

Skills Programme 5: Performance Management (NQF 4)



Learner Guide

INFORMATION

LEARNER	
Name and surname	
Learner ID	
Cell Number	
Email Address	
Organisation	
Unit/Dept	
Facilitator	

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ICONS

The following icons may be used in this Learner Guide to indicate specific functions:

Title	Icon	Description
Books		This icon means that other books are available for further information on a particular topic/subject.
References		This icon refers to any examples, handouts, checklists, etc.
Important		This icon represents essential information related to a specific topic or section of the guide.
Activities		This icon helps you to be prepared for the learning to follow or assist you to demonstrate understanding of module content. Shows transference of knowledge and skill.
Exercises		This icon represents exercises that must be completed on a specific topic individually or in a group.
Task/Projects		An important aspect of the assessment process is proof of competence. This can be achieved by observation, or a portfolio of evidence should be submitted in this regard.
Workplace Activities		An essential aspect of learning is through work experience. Activities with this icon can only be completed once a learner is in the workplace.
Tips		This icon indicates practical tips you can adopt in the future.
Notes		This icon represents important notes you must remember as part of the learning process.

INTRODUCTION

This Learner Guide provides a comprehensive overview of the skills programme and the unit standards covered in this learning programme. It is designed to develop learners' knowledge and practical skills in managing performance, understanding organisational functions, applying a systematic approach to achieving objectives, and applying the organisation's code of conduct in the workplace.

Learners are required to attend training workshops as a group or as determined by their organisation. These workshops are presented in modules and facilitated by a qualified facilitator. The guide should be used together with workplace practice, discussions, activities, and other learning support materials.

Purpose

A learner achieving this skills programme will be able to manage performance in the workplace, understand organisational functions, apply a systematic approach to achieving objectives, and apply the organisation's code of conduct in a work environment.

Outcomes

At the end of this skills programme, you will be able to:

- Set performance goals and measures for individuals and teams
- Formulate development plans to improve performance
- Monitor and evaluate performance in the workplace
- Identify and explain the core and support functions of an organisation
- Explain the role of a selected work unit in relation to the core business
- Distinguish between line and support functions within an organisation
- Develop objectives and formulate plans to achieve them
- Coordinate people and resources to implement plans effectively
- Evaluate results and make improvements where necessary
- Apply the organisation's code of conduct in a work environment

Assessment criteria

The only way to establish whether a learner is competent and has achieved the specific outcomes is through assessment. Assessment involves collecting and interpreting evidence of the learner's ability to apply knowledge and skills in practical and workplace-related situations.

This guide may include assessments in the form of activities, assignments, case studies, tasks, projects, and practical workplace application. Learners may also be required to complete workplace activities to collect sufficient, valid, current, and authentic evidence for their Portfolio of Evidence. Where applicable, this evidence should be confirmed by a supervisor or other authorised person in the workplace.

To qualify

To qualify for credits towards this learning programme, a learner must provide evidence of competence against the relevant unit standards. A registered assessor will evaluate the learner's Portfolio of Evidence and overall competence in relation to the outcomes and assessment criteria of the programme.

Range of learning

The range of learning describes the situations, contexts, and circumstances in which competence must be demonstrated. It also defines the scope and parameters within which learners are expected to apply their knowledge and skills.

Responsibility

The responsibility for learning rests with the learner. Learners are therefore expected to:

- Participate actively in all learning activities
- Ask questions where clarification is needed
- Seek guidance and support from the facilitator when required
- Complete all formative and workplace activities
- Take responsibility for gathering and submitting the required evidence of learning

LEARNING UNIT 1

MANAGE INDIVIDUAL AND TEAM PERFORMANCE

US: 11473 – NQF 4 – 8 Credits

This unit standard is intended for people who are, or aspire to become, supervisors or line managers at any level. Learners credited with this unit standard are able to set performance goals and measures, formulate development plans, and monitor and evaluate individual and team performance.

Learning assumed to be in place:

- Understand the work environment
- Gather and use information relevant to managing individual and team performance
- Apply basic negotiation, interviewing, and interpersonal skills.

LEARNING UNIT 1

SPECIFIC OUTCOME 1

SET PERFORMANCE GOALS AND MEASURES

US: 11473

Learning outcomes:

1. Performance goals are measurable, clear, achievable, and aligned with individual career paths, organisational objectives, and legislative requirements.
2. Performance measures are quantified to facilitate performance evaluation.
3. Appropriate actions are undertaken to obtain agreement from relevant parties regarding identified performance goals and measures.
4. The stipulation of the identified performance goals and measures in the performance contract enables the contract to serve as a source document for performance evaluation.

1. Developing a personal development plan

Why Put Together a Personal Development Plan?

“He who fails to plan is planning to fail.”– Winston Churchill

Three big reasons for having a personal development plan include:

- **Clarity:** Knowing what I am trying to accomplish gives me a clear idea of what I am working on.
- **Define the Why:** Oftentimes, along the way, I will come across tasks and situations that I simply do not enjoy doing. Having a personal development plan shows me why I am doing what I am doing.
- **My Compass:** I am a very driven, ambitious person – but if I do not have a plan for what I am trying to accomplish, I end up expending energy in many different directions. A personal development plan keeps me headed towards consistent goals.

Personal Development Plan Template for Goals

One of the areas many people struggle with is setting goals. That is a whole other article in and of itself on how to effectively set goals but let us talk specifically in the context of a personal development plan. How can you get a good overview of the direction you want your life to head? Once you have settled on your life purpose and your big dreams, you should sketch out some goals in the most important areas of your life, at regular intervals. We might like to go ten years out, but three or five years is great too. A quite simple personal development plan template for goals might look like this:

Goal Area	One Year	Three Years	Five Years	Ten Years
Career				
Finances				
Physical/Body				
Social				
Personal				

For each box, one may need to answer these questions:

- What specifically do I want to accomplish?
- Why?
- Who can help me?
- How do I get there? (What actions do I need to take?)

Personal Development Planning Tools

In addition to the information above, consider other tools to help you with your personal development.

- **Events:** Especially for career and education goals, are there seminars you can attend? Conferences? Meet-ups where people like you gather?
- **Classes/Books/Educational Materials:** Sometimes the first step is finding the resources we need.
- **Mentors and Supporters:** Who can you reach out to who can help you with your goals? For many personal goals, one may need to form individual mastermind groups towards a specific purpose. You may also have a lot of favourite blogs to read which may inspire you.

2. Motivating and de-motivating factors:

Staff motivation

Today's increasingly competitive business world means that a highly motivated workforce is vital for any organisation seeking to achieve the best results. Many firms are moving away from the "command and control" approach towards the "advise and consent" method as a preferable way of motivating staff. This shift in attitude began when employers recognised that rewarding good work is more effective than punitive measures for poor work.

For an employee, the chief advantage of being motivated is job satisfaction. For the employer, it means good quality work. Different people are motivated in different ways, and it pays to ask your staff if any changes at work would help motivate them. Underperformance can be expensive!

Theories of motivation

Psychologists have developed theories of motivation that identify Motivating Factors and De-Motivating Factors that can influence staff perceptions and behaviour. Motivating Factors will drive people to achieve whilst failure to meet De-Motivating Factors will cause dissatisfaction. Examples of both are demonstrated in the table below.

Motivating Factors	De-Motivating Factors
Achievement	Salary and benefits
Recognition	Working conditions
Job interest	Company policy
Responsibility	Status and job security
Advancement	Supervision and autonomy

Signs of de-motivation

For many people, workplace de-motivation tends to be caused by poor systems or work overload. Clear signs of de-motivation include high levels of absenteeism and poor staff retention. Recognising the problem is pointless unless steps are taken to eradicate its causes.

Assessing staff morale

- Measuring morale (attitude questionnaires, unstructured interviews, focus groups) in the workplace should be a continuous process.
- Exit interviews with departing staff can provide valuable insights into what is right or wrong about your motivational management.

Building up motivation

Motivation depends on having clear objectives, which will be achieved by good management practices. Since motivation is personal, aim to align staff's individual drives with the company's purposes. This may be done with the following in mind:

- Ensure office staff appreciate their role and importance.
- Keep work as varied as possible.
- Maintain a positive workplace environment.
- Use persuasion and influence to encourage self-motivation.
- Demonstrate trust in your staff and show yourself worthy of trust.
- Deal with personal problems in a sympathetic and positive manner.
- Check on morale levels by talking to staff on a regular basis.

Improving lines of communication

Not communicating at all conveys a powerful message – the last one that a committed manager wants to deliver. You can never communicate too much but take care over the content and style of delivery so that it is received in the most beneficial way. It is important to always be approachable.

- Encourage your staff to participate in decision-making.
- Keep staff informed wherever possible – uncertainty is destabilising and very demotivating. False rumours should be quashed as soon as they surface.
- Always ask staff for their opinions about decisions that affect them.

If you choose to punish failure or motivate by fear, then you will not create lasting success. However, make it clear that tolerance of error has its limits. Repetition of the same error is inexcusable since it shows failure to learn from past mistakes.

Individuals acting as part of a group have needs that differ from those of the group. However, it is important for individuals to feel they belong. Find a way to balance the needs of the group with those of participating individuals.

Gaining trust and cooperation

- Find the root cause of repeated complaints and eliminate it as an issue quickly.
- Follow up on suggestions, requests and comments made by others.
- Get feedback to ensure that what you say has been properly understood.
- Do not neglect to provide the right resources if you want the right result.
- Do not leave people without clear instructions and guidelines to follow.

Free incentives to reinforce relations

- Start by thanking people for a job well done.
- Acknowledge staff achievements.

Encouraging initiative

A sure sign of high motivation is a lot of initiative. The ability to take initiative depends on empowerment as well as an environment that recognises contribution. The more you expect of people, the more they will give, if you support them.

- Set high expectations and people will usually rise to the challenge.
- Encourage continuous improvement until it becomes second nature to the organisation.
- Give your staff a say in the setting of targets so that the goals will stretch them but are not unattainable.
- Ask colleagues with high performance records what systems they suggest and implement the best practice.

Dealing with de-motivated people

- Invite troublemakers to a private meeting as soon as you become aware there is a problem.
- Causes may be stress, personal problems, the job itself or their approach to the job.
- The problem is often that good people are trapped in a bad system, rather than vice versa, so attempt to correct any bad systems as a first step in improving morale.
- Ask them whether they are happy with their working conditions and whether there are any aspects of their job they would like to change. Try to identify the cause of their dissatisfaction and agree a resolution. Do what you can to improve the situation and adhere to any promises you make.
- It is important not to let the situation deteriorate. If you cannot help, find someone who can.
- As they depart the interview, remind them to come directly to you with any future problems.
- Emphasise to staff the benefits of reform, however unwelcome.

Appraising effectively

- Always start appraisals by emphasising the positive and progress made since last time.
- Never give negative personal feedback in public.
- Focus on one issue at a time and be highly specific about any past behaviour that has generated this feedback and the new behaviour that is expected.

Enriching jobs and developing skills

- The more varied the job content, the greater the interest levels and the need for new skills.
- Encourage everybody to regard their portable skills as personal capital and consider making the bonus system reward the acquisition of new skills.
- Staff members usually prefer a challenging job to a boring one.

Delegating authority

- Being managed is not a motivating experience.
- Sharing authority where appropriate helps to develop people's own potential, so look for areas or tasks that you can safely delegate, but be sure to retain overall control.
- Look for any chance to broaden staff confidence by giving people challenges that may lie outside their normal range of experience.

Rewarding achievement

- Achievement is its own reward, but it is not enough. You need to recognise exceptional performance. Even a simple 'thank you' may be enough.
- Individuals do not need just money and rewards, but also respect and interaction.

3. Developing Your Career Path

Understanding focus, motivation, work style preferences, and personal strengths enables each of you to appreciate your strengths; how you can best focus your strengths on the workplace; and how to utilise your strengths for effective career planning.

This session helps each of you to:

- Define and articulate your top three marketable strengths.
- Learn about work style preferences.
- Understand the path and process for successful career planning and development.
- Learn to use tools and resources for professional growth and development.

What is Career Planning?

Career planning allows individuals to set realistic, achievable goals and to design personalised, customised achievable career goals with measurable steps.

Tools & Resources

What are the tools & resources available to me?

- Your work style preferences
- The career alignment profile
- Your marketable strengths
- Your marketable definition

What's Personality got to do with it...?

Work style Preferences

Our unique personalities influence how we interact with people in different environments and what types of jobs we will like.

Even though our job may call upon our interests and abilities, to be happy and successful, our job should also suit our personality.

What is the CAP?

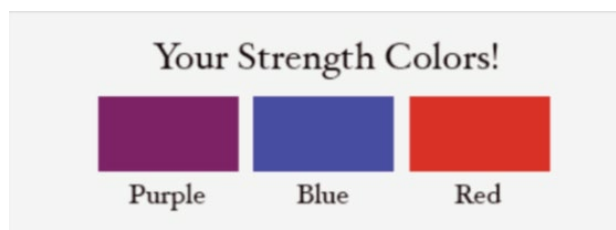
The Career Alignment Profile is a proprietary assessment tool. It allows you to define activities which hold your interest and at which you can excel. Those definitions, when combined, determine your “3 marketable strengths.”

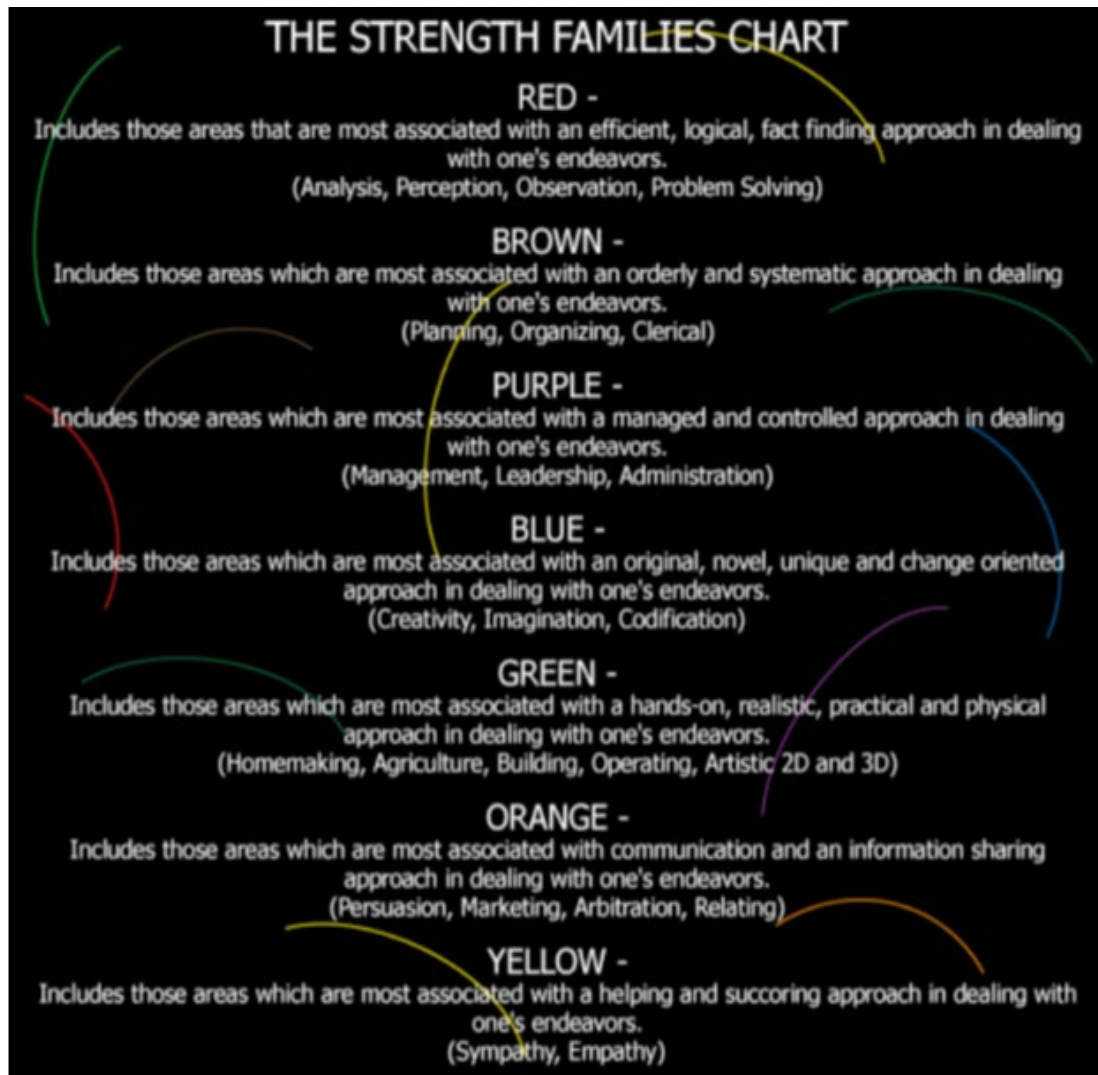
Explaining the CAP Results

Look at your Career Alignment Profile results. Your marketable strengths are things you have always enjoyed and done well. The colour coding allows you to easily compare your strengths to position descriptions or job vacancy notices.

The real interpretive value of the CAP colour system is found in the combination of the three strength colours and how those three colours interact.

The Strength Colour Wheel





What are Marketable Strengths?

Your marketable strengths are based on your interests and abilities. Almost invariably, the happiest and most successful people are those whose work combines their interests and their abilities. Understanding our strengths allows us to choose tasks that are the best match for this combination.

Marketable Strengths

Strengths are your abilities motivated by your interests. Your strengths are what make you unique and, most importantly, your strengths are what you have to offer a potential employer. Now that you know your specific strengths, you will be able to effectively present your most marketable assets.

What is a Marketable Definition?

A marketable definition is a clear picture of who you are and what you have to offer the marketplace, in terms the marketplace will understand and relate to.

Task: Define Your Strengths

- Look at your 3 strengths.
- On your worksheet, fill in the blanks beside “strength” numbers 1, 2, and 3. Write what each of those key words means to you in the blanks provided for your “definition.”

Task: Write Your Marketable Definition

- Look at your newly written definitions.
- Combine the definitions of all three strengths into a single description of who you are.
- Take your time!

Using Your Marketable Definition

You should now have a short and concise definition of who you are in terms of your marketable strengths. Now, you will want to talk to others about who you are.

Why a Contact List?

The average person is acquainted with about 200 people. Each of those people knows 200 more people, and so on. By contacting people you know, you can reach the people they know. This is called networking, and it is one of the bedrock concepts of intelligent career planning. Smart, persistent, and creative networking will allow you to broadcast your interest in looking at new positions more quickly and more productively than any other method known.

Task: Beginning Your Contact List

- Those who are geographically accessible to you and who could offer you a job.
- Those who are geographically accessible to you but who could not offer you a job.

Career Planning

As you plan your career progression, job descriptions that best match your strengths will bring you the most personal and professional success.

Your career plan is your career direction, based on your marketable definition.

Task: Determining a Direction

- This should be based on your experience, your education, and your new marketable definition.
- Be sure it is clear enough that a stranger can understand where you are headed.
- Enlist the aid of a partner or friend to review your work.

The best career opportunities are filled through the grapevine. We cannot overstate the significance of your having successfully completed a career plan.

4. Next Steps

- Stay in touch with the people who helped you get here. Let them know that they helped.
- Continue to develop your network by reaching out to influential people in your field.
- Learn everything you can, not only about your own position, but also about the jobs of those with whom you work.
- Keep abreast of trends and developments so that you will know where your industry is headed.
- Most of all, never stop asking yourself, “Am I doing work that I enjoy? Am I helping to solve important problems? Am I growing?”

5. Conducting a personality assessment

Personality assessment is conducted through behavioural observations, paper-and-pencil tests, and projective techniques. To be useful, such assessments must be constructed using the established criteria of standardisation, reliability, and validity. The information can be used in several areas, including clinical work, vocational counselling, education, and research.

The approach taken by the specialist in personality assessment assumes that much of the observable variability in behaviour from one person to another results from differences in the extent to which individuals possess underlying personal characteristics (traits).

- **Behavioural observations.** Most people use behavioural observations to form impressions of others. Such observations are also an important part of clinical assessments by clinical psychologists and other professionals.
- **Interviews,** during which subjects' behaviours are observed, may be structured or unstructured. The examiner may ask a standardised set of questions (structured interview) or engage in a conversational interchange with the subject (unstructured interview). During the interview, the examiner forms an opinion about personality characteristics (as is done, for example, in the non-clinical setting of a job interview).
- **Paper-and-pencil tests.** The many and various paper-and-pencil tests are used for a variety of purposes. To be useful, such tests must be reliable (that is, they must yield very close scores each time they are administered to a particular individual) and valid (that is, they must measure what they are designed to measure). The Minnesota Multiphasic Personality Inventory (MMPI) (“multiphasic” means many-phased, because the test simultaneously measures several personality dimensions) is widely used to identify personality problems. The California Personality Inventory (CPI) is also used extensively, generally with people who do not have personality problems. Some tests assess personality as defined by a particular theory. For example, Cattell's 16 PF (personality factor) questionnaire assesses the personality traits defined in Cattell's trait theory.
- **Projective techniques** assess personality by presenting ambiguous stimuli and requiring a subject to respond, projecting his or her personality into the responses.

6. Self-awareness and the evaluation of one's own behaviour in authentic situations

Reflection can take many forms. Daydreaming or keeping a diary of your thoughts are ways of reflecting on your experience in unstructured ways.

Structured reflection is simply reflection that has prompts, questions, activities, or organised discussion to help you to think more deeply about an issue.

7. Recording reflection

Unstructured reflection can be as useful as structured reflection.

Your university may require you to keep a log, journal, or portfolio and give you very precise directions about what to include and how to present it. Alternatively, you may be asked to devise your own records and presentation.

It is still a good idea to keep a diary or journal even if you do not have to do so as part of your programme. It can seem like an effort to write entries on a regular basis, but the reward comes when you read them back several months later. You will be surprised at the things you have forgotten - and the changes you may notice in yourself over time. Entries do not have to be long.

Tips

- Purchase a book that is light and easy to carry around.
- Set yourself 7 minutes every day, at the same time, to write an entry about whatever is going on for you at the time.
- Write about things that are relevant to you – things you are enjoying, things that worry you, any problems you have getting on with people, and your ideas for dealing with these, ideas you have for your life, and thoughts you have about topics covered on your programme.

8. Taking the time

Usually, we are too caught up in what we are doing to have a good perspective on how well we are doing and the effect we are having on the people around us.

Fortunately, we can stand back occasionally and reflect on such things as our aims, responses, feelings, and performance. Well-developed skills in reflection can help us to:

- Gain a more in-depth and honest picture of ourselves.
- Become more aware of our hidden motivations, our thinking styles, and of how we appear to other people.
- Develop a better understanding of what affects our own performance and progress.
- Develop our insight and judgements.
- Gain more control over our own thoughts, emotions, responses, and behaviour so that we are in a better position to achieve what we want to achieve.

9. Knowledge of one's own interpersonal behaviour

Social relations can refer to a multitude of social interactions, regulated by social norms, between two or more people, with each having a social position and performing a social role. In the sociological hierarchy, social relations are more advanced than behaviour, action, social behaviour, social action, social contact, and social interaction. Social relations form the basis of concepts such as social organisation, social structure, social movement, and social system.

Interpersonal identity development is composed of three elements:

- Categorisation: Labelling others (and ourselves) into categories.
- Identification: Associating others with certain groups.
- Comparison: Comparing groups.

Interpersonal identity development allows an individual to question and examine various personality elements, such as ideas, beliefs, and behaviours. The actions or thoughts of others create social influences that change an individual. Examples of social influence can be seen in socialisation and peer pressure. This is the effect of other people on a person's behaviour, thinking about oneself, and the subsequent acceptance or rejection of how other people attempt to influence the individual. Interpersonal identity development occurs during exploratory self-analysis and self-evaluation, ending at various times with the establishment of an easy-to-understand and consolidative sense of self or identity.

What are the key concepts as determinants of interpersonal behaviour? How do they impact the development of interpersonal relationships? Discuss these issues with the help of your organisational experiences and knowledge. Briefly describe the organisation and the situation to which you are referring.

10. Mentoring relations are established:

A one-to-one relationship that aims to bring about individual learning and performance improvement, usually focusing on achieving predefined objectives within a specific period. The role of the coach is to create a supportive environment in which to challenge and develop the critical thinking skills, ideas, and behaviours of the person being coached, so that they might reach their full potential.

LEARNING UNIT 1

SPECIFIC OUTCOME 2

FORMULATE DEVELOPMENT PLANS

US: 11473

Learning outcomes:

1. Plans are focused on competencies needed to achieve performance goals of the individual, department, and organisation.
2. Plans are formulated in a clear manner and are defined in terms of specific improvement actions, time frames, and accountability.
3. Plans are aligned with legislative requirements and individual career paths.
4. Appropriate facilitation actions are taken to obtain agreement on development plans from relevant parties.

1. Development Planning

Development planning happens in many different contexts, so to define it succinctly is tricky. Basically, development planning refers to the strategic measurable goals that a person, organisation, or community plans to meet within a certain amount of time. Usually, the development plan includes time-based benchmarks. It generally also includes the criteria that will be used to evaluate whether the goals were met.

Nonprofit Development Planning

Development has a particular meaning for nonprofit organisations such as universities and charitable groups. In this context, development planning refers to all the various activities related to fund-raising, grant writing, donor relations, capital campaigns, annual fund drives, and fund-raising events. The larger the organisation, the more likely it is to employ a development officer who may be responsible for a whole department devoted to development. In short, the development officer elicits and coordinates the donated revenues that make up a large portion of any nonprofit budget.

Development planning for a nonprofit organisation means setting calendar milestones for the fund-raising goals and then figuring out what activities must be done to achieve them.

Personal Development Planning

Many employers ask their employees to write down their personal goals in a formal process that they call personal development planning. One person may write a development plan that is focused on advancing their career through additional education. Another person's development plan may involve planning for retirement, while still another person's development plan might include losing a specific amount of weight or starting a programme of exercise. Usually, some of the personal development plan goals must relate to the job itself, but progressive companies like Monsanto, for example, encourage employees to set targets that are specifically meaningful to the individual. The personal development plan may become part of a company's annual review process.

Individual Development Planning

Postdoctoral fellows use a development planning process to organise their plan of study into a document called the Individual Development Plan, or IDP. This provides a mechanism for the fellow to assess themselves. Then they has a set of written goals for future growth or achievement based on a timeline for which, according to the plan, they are held accountable by a mentor.

Professional Development Planning

Several states, including Missouri and Wisconsin, require state-certified teachers to create a professional development plan. This document is a permanent part of the teacher's personnel file. In it, teachers write goals related to their career, what they intend to do to become more effective in the classroom, and about how they will fulfil the requirements to obtain continuing education credits. Teachers who fail to produce a professional development plan on time may risk losing their teacher certification in the states which require one. School principals or district supervisors hold teachers accountable for the goals in the development plan.

Urban Development

Development planning also happens in cities and communities. Urban communities with a lot of vacant buildings may decide to engage in a development planning process to plan how to revitalise an area. This is a necessary step to qualify for state tax credits and federal and other funds that will allow the renovations to happen. From architects to city planners, engineers, investors, and residents, everyone who will be involved in the actual development should be part of the development planning process.

2. Employee Development Planning Process



Employee Assesses:

- Values, strengths, proficiencies
- Areas of interest, areas of potential growth
- Fit with FM focus and future needs

Leader Assesses:

- Current and future department/division's strategic goals
- Areas of potential growth for the employee
- Skills required to meet the needs identified
- Service levels to current and future customers
- Development of staff and leadership qualities
- Workload issues and available technology

The need for planning arises from the inability of the price mechanism to ensure growth, efficiency, and equity. Sometimes the political objective of a nation may dictate the necessity of planning, and the government may need to intervene in the economic activities of the country.

The more pressing are the development problems, the greater the need for planning. Hence, the art of planning is to intervene in the economy with sufficient vigour to overcome the major problems without, at the same time, exceeding the capacity of the civil service and causing a breakdown of development administration. The proper balance between intervention and restraint is likely to be both delicate and changing, delicate because administrative capacity is small and limited, and the problems are immense changing because the ability of management to analyse and resolve difficulties should increase.

3. Staff Development Plan

Staff development plans are usually written during annual performance reviews, although they can be written at other times of the year, especially if a company is embarking on a new plan for growth. A staff development plan is a written document that details the ways in which members of the workforce can improve their performance. The key ingredients of a staff development plan are items that are actionable and improvements that are measurable. For example, to write that the staff should improve their product reports would be too vague. To say that reports should be written within 2 days of a request would be measurable.

Procedure to follow:

- Determine the development needs of the staff. This can be done in consultation with the staff and with managers of other departments that interact with them. Use a notebook and pen to take notes. Tailor needs to specific staff members; if there is an overall development need for the staff, there can be group training opportunities later.
- Write how improvements for each development need can be measured. This should be specific and quantifiable, such as a specific production rate and a percentage improvement in defects.
- Develop ways in which the development needs can be addressed and improved. Remember, this is a document meant to help your staff to improve, and staff members generally are open to improving as it usually means better annual salary increases. The ways to develop improvements can be specific training courses, attendance at seminars, cross-training with other employees, or an increase in time spent on specific work activities.
- Decide on a timeline for the development plan. This includes when training and development needs will be met and when improvements will be measured. These are usually done in terms of annual performance reviews. Remember to follow your workplace safety guidelines (see Resources).
- Type your written development plan into a computer document. Print it and review it for grammar mistakes. Enter any corrections into the computer document and save the file.

LEARNING UNIT 1

SPECIFIC OUTCOME 3

MONITOR AND EVALUATE PERFORMANCE

US: 11473

Learning outcomes:

1. Performance evaluation techniques are applied that are valid, current, and sufficient.
2. Performance goals and measures align with organisational and industry practices and values.
3. Performance is monitored and assessed on an ongoing basis against performance goals.
4. Progress is recorded and records are updated to manage performance.
5. Performance records are analysed to identify variations in performance and to compile a suggested plan of action.
6. Feedback is given to address competence gaps and poor performance, recognise good performance, and revise performance goals.

1. Employee Performance Reviews

Employee performance reviews are a critical part of managing an employee. They allow employees and managers to meet and gauge the progress an employee has made since their last review. This is also an opportunity for employees to raise any issues they are concerned about during the one-on-one meeting with a manager. Employee performance reviews should be interactive, encouraging employee comments and feedback during the review.

Features

The employee performance review will usually be a structured review listing several areas in which an employee's performance in their job is evaluated. Employee reviews will typically have a quantitative section and a qualitative section. The quantitative section will analyse the employee's ability to meet specified goals; quite often, these goals can be measured using a numerical score. The qualitative portion of the employee review measures many areas that cannot be gauged on a numerical scale. Some examples of these categories include leadership, reliability, and functioning as part of the team.

Time Frame

An employee performance review typically covers a determined period. This is commonly a one-year period. Some companies will do employee performance reviews on a more frequent basis, like every six months. For companies that do these reviews more frequently, there is typically a yearly one that includes the potential for pay raises and bonus payments.

Benefits

Employee performance reviews benefit the employee in two ways. One of those ways is discussed above, and that is the potential for earning salary increases or bonuses. The other benefit of performing employee performance reviews is the ability to set goals. The employer and employee can talk openly and honestly. The two can set obtainable goals to be achieved before the next review period. Offering a bonus or a reward for goals met is an excellent way to motivate the employee.

How to Monitor Employee Performance

Great employee performance is a key to your business' success. Employees are the first in line of many businesses' offence, and their performance makes a direct impression on your customers. Customers are the primary source of your business' income and normally factor their overall experience at your establishment into whether they may return or become regular customers. This is why monitoring your employees' performance is invaluable.

Steps to follow

- Plan the employee's job tasks in advance. This gives the employee both direction and an overall idea of the performance standards you expect them to meet.
- Consistently supervise and evaluate your employee's performance. Provide feedback by administering monthly or annual progress reviews and giving positive suggestions to better help them strengthen their performance.
- Administer monthly or annual trainings sessions to your employee that focus on improving positive workflow, time management, and introducing new skills and responsibilities. This keeps your employee(s) versatile and able to adapt to new working conditions more quickly.
- Identify your best employee and use them as a model for current and future employees. Identifying your best employee validates your expectations for employee performance and serves as proof that your expectations are realistic and reasonable.
- Reward your employee. Rewarding your employee makes them feel appreciated and gives them a sense of value. Rewarding your employee also gives them motivation to maintain their level of performance.

LEARNING UNIT 2

IDENTIFY AND EXPLAIN THE CORE AND SUPPORT FUNCTIONS OF AN ORGANISATION

US: 242814 – NQF 3 – 6 Credits

This unit standard provides learners with an understanding of the core and support functions of an organisation. It is intended for junior managers and learners who need to understand how different functions contribute to the overall purpose and performance of an organisation.

The qualifying learner is capable of:

- Explaining the various core functions of an organisation
- Explaining the support functions of an organisation
- Explaining the role of a selected work unit in relation to the core business
- Investigating and explaining the difference between line and support functions within an organisation.

LEARNING UNIT 2

SPECIFIC OUTCOME 1

IDENTIFY AND EXPLAIN THE CORE BUSINESS OF AN ORGANISATION.

US: 242814

Learning outcomes:

1. The concept of core business is explained, with examples.
2. The relationships between the different core activities of an organisation are described, with examples.
3. A value-adding process within an organisation is explained, with examples.

1. The concept of core business is explained, with examples

The **core business** of an organisation is an idealised construct intended to express that organisation's "main" or "essential" activity.

Core business processes mean that a firm's success depends not only on how well each department performs its work, but also on how well the company manages to coordinate departmental activities to conduct the core business process, which is:

- **The market-sensing process:** Meaning all activities involved in gathering marketing intelligence and acting on the information.
- **The new-offering realisation process:** Covering all activities in research, development, and launching new quality offerings quickly and within budget.
- **The customer acquisition process:** All the activities defining the target market and prospecting for new customers.
- **The customer relationship management process:** All the activities covering building deeper understanding, relationships, and offerings to individual customers.
- **The fulfilment management process:** All the activities involved in receiving and approving orders, shipping out on time, and collecting payment.

To be successful, a firm needs to look for competitive advantages beyond its own operations.

The firm needs to look at the competitive value chain of suppliers, distributors, and customers. Many companies today have partnered with specific suppliers and distributors to create a superior value delivery network.

What are the Ten Core Business Processes?

In any organisation, there exists a common set of core business processes that must exist for the organisation to function properly. Small organisations start with a small set of five core processes and grow from there.

Every organisation needs a **sales and marketing** function. Even non-profits, governments, and hospitals must identify their customers, manage the relationship, and deliver a good or service in exchange for funds. Once you have cash coming in, you must account for that cash and complete your tax return, which means you need **accounting**.

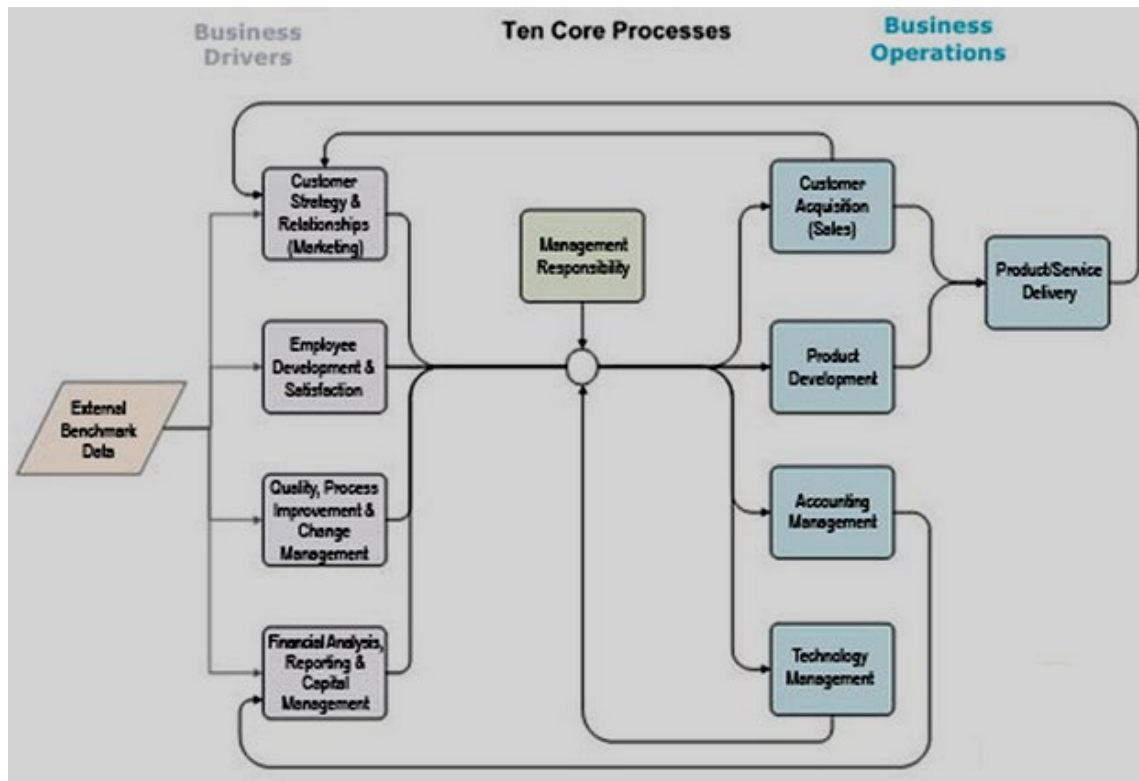
Accounting operates on **technology**, so in a small company technology often is part of accounting (unless you are a technology company, and then it is part of product development).

Next comes your **product or service delivery** that you collected money for. You must deliver it and deliver it well, with **quality**, or else you won't get more money from your customers in the future. A small business must **hire employees, manage the operation**, and **finance** the ups and downs. And lastly, you must have **product development** to design products for your customers.

So, what are the Five Core Processes for Small Business?

1. Sales & Marketing
2. Accounting & Technology
3. Quality & Product/Service Delivery
4. Management, HR & Finance
5. Product Development

A small business is simple until you start to grow. Growth introduces new complexities that require more employees and more focus. The five core processes for a small business quickly grow to the ten core processes for business. That is, each of the core small business processes splits into two, and now sales and marketing are separate processes, as in the case with accounting, technology, quality, and product delivery.



The diagram above shows the top ten core business processes.

We now have identified the **Ten Core Business Processes**:

1. Customer Strategy & Relationships (Marketing)
2. Employee Development & Satisfaction
3. Quality, Process Improvement & Change Management
4. Financial Analysis, Reporting & Capital Management
5. Management Responsibility
6. Customer Acquisition (Sales)
7. Product Development
8. Product/Service Delivery
9. Accounting Management
10. Technology Management

As an organisation grows even bigger it will add more sub-processes or perhaps additional core processes like supplier management, strategy, or legal & compliance. There are hundreds of sub-processes that are created, and when you get to that point then you are ready for a set of **policy and procedure manuals**.

2. The relationships between the different core activities of an organisation are described, with examples.

Core Activities

Business functions that are critical, and closely related to a firm's **strategy**, as expressed in **customer service, marketing, product design**, etc. Routine administrative and maintenance tasks are not a part of core activities. See also core competencies.

Core business activities are a company's central, most important activities in which its core competency lies. They make a substantial contribution to results and play an important role in company strategy.

Business Function

A process or operation that is performed routinely to carry out a part of the mission of an organisation.

Core Competencies

A unique ability that a company acquires from its founders or develops and that cannot be easily imitated. Core competencies are what give a company one or more competitive advantages, in creating and delivering value to its customers in its chosen field. Also called core capabilities or distinctive competencies. See also core rigidities.

Core Rigidities

The flip side of core competencies and caused by overreliance on any advantage(s) for too long. While a successful firm's management relaxes its improvement efforts, others keep on getting better and render its competitive advantage obsolete.

Core Activities for Businesses

It's also helpful for entrepreneurs, businesses, and organisations to think in similar terms when it comes to the aims of their ventures. If you're going through a major product launch or PR event, it's probably not the time to focus on all the tertiary activities that you might normally go through. Focus on the **high-value activities (HVAs)** and the specific tasks at hand, do them well, close them out, and then think about those peripheral activities.

When it comes to businesses, then, there are two ways to think about core activities:

1. First, think about what the business's core activities are.
2. Second, think about what the core activities are for the people who make up the business.

One final clarification: some HVAs aren't core activities. Networking, for instance, is a high-value activity, but it's also non-essential during short-term crises or sprints.

The value of knowing what your core activities are is that you can make accurate assessments of where your resources should go to accomplish the task at hand. When it's time to pull back, you want to be able to pull back to the right things.

3. A value-adding process within an organisation is explained, with examples.

A **business process** or **business method** is a collection of related, structured activities or tasks that produce a specific service or product to serve a particular goal for a particular customer or customers.

All organisations are involved in some form of transformation process. They take inputs such as land, labour, capital, and entrepreneurship and turn them into outputs such as physical goods and intangible services. In many cases, the output of a business is a combination of goods and services; for example, in a restaurant you are buying a meal, but also the environment and the service. The aim of all organisations is to add value, i.e. to create outputs that are worth more than the inputs. In many cases, the value of inputs is measured in financial terms, in which case we say that organisations aim to make a profit. A profit occurs when the revenue generated by sales exceeds the costs of providing the product. In the case of non-profit organisations such as schools and hospitals, other indicators are used to measure the value added. League tables of schools' performances, for example, might measure exam results and compare the grades achieved by students with their levels of achievement when they joined the school to measure their progress.

There are obvious ways to add value to an organisation: productivity by salespeople is generally measured by the number of units sold, or the levels of service contracted with clients. These quantities show a direct impact on organisational revenue.

Value Adding Process

Organisations with value-adding process business models take in incomplete or broken things and then transform them into more complete outputs of higher value.

When VAP procedures such as these are organisationally separated from those of solution shops, overhead costs drop dramatically: focused VAP clinics typically can deliver comparable care at prices that are half of those incurred in hospitals and physicians' practices in which VAP and solution shop business models are conflated. Institutions such as the Minute-Clinic, Shouldice Hospital, eye surgery centres, and certain focused heart health and orthopaedic hospitals are examples of value-adding process businesses.

Example of Value Added

The following business processes are defined:

- Assemble the end-product
- Manage production
- Process complaints
- Develop a marketing concept

Business processes have different values for an organisation (internal) and for the outside world (customers, suppliers, etc.).

To list the processes according to their importance for the end-product production, a ranking order indicator is necessary that represents the business process's importance. In CO-ABC, this indicator is the value-added category.

Processes important for the development of the end-product – value adding – are, as a rule, unimportant to the outside world, and the reverse is true for processes of external importance. The degree to which a business process is value adding is expressed by a ranking.

The following rankings are defined for internal value adding:

Value Added Importance

1. Internal, high value added
2. Internal, value added
3. Internal, low value added
4. Internal, no value added

LEARNING UNIT 2

SPECIFIC OUTCOME 2

EXPLAIN THE TYPES OF WORK DONE WITHIN THE VARIOUS CORE ACTIVITIES OF AN ORGANISATION

US: 242814

Learning outcomes:

1. The various activities of an organisation are identified, with examples.
2. The work done in three different activities is explained, with examples.

1. The various activities of an organisation are identified, with examples.

The work done in three different activities is explained, with examples.

What are the three types of organisational activities?

- Process consultation
- Confrontation meeting
- Survey feedback

Process consulting for change management and organisational effectiveness

Process consulting is a powerful tool which is used to enhance group effectiveness, shorten meeting times, and address conflict. It helps teams to work together more effectively, and its effects can last long after the consultant has departed.

The benefits of process consulting are usually:

- Shorter meetings.
- More productive meetings.
- Better decisions.
- Increased feelings of participation or potency.
- Greater satisfaction with the team or meetings.

Process involves careful intervention in a group or team to help it to accomplish its goals. The consultant does not try to help the team as an expert; instead, the consultant helps the team to help itself.

These skills used in process work are quite different from those used in "expertise-based" consulting, because the consultant must:

- concentrate on the way the team works, rather than what it is working on.
- stay silent even when issues he or she knows or cares about are discussed.
- ask questions instead of offering expert advice.
- help the team solve its own problems.
- not make value judgements or deal with content issues.
- understand group dynamics, conflict resolution, and manager/leader development.

Process consulting also requires a client who is aware of their problems and who is willing to listen and change some habits if needed. In some ways, process consulting is as difficult for the client as it is for the consultant, because they must put aside any natural defensiveness and temporarily yield their authority in some ways. However, the rewards far outweigh the efforts and risks.

Overall, process consulting is an invaluable but underused service which requires an experienced consultant.

2. Confrontation Meeting

What is a confrontation meeting?

A confrontation meeting is an activity which allows an entire management group, composed of individuals from all levels of the organisation to take a quick reading on its own health, and within a matter of hours to set an action plan for improving it.

This activity is based on:

- Experience with an action-oriented method of planned change.
- It involves the entire organisation in a joint action-planning programme.
- The meeting can be conducted several times, with one morning and one evening session involving only two or more hours out of usual working days.

Where is it effective?

It is effective where there is a genuine commitment to solving problems on the part of top management.

- Top management intends to improve the conditions rapidly.
- There is adequate cohesiveness in the top management team to ensure follow-up.

Benefits of confrontation meeting

- Direct communication is improved.
- Employee morale is increased.
- Better work culture.
- Improve inter-departmental human relationships.
- Get solutions to day-to-day problems.

Elements of a confrontation meeting

- Climate setting
- Information collection
- Information sharing
- Priority setting and group planning.
- Organisational action plan
- Immediate follow-up by the top team
- Progress review.



LEARNING UNIT 2

SPECIFIC OUTCOME 3

EXPLAIN THE ROLE OF A SELECTED WORK UNIT IN AN ORGANISATION IN RELATION TO THE CORE BUSINESS

US: 242814

Learning outcomes:

1. The function of the selected work unit within an organisation is explained in relation to the core business.
2. The value-adding contribution that the work unit adds to the organisation is identified, with examples.
3. The interrelationship between work units in achieving organisational objectives is explained.

1. The function of the selected work unit within an organisation is explained, in relation to the core business.

Work units in an organisation

A logical element or segment of a company (such as accounting, production, or marketing) representing a specific business function and a definite place on the organisational chart, under the domain of a manager. It is also called a department, division, or a functional area.

Business Units

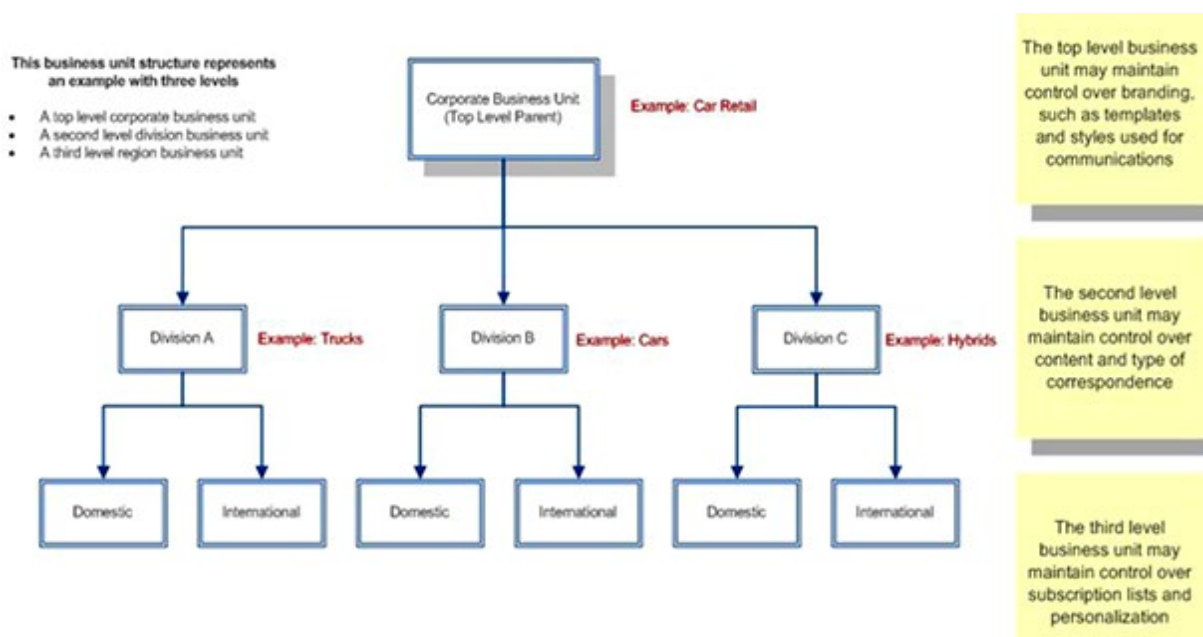
Business Units introduce a hierarchical administration structure in organisations. Business units represent an approach for controlling data for purposes such as branding and regulatory compliance for direct email marketing campaigns.

What is a Business Unit?

A business unit is a hierarchical administration structure that controls access to information and the sharing of information. A business unit allows you to manage user roles for the business unit, view users who have access to the business unit, and define filter criteria for subscribers.

All items created in a business unit are accessible to all users working in that business unit. Items can be shared with other users in other business units by placing them into a shared items folder, located in the Content and Subscribers sections of the applications.

Business units manage the visibility of data within an account using a hierarchical structure, which can be organised in any way to match your business needs. Business units can mirror workflow processes, demographic and behavioural data about your subscribers, or your organisation's operational structure.



LEARNING UNIT 2

SPECIFIC OUTCOME 4

IDENTIFY AND EXPLAIN THE DIFFERENCE BETWEEN THE LINE AND SUPPORT FUNCTIONS WITHIN A SELECTED ORGANISATION.

US: 242814

Learning outcomes:

1. The concept of line and support functions is explained with examples.
2. The relationship between a line and support function is explained, with reference to one's own work unit

1. What is the difference between a line function and a staff function?

The departments or employees of a firm that perform the core activities and contribute to its business directly are called line functions, for example, manufacturing and marketing. On the other hand, the departments or employees that perform the support function and contribute indirectly to the business of a firm are termed staff functions, for example, Human Resource Management and Finance.

"Staff Interaction" traces the origins of the support staff function and examines the relationship between the staff and line functions; as well as offering leaders greater insight on effectively supervising the staff functions and increasing their staff's effectiveness by reducing the inter-departmental rivalry or ill will that commonly exists between the staff support and line functions.

Staff and line functions defined

"Generally, a line function is one which is involved in or contributes directly to the main business activity of a firm...."

Staff functions are those functions which help or assist line functions to accomplish the primary objectives of the enterprise. They are activities which are indirectly related to the major objectives of the firm".

Additionally, **line functions** are those activities that give definition to the organisational structure, and which ensure that the product or service is produced and reaches the customer at a profit. Whereas staff functions are subsequently added to assist line managers in accomplishing their goals. Thus, as the number or depth of the leader's responsibilities expands to the point of making unrealistic demands on his or her time or expertise, so that he or she is no longer able to effectively administer all the required functions in his or her supervisory domain, staff positions are created to help facilitate his or her endeavours. For while a leader may be quite capable of supervising six retail locations, providing the necessary training, marketing, and administrative support, etc., he or she will typically need the assistance of a training manager, marketing director, controller, property administrator, real estate manager, construction supervisor, and a director of operations and their various assistants to successfully supervise 250 such units. However, regardless of the quality or degree of support they receive, "line management has the full and final responsibility for directing the activities of the people who comprise the organisation, because line management is directly responsible to the founders or owners for achieving results through those people. Consequently, line management must retain the full authority to carry out the function[s] for which it is held responsible. This authority cannot be successfully delegated except within the line management organisation [structure]. The staff role, on the other hand, is one of counsel, service, and advice. The staff expert should have no authority over any part of the line organisation, nor should he [she] take any action that will interfere with line management's performance of its role".

Therefore, staff members typically have far fewer subordinates of their own and are ordinarily concerned with activities of a much more limited scope and responsibility than their line leader counterparts at comparable hierarchical levels. Whereas a line leader's responsibilities are traditionally broader in scope, having a similar range of authority as his or her immediate superior on a downscaled version of the larger hierarchical structure that is usually organised and operated in a similar manner as to the next higher echelon. Thus, because of this wider range of supervisory responsibility, line positions are more frequently the incubators of future presidential candidates than staff positions.

Business support functions

Business support functions include marketing, Information Systems, Finance, HR, Pricing, and Procurement, and are key to driving our business forward and ensuring that the organisation continues to operate successfully.

2. Therefore, what are business functions?

Business functions are the activities carried out by an enterprise; they can be divided into core functions and support functions.

Core business functions are activities of an enterprise yielding income: the production of final goods or services intended for the market or for third parties. Usually, the core business functions make up the primary activity of the enterprise, but they may also include other (secondary) activities if the enterprise considers these as part of its core functions.

Support business functions are ancillary (supporting) activities carried out by the enterprise to permit or to facilitate the core business functions, namely its production activity. The outputs (results) of support business functions are not themselves intended directly for the market or for third parties. Support business functions can be further subdivided into:

- Distribution and logistics: transportation activities, warehousing, and order processing.
- Marketing, sales, and after-sales services: market research, advertising, direct marketing services (telemarketing), exhibitions, fairs, and other marketing or sales services; also included are call-centre services and after-sales services such as help-desks and other customer support services.
- Information and communication technology (ICT) services: information technology (IT) services and telecommunication (this includes hardware and software consultancy, customised software, data processing, and database services, maintenance and repair, web hosting, as well as other computer-related and information services, but excluding packaged software and hardware).
- Administrative and management functions: legal services, accounting, bookkeeping and auditing, business management and consultancy, human resources (HR) management (e.g. training and education, staff recruitment, provision of temporary personnel, payroll management, as well as health and medical services), corporate financial and insurance services; also included are procurement functions.

- Engineering and related technical services: engineering and related technical consultancy, technical testing, analysis, and certification; also included are design services.
- Research & Development (R&D): research and experimental development.

Line function

A **line function** is a primary business activity that negatively affects income or the customer experience if it is interrupted. Line functions vary between businesses. These functions are directly related to the objectives of the enterprise.

This function provides authority to line managers over the subordinates. It is in the form of a series of steps and therefore involves the **scalar principle**.

The line of authority in an organisation should be as clear as possible. This line starts from the top management position and extends down to the subordinate positions. The clearer this line is, the more effective the organisation will be, as each level gets to know its responsibility and what share that level has in decision-making.

LEARNING UNIT 3

EMPLOY A SYSTEMATIC APPROACH TO ACHIEVING OBJECTIVES

US: 242822 – NQF 4 – 10 Credits

This unit standard enables learners to adopt a systematic approach to achieving objectives in the workplace. It is intended for junior managers who are required to identify objectives, plan activities, coordinate resources, implement actions, and evaluate results in order to improve performance and achieve organisational goals.

The qualifying learner is capable of:

- Specifying objectives
- Formulating a plan
- Coordinating people and other resources
- Implementing the plan to meet objectives
- Evaluating results and making corrections and improvements

LEARNING UNIT 3

SPECIFIC OUTCOME 1

IDENTIFY AND DEVELOP OBJECTIVES

US: 242822

Learning outcomes:

1. A statement of general intent is written specifying the aim, according to identified needs.
2. Measurable parameters are specified to meet the need.
3. Involvement of team members is encouraged to refine the objective and the measurable parameters.

1. Develop Objectives

Involve

Involve the **different levels within your organisation** – from top-management to middle management through to operational staff. This will help **build commitment**, and **responsibility for achieving targets** can be shared.

Develop objectives and targets

- Identify the **potential for improvement** (see Step 8 on performance indicators).
- Develop **preliminary objectives** and discuss them with relevant **decision-makers**.
- **Agree and finalise objectives** with all those involved, including top management.
- **Establish targets** to achieve the objectives and develop measures for tracking progress.
- **Communicate** objectives and targets, and how to achieve them.
- **Review progress** on a regular basis and inform all relevant people.
- The final **management review** reviews performance against objectives and targets, and modifies, where necessary, the targets for the following year.

Tip: consider starting off with a **limited number of objectives** and then increase these in line with the outcomes of Pillars 1 and 2. In this way, you can gain some early success by concentrating on '**quick wins**' for reporting to management.

Tip: Objectives are not only for improving performance but can also be for **maintaining current levels of performance**.

2. Possible problems and how to deal with them

Constraints

Certain constraints may exist when achieving objectives and targets. These include financial resources, personnel, other resources, technological know-how, or potential conflict with other organisational objectives. It is therefore important to have the full backing of top management in establishing your objectives and targets to ensure that sufficient resources are provided and that the objectives are integrated with other organisational policies and goals.

Co-ordination and commitment

The achievement of objectives and targets can often fail due to a lack of co-ordination within the organisation and a lack of commitment from others involved. It is important to involve the people in the relevant functional areas when setting objectives and targets. This helps establish clear roles and responsibilities from the outset and builds commitment from those involved.

Badly defined

Badly defined objectives and targets are a recipe for failure. Each objective must have a measure of success; without this, you will not know if a target has been achieved.

Ownership

Clear ownership of the target is also vital to success. If there are no specified persons responsible for achieving the target, then it may not be achieved.

How long does it take to complete this step?

Setting objectives and targets is not simply a number-crunching exercise. Equally important is agreeing them with relevant personnel and getting their commitment. You can carry this out over a period of weeks and hold several relatively short meetings with key people in your organisation.

How do I know when I have completed this step?

You have completed this step when objectives and targets are agreed and finalised with key personnel, including top management; a means of tracking progress is identified, and objectives, targets, and means of achievement are communicated within your organisation.

In the future, you will have progress reviewed on a regular basis and all relevant people informed; performance against objectives and targets will be reviewed by top management and modified where necessary.

LEARNING UNIT 3

SPECIFIC OUTCOME 2

FORMULATE A PLAN TO MEET THE OBJECTIVE

US: 242822

Learning outcomes:

1. Information is obtained and verified to specify the required tasks to achieve the objectives.
2. Tasks are sequenced according to priority, and resources are allocated.
3. Time allocations are estimated according to the requirements to achieve objectives.
4. Criteria for success are established to facilitate monitoring.
5. Contributions from team members are encouraged, and decisions are made where necessary.
6. Plans are formulated so that they are clear, visible, and understood by all affected parties.

1. Developing an action plan

Developing an action plan means turning ideas raised during strategic planning or evaluation into reality. It means identifying the steps that need to be taken to achieve the resource centre's aims. The resource centre officer and their manager or supervisor should develop the action plan, in consultation with members of the resource centre advisory committee and/or other users. It is useful to have action plans for each area of the resource centre's work, such as:

- fundraising
- selecting and ordering materials
- organising materials
- computerisation
- providing information services
- promoting the resource centre
- networking and cooperation

2. How to develop an action plan

An action plan consists of eight steps: setting objectives, assessing the objectives, identifying action required to meet the objectives, working out how to evaluate the activity, agreeing a timeframe for action, identifying resources (human, financial, and technical), finalising the plan, and evaluating the results.

Set objectives

You need to identify clear objectives that will guide your work to achieve the resource centre's aims. Objectives need to be achievable – do not be over-ambitious. They need to be measurable (for example, a certain number of activities carried out within a certain period), so that you can know whether you have achieved them. Ask yourself:

- What do we want to achieve?
- **Example of an aim:** To disseminate information that will improve local health workers' knowledge of local health problems.
- **Example of an objective:** To produce and distribute an information pack on malaria diagnosis and management to all health clinics in the district within the next three months.

Assess the objectives

Assessment helps to determine whether the objective is appropriate. It may result in confirming the objective, abandoning it, or revising it. Ask yourself:

- Is the objective compatible with the resource centre's aims and objectives?
- Are the necessary resources (funds, equipment, and staff) available to reach this objective? If not, are they obtainable?
- What problems might arise in working to achieve this objective?
- **Example of resources needed to carry out the objective:** staff time, relevant materials in the resource centre or obtainable from elsewhere, stationery, a photocopier, and postage.

- **Example of a revised objective:** To produce and distribute an information pack on malaria diagnosis and management to 20 health clinics and training institutions within the next six months.

Identify action required to achieve the objective

A series of tasks needs to be identified for the objectives to be achieved. List these as steps. Ask yourself what tasks are necessary, and in what order, to meet the objective.

Example:

1. Plan the content of the information pack and decide how to distribute the packs, in consultation with other staff and users.
2. Calculate costs and staff time and make sure that funds and time are available.
3. Allocate responsibilities.
4. Gather information for the pack (search the resource centre, contact other organisations).
5. Request permission from publishers to photocopy material.
6. Photocopy material and prepare packs.
7. Distribute packs.

Work out how to evaluate the activity

Plans for finding out how far the activity has achieved its objectives need to be built into the action plan. Ask yourself, how will we know whether we have achieved our objectives?

Example:

1. Contact five clinics to see whether they have received the packs.
2. Include an evaluation form in the pack, asking health workers whether the information has improved their knowledge, how they have used the information, and how future packs could be improved. Assess the feedback from the forms. Then incorporate plans for evaluation into your action plan.

Example (showing plans for evaluation in *bold italics*):

1. Plan the content of the information pack, including evaluation forms, and decide how to distribute the packs, in consultation with other staff and users.
2. Calculate costs and staff time and make sure that funds and time are available.
3. Allocate responsibilities.
4. Gather information for the pack (search the resource centre, contact other organisations).
5. Request permission from publishers to photocopy material.
6. *Prepare evaluation forms.*

7. Photocopy material and prepare packs.
8. Distribute packs.
9. *Contact clinics to see if they have received the packs.*
10. *Revise plans for distributing packs if they have not reached some clinics.*
11. *Assess the feedback from the evaluation forms and use it to plan future work.*

Agree on a time frame

As you identify each task, work out how long it will take and when it needs to be done. This will help you to see whether your action plan is on schedule or whether you need to modify the schedule. Ask yourself:

- What is the actual time required for each individual task? (Be careful not to underestimate.)
- When will each step be completed?
- **Example:** Total of 18 days over a three-month period

Assess the action plan

Ask yourself:

- How will you know whether the individual tasks have been achieved?
- Have you allowed for possible interruptions?
- Have you tried to do too much or too little?

An action plan must be realistic if it is to work. It is easy to overestimate what you can do, leading to disappointment and failure. For example:

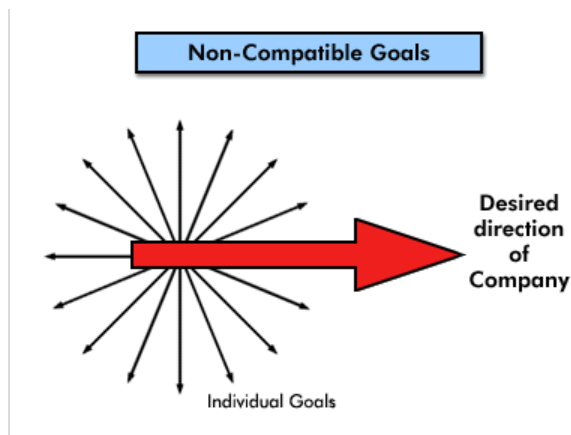
1. Leaflets that you had planned to include in the pack may have run out and need to be reprinted. Can you substitute something else, or will you need to arrange for them to be reprinted before you can finish preparing the packs?
2. The member of staff preparing the pack will take annual leave for six weeks during the period in which the pack was planned to be prepared. Can you reschedule the work, or can someone else do it?

Finalise the action plan

Revise the action plan. Obtain feedback and comments from colleagues and revise it again if necessary.

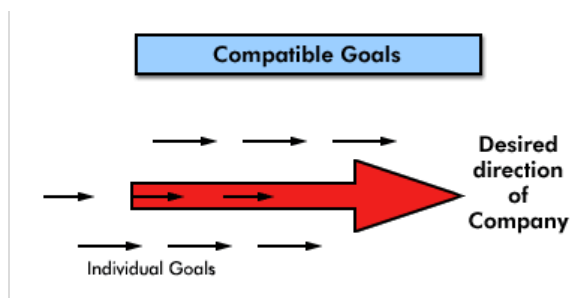
3. Developing Team Objectives

Many companies have mission statements, vision statements, corporate, department, and individual goals. These are usually blended to ensure that everyone in the organisation is moving in the same direction. If the goals are not compatible, groups or individuals in the company start pulling in different directions, and the overall progress of the company is affected.



As a team leader, you communicate the objectives that the team needs to achieve daily. Then you coach them to accomplish them. Ensuring that these daily objectives are achieved is part of a long-term plan and is essential to being an effective leader.

When the goals of the company, team, and the individual are focused in the same direction, they are more likely to be achieved. When everyone is moving in the same direction, it is more satisfying and productive.



Setting Goals

For goals to be useful, they must be clear, specific, and understood. For example, a goal, "To be more profitable", is not very useful because it does not identify what **being** profitable means or when it should happen. A more useful goal would be: "Increase the sales of X-brand televisions by 10% by the end of this financial year."

Having a goal is the first step. Next, you need a plan to achieve it. Using the example above, the company would need to develop several steps to achieve that goal. These steps form the basis of your plan.

SMART is a common acronym used to describe setting goals or objectives:

S Specific and clear. The objective is identified.

M Measurable. There are some forms of measurement built in.

A Achievable. The team has the capacity to achieve it.

R Realistic. The goal must be within the capabilities of the team.

T Time-related. There is a defined time frame to achieve the goal.

Once the goal is set, the next step is to determine how you will get there and what role each person will play. In this step, it is important that all team members have the same understanding of what is to be achieved and who is responsible for achieving it.

4. Develop a Team Plan and the Member's Roles

Developing a team plan sets a clear direction for the team. As part of this process, you need to define the role that each team member will play. This shows each person how they can contribute to achieving the goal. In this process, it is important to develop clear areas of responsibility, provide adequate resources and ensure that each person is accountable for their actions.

There are many ways to define these roles depending on the maturity and experience of the team.

- You could let the group decide for themselves. If all members have worked together before and are aware of individual strengths, this could work well.
- People could choose their own role. There may be issues of authority or skill that could impact on their effectiveness in their chosen role.
- You could decide who does what. If so, it's a good idea to explain why the roles are delegated as they are, so team members understand the reason for the decision.

Identifying Team Tasks

Once you have decided what you want to achieve and who will fill what roles in the team, you must itemise the tasks that need to be completed. It is a good idea to involve the team in this so that everyone has some input and understanding of what is involved. The overall process for this is as follows:

- state the goal to be addressed
- list the tasks required to achieve that goal
- group similar tasks under one heading (for example, inventory control)
- determine the resources needed to complete each task
- define the role, responsibility, authority, and accountability for each task
- allocate team roles to the appropriate people.

Responsibility, Accountability and Authority

After the roles have been allocated, the next step is to ensure that everyone knows what they can and can't do. They need to understand their role in terms of their:

- responsibility, what tasks they must do
- accountability, what results they must achieve
- authority, how much power they have to achieve the goals

Clearly identifying these levels is critical to the success of the team and reflects your effectiveness as a leader.

Ensure that a person's role is suited to their skills and that their level of authority is equal to their levels of responsibility and accountability. Dissatisfaction can quickly develop if a person has high levels of responsibility with little authority to get the job done.

LEARNING UNIT 3

SPECIFIC OUTCOME 2

IMPLEMENT THE PLAN

US: 242822

Learning outcomes:

1. Team members are delegated tasks according to the plan.
2. Team members are encouraged to complete their tasks using their own control methods.
3. Resources are made available according to the plan.
4. Measuring and checking systems are initiated to enable monitoring for compliance with the plan.

1. Delegation

The secret of success is not in doing your own work, but in recognising the right person to do it. One of the most crucial and challenging tasks for managers and supervisors is to apportion the work among the employees they manage and supervise. A lot of managers and supervisors frequently complain that they have too much to do and too little time in which to do it. Unchecked, this feeling leads to stress and ineffectiveness. In many cases, executives could greatly reduce their stress by practising a critical management skill – delegation.

Delegation is the assignment of authority to another person to carry out specific job-related activities. It allows a subordinate to make decisions; that is, it is a shift of decision-making authority from one organisational level to another lower one. Delegation should not be confused with participation. In participative decision-making, there is a sharing of authority; with delegation, subordinates make decisions on their own. Effective delegation pushes authority down vertically through the ranks of an organisation.

Mastering the art of delegation makes you a professional manager; it is an effective means of developing your employees, and a key to organisational prosperity.

The inability to delegate has led to the downfall of many executives – from top-notch managers to the first-line supervisors. Successful businesses, regardless of size, encourage not only their managers and supervisors but also others to master the art of delegation. Historically, delegation has been a vertical process, with managers delegating to subordinates in a clearly defined hierarchical structure. Today's successful businesses are emphasising both horizontal and vertical delegation. With the growing emphasis on teamwork, the ability to influence and delegate to others over whom you have no direct control is critical to the team's success.

Whether delegating vertically or horizontally, delegation must be accompanied by effective coaching. Delegation will not be effective unless managers and other designated supervisors and coaches work with employees to help them develop the skills needed to get the job done. Effective delegation also requires good communication and a high degree of trust between the delegator and the delegatee.

Delegation is not task assignment. Task assignment is simply assigning work to an individual within the duties and responsibilities of their position. Delegation, on the other hand, involves the manager giving someone the responsibility and authority to do something that is normally part of the manager's job.

Delegation is not **"dumping."** Managers should take special care to make sure that the employee does not think the manager is trying to "dump" unpleasant assignments on them. If delegation is not done properly, employees feel put upon and resent what they perceive as 'I've got to follow the boss's orders'.

Delegation is not abdication. The manager still has ultimate accountability for the assignment. That's why it is important for you to establish appropriate controls and checkpoints to monitor progress. Besides, managers should give delegates the appropriate authority to act, along with clear expectations, including any boundaries or criteria. The manager, however, should try to avoid prescribing how the assignment should be completed.

Delegation involves three important concepts and practices: responsibility, authority, and accountability. When you delegate, you share responsibility and authority with others, and you hold them accountable for their performance. Ultimate accountability, however, still lies with the manager, who should clearly understand that:

- **Responsibility** refers to the assignment itself and the intended results. That means setting clear expectations. It also means that you should avoid prescribing to the employee how the assignment should be completed.
- **Authority** refers to the appropriate power given to the individual or group including the right to act and make decisions. It is very important to communicate boundaries and criteria such as budgetary considerations.
- **Accountability** refers to the fact that the relevant individual must 'answer' for their actions and decisions, along with the rewards or penalties that accompany those actions or decisions.

2. Benefits of Delegation

Benefits to the Manager/Supervisor

- Makes your job easy and exciting
- Reduces stress and makes you look good.
- Frees you to do what you should be doing
- Develops trust and rapport with your employees
- Grooms your successor so that you can move on to bigger and better things. Often, managers and supervisors derail their own advancement by not having someone to take their place

Benefits to the employee

- Provides professional growth opportunities
- Develops their professional knowledge and skills
- Elevates their self-image, and ultimately, self-esteem
- Enhances their confidence and value to the organisation
- Brings them personal satisfaction and a sense of achievement
- Gives them opportunities to be involved with decision-making, which in turn leads to more commitment and increased morale

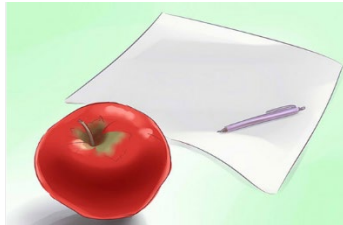
Benefits for the organisation

- Saves money
- Promotes teamwork
- Brings about professionalism
- Increases productivity and efficiency

3. How to Manage Your Time

STEP 1

Prepare yourself first, by taking 30 minutes of your time to fix yourself something to eat and relax. Then make a list of the tasks you need to accomplish. But before you can manage your time, you need to know what it is you must manage. A list of tasks, from the mundane to the critical, will help you get a handle on what needs to get done.



ASSIGN realistic priorities to each task:

- Priority 1: due TODAY by 6pm
- Priority 2: due TOMORROW by 6pm
- Priority 3: due BY THE END of the week
- Priority 4: due during next week

You can further prioritise tasks within this grouping by adding a decimal place. For example, a Priority 1.0 task needs to be done IMMEDIATELY, whereas a Priority 1.5 task simply needs to be done by the end of the day.

STEP 2

BALANCE your effort. Work on small portions every day on tasks that will be due by the end of the week, starting with the most important tasks first.



Do today's tasks. Concentrate on what is at hand; do not allow yourself to lose focus. Then move on to the next daily task. Once today's tasks are completed, mark them as such and proceed to tomorrow's tasks.

When tomorrow's tasks are complete, work on the other tasks due by the end of the week, and when those are complete, work on the tasks due early next week. A small portion of each is better than one huge, laborious task and will keep your time managed more efficiently, reduce stress, and eliminate burn-out.

Make one of your final daily tasks the completion of *tomorrow's* task list. Each day should end with a new task sheet for tomorrow to keep you on track.

STEP 3

Focus on your most productive time of day. Some people work better in the morning, and some are more focused in the evening.



STEP 4

Manage time in increments. Play a game with yourself by competing against the clock. Work in fifteen-minute, half-hour, or hour intervals. Scientifically, it is known that 45 minutes of work followed by a 10-minute rest is the best for the average studier. Give yourself a time goal to complete a portion of a task or the entire task.



STEP 5

Take a break. Clear your mind and refresh yourself to refocus.



Decide beforehand on a 5-, 10- or 15-minute break and stick to that decision. Breaks provide incentive by giving you something to look forward to.

STEP 6

Keep track of your progress. Cross things off the list as they are completed. You'll feel more relieved and relaxed just by getting through the daily tasks. Not only will you be getting things done, but finishing tasks will give you a sense of accomplishment and spur motivation.

**STEP 7**

Reassess the list. Rewrite and prioritise your list on a regular basis.



- Add new tasks to the list. This should be done daily, especially when you are just getting started with a time management regimen.
- Eliminate or adjust tasks that are completed or have fallen in priority.
- Delegate tasks to others. Contrary to popular belief, you don't need to do it all. You can be much more effective if you can delegate tasks as necessary.
- Use technology to complete tasks more quickly, efficiently, or accurately. Today's mobile technology features dozens, if not hundreds, of apps that will help you manage—and even accomplish—your tasks efficiently.

STEP 8

Leave time for fun. While there are times when we just need to power through a large project, it's important to give yourself time to let loose. Not only will it refresh your mind, but it's also good for your body, too. It doesn't have to be a lot of time, but make sure that you do!



STEP 9

Sleep for 6 – 8 hours every night. Getting the proper amount of sleep will help keep you alert and energetic, able to think clearly and function at a high level.



LEARNING UNIT 3

SPECIFIC OUTCOME 4

MONITOR ACTIVITIES

US: 242822

Learning outcomes:

1. Monitoring activities are initiated to compare actual progress with planned progress.
2. Corrective action is taken, where necessary, to bring actual results in line with planned results.

Monitor and evaluate progress

Having ways to check on your progress (monitoring) and take stock of where things are on a regular basis (evaluation), is important for your group to function effectively.

Monitoring and evaluation are critical for taking stock of progress and for helping us to 'learn as we go'. Monitoring and evaluation can help groups to identify issues, measure success, and learn from any mistakes. This notion is closely linked to the 'learning' principle of successful community conservation projects. You can use this worksheet for step-by-step guidance on how to plan your evaluation. Work through the questions, fill in the worksheet as you go, and refer to these sections for ideas.

1. Monitoring

Monitoring is the systematic gathering and analysis of information that will help measure progress on an aspect of your project. Ongoing checks against progress over time may include monitoring water quality in a catchment or monetary expenditure against the project budget. Monitoring is not evaluation as such, but is usually a critical part of your evaluation process and should therefore be included at your project planning stage.

Why do you want to monitor?

Keeping records and monitoring activities helps people see progress and builds a sense of achievement. Records can be useful and even essential when promoting the group or applying for funding.

Monitoring also has significance for the wider field of conservation. Ecosystem monitoring is not a fully developed science, so any work undertaken by your group has the potential to contribute to the refinement of measures of ecosystem health.

What you will monitor

The following list of questions will help you decide on your monitoring objectives:

- What information will help us make informed decisions? What will help us know that our project/group is on track?
- What's the appropriate scale for monitoring, e.g. catchment, district, reserve boundary, whole forest, or whole ecosystem?
- What are our timeframes for monitoring, e.g. days, months, or years?
- Do we need input from other groups or agencies?

Features of effective monitoring

Monitoring can be effective when:

- Scientifically valid techniques are used.
- Aspects relevant to your project are measured.
- It's carried out regularly and consistently.
- Accurate records are kept.
- It is used as part of your evaluation to support or adjust project goals and actions.

2. Evaluation

Evaluation provides an opportunity to reflect and learn from what you've done, assess the outcomes and effectiveness of a project, and think about new ways of doing things. In other words, it informs your future actions. Evaluation should ideally be factored into your initial project planning (see setting your direction). When you are setting your vision, goals, and actions, you need to be considering how and when you'll check your progress against them. You may decide that you will:

- Refine your project as you go, so that evaluation is part of your regular project activities.
- Evaluate the project at agreed milestones, e.g. on a yearly basis or after major activities.
- Carry out an initial baseline exercise against which you compare progress at the end of the project.

To ensure your evaluation is effective, it is important to consider the following:

Once evaluation data has been gathered and analysed, remember to check your conclusions against your goals and objectives. Make sure you put your results into practice – take them on board and use them to influence how you work!

Your purpose – what to evaluate

When designing your evaluation, make sure you're clear about your purpose. It's helpful to determine what questions you want answered – make sure everything you ask or investigate during evaluation relates back to these questions. As a first step, decide what it is that's important to evaluate. It might just be finding out what worked and what didn't, so you can improve things. It might be more specific, such as the extent to which your project is achieving the outcomes set for it (in most cases, these will be conservation outcomes), how well organised you are, or whether you met the expectations of sponsors.

Your approach – how to evaluate

There are many ways to evaluate your project, depending on what your purpose is. However, it's important to make sure the evaluation process involves valid and sound methods for information gathering and analysis. This doesn't mean you need to go to great expense, but it requires that you be clear about the methods involved. A small project, for example, could be evaluated using a well-structured workshop at an evening meeting attended by all project partners. In comparison, a large, expensive, multi-year project might warrant employing a specialist or at least getting their help with the evaluation design.

LEARNING UNIT 4

APPLY THE ORGANISATION'S CODE OF CONDUCT IN A WORK ENVIRONMENT

US: 242815 – NQF 4 – 5 Credits

This unit standard is intended for learners in a work environment. It is designed to promote ethical behaviour and raise moral standards as a response to potential or actual corruption in the workplace. The focus is on ethics and the learner and does not include corporate governance. This unit standard is intended for junior managers of organisations.

The qualifying learner is capable of:

- Explaining the concept of personal ethics in relation to the moral compass
- Describing the role of a code of conduct in a work environment according to ethical principles
- Upholding the code of conduct within the work team

LEARNING UNIT 4

SPECIFIC OUTCOME 1

EXPLAIN THE CONCEPT OF ETHICS IN RELATION TO THE 'MORAL COMPASS'

US: 242815

Learning outcomes:

1. The components of the 'moral compass' are described according to theory and practice.
2. The team leader identifies team members' positions on the 'moral compass' according to observed behaviour.
3. The relationship between ethics and the constitution is explained according to group and individual rights and responsibilities.

What makes humans human? "Understanding morality and putting it to work in leaders' lives is the premise of this easy-to-read work. The components of a moral compass (comprised of principles, values, and beliefs), goals (including purpose and wants) and behaviour (through thoughts, emotions, and actions) interact together to form moral intelligence.

With a genuineness that comes from describing their direct conversations with scores of leaders, the authors make a case for driving business performance through responsible, moral conduct. They believe there is a set of universal expectations about how other human beings should be treated and that "they apply to all people, regardless of gender, ethnicity, religious belief, or location on the globe." Moral Intelligence features copious detailed stories; most include real names versus using pseudonyms, which lends authenticity. Models describe processes, mental schemas, and frameworks. To ensure that readers can internalise and apply their learning, a series of worksheets guides leaders through the process of defining and refining their own morality.

Concept of ethics

Companies use workplace ethics to govern employee behaviour, regulate management's moral decisions, and keep companies out of legal trouble. Some businesses clarify ethics in an official company code of ethics. Employees of companies with no official code can rely on personal ethics derived from universal codes. Workplace ethics are not just for corrupt employees; they guide all businesspeople who search for moral and professional direction.

Boundaries

Behavioural boundaries are sometimes touched upon in a business's code of conduct, but rarely do these codes prohibit relationships among coworkers. In general, businesses prefer that their employees do not participate in office romances, but they understand that it could happen.

Impact

When two employees are involved in a workplace romance, they are not the only ones in the relationship. Rumours can be hard to avoid in an office setting, and employees often appreciate the entertaining aspect that romances can bring.

Ethics

Workplace relationships can be looked down upon when a question of ethics is posed. If an executive displays romantic feelings towards a subordinate, for instance, this may be considered unethical behaviour.

Considerations

In the May 2005 issue of "OfficePro," Martha McCarty discusses the unwritten rules about managing workplace relationships, arguing that most managers know work contains a social element, but that if office romances occur, employees should maintain ethical awareness.

Tips

While at work, employees should refrain from exhibiting behaviours that favour their friends or romantic partners. Remaining neutral and unbiased is the key to having a successful workplace relationship.

A code of conduct can give your employees clear guidelines on what you expect of them, and help to maintain productivity, avoid grievances, and give a good impression to customers and suppliers. Follow our steps to create and implement a workplace code of conduct.

1. Be clear about what you want to achieve with a code. Perhaps staff morale is low, you've had a problem with disputes between colleagues, or inappropriate behaviour at a workplace event. A code of conduct should eliminate "grey areas" around acceptable behaviour, as well as giving you a point of reference should problems arise in future.
2. Decide what to include in the code. Broadly, it should promote your business's values by giving guidance to staff on how you expect them to behave in the workplace and how they should conduct themselves with customers, suppliers, and even members of the public.
3. Be specific where necessary. For example, state that staff must arrive by a certain time each day, answer the phone in a certain way, wear appropriate clothing, or only use the internet during their lunch hour.
4. Ensure it fits with your firm's true values. If you try to make drastic changes to your business' culture, it may be hard to enforce. Consider what is most important to productivity and staff morale. For example, is it essential that employees dress formally or work from 9 to 5?
5. Try to accommodate staff requests when putting together your code. If you engage employees, they are more likely to comply. Hold a meeting to discuss your ideas and encourage feedback.
6. Be flexible where necessary and consider individual circumstances. For example, if your code says you won't tolerate lateness, you risk putting staff with caring responsibilities at a disadvantage. Instead, spell out acceptable reasons for being late.
7. Make your code of conduct a formal policy, ensure you add it to staff contracts or handbooks. To make any contractual changes, you must consult with employees and ask them to sign their agreement.
8. Communicate your code of conduct by sending round an email or pinning a copy on the wall as a visible reminder.
9. Implement your code of conduct by ensuring that you and other senior staff set a good example, and by making staff aware that breaches of the code will be followed up.

10. Deal with breaches promptly. Some behaviour may also be a breach of employment law – for example, an employee harassing a colleague or making discriminatory jokes. These may force you to take serious action, but for less serious offences a quiet word is likely to be sufficient.

Cardinal rules

Do:

- Always follow the code yourself to set a good example
- Consult with employees
- Tell staff that you will follow up breaches of the code

Don't:

- Impose inflexible rules that discriminate against certain employees
- Make changes to contracts without agreement
- Try to drastically change your business' culture

LEARNING UNIT 4

SPECIFIC OUTCOME 2

DESCRIBE THE ROLE OF A CODE OF CONDUCT IN A WORK ENVIRONMENT ACCORDING TO ETHICAL PRINCIPLES

US: 242815

Learning outcomes

1. Code of conduct is explained, with reference to organisational documentation.
2. The code of conduct is compared to the principles in the Constitution and the 'moral compass' within the context of the organisation.

Legal

Each business and its employees must follow the laws set forth by the federal and state government. Although most business organisations don't write down the legal code of ethics for which each member of the business is responsible for, some organisations do. The foundation of any code of ethics is the legalities governing employees and the specific establishment. A bar may establish an official code of ethics for bar attendance, bouncer etiquette, and maximum alcohol consumption. An organisation that produces written content may establish a plagiarism clause as part of a code of ethics. Beyond these specific ethical areas, most establishments establish a diversity programme where equal opportunity is available for all regardless of sex, religion, or background.

Moral

Whether you subscribe to the ideas discussed in the Bible or not, treating others like you want to be treated is the foundation of moral ethics. Treating employees with respect builds loyalty. Doing the right thing for the customer is paramount to maintaining customers. When employees have access to confidential public information, creating ethical standards on confidentiality not only protects clients but also establishes trust in the organisation. In addition, how an organisation deals with complaints and resolves conflict, internally and externally, is set by a moral code of conduct. The code of conduct establishes a protocol to treat each issue from an objective viewpoint and move toward an amiable resolution.

Professional

Professional codes of ethics vary from organisation to organisation. A state bar association will have a very descriptive code of ethics for attorneys practising law in that area. A car dealership may describe its professional code of ethics by defining a dress code, promptness, and disclosure to consumers in the sales process. Ultimately, the professional code of ethics demands that employees at all levels of an organisation to do what they were hired to do with care and diligence. Among many executives, a professional code of ethics extends to the handshake agreement with someone following through on what they said he would do.

Attendance

Employees should always come to work on time. They should clarify required attendance times with supervisors. Sick employees should notify their employers in advance if they are physically unable to come to work. Employers require early notification for workers unable to come in and every employee must comply. Companies also offer vacation leave or sick leave, and some are paid and unpaid. Workers must always have documentation and permission from employers if they are going to be away for a period.

Dressing for Work

Employees represent their company and send a message to potential clients about the quality of work a business provides. In general, employers require employees to dress appropriately, and this means adhering to a specific dress code for work. The setting and nature of work determine a specific dress code for employees. An office setting requires business suits for men and dress suits for women. A workplace in an open environment implements a more casual dress code and may allow denim and T-shirts. Employees must always clarify standard dress codes with employers.

Work Relationships

Employers and employees build professional relationships and treat one another with respect. Everyone is discouraged from having personal and romantic relationships with colleagues, as this creates a conflict of interest. Discrimination and harassment of any form are not tolerated in the workplace. Employees should report cases of abuse and conflict before they escalate, and employers must take immediate action according to company policies and procedures.

Using Amenities

Employees must limit the use of computers and Internet access to work-related purposes. Workers should not use business hours to visit social networking sites, personal blogs, or online shopping websites. Employers monitor inappropriate website surfing and reprimand abusive use of technology and other amenities. Employees should also limit phone calls to business purposes.

Safety

Employers and employees should always maintain safety standards in the workplace to prevent accidents. Workers should report broken amenities, unsafe workspaces, or potential hazards in the workplace. They should stay alert in case of emergencies and be aware of emergency exits and procedures. Businesses dealing with chemicals and heavy machinery should provide proper training and permits for workers.

LEARNING UNIT 4

SPECIFIC OUTCOME 3

UPHOLD THE CODE OF CONDUCT WITHIN THE WORK TEAM

US: 242815

Learning outcomes:

1. Potential conflict between a personal value system and an organisational code of conduct is identified, with examples.
2. The consequences of non-compliance with a code are explained, with examples.
3. Aspects of the code of conduct are applied according to Standard Operating Procedures.
4. Examples of deviations, past or present, from the code of conduct are identified, and remedial action, if appropriate, is taken according to Standard Operating Procedures.
5. The importance of reporting deviations in areas beyond the team leader's area of responsibility is explained according to the code of conduct.

1. Managing Conflict in a Team and Resolving Issues

Conflict is part and parcel of organisational life, and its consequences in a team environment are considerable. On the positive side, conflict can bring to a head unresolved issues and provide an opportunity for those involved to learn from the experience. On the other hand, disruption and ill-feeling can damage relationships externally with customers and suppliers and internally with colleagues and internal customers. It can stop, dead in its tracks, any potential synergy and creativity and thus stunt the growth of the organisation. At Cable and Wireless, the conflict between the two most senior figures in the organisation led to such problems that both were asked to resign. A tragic example is at Grantham Hospital, where a nurse, Beverley Allitt, was not detected soon enough before killing patients in her care because members of the team were in conflict and failed to pass on to one another vital concerns they were privately noticing.

In this article, the authors discuss how conflict should be managed by taking a proactive role in influencing the nature and style of handling difference and its outcome.

Why is conflict management important in a team environment?

Increasingly, service organisations have become flatter and more complex, with many more overlapping responsibilities, cross-functional responsibilities and project teams. This means there is a greater need to influence people, to understand their priorities, and to build commitment to a set of common customer-focused values, rather than rely on power or hierarchy for mere compliance. In today's competitive environment, people need to work well together across boundaries, whether between departments or countries. The pharmaceutical industry provides some powerful examples. SmithKline Beecham has had to work across national and old company boundaries to weld a single company together people whose roles, perspectives and aspirations are very different. This process is now being continued with their merger with Glaxo Wellcome.

How do you react to conflict?

People's attitude to conflict is key. Many people back away from it, wary of the problems it may cause. This may lead to avoidance of potentially conflicting problem areas or attempts to suppress them if they break out. The authors worked with a customer service manager and their team to help them confront the behaviour of two team members which had a negative impact on customer service. Team members had been aware of the problem for some time but were unwilling to confront the issue. However, denial doesn't mean conflict goes away.

Some people relish conflict. The late Robert Maxwell was said to welcome provocation and conflict, haranguing people in meetings and threatening them. Some customers may deliberately adopt this stance to get their own way.

Avoidance and aggression are not the only ways people react to conflict. Other people may give in and collaborate with the person with whom they have a disagreement. This may lead to an apparent resumption of normal working relationships, but this is often at the expense of one person's self-esteem.

Others adopt a win/win approach to conflict by trying to reach a compromise with the person with whom they have difficulties. For example, a customer service manager may agree to take on an additional administration workload from another department if that department is prepared to help them out when they are busy. This can be fine in some instances, but by its very nature, compromise involves give and take.

Research shows that few people adopt a collaborative attitude to conflict by looking for a solution which fully satisfies the needs of both parties. This latter approach requires a constructive approach to building common ground. Is the customer service department the best department to take over the administration? Why has the need arisen in the first place? When are the busy peaks in the department? Is the other department acting as back-up the best use of resources? What are the options?



Overall observations of particularly effective customer service teams indicate substantially more building and supporting behaviours towards customers and colleagues than merely flatly stating obstacles and difficulties.

2. Personality differences within the team

This is put down as the commonest reason for conflict; two people are simply incompatible, different as chalk and cheese. This approach tends towards fatalism – it is argued that we can't change our personality and therefore we can't expect conflict resolution. The problem with this approach is that the only way to resolve conflict is to remove one or both parties as a 'bad apple'. Research into personality certainly supports the view that different personalities and preferences see the world through different spectacles. We have used the Myers-Briggs Type Indicator and Belbin Team Roles very successfully to help people understand the range of possible personalities and behaviours and to see the behaviour of their colleagues in new ways. Different styles then stand a better chance of being appreciated rather than ridiculed or dismissed.

Lack of interpersonal skills

Poor interpersonal skills are a strong contributory factor in many disputes. We worked with one young, rapidly growing software house for several years on just this issue, emphasising:

- Listening skills, really hearing and understanding the other person's point of view
- Assertiveness, putting views across confidently and clearly
- Negotiation skills, reaching an agreement acceptable to both parties
- Meeting handling
- Team working

The result has been, as one manager put it, 'We still have internal differences, but now we talk about them and try to resolve the issues rather than harbour grudges. We have improved how well we listen and question our customers and really understand their concerns'.

Research by Peter Honey supports this. If we state a disagreement, we stand a 50% chance of being interrupted and a 33% chance that someone will respond by disagreeing with us. Putting a statement as a question or as a suggestion increases the likelihood of a positive response.

Role conflict, lack of clear objectives

In our experience, a lot of conflict arises because of unclear definition and understanding of roles and responsibilities and a lack of shared understanding of what they or the organisation should be doing. In a changing world, we can't afford to be rigid, but understanding is important. At its worst, failure to do this has led to accidents and disasters, as no one has been clear who was responsible for checking and ensuring safety and preventing a rail smash or plane accident. Harvester Restaurants manages its outlets through self-managing teams. They regularly meet to clarify who is doing what and review progress against targets they have a hand in setting.

Poor communication

When people are starved of information, rumours start and mistrust can arise. Surveys have repeatedly shown managers pronouncing that communication is vital yet saying they are too busy to communicate regularly. Birmingham Midshires Financial Services lays great stress on communicating regularly with employees to keep them informed of the business position and provide relevant information which affects them. They conduct annual employee surveys to ensure the methods they use are effective.

One computer distributor discovered that it was receiving very high levels of customer returns. On analysing the problem, the root cause was seen to be the poor communication between the order-processing and the logistics department. Members of both departments were encouraged to meet to air their problems. The meeting was facilitated, and a questionnaire was used to guide the discussion. Participants were encouraged to actively listen to each other's points of view. The outcome of the meeting was a service level agreement which set out what each party expected of each other and an agreed way of working for the future. The agreement was regularly reviewed jointly, and by airing the differences there emerged a much closer understanding.

Change and uncertainty

Change and uncertainty are a breeding ground for conflict to develop. Cigna UK undertook a large-scale business process re-engineering programme. As implementation proceeded, it took a lot of time and trouble to understand reservations and difficulties expressed by employees and to build modifications into its plans. Lastly, it involved customers in the process; change implementation teams invited groups of customers to come in to see how the change was going to affect them.

Lack of openness and shared values

The less open a culture is, the more differences can smoulder. One way to encourage greater openness is through 360-degree feedback, a method of gaining all-round performance feedback. FedEx is one of a growing number of companies who are using this method to build a more open climate where people can speak out. To promote commitment to a common set of values, healthcare provider BUPA agreed on a set of leadership behaviours to encourage its managers to live its values. Managers throughout the business took part in a 360-degree feedback process which allowed individuals to receive feedback from their managers, peers, and team members as to how well they were living the values.

3. What can be done to handle conflict effectively?

Increase knowledge and skills in managing the conflict-handling process

People working in environments where they need to manage angry or complaining customers, either inside or outside the organisation, or which are undergoing a high degree of change, often need to learn how to deal effectively with conflict. Here is the outline of a typical two-day conflict-handling workshop:

- Sources that create conflict between individuals
- The consequences of conflict
- People's reaction to conflict
- Conflict management – The Thomas Kilmann model of conflict handling
- Skills and techniques for effectively managing conflict
- Defusing anger and aggression in other people
- Development of personal a action plan

We have found the use of the Thomas Kilmann model of conflict handling insightful for participants on training workshops. This encourages people to consider the emphasis placed on getting the task done versus concern for preserving relationships. Using a questionnaire, participants see the different ways in which they and their colleagues handle conflict and the consequences of different preferred styles. Another useful model is the win/win, win/lose model of negotiating, which helps people understand the value of collaboration as a means for both parties to be better off.

Promote greater understanding of the value of diversity

An enemy of understanding others is the common assumption that the world should be the same as you, and if not, then the other person or group is deficient or wrong. The use of the Belbin Team Role inventory is worthwhile because the results make a lot of sense to those who complete it and understand how important it is to have a variety of different roles in a team. Another helpful tool is the Myers-Briggs Type Indicator. It helps people to develop strategies and take practical steps to deal effectively with others who have different preferences from themselves.

Increase shared team understanding and values

To help promote understanding, sharing of common team aims and values is often used successfully. Team building needs experienced facilitation if it is not to degenerate into a false 'happy club' atmosphere or conversely where conflict gets out of hand. Equally, exercises to generate mission and values statements are meaningless if full involvement is not encouraged and actions and periodic reviews are not put in place. The dangers of 'groupthink' and the Abilene Paradox should be pointed out (so-called because everyone in a family group went off to a town because no-one spoke up, believing they were the only dissenters). This emphasises the pitfalls of a complacent group where speaking your mind is discouraged. Our experience suggests that this danger is more common than is widely acknowledged.

Recognise and address conflict in teams

Conflict is a common occurrence in teams, particularly those which are newly formed or where new team members join an established group. 'Storming' is a recognised phase of team development. When conflict does occur, it is no use looking in the other direction. Ignoring conflict does not make it go away. If it is difficult for an individual team member to address conflict in their group, teams can draw on the help of a coach or facilitator. This person acts as a neutral and independent observer whose role is to help the group achieve its objectives. One of the authors recently facilitated a team away-day for a group of senior managers. The team had been formed nine months previously but had never taken the opportunity to review how it worked together. As the day progressed, it became clear that there were serious differences of opinion and several personality clashes amongst team members. The facilitator helped the group to surface these issues in a non-threatening way. Although team members found the experience uncomfortable at the time, afterward they fed back that it had been cathartic and helped them look at better and more constructive ways of working together.

Clarify expectations

Clarifying expectations does much to ease tension where roles are hazy and misunderstandings build up ill-feeling. As a team exercise, we have used a simple format for team members to write down and then discuss one-to-one individual expectations with everyone in their team.

Expectations Approach

To perform your job effectively, I believe you expect these things of me. To perform my job effectively, I expect these things from you. We have used this with newly formed project teams, and with established teams as well as with internal and external customer groups.

Steps to handling conflict

If we were to put our advice into a nutshell, we would pass on these steps to managing conflict.

- Understand how you typically respond to conflict. Practise being flexible and putting yourself in the other person's shoes.
- Listen carefully to words and feelings.
- Reflect on what has been said/felt to build greater respect and shared understanding.
- Be clear on your case, but don't become so fixated by your point of view that you get tunnel vision towards other perspectives.
- Be prepared to negotiate where necessary to reach an agreement which is acceptable to both parties in the long term as well as immediately.
- Review the implications of major decisions on other people and your own behaviour. Ask for feedback on how you handle conflict and set yourself some improvement goals.
- Communicate regularly and build relationships, even or especially when damage has been caused.

Conclusion

Change and globalisation have brought about empowered, flatter customer service organisations which have put increasing pressure on individuals and groups to manage conflict both outside and within the organisation skilfully and not sweep it under the carpet. This requires proactive initiatives on the part of companies to increase the level of self-awareness among individuals and groups as well as build greater understanding of the value of diversity. In developing individuals' skill levels in dealing with people, businesses promote a more open organisation which can build a greater commitment to shared values. Conflict will always be hard to manage, however well-prepared and skilful people are. Retaining a sense of confidence and greater control over conflict are reported benefits of the approaches outlined above. This means trust and joint problem-solving are increased and loss of morale and disruption are much less likely.