<th>Don’t</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Describe</strong></td>
<td><strong>Discuss</strong></td>
</tr>
<tr>
<td>- Describe the other person’s behaviour objectively.</td>
<td>- Describe your emotional reaction to it.</td>
</tr>
<tr>
<td>- Use concrete terms.</td>
<td>- Use abstract, vague terms.</td>
</tr>
<tr>
<td>- Describe a specified time, place and action.</td>
<td>- Generalise for all time.</td>
</tr>
<tr>
<td>- Describe the action, not the “motive”.</td>
<td>- Guess motives or goals.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Acknowledge</strong></th>
<th><strong>Deny</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Acknowledge your feelings.</td>
<td>- Deny your feelings.</td>
</tr>
<tr>
<td>- Express them calmly.</td>
<td>- Unleash emotional outbursts.</td>
</tr>
<tr>
<td>- State feelings positively as related to the goals.</td>
<td>- State feelings negatively, making a put-down or attack.</td>
</tr>
<tr>
<td>- Direct yourself to the specific problem behaviour.</td>
<td>- Attack the entire character of the person.</td>
</tr>
</tbody>
</table>
### Activity – What will say?

In your team, role play a suitable assertive response to each of these scenarios using the DASR approach.

A. A date and time are being set for a weekly meeting. The time is not convenient for you. It will be next to impossible for you to make the meeting regularly.

B. Someone asks for a ride home but it is inconvenient because you are late, you have a few errands, and the drive will take you out of your way.

C. At a meeting, one person often interrupts you when you’re speaking.

D. You have been talking for a while with a customer or colleague on the telephone. You would like to end the conversation.

E. A team member is always late to team meetings. You are the team leader.

F. Two members of your team have been talking about personal matters. The work is piling up. Others have been complaining. You are their team leader.
Active Listening Skills

Attending skills

- Giving your physical attention to another person.
- Looking involved by adopting an open body position.
- Maintaining eye contact and showing facial expressions and other signs that you are interested in what the person is saying.

Following skills

- Not interrupting or diverting the speaker.
- Using minimal encouragers – simple responses that encourage the speaker to tell their story (e.g. nodding head, “mmm”, “uh huh”).
- Asking relevant questions which allow for more of a response than "yes" or "no".
- Not taking on the role of inquisitor by asking too many questions.
- Maintaining attentive silence.

Reflecting

- Telling the other person what you think they are feeling. For example:
  “You’re obviously happy about this project.”
  “Sounds like you’re angry.”
  “It seems to me that you feel annoyed.”

Paraphrasing

- Putting in different words what the other person said, checking you have heard correctly. For example:
  “If I understand you correctly …”
  “So you’re saying that …”
  “So you think that …”
  “Sounds like you’re saying …”

Focusing

- You politely ask the other person to focus on their main concern. For example:
  “I know that all these matters concern you greatly, but is there one of these in particular that we can do something about?”
  “Of what you’ve mentioned, what concerns you the most?”
What is Feedback?

Feedback is verbal and non-verbal communication about a person’s reaction to or understanding of what they hear, observe or experience. The feedback may be positive (to reinforce or increase that behaviour, action or experience) or negative (to decrease or modify it).

**Give positive feedback first, followed by improvement suggestions.** Positive feedback motivates and energises people. However, because most people fear “losing face” in front of others, turn negative feedback into suggestions for improvement.

Poor example:
“You obviously didn’t read the assignment guidelines properly as you were off the point.”

Better example:
“It will help you stay on task if you read the assignment guidelines more carefully next time. You could use a highlighter pen to emphasise key points.”

**Activity – Feedback behaviour**

When giving and receiving feedback, what behaviours should be displayed?
Giving Feedback

- **Be sincere**
  It is better to stay silent than to be insincere.

- **Be clear about what you want to say in advance**
  Mentally rehearse if necessary.

- **Be specific**
  “I liked the way Mary stepped in to help Jo …” is better than comments like “It was OK or good”.

- **Think about the type of person to whom you are going to give feedback**
  This may influence how and what you say.

- **Offer rather than impose constructive feedback**
  Ask “Would you like some suggestions on improvements?”

- **Focus on behaviour rather than the person**
  “Joan, I think you need to be more aware of time because you left Mary with little time to sum up” is better than “Joan, you were really selfish as you used up all the time.”

- **Refer to behaviour that can be changed**
  “It would help me if you looked me in the eyes when you asked me a question.”
  (Remember that use of eye contact varies from culture to culture.)

- **Avoid putting the person down or making superior sounding judgements**
  “You were crazy to do …”

- **Offer alternatives**
  “Perhaps next time you could do x or y.”

- **Be descriptive rather than evaluative**
  “I noticed lots of examples of teamwork in the way you shared responsibility in the workshop and shared time equally” is better than “The teamwork was good.”

- **Own the feedback**
  Use “I”, not “we” or “you”. E.g. “In my opinion” is better than “We thought it was …” or “You are …”

- **Describe behaviours and feelings**
  “When you …, I felt … I would have preferred you to …”

- **Leave the recipient with a choice**
  Feedback that implies “Do it my way” may be rejected. However, there may be some feedback for which there is no choice, e.g. “Referencing is mandatory in academia, otherwise you will be penalised for plagiarism.”
• **End positively**
  “Finally, I must say that I enjoyed your workshop/presentation because …”

• **Other tips**
  ✓ Be prompt with giving feedback, i.e. it should be as close to the actual event as possible.
  ✓ However, be sensitive about your timing. If the other person is under a great deal of stress, it may be better to wait until he/she is better able to listen and take action.
  ✓ Where possible, encourage the other person to come up with his/her own solutions.
  ✓ Jointly agree what changes are needed, and how and when to implement them.
  ✓ Ask the other person to summarise the agreed actions. In that way, you can check that you both have the same understanding of what’s been agreed.

### Receiving Feedback

• **Listen to the feedback rather than immediately rejecting or arguing with it**
  Let people finish. Keep your ego defence mechanisms in check.

• **Make sure you understand what is being said**
  Ask clarifying questions, e.g. “So what you’re saying is …”

• **Check the feedback with others rather than relying on only one source**
  “Did everyone have problems hearing me or was it just the people at the back?”

• **Ask for the feedback you want, but don’t get**
  “I felt my voice shaking, did you notice it?” Or “Can you tell me more about …”

• **Say “thank you”**
  Thank the other person if you think their praise or advice has been useful.

• **Decide what you will do as a result of the feedback**
  “I choose to change … or I choose not to change”
Putting the strategies into practice

Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

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Performance management at Charles Sturt University consists of planning, implementing, monitoring and reviewing a staff member’s or team’s performance and progress in relation to duties and professional development. Meetings between the supervisor and staff member or team therefore focus on:

- Clarifying performance expectations
- Acknowledging strengths and achievements
- Reaching agreement on professional development needs, including resources and support
- Identifying outcomes or progress achieved in relation to performance and professional development.
- Identifying areas for:

  **Performance improvement**

  To identify and address any performance difficulties at an early stage so that a staff member or team can develop the necessary skills and knowledge to meet the minimum performance expectations;

  **Performance enhancement**

  To develop a staff member’s or team’s skills and abilities above the minimum performance expectations; and/or

  **Career development**

  To develop a staff member’s skills and knowledge to prepare for another position at the same or a different level as his or her current position.
Activity – Professional development strategies
Identify some of the Professional Development strategies that could be used to improve or enhance performance at CSU.

<table>
<thead>
<tr>
<th>Performance Improvement</th>
<th>Performance Enhancement</th>
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Identifying professional development needs and activities

Team leaders can identify a team member’s professional development needs by considering:

- What is the desired level of performance?
- What is the current level of performance?
- How can the gap between the two levels be bridged?

When discussing professional activities, the employee preferred learning style should also be considered. Does the employee like to learn through reading, research, listening, discussion, practical activities, projects, experimentation, formally or informally, individually or in a group?

The professional development activities agreed upon should match the employee's preferred learning style, and help him/her to meet or exceed expectations for the performance objectives / current position and/or to prepare for a future position.

Experience, Exposure and Education

In identifying and planning for development needs, it is important that leaders and team members consider the full range of development activities which can be utilised to meet these needs. A simple way of doing this is to use the development framework of Experience, Exposure and Education. This will allow managers to plan development activities that translate readily into workplace performance. A good development plan will consider all three components as the focus should be on planning activities that translate readily into workplace performance.

<table>
<thead>
<tr>
<th>Good Development Planning will integrate:</th>
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<tbody>
<tr>
<td><strong>Experience</strong> - this describes the development that takes place from real-life and on-the-job experiences, tasks and problems solving.</td>
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<tr>
<td><strong>Exposure</strong> - this describes the development that occurs as a consequence of the interaction with others. It is the learning that occurs as a result of exposure to feedback and from observing and working with role models.</td>
</tr>
<tr>
<td><strong>Education</strong> - this refers to the development undertaken off-the-job and includes attendance on courses, programs and workshops.</td>
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</table>
Work-based learning
• This includes arrangements made to visit other workplaces; receiving instruction, on-the-job-training; working in project teams or working parties; higher duties; job rotation; committe participation; collaborating on new tasks, etc.

Secondment
• Where an employee works in another area of CSU for a period of time to develop new skills. It includes working in the Project Service Centre.

CSU professional experience programs and schemes
• CSU programs and schemes offered by CSU through competitive entry. They involve action learning and/or professional experience, e.g. Special Studies Program (for professional/creative practice or leadership/management experience), Professional Experience Scheme, Leadership Development for Women Program.

Exposure

Mentoring or coaching
• A person who assists an employee to develop skills, knowledge and strategy. The mentor or coach may be a CSU employee or someone outside the University.

CSU forums and networks
• This includes participation in CSU forums, e.g. Course Coordinators Forum, Middle Managers Forum, Professional Experience Network, Web Curators Forum, etc.

Learning resources
• This includes activities such as self-directed learning, e.g. reading, informal research or investigation, knowledge sharing, etc.

Shadowing & observing others
• Any activity where an individual follows or observes another in their work role for a period of time, for the purpose of enhancing job performance.

Education

External conferences and seminars
• A short term or one-off learning program offered outside of CSU (usually fee-based).

Higher education study
• A course of study in a University, TAFE or Registered Training Organisation. This includes courses approved through the CSU Study Time Scheme or Postgraduate Study Support Scheme, Academic Staff Higher Degree Training Scheme or Coursework Masters Support Scheme.

Accredited CSU professional development courses
• An internal PD course that is accredited and has a formal qualification outcome after successful completion, e.g. Frontline Management, Training & Assessment, Graduate Certificate in Learning and Teaching, Graduate Certificate in University Leadership and Management.

CSU workshops & conferences
• This is an activity provided by one of the CSU Professional Development Providers, e.g. Human Resources, Centre for Enhancing Learning and Teaching, Centre for Research and Graduate Training, Finance, Information Technology, Library Services, etc., and advertised in the Staff Development Calendar or part of their area of expertise and PD delivery.

e-learning
• CSU web-based training such as Knowledge Bank Office Suite, Equal Opportunity, and Occupational Health & Safety.
Responsibilities

- Monitoring employee performance and providing positive, constructive and timely feedback throughout the performance period;

- Dealing with performance issues as they arise rather than saving them for a performance management meeting;

- Recording and/or storing evidence of individual performance in a portfolio for each employee who reports to you;

- Organising formal performance management meetings (i.e. an annual meeting and, if employee was rated as "below performance requirements", a process meeting) for a time that is mutually convenient, and providing the employee with sufficient notice (at least two weeks) to complete the draft Performance Report/Progress Report and prepare for the meeting;

- Reading the employee’s completed draft Performance Report/Progress Report and adding comments before the performance meeting;

- Checking the availability of resources for the proposed performance plan;

- Bringing the relevant documents, as specified in the “Performance Management Scheme Procedure”, to the meeting;

- Conducting performance management meetings in a positive and constructive atmosphere;

- Basing discussion around the draft Performance Report/Progress Report and evidence;

- Equitable performance expectations and workloads for the members of his/her work group or team;

- Objectively assessing and rating staff performance, based on evidence;

- Approving ratings of “meets performance requirements”, and recommending other ratings and disputed ratings to the Dean/Executive Director (or equivalent) for moderation and approval;

- Organising the final version of the Performance Report/Progress Report for signature by the relevant people;

- Recording performance management data in the prescribed format for the purposes of administrative actions and staff participation reporting by the Division of Human Resources; and

- Providing the resources and support approved for the employee’s performance plan.
Performance Counselling: A Structured Approach

You can apply a six-stage framework for performance improvement or counselling discussions. Structuring the discussion ensures that the objectives are met and that all of the issues are canvassed. Remember preparation is everything.

1. **Before:**

Ensure that the feedback has been planned and that there are specific examples of performance to be improved; ensure privacy etc. **Remember**: Being prepared and having objective information to provide to the person will assist in working through difficult interviews.

2. **Beginning the meeting:**

State the purpose and importance of the discussion and identify the impact of the situation (on the person, team or organisation).

3. **Ensuring the information is right:**

Seek and share information, identify issues and concerns and check assumptions if needed.

4. **Seeking Solutions:**

Seek and discuss ideas and explore solutions.

5. **Agree and move forward:**

Specifies actions to take, including contingency plans if appropriate, confirms needed resources and support and confirms how and when to track progress.

6. **Close:**

Summarise, highlight important features and check their confidence level.

It is useful to apply the GET-GIVE-MERGE-GO method of performance discussion when conducting a performance review.

You should start a performance discussion by GETTING the team member’s perspective on performance, then GIVING their perspective, then MERGING the two, then GOING forward with agree actions.
Effective Performance Feedback

Effective performance feedback communicates information about performance and development as objectively as possible.

- It may be to reinforce good performance and useful behaviours.
- It may be to correct to improve performance, change unhelpful behaviours and assist individuals with their development.

Leading practices in performance management encourage both leaders and team members to consider different sources of feedback in gauging performance effectiveness. Feedback may come from:

- Direct observations and feelings
- Examples of work
- Project evaluations
- Surveys
- Client feedback
- Peer feedback
- Team feedback
- Leader’s feedback
- Partner/stakeholder feedback.

Effective performance feedback

- Is specific, factual and accurate
- Is timely
- Looks at tasks, outputs, outcomes and behaviour
- Focuses on actions not attitudes
- Reinforces achievements / strengths
- Clearly identifies areas for improvement
- Is future focused and leads to action
- Enhances confidence and self-esteem.

Key skills involved in giving and receiving performance feedback are

- Analysis (facts, specifics, examples)
- Active listening (to check information, understanding and explore differences)
- Use of questions
- Empathy
- Assertive communication.

Some of these skills have already been explored in the section on team leader communication.
Questioning

Skilled questioning is an important part of the process of both giving and receiving feedback. As well as using questions to seek information, clarify, and check understanding, questions can be used in a coaching situation to develop awareness, or sensitise the other person to particular issues.

There are six types of questions that can be useful in feedback situations.

**Open Questions**

The aim of open questions is to gain understanding of the other person’s point of view, get more information, or ask someone to elaborate on information provided. They can also stimulate creative thinking and problem solving. They most usefully begin with what or how.

**Closed Questions**

These questions are used when you want a ‘yes’ or ‘no’ answer or a specific piece of information. They are good for summarising what the other person has said, or to check your understanding of it. They can also be used to bring a session back on track.

**Directive Questions**

These are used to focus discussion in particular areas, or explore areas of agreement or disagreement.

**Probing Questions**

These are used to follow up on matters that have already been raised and to obtain more detail. Probing questions are designed to link a discussion on a particular topic, to get to the “heart” of the matter or to clarify information.

**Feeling questions**

These questions ask for an emotional response and are very important in exploring levels of commitment, strength of support or resistance etc. Sometimes people turn their answer around and say “I think...”. If they do this, ask them the feeling question again until you find out how they actually feel, not what they think.

**Visioning questions**

These questions tap into the future aspirations of a team member, or to take someone back to past success. These questions are very useful for creating positive energy around how particular actions now, will contribute to where someone wants to be, or to reinforce past success or high performance.
### Activity – Developing questions

Develop some of your own questions!

<table>
<thead>
<tr>
<th>Question Type</th>
<th>Your Examples:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td><em>How do you think things have been going during the year?</em></td>
</tr>
<tr>
<td>Closed</td>
<td><em>Do you want to give that some more thought?</em></td>
</tr>
<tr>
<td>Directive</td>
<td><em>Tell me more about the problems you have been dealing with ....</em></td>
</tr>
<tr>
<td>Probing</td>
<td><em>What do you mean when you say?</em></td>
</tr>
<tr>
<td>Feeling</td>
<td><em>How do you feel about that?</em></td>
</tr>
<tr>
<td>Visioning</td>
<td><em>What impact do you think this new process will have on your role?</em></td>
</tr>
</tbody>
</table>
Activity – Providing feedback at a performance review meeting

You are preparing for a performance review for Jody, one of your team members. Jody is a Customer Service Officer in Facilities Management who you recruited into your team from another Division a little over 12 months ago. Generally you are pretty happy with the way she has settled into the role and her work rate has been good. She has been a strong recruit. However you realise that she is still on a learning curve and there are a few areas where you have concerns that you would also like to discuss.

Since starting in your team Jody has been very methodical about learning the role she is doing. She has good technical skills and has learnt a lot about the processes and procedures, and the customer relations skills needed in the role. However she is still referring a lot of work to you around decisions and issues that you feel she should be able to handle without your involvement by now.

As far as you are concerned, she has shown good judgement in her work. You find that when she comes to you, you are simply reviewing her work with her and then confirming the actions that she wants to take anyway.

On most of the issues she has the bases well covered. The net result is she is taking up more of your time than you feel she needs to.

Finally, you have noticed that Jody works very independently within the team. While she is friendly, she is very self contained, and tends to come in and focus simply on her own work. She hasn’t really got to know other staff very well and what they do - either within the Team or in other parts of Facilities Management. This narrow approach is certainly limiting her ability to contribute her experience and skills more widely.

You are due to meet with Jody tomorrow morning.

What feedback will you give her and how will you do this at her Performance Review Meeting? Consider how you might relate your feedback with reference to the Standards in the “General Responsibilities” part of the Generic Responsibilities of CSU staff.

Would these aspects of performance affect the rating – why/why not?
Putting the strategies into practice

Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

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SECTION 4 – TEAM PLANNING AND REVIEW

At the completion of this section you should be able to:

- Identify and apply strategies to support team planning and review

Key Planning Considerations

Activity – Planning considerations
What are the key considerations in any planning activity undertaken by the team?

To gain acceptance of and commitment to team goals and strategies, the team leader should involve the whole team in the planning session.

SWOT analysis

It is important that a team identify any internal strengths and weaknesses and external opportunities and threats before developing a team plan. This is called a SWOT analysis:

- What does our team do well?
- In what areas does our team need to improve?
- What opportunities can we take advantage of?
- What threats will we need to avoid or overcome?
Vision

The team can then form a shared vision of some future state that it would like to achieve. A vision answers the following questions:

- What is our long-term goal or aspiration?
- What is the picture of our ideal future state?
- How do we see our organisation, department or team in 5 or 10 years’ time?

Action plan

The next step is to formulate an action plan for the coming year that aligns with the team’s vision and:

- Builds on strengths
- Eliminates or reduces weaknesses
- Takes advantage of opportunities
- Avoids or overcomes threats.

The action plan should consist of:

1. **Objectives**
   What do you intend to achieve in the next year?

2. **Strategies**
   How do you intend to achieve the objectives?

3. **Time frames**
   When should the strategies be completed?

4. **People**
   Who is responsible for implementing each strategy?

5. **Resources**
   What resources (e.g. staff, budget, materials) are required?

**NOTE:** It is important that the team plan is consistent with and supports the plans of the Division/Faculty and the University.

The action plan should be implemented, monitored on an ongoing basis, and adjustments made to ensure the success of the plan. The plan should then be reviewed after 12 months to determine:

- Which objectives were achieved?
- What contributed to their achievement?
- Which objectives were not achieved?
- What hindered or prevented their achievement?
What areas could be improved for the future?

How could they be improved?

The continuous improvement cycle of plan, implement, review and improve is used to effectively manage the performance of teams and individuals.
<table>
<thead>
<tr>
<th>Action Plan Template</th>
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<tbody>
<tr>
<td>Resources</td>
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<tr>
<td>Person Responsible</td>
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<tr>
<td>Timeframe</td>
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<tr>
<td>Strategies and actions</td>
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<tr>
<td>Objectives</td>
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</tbody>
</table>
Activity – Team SWOT Analysis

1. What is the purpose of your team?

2. What are its main roles and activities?

<table>
<thead>
<tr>
<th>1. What are the team’s strengths?</th>
<th>2. What are the team’s areas of weakness?</th>
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<tr>
<th>3. What opportunities can the team use to its advantage?</th>
<th>4. What threats or areas of vulnerability will the team need to avoid or overcome?</th>
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</table>
Activity – Team Planning

What is your vision of the ideal future for your team?

<table>
<thead>
<tr>
<th>1. What are some objectives for achieving the vision?</th>
<th>2. What are some strategies for achieving these objectives?</th>
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Putting the strategies into practice

Identify 3 strategies from this component of the Effective Leadership Program that you will implement inside your work team. Try to be specific and think in practical terms.

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BIBLIOGRAPHY


Barrow, I. 1995, *How to Lead and Motivate Others: Key Skills for Effective Leadership*, Reed, Auckland, NZ.


### Performance Improvement Plan

<table>
<thead>
<tr>
<th>Performance Objectives</th>
<th>Performance Standards</th>
<th>Strategies</th>
<th>T/Frame</th>
<th>Professional Development Activities</th>
<th>T/Frame</th>
<th>Resources and Support</th>
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