Course Name	Making an Impact on Interpersonal Intelligence NQF 5(26 Credits) SAQA ID: 59201
Module Guide	Learner Guide
Module Code	11100
Version No	3
Unit Standards	252037, 252027, 252043, 12433
NQF Level	5
Credits	26

LEARNING UNIT

Making an Impact

Table of Contents

Dear Learner

This Learning Unit contains all the information to acquire all the knowledge and skills leading to the unit standard:

Unit standard ID:	Unit standard title:
12433	Use communication techniques effectively
252037	Build teams to achieve goals and objectives
252027	Devise and apply strategies to establish and maintain workplace relationships
252043	Manage a diverse work force to add value

You will be assessed during the course of your study. This is called formative assessment. You will also be assessed on completion of this unit standard. This is called summative assessment. Before your assessment, your assessor will discuss the unit standard with you.

It is your responsibility to complete all the exercises in the Portfolio of Evidence. The facilitator will explain the requirements of each exercise with you. You will also be expected to sign a learner contract in your assessor guide. This contract explains responsibility and accountability by both parties.

On the document "Alignment to NQF", you will find information on which qualification this unit standard is linked to if you would like to build towards more credits against this qualification.

Please contact our offices if you would like information with regards to career advising and mentoring services.

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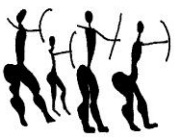
Key to Icons

	Important Information
	Quotes
	Personal Reflection
	Individual Formative Exercise
	Group Formative Exercise
	Summative Exercise
	Note-pad: Supplementary Information

Alignment to NQF

Element of programme	
1. Name of programme	Making an Impact on Interpersonal Intelligence
2. Purpose of the programme	The purpose of this learning programme is to assist supervisors and managers to develop the necessary knowledge and skills to communicate (verbally and non-verbally) effectively in the workplace. The purpose of this learning programme is to equip the manager/supervisor with the necessary knowledge and skills to build high-performance teams in the workplace. Build manager's competencies to manage a diverse work group, thereby contributing towards a sound organisational culture accommodative of a diverse workforce Build competence of first line supervisors and entry level graduate to build workplace relationships
3. Duration of the programme	10 days 260 notional hours
4. NQF level	5
5. NQF credits	26
6. Specific outcomes	US 12433

	SO1: Discuss and explain a range of written and oral communication techniques used in the workplace SO2: Lead discussions and chair meetings SO3: Generate a variety of workplace reports using various data gathering techniques SO4: Deliver presentations US252037 SO 1: Demonstrate knowledge of and insight into the theory of teams and the importance of teams in workplace activities. SO 2: Apply the theory of teams to team dynamics SO 3: Explain the process of building teams SO 4: Analyse the role of team leader in promoting team effectiveness SO 5: Evaluate the effectiveness of a team and propose ways to improve team effectiveness US 252043

	SO 1: Demonstrate knowledge and understanding of diversity in the workplace. SO 2: Demonstrate understanding of the reality of diversity and its value in a unit. SO 3: Manage team members taking into account similarities and differences. SO 4: Deal with disagreements and conflicts arising from diversity in a unit. US 252027 SO1: Liaise and network with internal and external stakeholders SO2: Devise and apply a strategy to establish constructive relationships with managers SO3: Identify and minimize personal conflict in a unit SO4: Devise and apply a strategy to establish constructive relationships with team members in a unit.
7. Assessment criteria	All outcomes have the same generic assessment criteria: US 12433 AC1: An understanding of a range of written and oral communication techniques used in the workplace and applicable communication theory is demonstrated

	AC2: Discussions are led and meetings chaired in an effective manner according to standard meeting procedures AC3: A variety of generated workplace reports and presentations are available for scrutiny AC4: Presentations are effectively delivered and meet the needs of the target audience US252037 AC 1.1 The characteristics of a team and team interaction are compared with those of a group. AC 1.2 Different types of teams are described in terms of their unique roles and characteristics A.C 1.3 The importance of teams for achieving workplace goals and objectives is motivated with examples of the contributions of teams. AC 2.1 The dynamics of teams are explained in terms of practical examples AC 2.2 The reasons for disagreements and conflict that could disrupt the functioning of the team are analysed with reference to interpersonal and other factors. AC 2.3 Unique challenges presented by different types of teams are identified with specific reference to cross-functional and virtual teams. AC 3.1 The process of building a team is explained with reference to the steps in the process.

	AC 3.2 Stages of team development are analysed in terms of the human behaviour that drives the different stages AC 4.1 The role of the team leader is explained in relation to improving team effectiveness AC 4.2 The impact of different leadership styles is considered in relation to the leader's role in promoting team effectiveness. AC 4.3 Techniques for the constructive management of team dynamics and conflict are described with specific reference to promoting trust, cohesion, creativity and productivity AC 5.1 The functioning of a team is evaluated against the characteristic of high performance teams AC 5.2 An action plan is developed for improving the effectiveness of the team. US 252043 AC 1.1 Diversity is defined in terms of differences within a unit, including difference in backgrounds, culture, beliefs, values, race, age, sex, language and education. AC 1.2 Diversity is explored as a potential source of discrimination. AC 1.3 The implications of diversity for external and internal relationships is examined and explained with examples. AC 1.4 Cultural biases, stereotypes and perceptions are identified together with the influence they can have on

	dealing with diversity. AC 1.5 The benefits of diversity in team members and clients are explained with examples. AC 1.6 Ways of utilising the diversity among team members are explored with a view to enhancing relationships and improving the productivity of a unit. AC 1.7 Ways of meeting the diverse needs and goals of team members in a unit are explored in relation to the goals and objectives of a unit. AC 1.8 Ways of meeting the needs of diverse clients and communities through a range of products and services is explored to identify new opportunities. AC 1.9 Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit. AC 1.10 Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit. AC 1.11 The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities. AC 1.12 Sensitivity towards and understanding of diversity are demonstrated through management activities. AC 1.13 Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit. AC 1.14 Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. AC 1.15 Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit. US 252027

	AC 1.1. Opportunities for networking are identified or created with internal and external stakeholders relevant to a unit AC 1.2. Networking opportunities are identified, meetings are attended, and new contracts are established to mutual benefit AC 1.3. Avenues for communicating with stakeholders are explored and appropriate strategies implemented to mutual benefit of all people involved. AC 2.1. Managers are kept informed of activities, progress and results of the unit through verbal or written feedback in accordance with the entities policies and procedures AC 2.2. A process for seeking and exchanging information and seeking advice is agreed to in consultation with all managers in a unit AC 2.3. Managers in the unit are consulted on issues that are relevant to their area of responsibility to promote constructive relationships and interaction between units in the entity AC 2.4. Concerns over the quality of work are raised directly with relevant managers in accordance with the entity's policies and procedures AC 2.5 Information presented to the manager is clear, accurate and timely AC 3.1. Information on the procedures for dealing with conflict in a unit is communicated to team members to promote the orderly resolution of conflict in accordance with the entities policies and procedures AC 3.2. Actions taken to resolve potential and actual conflict are taken to deal in accordance with the entity's policies and procedures AC 3.3. Conflict situations are referred to appropriate managers where required in terms of the entity's policies and procedures.

	AC 4.1. The strategy is developed through a consultative process that involved all team members in the development of goals and objectives to obtain commitment and support. AC 4.2. Opportunities for team members to discuss work-related and personal issues are identified and used when appropriate. AC 4.3. Feedback and advice to team members are offered in a positive manner to contribute towards constructive relationships. AC 4.5. Team members are informed about developments and changes that may affect them.
8. Critical cross-field outcomes	• Identifying • Working • Organising • Collecting • Communicating • Science • Demonstrating
9. Learning assumed to	The credits allocated to this unit standard assume that a learner has already learned to

be in place	☐ Communicate at work ☐ Collect and use information ☐ Communicate with clients ☐ Compile feasibility and commissioning reports ☐ Write a technical report ☐ Communicate in an assertive manner with clients and fellow workers
10. Essential embedded knowledge	**Purpose of:** ☐ Using a variety of oral and written communication techniques in the workplace **Attributes, descriptions, characteristics & properties:** ☐ Workplace reports ☐ Presentations **Cause and effect, implications of:** ☐ Implications of developing reports and presentations that do not meet the needs of the target audience **Procedures and techniques:** ☐ For leading discussions ☐ For meetings ☐ For chairing ☐ For gathering data ☐ For writing workplace reports ☐ For developing presentations ☐ For presentation delivery

	Regulations, legislation, agreements, policies, standards: ☐ Applicable company policies and procedures governing communication **Theory: rules, principles, laws:** ☐ Applicable communication theory **Relationships, systems:** ☐ Relationship between the effective use of a variety of oral and written communication techniques and effective job functioning as a supervisor/senior technical person
11. Range statement	None specified
12. Recognition of Prior Learning (RPL)	RPL can be applied in two instances: • Assessments of persons who wish to be accredited with the learning achievements • Assessments of learners to establish their potential to enter onto the learning program
13. Learning Materials	Learning Unit, Assessor Guide, Model Answer File, Facilitator Guide

14. Links of the programme to registered unit standards, skills programmes, or qualifications	Registered qualification: Title: National Certificate: Generic Management ID: 59201 NQF: 5 Credits: 164

	Exit level outcomes: 1. Initiate, develop, implement and evaluate operational strategies, projects and action plans so as to improve the effectiveness of the unit. 2. Monitor and measure performance and apply continuous or innovative improvement interventions in the unit. 3. Lead and manage a team of first line managers to enhance individual, team and unit effectiveness. 4. Build relationships with superiors and with stakeholders across the value chain. 5. Apply the principles of risk, financial and knowledge management and business ethics within internal and external regulatory frameworks. 6. Enhance the development of teams and team members.

Part One

Learning Unit 1: Communication Theories

"The art of communication is the language of leadership."

James Humes

Communication Theories

Unit Standard	
12433	**Use communication techniques effectively**
Specific Outcomes	
SO 1: Discuss and explain a range of written and oral communication techniques used in the workplace	
Learning Outcomes	
• **Definition of communication** • **Types of communication** • **Elements in the communication process** • **Obstacles in communication**	
Critical Cross-field Outcomes	
• Identifying • Working • Communicating	

DEFINITION OF COMMUNICATION

Communication is the process of creating meaning between two or more people through the expression and interpretation of messages.

In order to understand interpersonal communication, it is necessary to examine the process of communication theoretically through a model. Various models, linear and cyclical have been described through the years.

The model in figure 1 is cyclical and represents communication as a process, dynamic and ongoing, so that each tiny interaction affects the whole. In the process approach to communication there is no single beginning and no single end to the interactions. Both parties are engaged in sending and receiving messages simultaneously.

Each person is constantly sharing in the process and each person affects the other. For example a frown, smile or a nod of the head alters the feelings of the person speaking or listening.

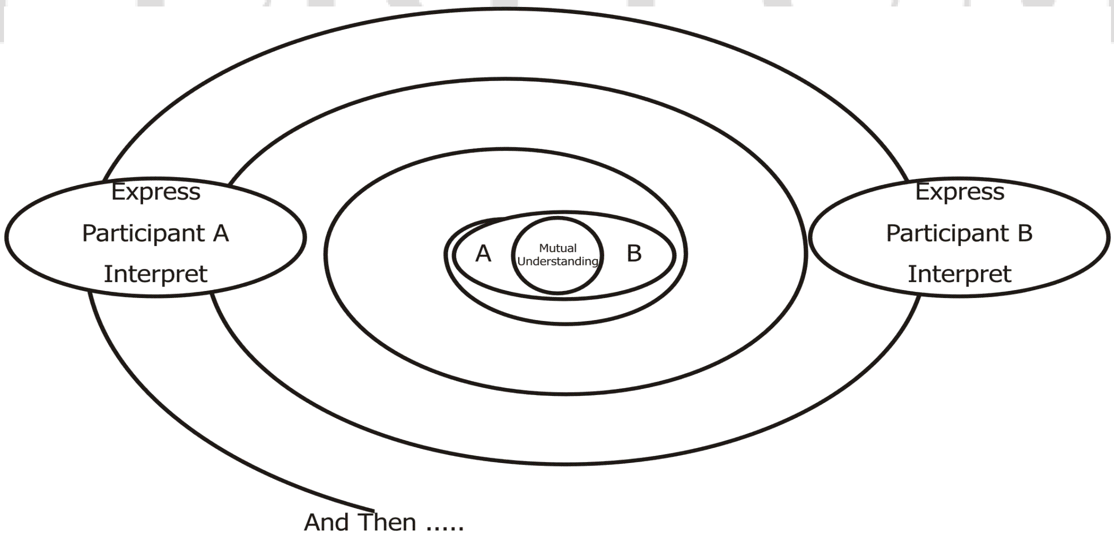


Figure 1 Kincaid's convergence model of communication

TYPES OF COMMUNICATION

Interpersonal communication can be divided into three types of communication:

- Body language (non-verbal)
- Voice tonality
- Words (verbal)

According to research:

- 55% of the impact of interpersonal communication is determined by body language (non-verbal communication) – posture, gestures and eye contact
- 38% by tone of voice and
- 7% by the content of the message or the words used in the communication process.

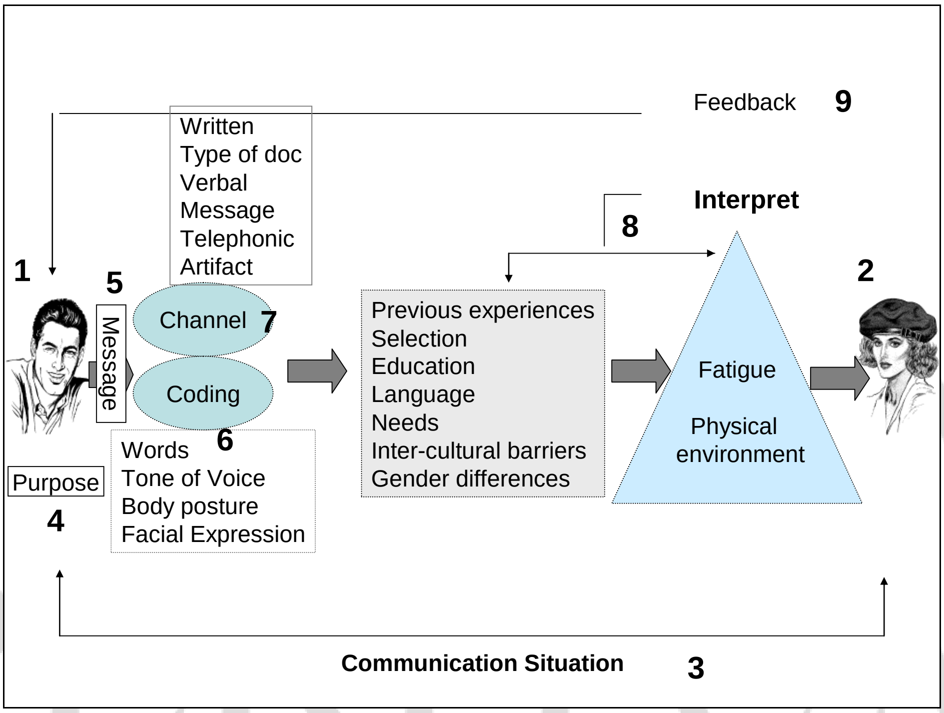
The implication of these findings is that most of the meaning of the message you want to convey is communicated by body language and tone of voice. Thus, it becomes an important aspect to consider if you want to increase the effectiveness of your communication skills.

Group Formative Exercise 1A: Observe and interpret types of communication (DVD Clip Dr House)

Time Frame: 30 Min

ELEMENTS IN THE COMMUNICATION PROCESS

Different key elements can be identified in the communication process but although they will be described separately, they are interrelated and interdependent.



Element 1: Sender/Source

This is the person who initiates the communication by thinking of an idea to communicate to the receiver. The sender is also referred to as the *source,* the *communicator* or the *encoder*. We cannot put our thoughts directly in the head of the other person. As such we need to use symbols, gestures, pictures, tone of voice and words which we expect that the receiver should interpret as the specific ideas that we wish to convey. This process is called encoding. The source should identify the most appropriate codes to ensure effective translation of the message. The source has the responsibility to check for understanding once the message was conveyed.

Element 2: The Receiver/Audience

The audience or receiver is the person to whom the sender directs the message and has to understand the message. Each receiver will understand the message differently because of his/her different *frame of reference* and *perceptions*.

Analysis of the audience

The sender has to consider the following:

- **Level of knowledge of the audience**

What do they know about the subject? What are their perceptions of the sender and the content of the message?

- **Level of education**

With less educated audiences language (vocabulary and sentence construction) has to be adapted to the level of understanding of the audience.

- **Status**

Communication has to be adjusted to the status of the receiver – compare a letter to the president to an e-mail to a friend.

- **Social variables**

Age, gender, nationality, mother tongue, social, political, cultural beliefs have to be considered.

- **Size of the audience**

The size of the audience will influence the communication style of the sender. Speaking or writing to one person differs dramatically from addressing 250 people.

- **Relationship with the organisation**

Is the message intended for internal personnel or outside customers?

- **Attitudes and perceptions**

Put yourself in the shoes of the receiver in order to be sensitive to the other person's needs.

The receiver will decode or translate the message the source has sent to him. The receiver will consider the gestures, words, symbols etc to come to a conclusion as to what the real message was that was sent to him/ her.

The message may not be received as intended for a variety of reasons –

- The sender used inappropriate / insufficient codes
- The channel was not effective / clear
- Language inefficiency
- Cultural differences
- The receiver's belief and values distorted the meaning of the message

Element 3: Communication situation

Communication takes place in a particular situation and refers to the time, place and circumstances in which the communication occurs. The meaning of words is directly related to the situation and changes accordingly. Compare the two sentences:

"This is great!" (The boss said about a report you have written.)

"This is great!" (The boss said sarcastically about something that has gone wrong.)

Communication occurs in several kinds of contexts and is differentiated from each other according to the number of participants involved. The following contexts are identified:

- **Intrapersonal communication**

  This refers to communication within us and is very important in the formation of the individual's self-image

- **Interpersonal communication**

  Interpersonal communication occurs between two people and forms the basic unit of communication. It accounts for most of the informal everyday communication used in personal and business situations

- **Small-group communication**

  Small-group communication refers to the communication that takes place in any organisation where people work together towards a common goal.

- **Public communication**

  Public communication refers to public speaking. It is more formal in nature and usually one-way communication as feedback is limited.

- **Mass communication**

  This refers to the transmission of a message to a mass audience. It is a one-way communication and there is no direct or personal contact with the receiver – e.g. radio, television.

- **Organisational communication**

  It can be defined as the communication between groups of people who work together to reach specific goals. In the next unit communication in the business environment will be discussed in more detail.

Element 4: The purpose of communication

Effective communication is well planned. The sender/communicator has to identify the **purpose** of the communication and **analyse the audience**. The audience can consist of any number of people.

The sender of a message has to have a clear purpose of the desired result he/she wants to achieve. Is it:

- **To give information** – Meeting to be held at 12:00 on 2 January 2004?
- **To request information** – When will the meeting be held?
- **To persuade** – Please attend the meeting it is of the utmost importance.
- **To promote goodwill** – During the meeting the CEO will discuss new remuneration options.

Element 5: Message

The message is the content or subject matter the communicator wants to convey. For example: The message is: "Go out!" Message is a generic term that refers to any communication, spoken or written, long or short. A comment made in passing, a two line e-mail, a two hour formal presentation, a 200-page report – all are messages.

Element 6: Encoding

The sender needs to *encode* the message into an appropriate code before it can be sent. Encoding is the act of making an idea accessible or perceptible to the receiver. This can be done by using

- A verbal code – any communication involving words, whether spoken or written, or
- A nonverbal code – a code without words e.g. facial expressions, gestures, etc.

The sender has to use a code that will make the message accessible to the receiver. More than one code can be used at the same time e.g. language (words) together with body language, for example, using the word “out” together with a gesture of the hand that signals “go out”.

Language is the most commonly used code in the business and technical world. A code is a set of symbols which, when combined and used according to the rules agreed by the users, conveys meaning. The set of symbols used in language is the alphabet. The letters in the alphabet are combined according to rules to form words, the words are combined according to rules to form sentences and in this way, meaning is conveyed.

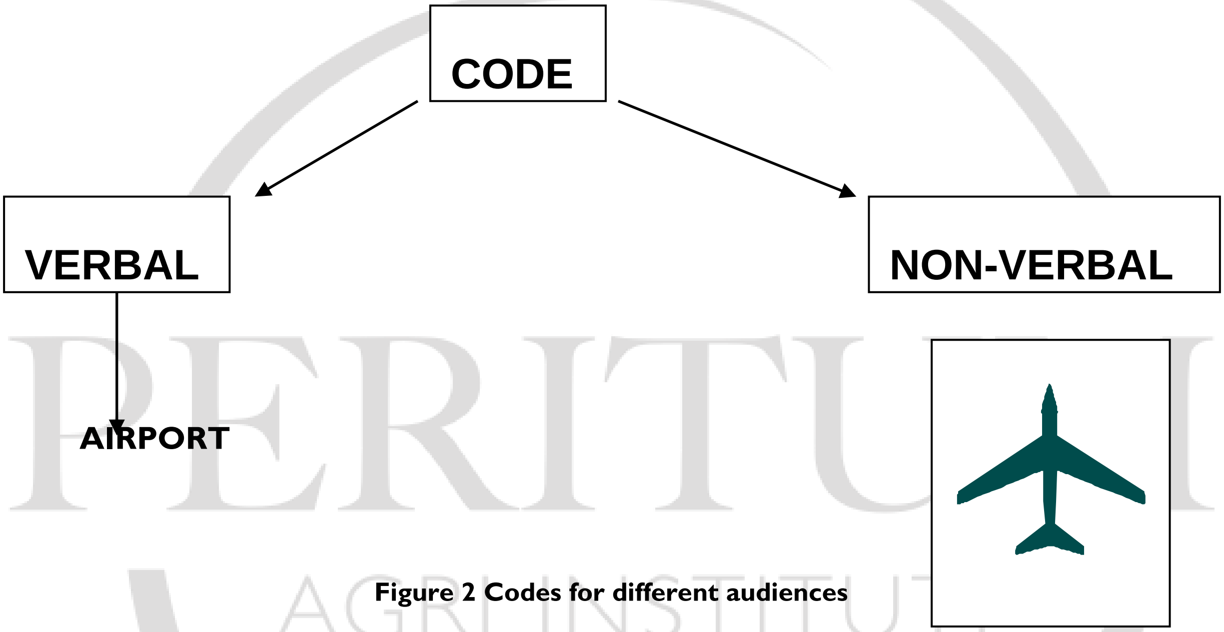


Figure 2 Codes for different audiences

The same letters can be combined differently to form words with different meanings for example:

Mean Name Mane Amen

But the same letters combined differently do not convey meaning for example:

Nema Eman Mena Anem

The same applies to sentence construction. By changing the sequence of words numerous different meanings can be constructed. It is therefore essential to follow the rules of the language. Every language has its own set of rules.

Language, both spoken and written, is referred to as a verbal code and all other non-language codes are referred to as nonverbal codes. Verbal and nonverbal codes can convey the same idea.

Language is not the only code we use to communicate. The clothes we wear, body language, colour and pictures all convey meaning. The effectiveness of the message will depend greatly on the correct choice of code. For example, when communicating to illiterate people you cannot use verbal written language, you have to use nonverbal codes e.g. pictures.

Element 7: Communication medium / channel

The communication channel is the medium through which the message travels. The message must be conveyed to the receiver in a concrete form.

The choice of channel e.g. telephone, e-mail, face to face communication is very important in getting the message across. Electronic media no longer make it necessary for people to be at their workstations or desks all the time because they can be reached via cell phones or pagers. Networked computers make organisational boundaries less relevant because employees can jump vertical levels much easier.

Why do people choose one channel over another? Time and cost are factors, but communication apprehension or anxiety also plays an important part. People may be afraid to speak in front of a group, or use the telephone, or they are not comfortable with writing letters or memos. People will avoid situations where they have to use a certain channel and that influence communication negatively. Telephoning an important message can result in misunderstandings because there is no written material that can be referred to. Sensitive issues may be handled better in face to face situations than over the telephone or via e-mail.

A written message may be regarded to be more serious than a verbal message. A memorandum is more formal than a note or email. A gesture / artefact / gift tends to be more personal / emotional – encoding the message with deeper meaning.

<u>The choice of medium depends on a number of factors:</u>

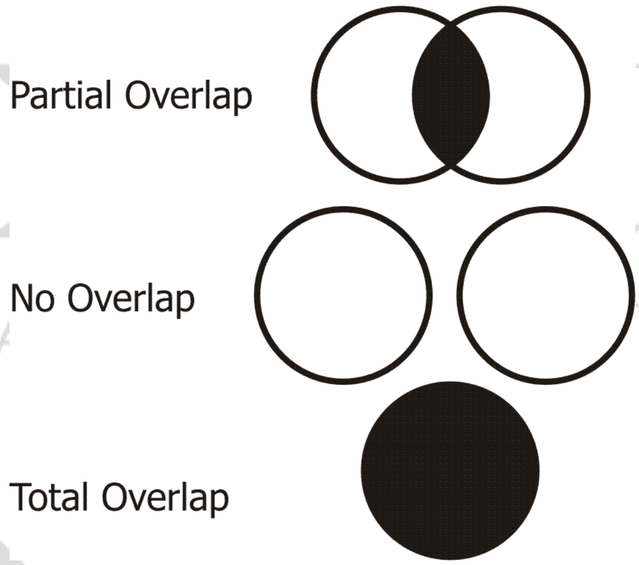
- Geographical distance
- The nature and complexity of the message
- The need for feedback
- Time
- Cost

There is no "best", right or wrong medium to use. It all depends on the situation and purpose of the message.

Element 8: Decoding and interpretation

Before a message can be received, the symbols in it must be translated into a form that can be understood by the receiver. This is the decoding of the message. The receiver has to receive, interpret and understand the encoded message. If the receiver is unable to decode the message, there will be no shared meaning and no communication. For example, if the receiver can only understand English and the message is in Zulu there can be no shared understanding.

Understanding is the result of communication effectiveness. The more overlap between the meaning of the sender and the meaning of the receiver, the more effective the communication transfer will be. The ideal is to achieve some form of an overlap of meaning. A total overlap in meaning and understanding is not possible due to **different frame of reference** and **perceptions.**



Element 9: Feedback

Feedback is the receiver's response to the message. It provides the sender with a way to determine if the receiver received, interpreted and understood the message as it was intended. The message can be adjusted should misunderstandings occur.

Group Formative Exercise 1B: Identify the elements (DVD clip Asthma)

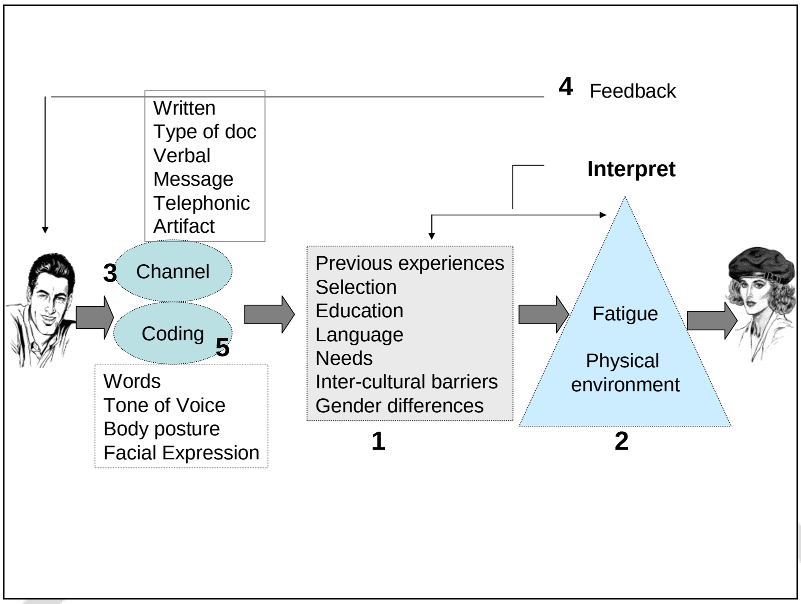
Time Frame: 30 Min

COMMUNICATION BARRIERS

The elements of the communication process also potentially become the barriers of the communication process.

The following categories of communication barriers can be identified:

- Frame of reference barriers
- Perceptual barriers
- Noise barriers
- Choice of medium barriers
- Feedback barriers
- Intercultural communication
- Communication between men and women

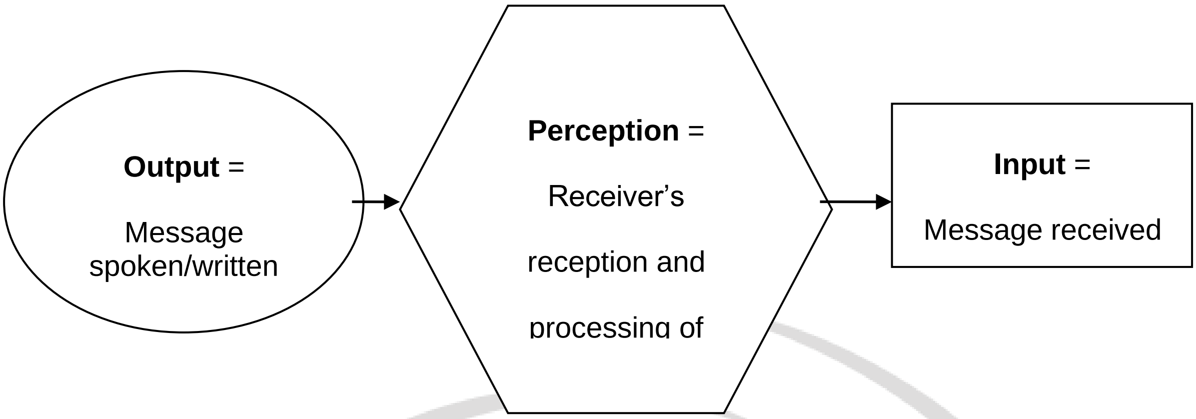


Barrier 1: Frame of reference barriers and perceptual barriers

Frame of reference is shaped by the person's educational background, language proficiency, cultural background, intelligence, status, ego, emotions, beliefs, attitudes and values. A person's frame of reference is not static and can change through life due to experiences over a lifetime. No two people have identical frames of reference. Perceptions are closely related to people's frame of reference.

Perception is the process of selecting and organising information gained through the senses in such a way that it makes sense. It is a way of giving meaning to the world around us. A person bombarded with information has to select what is appropriate to him/her by filtering out unnecessary information. Because perception is selective no two people will experience or remember a certain situation exactly the same.

Communication is based on output and input. When a person receives input he/she processes it, filters out certain stimuli, gives meaning to it and form perceptions.



The processing that takes place occurs with lightning speed and usually subconsciously.

In communication with people in an organisation it is of the utmost importance to keep the other person/s frame of reference in mind and adapt communication accordingly. A breakdown in communication can occur if a person's frame of reference is not kept in mind.

The following frame of reference and perception factors can cause communication breakdowns:

Past experience

Perception is learnt and shaped through experience. No two people have the same experiences through out their life. People will therefore perceive the same experience in different ways. If a person had a near drowning experience as a child, he will view water in a different light than everybody else. Water rafting as a team building exercise will definitely not be a good idea with this person.

Selection

A person selects or attends to what he/she likes or is familiar with. If a topic interests the person or is relevant to his/her work, he/she will attend to what is being said and accept and file the information into his/her reference system.
He/she will in other words remember what was said or discussed.

Needs

A person is influenced by his physical and psychological needs. Maslow's hierarchy of universal human needs (1953) are still relevant today.

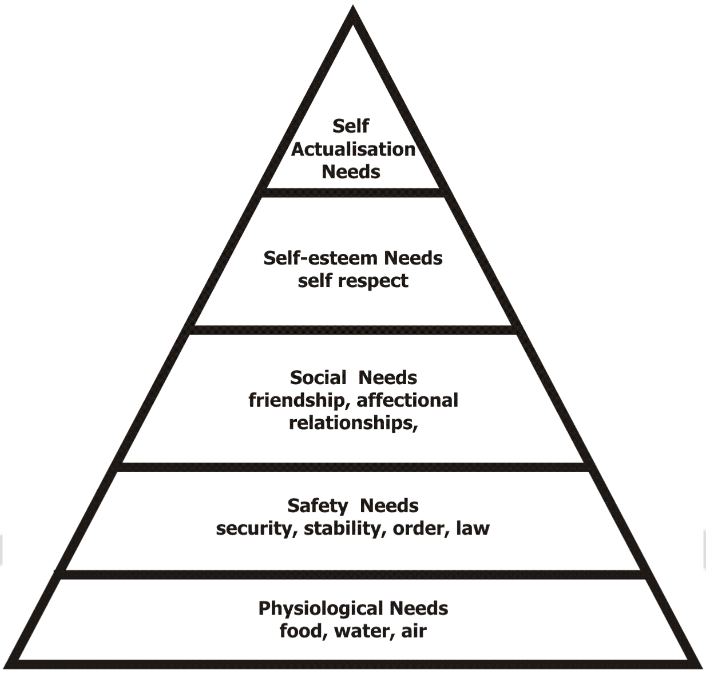


Figure 3 Maslow's Hierarchy of Needs

If a person's basic needs are not fulfilled how can you expect the person to reach his full potential? If a person is hungry he will think about food instead of the task at hand or if he feels he cannot trust the organisation he will definitely not be open in his communication with his superiors.

A good communicator strives to meet the needs of the receiver so that unfulfilled needs do not become barriers.

Education and environment

The education and the environment in which a person grow up shape the person's perception. People from different backgrounds and education may perceive a situation totally different e.g. a doctor and a person driving a tow truck will perceive the scene of an accident totally different.

Language

To be able to understand a verbal message the person receiving the message has to be conversant in that language. Even if a person understands the code of the particular language people still perceive language differently.

If a manager uses high flown language that is not in the vocabulary of the receiver of the message there can be no mutual understanding.

For example: "I don't want you to sit on it" can be interpreted in different ways by the person receiving the message. The manager meant: "I want the report immediately". The worker just ready to sit down, interprets the message as: "Do not sit on that couch".

Discuss the positive and negative things that people have said to you that influenced your frame of reference or changed your perceptions.

Discuss the positive and negative things that you have said to other people that could have influenced their frame of reference or changed their perceptions.

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Intercultural barriers

People from the same culture share values, beliefs, certain rules and language. People are subjected to other cultures on a daily basis because the world is shrinking due to instant global communication. People need to be informed about the different cultures that they are dealing with. South Africa itself has a diverse population consisting of different cultures and ethnic groups. Each group has its own uniqueness and cultural characteristics although we share some common characteristics such as geography and laws.

According to Cleary, 2003, p29 some of the areas that communicators in South Africa should be sensitive about are:

- **Personal contact**

  Some communities prefer closer personal contact than others. Standing too close to people may offend them.

- **Touching**

  Touching may be the norm in some cultures while others may regard it as too intimate.

- **Eye contact**

  Rules about eye contact also differ in cultures. Children may be regarded as impolite if they look a parent in the eye and in another culture avoiding eye contact may be seen as an acknowledgement of guilt.

- **Time**

  In Western cultures time is especially important. Being on time, starting on time, meeting deadlines are valued attributes. Some cultures are less precise about time – more or less is good enough.

- **Individual orientation**

  In some cultures, more value is placed on individual achievement and in others value lies in participation in the community.

- **Conciseness**

  In some cultures, conciseness is very important. Others prefer a slower and dignified mode of interaction.

- **Directness**

  Some cultures perceive directness as impolite and value a subtler approach.

- **Future orientation**

  For some groups the prospect of a better tomorrow is a strong motivating force. They value youth as holding the key to the future. Other cultures see life as part of an endless, cyclical process form birth to death. They are oriented towards the past and the here and now, rather than the future. They have great respect for age and for ancestral spirits.

Barriers to intercultural communication may arise if people view their own culture as superior to that of others and regard the other culture as wrong.

Different verbal and nonverbal codes that differ in cultures may also lead to communication barriers.

Cultural stereotyping is also one of the pitfalls of intercultural communication e.g. all white people are racist; black people are always late; all Americans are loud talkers etc.

In South Africa intercultural contact mostly takes place in organisations. Organisations therefore have a very important role to play in influencing behaviour and developing positive relationships.

Discuss intercultural communication under the following headings:

- What is the correct form of greeting people in your culture?
- How do you show respect to older/senior people in your culture?
- What is the accepted norm for personal space during face to face communication in your culture?
- How much eye contact is allowed in your culture?
- How much physical contact is allowed in your culture?
- Is the public display of emotions allowed in your culture?
- Is the use of certain words taboo in your culture?
- Is the use of certain nonverbal behaviours not allowed in your culture?
- How does your culture view time?
- What is the correct procedure in your culture to follow when you are ill?

Discuss how an organisation can improve multicultural communication

Communication barriers between men and women

Research done provides important insight into the differences between men and women in terms of their conversational styles. According to Tannen (Robbins 2001, p296) men are more likely to use talk to emphasize *status* while women are more likely to use it to create *connection*. Women speak and hear a language of connection and intimacy; men speak and hear a language of status, power and independence. Men are more direct in their communication e.g. "these figures are wrong" opposed to "perhaps you have to check these figures". Other differences include pitch of voice, use of body language, use of verbal language, narrative style, etc.

Both sexes have to be aware of the differences in communication styles between men and women in order to avoid differences becoming communication barriers.

Barrier 2: Noise barriers

Any distortion or disruption in the communication process can be referred to as *noise*. Noise can be ***physical*** or ***psychological.***

- **Physical noise** can be any background noises e.g. a noisy fan, people talking or interrupting, telephones ringing, a very cold room, etc.
- **Psychological noise** is the noise going on in the mind of the person receiving the message. The person may be distracted because of emotional problems or negative feelings towards the sender of the message. Information overload is also a factor in modern society.
- The **demands** of keeping up with e-mails, phone calls, faxes, meetings and professional reading material create an onslaught of data that is nearly impossible to process and assimilate. Spelling mistakes, bad pronunciation, ambiguous sentence construction and poor layout of written material can all interfere with the clearness of the message and can be regarded as noise

barriers.

Management and workers should always be aware of the possibility that misinterpretations and misunderstandings may occur because of noise barriers.

Discuss the noise barriers in your organisation that may influence effective communication. ____ ____ ____ ____ ____ ____

Barrier 3: Choice of medium barriers

The choice of medium e.g. telephone, e-mail, face to face communication is very important in getting the message across. Electronic media no longer make it necessary for people to be at their workstations or desks all the time because they can be reached via cell phones or pagers. Networked computers make organisational boundaries less relevant because employees can jump vertical levels much easier.

Why do people choose one medium over another? Time and cost are factors, but communication apprehension or anxiety also plays an important part. People may be afraid to speak in front of a group, or use the telephone, or they are not comfortable with writing letters or memos. People will avoid situations where they have to use a certain medium and that influence communication negatively. Telephoning an important message can result in misunderstandings because there is no written material that can be referred to. Sensitive issues may be handled better in face to face situations than over the telephone or via e-mail.

Individual Formative Exercise 1C: Channels of communication

Time Frame: 30 Min

Barrier 4: Feedback barriers

While a person is sending a message, the receiver will give a response / feedback. If the receiver does not understand the message or the message is not clear the sensitive sender will make adjustments to the message in order to clear up uncertainties. He will adapt, restructure or paraphrase. If the message is in written form e.g. an advertisement or editorial the medium does not allow for immediate feedback. Face to face and telephone conversations allow for constant feedback. During telephone messages nonverbal elements cannot be perceived and that may hamper communication.

Barrier 5: Coding barriers

Certain words or gestures may be offensive to people and should be avoided in order not to create communication barriers. This is especially important if the employee works with customers. It may be offensive to speak of a person as "the old man" in stead of the "elderly gentleman" or "the senior person". Words like "blind" may be substituted with "visually impaired". In a business familiarity can also offend e.g. addressing a person by his/her name instead of Mr. or Ms. Somebody. Gestures such as pointing fingers, crossing arms and frowning may also be offensive.

Module 2: Communication techniques

"There is a world of communication which is not dependent on words."

Mary Martin

Communication Techniques

Unit Standard	
12433	**Use communication techniques effectively**
Specific Outcomes	
SO1: Discuss and explain a range of written and oral communication techniques used in the workplace	
Learning Outcomes	
• **The function of communication in a business** • **Direction of communication** • **Formal vs Informal Communication networks** • **Communication profiles and styles** • **Listening skills** • **Feedback** • **Reflection** • **Open-ended questions** • **Paraphrasing**	
Critical Cross-field Outcomes	
• **Identifying** • **Organising** • **Collecting**	

THE FUNCTIONS OF COMMUNICATION IN A BUSINESS

Successful communication is a key issue in the business environment but before a manager or employee can start to improve his/her communication skills it is important to look at the functions of communication in a business first.

Communication serves four major functions within a group or organisation.

- Communication acts to **control** member behaviour in several ways. Organisations have authority hierarchies and formal guidelines that employees are required to follow e.g. to communicate grievances they have to first discuss it with their immediate supervisor.
- Communication fosters **motivation** by clarifying what needs to be done, how well people are doing and what can be done to improve performance.
- Communication provides a release for the **emotional** expression of feelings and for fulfilment of social needs. For some people their workgroup is a primary source for interaction.
- Communication provides the **information** that individuals and groups need to make decisions by transmitting the data to identify and evaluate alternative choices.

No one of these functions should be seen as more important than the others. Almost every communication interaction that takes place in a group or organisation performs one or more of these four functions.

DIRECTION OF COMMUNICATION

Communication can flow **vertically** or **laterally (horizontally)**.

The vertical dimension can be further divided into **downward** and **upward** directions.

- **Downward (vertical)**

  Communication that flows from one level of a group or organisation to a lower level is downward communication. A manager providing job instruction, assign goals or inform employees through letters of new policies is using downward communication.

- **Upward (vertical)**

  Upward communication flows to a higher level in the group or organisation. Feedback from employees to managers to inform them of progress or presentation of new ideas is examples of upward communication. Upward communication keeps managers aware of how employees feel about their jobs, co-workers and the organisation in general.

- **Lateral (Horizontal)**

  Lateral communication refers to communication that takes place among members of a group on the same level e.g. workers or managers on the same level. Lateral communication is often necessary to save time and facilitate coordination.

FORMAL VERSUS INFORMAL COMMUNICATION NETWORKS

Communication networks define the direction by which information flows. The networks can be formal or informal. Formal networks are typically vertical, follow the authority chain and are limited to task-related communication. The informal network – better known as the *grapevine* – is free to move in any direction, skip authority levels and is likely to satisfy group members' social needs. The grapevine is a very important source of information. It has three major characteristics:

- It is not controlled by management
- It is perceived by employees to be more believable and reliable than formal communication by management
- It is largely used to serve the self-interests of those people within it.

Discuss and list <u>practical</u>/real examples of the following types of communication in your organization.

Vertical Downward	Vertical Upward	Formal	Informal

COMMUNICATION INTERACTIONS IN CONTEMPORARY BUSINESS VS. MODERN BUSINESS

Organisations are about people working together usually with a common goal. A supervisor, manager or worker's lack of communication skills can result in a number of difficulties for a company. These difficulties include problems such as confusion, lack of direction, low morale, poor performance and low productivity. The successful performance of a company can depend to a large extent on the communication effectiveness in an organisation. A supervisor or manager has to be a proactive professional communicator because he/she has to initiate conversations and discussions about work problems, facilitate group/team meetings, explain production reports or conduct customer satisfaction focus groups.

In recent years, many organisations have dismantled the old hierarchical form. The multiple levels of a traditional structure have been reduced and replaced with self-managed teams and cross-functional work groups. The "chain of command" is neither as long nor as rigid. Some of the traditional formalities have dissolved, allowing interactions to occur in a more casual basis. Older organisations can be compared to a skyscraper in contrast to a contemporary organisation that is like a modern two-story building. You can move between sections with greater ease and speed and you have greater access to those "in the know". In older organisations communication is often one-way. A manager "above" communicates "down" to employees. In a contemporary organisation, the manager resides at the centre of the team or work group and everyone works within the context of delivering products and services to customers. Ideas are freely exchanged, and managers find it easier to achieve "buy-in" because employees have had a say in decisions.

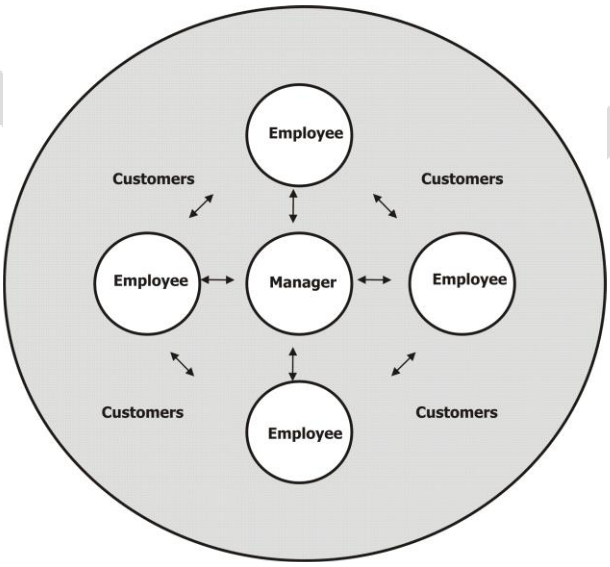


Figure 4 The contemporary approach to managing

SMALL-GROUP NETWORKS IN THE WORKPLACE

People usually communicate with one another in fairly predictable patterns that are known as networks. The following networks are identified: (Cleary, 2003 p44-46)

- **Centralised networks**

  As the word centralised means intra group communication depends on the person in the centre. These networks are suitable for simple or repetitive tasks. Communication overload can occur because everything is channelled through one person. He may also block or control the information going out to the rest of the group. This person usually works very hard, wields a lot of power and is very satisfied. The rest of the group may not be satisfied at all.

  Examples of centralised networks:

  - **The wheel**

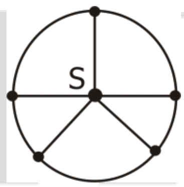


Figure 5 The wheel

It is an economical way of communicating urgent matters in a short time but requires strong leadership and cooperation of the rest of the group.

  - **The Y-pattern**

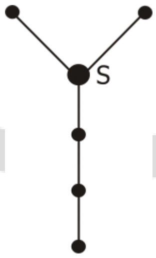


Figure 6 The Y-pattern

The Y-pattern is an example of what happens after a decision has been taken during a meeting which affects them directly, but they have no input in the decision-making process.

- **Decentralised networks**

  These networks are suitable for small groups, communication is unstructured and takes place freely. They are commonly used for people on the same hierarchical level, for discussion groups and brainstorming

Examples of decentralised networks:

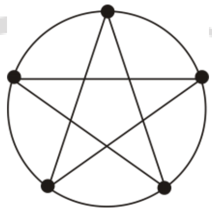


Figure 7 The circle

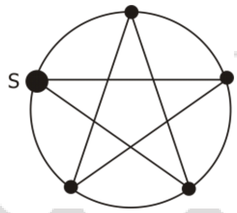


Figure 8 The circle with a leader

The modern trend in business is for increased focus on the work group as the fundamental unit in the workplace. Teamwork on projects and proposals, problem-solving teams, quality circles, committees and groups are the norm. Teamwork brings employees together, crossing functional barriers between departments. Teamwork also has a socialising function. To work in harmony together as a group takes certain skills and responsibilities. A group can only function together if there is a connection between the members and certain rules are adhered to.

In the next section group dynamics, conflict management and how to avoid communication breakdowns between people are discussed. Development of individual effective communication strategies as well as the design and development of communication strategies for organisations are discussed.

SMALL GROUPS/TEAMS

Small groups or teams are dynamic entities. To be successful they need to:

- Have a clear understanding of the task at hand
- Have clear expectations of each person's role and responsibilities
- Be results orientated
- Maintain effective collaboration between members
- Have a high level of trust
- Complete the task at hand

COMMUNICATION PROFILES AND STYLES

To understand the dynamics in a group/team it is very important to know the communication profiles of the individuals in the group/team. A profile consists of two factors namely communication style and thought pattern.

- **Communication style**

  Communication style can range form passive on the one end of the scale to aggressive on the other with passive-aggressive in between.

- **Thought pattern**

  There are concrete thinking and conceptual thinking. Concrete thinkers apply linear logic to problem solving – give them just the facts. Conceptual thinkers thrive on intuition and imagination. They are creative, innovative problem solvers.

The following diagram shows the different communication profiles:

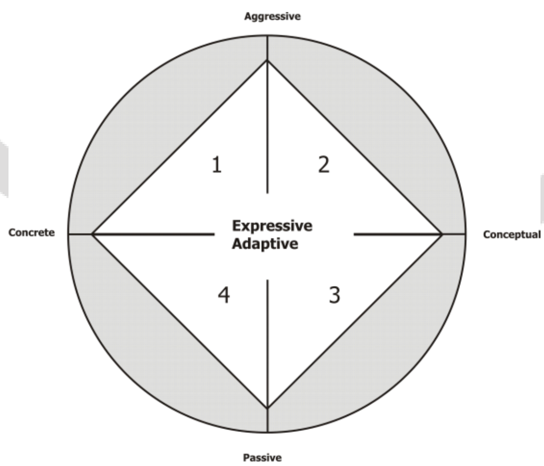


Figure 9 Communication profiles

The vertical axis refers to ***communication styles***. Within the diamond communication style ranges from moderately expressive at the centre up to a more highly expressive style – animated, exuberant or extroverted. From the centre, the degree of expressiveness decreases to a mild-mannered style – less forthright, more reserved, sometimes introspective. People in the upper half, in quadrants 1 and 2, tend to respond quickly and make decisions quickly. They sometimes change just because they are bored. People in the lower half, in quadrants 3 and 4 tend to be more cautious. Before making a decision, they deliberate. They prefer the status quo.

Thoughts patterns appear along the horizontal axis. As the term 'adaptive' suggests someone at the centre can easily adjust their thinking. Moving to the right indicates an increasing degree of conceptual thinking; to the left, the pattern of thinking becomes increasingly concrete.

Extremes occur in the grey circle that surrounds the diamond. Such extremes create conflicts and can disrupt teamwork. On the other hand, a successful team should consist of people in all four quadrants.

Arredondo (2000, p 60-67) has different titles for each profile but she warns against labelling people according to their category. It only provides greater understanding of ourselves and others. With that understanding we gain ideas of how to adapt our communication when interacting with people. People are adaptable by nature and project different personae in different situations.

Profile 1 = *Movers and Shakers*

Movers and Shakers are primarily motivated to achieve goals and driven to succeed. They prefer to be in charge. Communication cues are statements like "get to the bottom line"; "get to the point"

How to communicate with Movers and Shakers:

Talk to them about strategies, action plans, progress, accomplishments and solutions. Be decisive and speak to them in a firm tone of voice. Be assertive if you are a more mild-mannered communicator. Don't waste their time with trivialities

Profile 2 = *Narrators*

People in this category want to tell their story. They are energised by an audience and relish applause. They are self motivated because they know they cannot always depend on getting it from others. Communication cues from these people are that they are very verbal. They like to embroider and are colourful and creative.

How to communicate with Narrators:

Clearly spell out to them what you need them to do. On occasion you have to rein them in when they get carried away. Interject when they pause to breathe and steer them where you want the conversation to go.

Profile 3 = *Care Givers*

Care givers are ‘people persons’. There chief motivation is to serve others. They gain satisfaction from doing something worthy of approval. They speak in terms that convey their desire to please with questions like “Is it OK with you?” or “I am not exactly sure if this is what you want?”

How to communicate with Care Givers:

To a care giver anniversaries and birthdays are very important. Remember to congratulate them. Talk to them as if they are doing you a big favour to do something e.g. “You will be doing me a big favour if …….”. Remember to smile when you interact with them.

Profile 4 = *Map Makers*

Map makers design and develop things for the rest of us to use. They are motivated to figure things out. They are primarily concrete thinkers. They use few words and are task focused. Their vocal and visual cues tend to be restrained, making it difficult to discern what they really think.

How to communicate with *Map Makers:*

Do not rush a map maker. Present material in writing. Map makers want to be well prepared, spontaneous doesn’t suit them. Talk to them about precision, an excellent solution to a problem, exceeding expectations. They love to hear that.

Individual Formative Exercise 2A : Communication Profile

Time Frame: 60 Min

THE ROLE OF THE MANAGER IN THE COMMUNICATION PROCESS

Management is the process of producing results through other people. The manager's primary focus is no longer on him/her and the tasks he has to perform, but on the employees, who do the tasks. His/her success depends to a large extent on how he/she and the employees work together to accomplish goals. As a worker he/she possibly performed the tasks better than other employees and was therefore promoted to the position of manager. Now he/she doesn't do the same tasks anymore but oversees the performance of others who do them.

Management requires a different mindset. The manager has to direct, coach, monitor and report in order to accomplish the desired results.

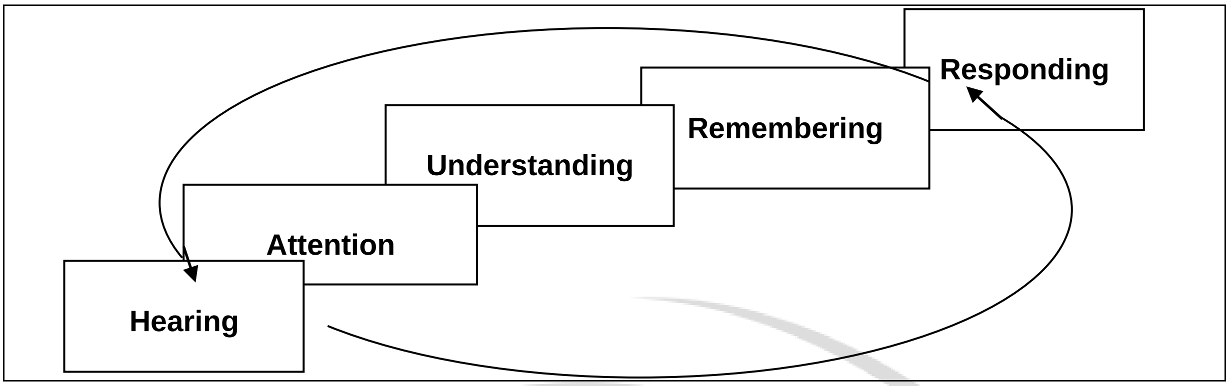
The effectiveness of the manager resides in his ***relational*** skills. To be effective he/she needs to be a skilful communicator – especially in interpersonal communications. The following communication techniques are essential in interpersonal communication:

Listening skills

Listening is perhaps managers' or supervisors' greatest tool for improving performance, assisting employees and identifying and fixing problems. Many problems in the workplace are created and then continued because of poor listening practices.

There is a huge difference between **hearing** and **listening**. Hearing is the physical ability to perceive sounds that is transmitted or spoken. Sounds travel through the hearing system via the outer ear, middle ear, inner ear and the auditory nerve to the brain. If a person does not have a hearing loss he is able to perceive environmental and speech sounds in the auditory area in the brain. Conscious perception of what is being heard does not need to take place. Listening on the other hand is a complex active, mental process. Listening is a much-neglected communication skill. With practice a poor listener can improve his listening skills and become an effective listener.

There are five stages in the actual listening process:



- **Stage one – Hearing**

  Sounds are perceived by the listener, but conscious perception does not need to take place.

- **Stage two – Attention**

  The listener focuses on what is being said and how it is being said.

- **Stage three – Understanding**

  The content of the message is analysed and interpreted so that understanding takes place. Because of the role of frame of reference and perception the perceived message differs from person to person.

- **Stage four – Remembering**

  The message is stored for later recall or reference.

- **Stage five – Responding**

  The listener responds to the speaker and the speaker can see if the listener understood the message correctly.

Barriers to effective listening

Poor listeners often experience the following difficulties:

- **Distraction**

  The poor listener's attention is easily distracted by the environment e.g. noise, visual distractions, someone walking past, a person's jewels or clothes.

- **Bias**

  Assumptions are made about what the speaker is going to say. The listener makes his mind up in favour or against the argument beforehand and does not listen to the message of the speaker.

- **Understanding and interpreting the message**

  When a listener focuses too much on individual words or nonverbal codes or the pronunciation of the speaker, the message may be lost in the process.

Listening strategies

Listening is even more important in effective communication than verbal or written communication skills. A good listener is often perceived as being a very good communicator even if he/she didn't say much during a conversation. Effective listeners are aware of their listening habits and distinguish between deliberate and emphatic listening.

Deliberate listening involves an active process where the listener seeks to understand and analyse information e.g. receiving instructions, listening to a lecture.

Emphatic listening involves listening to understand the feelings of the speaker.

Listening skills can be improved by employing the following strategies:

- Active listening begins with respect. It is imperative that the good listener shows that he respects and appreciates the person speaking. Do not show irritation when people complain about the same issues. Be open minded and impartial.
- Take control of listening situations. Try to truly understand what is being communicated. Tell people if you are not able to listen at the moment and arrange another more convenient time as soon as possible.
- Create a suitable climate by using the correct body language and do not allow yourself to be distracted. Do not fidget or look at your watch.
- Don't let the person feel that you are in a hurry and he has to talk at a fast pace – this will unnerve the speaker. Remember that some people speak fast and others slower – give the person a chance to express his ideas.
- Recall relevant knowledge about the topic or refresh your memory by reading relevant material beforehand.

- Develop a positive attitude to and interest in the speaker and subject.
- Listen for main ideas, make mental summaries, ask questions e.g. what is the objectives? Take notes while listening.
- Focus on the speaker and important facts – read and respond to both verbal and nonverbal messages.
- Separate fact from opinion – be objective and open-minded, don't jump to conclusions, do not allow your emotions to become involved.
- Guess the meaning of unknown words – ask for clarification or paraphrase.
- Avoid "tuning out" what you perceive as difficult material.
- Use affirmative prompting (verbal or nonverbal) where necessary to encourage the speaker – nod of head, smile.
- Make eye contact with the speaker – don't stare or glare.
- Have an appropriate facial expression.
- Maintain a close personal distance, lean toward the person.
- Give timely and constructive feedback when prompted.
- Do not interrupt the speaker mid sentence.
- Be a considerate speaker and listener - pause in your own speech in order to give the other person a chance to speak – it is most frustrating if somebody speaks non-stop without ever pausing and you just have to listen to their ideas and don't want to be rude by interrupting him in mid sentence.

Consider the following when speaking to improve effective communication:

- **Rate of speech**

When people speak at a rapid rate they may be perceived as being nervous or that they are in a hurry and do not have time for the other person. Some people also talk non-stop without pauses in their speech resulting in no time for the other person/s to speak without interrupting in mid-sentence and then being perceived as rude. It is also difficult to follow a conversation if the person speaks too fast. Speaking too slowly may be perceived as being a slow thinker. It also may be perceived as being patronising or condescending – talking down to people.

- **Pitch**

A high-pitched voice is commonly associated with immaturity and a too low voice with being angry or aggressive. A firm resonant voice creates the perception of a steady, mature personality. It is not always true, but it is a common perception. When people are nervous, angry or excited the voice tends to rise in pitch. Check voice pitch during conversations to avoid being perceived as immature, nervous or angry. Try to communicate in a neutral tone. Take a few deep breaths if you are nervous and wait for your heart rate to settle to normal before starting to speak. Do this especially if you have a very sensitive issue to address.

- **Volume**

The volume of a voice is always adapted to the situation. Environmental factors such as noisy fans, music and machinery will influence the volume of speech. People with a hearing loss will speak louder in certain situations because their auditory feedback is influenced by not hearing certain sounds. In normal situations talking loudly is unnecessary. Shouting is perceived as being aggressive and out of control. A person speaking too softly may be perceived as timid or shy.

- **Tone of voice**

Tones of voice that have to be avoided are whining, defensive, aggressive and sarcastic tone.

- ***Other Nonverbal cues***

Nonverbal cues in speech have to correspond with verbal expressions. If they contradict each other a communication breakdown may occur. Keep the following in mind when communicating:

- **Facial expressions**

If you want to appear more approachable smile more. Be attentive, keep eye contact but don't stare at people. Look up when somebody comes into your office. If you are busy give a signal that tells them that you will attend to them shortly. Don't frown unnecessary, sigh, stare at the ceiling, roll your eyes, etc.

- **Head movements**

Your head movements have to agree with your message. Don't say "no" while shaking your head up and down – the messages contradict each other. When you listen keep your head still except if you agree completely with the other person.

- **Gestures**

Use appropriate gestures to help you express yourself verbally. A few gestures that should not be used in the workplace are:

- Don't point your finger at people.
- Don't wring your hands or fiddle with things like your ring, tie or objects on your desk.
- Refrain from using gestures that are dismissive, disrespectful or aggressive.

- **Posture**

If you want to convey the message that you are alert and energetic, keep your posture upright. Don't slump in your chair. If you stand, stand upright, don't lean against a wall. Don't put your hands in your pockets or on your hips.

- **Spatial relationship**

Don't intrude on another person's space. Respect their comfort zone. When in doubt take your cue from them. If they start retreating or shift away, you are invading their space. Remember different cultures have different preferences

- **Dress**

Be well groomed at all times, even if it is casual day. Send the message that you are clean and professional. Companies usually have certain dress codes that have to be adhered to.

- **Surroundings**

Appearance of the working environment is very important in an organisation. It sends out messages about the efficiency and ability of the organisation. Neat desks and workstations are a must.

Individual Formative Exercise 2B: Assess Listening Skills

Time Frame: 30 Min

RESPONDING THROUGH FEEDBACK

Positive vs Negative Feedback

Positive feedback is more readily and accurately perceived than negative feedback. Furthermore, while positive feedback is almost always accepted, the negative variety often meets resistance. Why? The logical answer seems to be that people want to hear good news and block out the bad. Positive feedback fits what most people wish to hear and already believe about themselves.

Does this mean that you should avoid giving negative feedback? No!

FEEDBACK MODEL

Paul J Jerome, in his book *"Coaching through effective feedback"* shares a model that can be effectively applied to give positive feedback, negative feedback and neutral feedback in a constructive manner.

Step 1: Describe the current behaviour	**Step 4: Indicate the corrective action / alternative behaviour**
Step 2: Describe the specific situation	**Step 3: Describe the consequences**

Step 1: Describe the current behaviour

Describe the current **behaviour** that you want to reinforce or redirect to improve the situation or the performance of the individual. Be very specific. Focus on behaviour and not personality, attitude or characteristics.

Step 2: Identify the situation

Identify the specific situation where you observed this behaviour. Be factual, give date and time if required or describe the event.

Step 3: Describe the impact of the consequences of the behaviour

Describe the impact or consequences of the behaviour to the person. Be precise and objective.

Include the consequences for the business/ job/ organization as well as the consequences for the individual/ person.

Step 4: Identify alternative behaviour/ Corrective action

Discuss alternative behaviour that the person can consider for future purposes. Also consider what corrective action should be taken to rectify or improve the current situation/ consequences.

CONSTRUCTIVE DISAGREEMENT

Mention the work "conflict" and most people think of fights, riots or war. In fact, on just about every day of every year one can find approximately two dozen armed combat situations somewhere in the world. But these extreme situations represent only the most violent expressions of conflict. During a typical meeting you may encounter more subtle and non-violent types of conflict such as arguments, criticism and disagreement.

If you don't like the idea, say so in a way that does not close down the conversation but, rather provides a way to keep it going. This has three elements.

Like	What I do like about your suggestion is….
But	What I have a problem with, however, is …
Move on	How would it work if …

Example:

A lot of changes have taken place in your office. New equipment is coming in and space is at a premium. Bob has an idea about where to put a computer printer. He says: Why don't we put the printer in the training room? This place is getting too cramped to work in.

Jaco replies: **What I like about** your idea is that it gives us some more useable office space. **What I have a problem with** is that it won't be available if someone is using the training room.

How would it work if we move some of these filing cabinets, which we don't use much into the training room and put the printer in their space?

SOME OTHER TECHNIQUES

Reflection

Reflecting entails a reasonably accurate rephrasing of the other person's **emotional attitude**. Now it is not necessary to state your observation explicitly, but your statement should none the less be based on something the person said or indicated.

Do not use reflection to judge. Reflection will enable you to test for underlying feelings.

Typical reflection will start with:

"It seems to me…"

Asking open ended questions

The best way to double-check your understanding of what a source has said is to ask questions in order to clarify and amplify. Ask the person to repeat or rephrase his remarks.

Ask for additional information to amplify a point. Keep your questions polite and to the point.

Open-ended questions assist in further exploration of what was said. It will help you to gain a better understanding of the situation.

Open-ended questions typically will start with:

How….

What…

Tell me about….

Please explain…

Paraphrasing

A technique to help you to check if you understood what was said. If you want to check if you understood clearly, you can shortly summarise what you heard as "Is that what you have meant?"

Paraphrasing will typically start with:

“What I hear you saying is….”

Individual Formative Exercise 2C: Communication techniques

Time Frame: 30 Min

Learning Unit 3: Business Writing Skills

"To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others."

Tony Robbins

Business writing skills

Unit Standard	
12433	**Use communication techniques effectively**
Specific Outcomes	
SO 1: Discuss and explain a range of written and oral communication techniques used in the workplace **SO 3: Generate a variety of workplace reports using various data gathering techniques**	
Learning Outcomes	
• **Style of writing** • **Tone of writing** • **Process of business writing** • **Business letters, memos and electronic media** • **Business Reports**	
Critical Cross-field Outcomes	
• **Working** • **Collecting** • **Communicating**	• **Science** • **Demonstrating**

INTRODUCTION

Effective written communication is an essential tool that every manager should be able to apply successfully in the workplace. Written communication forms an integrated part of every working day. Forms of written communication are letters, e-mails, memos, standard operating procedures, reports, messages, minutes of meetings, newsletters, circulars, notices, testimonials and letter of reference, forms, questionnaires, advertisements, itineraries etc.

In order to communicate successfully, writers have to be aware of the following:

- Business writing is purposeful – explaining principles, sharing ideas, giving instructions, notifying people of meetings, etc.
- Businesspeople are extremely busy and are faced with a large number of messages all requiring attention – messages should therefore be brief.
- Electronic media, such as fax and e-mail, have increased the speed of written messages. Businesspeople need to be skilled in using these media efficiently.
- The sender of the message is responsible for the successful understanding of the content, not the reader or listener – the message should be clear.
- The sender has to take into account the diversity of the population – not everybody in the workplace are mother tongue speakers – adapt language to the level of the receivers of message.
- Business messages should convey a positive image of the writer and the organisation.

STYLE OF WRITING

Writing style can be formal or informal depending on the audience for which the writing is intended. The modern tendency is to adapt the formal style to a more consultative style depending on the culture of the organisation. This style creates the impression that the writer is talking or consulting with the reader. Occasional contractions like we've, you're, as well as personal pronouns such as 'we', 'you' may be used etc. Complete sentences and short paragraphs are however still used.

Good writing style has the following qualities:

- It is clear, specific and to the point - not vague

Vague = please send me a couple of beef dog food tins

Specific = please send me 100x150g tins of beef dog food

- Avoid verbosity (too many words). Keep sentences short but complete
- An impersonal approach – avoid words like' I' and 'we'
- Short paragraphs – four to five sentences per paragraph
- Simple but formal vocabulary – don't talk down to people
- Choose words that are more familiar e.g. 'increase' in stead of 'to proliferate'. Avoid technical jargon (specialised technical words) except with people who shares your knowledge
- Avoid ambiguity – double meaning e.g. "Have you or any members of your family ever committed suicide?"
- Use active instead of passive voice e.g. Active = "You have to clean the dustbin everyday" Passive = "The dustbin has to be cleaned everyday"
- Use the correct word – some words sound and look similar but have different meanings e.g. accept and except, stationary and stationery
- Check spelling, use of capital letters, commas, full stops, colons, semi-colons, subject verb concord e.g. They 'have' not 'has'
- Sentence construction and tenses – stay in the tense you started off with

TONE OF WRITING

Tone refers to the attitude the writer conveys. In writing the tone can only be conveyed by words and sentences and not body language as in oral communication. Business writers aim for a pleasant, friendly, neutral tone. Create a pleasant atmosphere by:

- Using words like 'please' and 'thank you'
- Emphasise positive aspects e.g. substitute the sentence "We don't deliver on Mondays and Fridays" with "We deliver on Tuesdays, Wednesdays and Thursdays"
- Focus on the reader and his or her interests e.g. "For your convenience, I enclose a brochure with our products"
- Avoid using sexist language e.g. air hostess = flight attendant, chairman = chairperson, workman = worker

- Avoid any kind of bias or stereotyping e.g. "He will be a bad performer because he smokes" or "He will not be a good manager because he is short"
- Avoid using a cold, distant tone. Compare "Our company policy does not allow for refunds" with "Thank you very much for buying at Supra, we regret that we cannot refund your purchase but will gladly exchange it for you"

THE PROCESS OF BUSINESS WRITING

Plan your writing the same way as for an oral presentation.

- Analyse the audience – to whom am I writing?
- Determine the focus and purpose – why am I writing?
- Prepare the topic – research or read about the topic
- Collect and organise the information – introduction, body, conclusion
- Write – letter, memo, e-mail, standard operating procedure
- Ruthlessly re-write
- Proof-read and proof-read again

CHOOSING THE CORRECT WRITING MEDIUM

In business communication it is of utmost importance to choose the correct medium through which communication will take place. Imagine being retrenched via e-mail!

The communication medium has to be planned according to the ***purpose*** and **audience** of the message. Always keep in mind the ***frame of reference*** of the receiver/s.

Business letters, memos and electronic media

Letters are mostly used for *external* communication to customers and clients while memos are used for *internal* communication.

The format of a business letter:

Your own address blocked against the right side / letterhead (Skip a line between addresses, dates, greetings, paragraphs, complimentary close and signature)	ITO Focus P O Box 13150 Clubview 0014
Date also blocked against the right side	1 April 2003
The address of the recipient blocked against the left side	The Managing Director XYZ Organisation (Pty) Ltd P O Box 1234 Johannesburg 2000
Greeting	Dear Sir or Dear Martin or Dear Mr Modise
Topic line or subject heading	One phrase which is the focus of the letter
Introduction	Perhaps two sentences stating the purpose of the communication
Body of the letter *Remember:* Audience Purpose Style Tone Structure of paragraphs and sentences Grammar Punctuation	Not less than two sentences per paragraph, each containing one main idea and some supporting ideas

Conclusion	Similar to the introduction
Complimentary close	Yours faithfully if you used Dear Sir at the top Your sincerely if you used Dear Martin or Mr Mabuthile Never 'Yours truly'
Your signature	
Your name	Your initial and name. If you are a female write Ms, Miss or Mrs. Ms is used by any woman who does not feel that her marital status is something that needs to be communicated
Your position in the company	Director, Head of Department

Memos are used to:

- Communicate instructions
- Put on record information, policies or decisions reached in meetings
- Keep people informed of events in the company
- To request information, assistance or input from workers

A memo is short and to the point and may have the following format:

NAME OF COMPANY

MEMORANDUM

TO:

FROM:

DATE:

SUBJECT:

Electronic transfer of messages

Electronic transmitting of messages has definite advantages for organisations e.g. faster transfer and access to information, faster response to requests, faster decision making, and elimination of routine and time-consuming tasks.

E-mail transfers messages quickly and inexpensively, does not depend on the availability of the receiver and reduces the amount of paper being used. The disadvantages of using e-mail are that the communication volume increases, there is a lack of message permanence if the message is not printed and there is a lack of confidentiality. E-mails have to be as equally well-planned as letters and memos. Communication breakdowns may occur of the purpose, audience and frame of reference of the reader is not taken into account. Professional standards should still apply.

Faxed messages are still an important and convenient way to communicate. The advantages of faxed messages are that it transfers messages quickly, provide written proof, typed or hand-written messages and any type of written message can be faxed e.g. letters and documents. The disadvantages are that faxes are not always very clear and tend to fade with time. The fax has to be copied before it can be filed.

Standard operating procedures (SOPs)

Standard operating procedures can be found in any type of organisation. It is the documented process that is supposed to be followed by anyone completing that particular process. The importance of SOP's lies in the following:

- It is an agreed-upon procedure that, when completed, delivers the intended result. If the SOP is followed, fewer mistakes will be made, quality can be controlled and costs better managed.
- The company gets more consistent results – potential problems can be identified and corrected earlier.
- The pressure of national and international quality certification systems e.g. ISO9000.
- Sustainability reports – (King 2 report on economic, environmental, social issues).
- Marketing advantage – listing on JSE or New York Stock Exchange

SOPs vary from company to company but should have the following sections:

- **Purpose**

Why are we doing this? Clearly express the benefits

- **Responsibilities**

Who is involved? Describe the roles of all involved

- **Application**

Where and when does this apply? Does it apply to all situations or just specific ones?

- **Procedure**

How should the process be performed? Each process should be clearly detailed, using terminology that is familiar to the user of the SOP. Definitions should be supplied for unfamiliar terms or terms with multiple meanings. Rules should be explained. Brevity is preferred – short and to the point.

When writing a SOP visualise an untrained reader who is new to the process. Write for this reader. Address each and every step. Make all decisions either/or decisions – give only two options. Always provide the next step when performing the procedure until the process is completed.

Business Reports

Reports play a significant role in business. A report is not complicated. It is merely a collection of information, arranged in a particular format, and prepared by an expert. And you, the writer, are the expert.

Reports come in a variety of shapes and sizes. They can run anywhere from one page (short report) to an indefinite number of pages (scientific report). They can be laid out in a variety of formats: memorandum, letter, semiformal, or formal, statistical, research, short reports, etc.

Reports are essential tools for management, especially when they are conceived and prepared properly. Good reports give the reader answers, or at least ideas. They are also –

- Objective
- Research – based
- Backed by graphics, when possible, and
- Written in a clear, concise style.

Recipients of reports often claim they are frustrated because reports list information but do not solve problems. Remember, a good report writer gives answers as well as information.

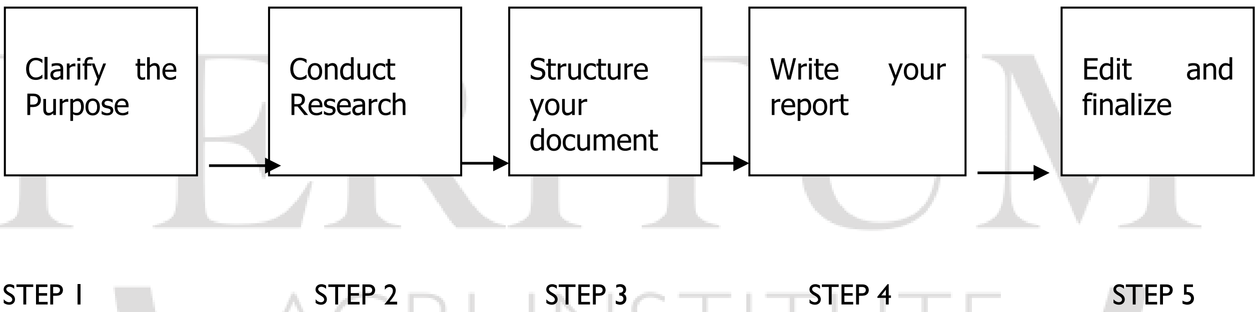
In this learning unit we will discuss the format of:

1) Formal reports
2) Short reports
3) Abstracts

Report writing process

People often cringe at the thought of writing a "business report". Granted, these are somewhat more complicated than business letters, but if approached in the right way, writing a business report can be a straightforward and reasonably painless process.

Although the technical content and terminology will vary from report to report, depending on the subject and industry context, the actual "report writing process" will be essentially the same.



Step 1 – clarify the purpose

Confirm exactly what the client wants.

This is a very important initial step. Whether the client is you, or someone else, be sure that everyone is talking about the same thing in terms of final outcome and expectations. When determining this, always think specifically in terms of the final deliverable (usually the final report). What issues must it address? What direction/guidelines is it expected to give? What exactly will it contain? What bottom line are they looking for?

Determine what type of report is required.

This is another very important initial matter to clarify. There are a number of different types of business reports. Although there is usually overlap between the different types, there are also important differences. For example, do they want: a business plan, a business proposal, a strategic plan, a corporate information management plan, a strategic business plan, a marketing plan, a financial plan, or what? Know exactly what type of final report of expected from the outset.

The" why" usually falls into one of two areas. You are either providing information to the readers, so they can make a decision or take specific action, or you are analyzing a situation and making a recommendation.

Don't begin writing until you can reduce your purpose statement to two sentences. The statement does not have to be grammatically correct; no one but you will read it.

Step 2 – conduct research

Once you have focused on the reader and the purpose of the report, it is time to gather the details.

This stage may be as simple as collecting and reading a few background documents supplied by the client, or it could involve developing questionnaires and conducting detailed interviews with the appropriate people. It will vary with each situation. The Internet of course, can really simplify and shorten the research process, but don't forget to double and triple check your sources.

Remember effective writers don't collect just the information that interests them. They collect the details their readers need and want.

Step 3 – structure your document

Develop a report outline (i.e. the overall structure of your report) by identifying particular headings and subheadings.

List the ideas associated with each heading and subheading. Group related ideas where possible and then arrange them in a logical order.

Plan exhibits. Plan the introduction and the conclusion (but do not use phrases such as "The introduction", "The Conclusion," or "The Main Body" as the headings).

Write the table of the contents:

In my experience, drafting the Table of Contents (TOC), before you start writing the actual report is the single most important key to developing a successful business report. This document can normally be done before, or in parallel with, the first phase of project information gathering. This should be more than just a rough draft TOC. It should be a carefully thought out breakdown of exactly what you imagine the TOC will look like in the final report. Although this takes a certain amount of time and brain power up-front, it really streamlines the rest of the process. What I do is to actually visualize the final report in my mind's eye and write the contents down. This really works! This TOC then becomes a step-by-step template for the rest of the process.

Sidebar:

If you're writing the report for an external client, it's a good idea to present the draft Table of Contents to them at this point in the process and get their approval. This will force them to think it through and confirm what they really want at this point. Once they have agreed to a TOC you will have the "by-in" for the rest of the process, therefore significantly reducing chances of any major changes or reversals at the final report phase.

After thinking through the TOC in detail, you will know if any additional research is required. If yes, do these extra information gatherings before you sit down and start to actually write the report. That way, once you begin the writing process you will have all of the information needed at hand and you will not have to interrupt the writing process to conduct any further research.

Create the Skeleton Document:

A trick I always use when working with MS-Word is to create a skeleton document first. That is, before you actually write any of the text, enter the entire Table of Contents that you have already developed in MS-Word, heading by heading, including sup-headings. At this point, the document is essentially a sequential series of headings and sub-headings with blank space between them. Then, have MS-Word generate an automatic Table of Contents that exactly matches your planned TOC. You're then ready to start filling in the blank spaces after each heading and sub-heading in the body of the document, with text.

Step 4 – Write the report

Write a report by filling in the blanks. Once the TOC skeleton framework is in-place as per the previous step, writing the actual report becomes almost like filling in the blanks. Just start at the beginning and work your way sequentially through the headings and sub-headings, one at a time, until you get to the end. Really at that point, with all of the preparation done, it should be a relatively straightforward process.

Develop one paragraph for each idea or topic. Write a strong opening sentence for each paragraph, which will indicate the conclusions you made at the case analysis stage. When presenting more than three facts or numbers at one time, consider whether a table or chart might communicate the information better in fewer words.

- Avoid redundant or overblown words.
- Be concise! When 6 words will replace 14 words, let them do so!
- Check grammar, spelling and punctuation.
- Number the pages.
- Write draft 2, correcting for errors, wordiness and unnecessarily pretentious works.
- Proofread draft 2. It's a good idea to have another person do this. Correct/improve as necessary.
- Are exhibits labelled and numbered, and in the order they are mentioned in the report?

Things to remember when writing your report:

Language and style:

- Your writing must be clear and precise in meaning.
- The style of writing should be factual and objective.
- The language must be formal. Do not use slang.
- Do not use "I", "you", or "me" in a formal report. Use third person language such as – "The personnel committee requested a report on…."

Layout and headings:

- The main parts of your report should have headings.
- Important points inside these main areas should carry sub-headings.
- If you want to draw attention to a specific word or section, underline that word or heading.
- Numbers can be used to help list points of important in order.
- You can use letters to distinguish between different parts of the report (e.g. section 3ii or Section A part 3b, etc…)

Other guidelines:

- Seven is the magic number for writing reports. Never have more than seven main points. This is the limit for a reader's attention span. Likewise, never include more than seven sub-points for a main point. You may even go a level deeper into the report – to sub-sub points – but any level lower than that will only detract from the main points.
- Formal reports should be written with complete sentences, paragraphs, and headings. In addition, make sure you use full-length sentences when you know you will have multiple readers with different information needs.

- Visual appeal is important in reports. Make sure you have plenty of white space. And leave ample margins in case the report is bound or placed in a binder. Some writers leave a wider margin on the right-hand side so readers can add their comments or questions in the appropriate places.
- The tone in formal reports is objective and formal. Avoid the first person ("I" or "Me") and use more passive voice sentences than you would for letters, memos, and short reports.
- In a long report, all major points should appear three times: in the body, in the executive summary, and in either the introduction of the conclusion or recommendation.
- Always reread the introduction after you have finished the entire report and make any necessary changes
- Make sure the introduction presents a concise picture of what is to follow. If it doesn't accurately reflect the upcoming ideas, your readers will be annoyed.
- Use descriptive subheads to deliver information to your readers.

Step 5 – Edit and finalize

Research indicates that writers do a better editing job if they rest at least two hours before beginning to edit their own writing. (Twenty-four-hours are even better.) That way, you will be looking at the material with slightly fresher, more objective, eye.

Editing is the key to all good reports. Forty percent of the report process should be spent in this stage. And remember to do a spell-check both manually and electronically. Checklist 6 gives you some questions to ask yourself.

EDITING REPORTS - CHECKLIST

After you have written your formal report, ask yourself:

- ❖ Does the title adequately describe the purpose of the report?
- ❖ Does the executive summary carry the significant highlights without overwhelming the reader with details?
- ❖ Does the introduction explain the purpose of the report?
- ❖ If it is a lengthy report, are all major points discussed three times in the appropriate sections?
- ❖ Did I include all the information the reader has to, and wants to, know? Did I omit everything else?

- Is the information arranged in a logical order?
- Are the figures, names and dates accurate?
- Did I use the passive voice for negative findings and the active voice for recommendations?
- Is my report visually appealing?
- If my audience reads only the headings and subheadings, will they understand the gist of the report?
- Did I use a vocabulary level my primary readers will understand? My secondary readers?
- Did I write sentences that average 15 – 18 words and that require no more than four pieces of punctuation?
- Are the paragraphs less than eight lines long?
- Did I use lists when possible?
- Is the numbering system consistent?
- Did I use connecting words and phrases to move the reader through the material?
- Did I check for grammar errors or misused words?

FORMAT OF A FORMAL REPORT

Formal reports are lengthy, contain information, involve research, and are written for upper management or external use.

Companies and governments use extended formal reports when reports are going to be seen by the public.

THE STRUCTURE OF AN EXTENDED FORMAL REPORT IS AS FOLLOWS:

- Letter of transmittal
- Contents
- Executive summary
- Terms of reference
- Procedure
- Detailed findings
- Conclusions
- Recommendations
- Appendices
- Bibliography

LETTER OF TRANSMITTAL

The letter of transmittal is the letter that accompanies the report. It serves the same purpose as an oral introduction would if you were to deliver the report in person. If the report is prepared for someone within your organization, the letter of transmittal may be written in a memo form.

The letter of transmittal should –

a) begin with the purpose of the letter
b) follow with an overview of the report (if the report includes a separate summary, keep this section brief).
c) acknowledge those who assisted with the study, and
d) thank the authority who requested the report for the opportunity to help.

LETTER OF TRANSMITTAL

Dear Mr Brown

Here is the report you requested on the need for a central library in the town of Crystal.

To obtain this information, I conducted an opinion survey of 600 area residents. I also met with the staff of the three community libraries in the area to discuss their book collections, staffing and space requirements.

The study indicates there is a definite need for a central library in Crystal.

The three head librarians and Ms. Marion Seymour of Technical Services were of particular help to me in organizing my research.

Thank you for the opportunity to conduct this study, Mr Brown. It was both informative and enlightening. Please let me know if you would like to discuss this matter further.

Sincerely,

TITLE PAGE

The title page should be as attractive as possible, as it is usually the first thing the reader sees. It should include:

a) The comprehensive title

b) The name of the person or authority who requested the report

c) The author's name and organization, and

d) The date submitted

CONTENTS PAGE

The contents page is a list of the sections in the report with the related page numbers. If there are more than five graphics in your report, list them in a separate section titled "List of Figures," after the contents page. List the name of the figure (table, graph, or chart) and the page number.

THE EXECUTIVE SUMMARY

The executive summary or synopsis is a précis of the entire report. It is one section you can be assured your audience will read. Keep it short and include only the highlights of the report. Although it is one of the first items appearing in the report, you will find it easier if you write this section last.

THE TERMS OF REFERENCE

This is an introductory part of the report and should clearly say:

a) Who the report is for e.g. OCR Certificate in Administration Group.

b) What the report is about e.g. following office procedures.

c) When the report needs to be presented by e.g. to Certificate Administration Group 20 January …

PROCEDURE

This is where you explain how the information was gathered. You also need to say exactly where you got your information from, and how you got the information. This is where you would also include your methodology if relevant.

FINDINGS

This section of the report should contain the information that you found out as a result of your procedure. You will need to include the facts and figures that have been collected during your report. You can use tables, graphs and charts, if you do, you must remember to describe them e.g. Chart 8 or Appendix 3 shows that 28% of offices meet safety requirements.

CONCLUSIONS

The conclusion is made up of the main findings. This is where you show what you think of the information you have found. Make sure that you clearly show how you come to your conclusions, and that they are based on your findings. Everything in this section is based on the findings and you should not introduce new points at this time.

RECOMMENDATIONS

This is where you must say how the problem can be solved. This must be based on the findings of the report. You can have short term and long-term recommendations; you need to be aware of the implication f your recommendations (financial etc).

APPENDICES

An appendix is the additional information you refer to in the report and wish to conclude as evidence or demonstration of the full findings.

Graphs, tables etc, should be within the findings section if they need to be looked at whilst reading the report. The appendices should only include information that may possibly be referred to out of interest or is needed as evidence.

FORMAT OF A SHORT REPORT

This type of report is divided into 5 sections

1.0 TERMS OF REFERENCE
2.0 PROCEDURES
2.1
2.2
3.0 FINDINGS
3.1 Main Section Heading
3.2 Main section Heading
4.0 CONCLUSIONS
5.0 RECOMMENDATIONS
5.1 First main recommendation
5.2 Second main recommendation

TERMS OF REFERENCE

This section includes:

a) Who asked you to write the report

b) What you should include

c) When it should be submitted

Do not use "I" "you" or "me" in a formal report. Use third person language such as – "The personnel committee requested a report on…"

PROCEDURE

Here the writer outlines the means by which he collected the information.

FINDINGS

In this section the information that has been collected is presented – logical order, usually with the most important point first. Sub-headings are used as shown above to divide the information into logical and easily manageable sections. Facts and figures and graphs and charts are often used in this section. If you use tables, graphs and charts you must remember to describe them.

CONCLUSIONS

This is a summary of the main findings. This must be based on the findings and you should not introduce new points at this time.

RECOMMENDATIONS

Here the writer has to identify the means by which the problem can be resolved. The recommendations must be based on the finding.

The facilitator will give you an example of a Formal Business Report. In the left margin you will find indicators of the important aspects of a business report.

WRITING REPORT ABSTRACTS

TYPES OF ABSTRACTS

There are two types of abstracts: Informational and descriptive.

INFORMATIONAL ABSTRACTS

- Communicate contents of reports
- Include purpose, methods, scope, results, conclusions, and recommendations
- Highlight essential points
- Are short – from a paragraph to a page or two, depending upon the length of the report (10% or less of the report)
- Allow readers to decide whether they want to read the report.

DESCRIPTIVE ABSTRACTS

- Tell what the report contains
- Include purpose, methods, scope, but NOT results, conclusions, and recommendations
- Are always very short – usually under 100 words
- Introduce subject to readers, who must then read the report to learn study results.

QUALITIES OF A GOOD ABSTRACT

An effective abstract

- Uses one or more well-developed paragraphs, which are unified, coherent, concise, and able to stand alone
- Uses an introduction-body-conclusion structure in which the parts of the report are discussed in order: purpose, findings, conclusions, recommendations.

- Follows strictly the chronology of the report
- Provides logical connections between material included
- Adds no new information but simply summarizes the report
- Is intelligible to a wide audience

STEPS FOR WRITING EFFECTIVE REPORT ABSTRACTS

To write an effective report abstract, follow these four steps:

1. Reread your report with the purpose of abstracting in mind. Look specifically for these main parts: purpose, methods, scope, results conclusions and recommendations
2. After you have finished rereading your report, write a rough draft WITHOUT LOOKING BACK AT YOUR REPORT. Consider the main parts of the abstract listed in step #1. Do not merely copy key sentences from your report. You will put in too much or too little information. Do not summarize information in a new way.
3. Revise your rough draft to:
    - Correct weaknesses in organization and coherence,
    - Drop superfluous information,
    - Add important information originally left out,
    - Eliminate wordiness, and
    - Correct errors in grammar and mechanics
4. Carefully proofread your final copy.

Group Formative Exercise 3: Business report

Time Frame: 90 Min

Learning Unit 4: Effective Communication in Meetings

"Communication. It's the first thing we really learn in life. Funny thing is, once we grow up, learn our words and really start talking, the harder it becomes to know what to say, or how to ask for what we really need."

Author Unknown

Effective communication in meetings

Unit Standard	
12433	**Use communication techniques effectively**
Specific Outcomes	
SO2: Lead discussions and chair meetings	
Learning Outcomes	
• **Definition and purpose of meetings** • **Preparation for a meeting** • **Role of chairperson** • **The role of the secretary** • **Notices of meetings** • **Agenda paper** • **How a meeting is conducted**	
Critical Cross-field Outcomes	
• **Identifying** • **Working** • **Organising**	• **Collecting** • **Communicating** • **Demonstrating**

INTRODUCTION

Meetings are very important for the work of any business or organization. They allow for collective decision-making, planning and follow-up, accountability, democracy and other practices that help build a good organization.

If meetings are well structured and run in the correct manner, they can help improve the efficiency of the business or the organization. However, like all organizing tools, meetings can be used badly and end up not serving the purpose that they are supposed to. Meetings can also become places where conflict is played out.

Sometimes we attend too many long meetings, which discuss the same thing over and over again without seeming to move forward. Meetings must have a purpose and should not just be held for the sake of having a meeting.

There must be a need for a meeting and the type of meeting should be structured on what is to be discussed, for example, some meetings could be to discuss policy decisions while others could be to discuss day to day operational issues (practical work).

DEFINITION

A meeting is a gathering of two or more people to discuss matters of mutual concern, and to take and implement any necessary decisions relating to these matters.

PURPOSE OF MEETINGS

The main purpose of meetings is decision making and problem solving. In this way employees have a chance to voice their opinions, which is an important aspect of participatory management.

Meetings should however be conducted in an effective and efficient way to avoid loss of productivity, frustration and conflict. A well-run meeting encourages good business communication and personal contributions.

In order to avoid losing production by consulting all the members every time a decision has to be made in regard to a minor matter, a Managing Committee is normally formed which will be able to speak and act in the name of the organisation and on its behalf in respect of minor matters that can arise in the course of a normal day. For major matters it will still be necessary to convene the general body of members, in order that a decision thereon may be arrived at.

PREPARATION FOR MEETING

In order for you to maximize the impact you have (influence or inspiration or advisory) at a meeting, you need to prepare well. The following grid can be used to prepare for meetings, internal or external. It will only take you ten minutes to complete, but it will elevate your confidence at the meeting. In some instances, you may want to discuss your preparation with your colleague/supervisor to ensure proper preparation.

MEETING PREPARATION SHEET		
Meeting		
Purpose (Owner defined)		
Mandate (What should my influence be? /What should I achieve?)		
Matters from agenda	**My viewpoint and approach** **(According to mandate)**	**Describe decision/outcome to be achieved**
1.		
2.		
3.		
4.		
Checklist		√
1. I have a copy of agenda.		
2. I have a copy of previous minutes, plus comments.		
3. I have my viewpoints and mandate.		
4. I have my presentation and hand-outs.		
5. I have prepared my approach.		

The two most important office bearers at any meeting are the chairperson and the secretary.

CHAIRPERSON

The chairperson plays a key role in a meeting and the success of any meeting depends on the way it is chaired. The chairperson needs certain qualities to fulfil this key role and chair the meeting effectively.

Qualities of a good chairperson

The person elected or nominated to this important office must:

- Have strong leadership qualities
- Be courteous and friendly, with a pleasant personality
- Be tactful and able to use discretion
- Be a leader to keep control of the meeting
- Be patient
- Be a good speaker and communicate well
- Be unbiased and fair in his/her conduct towards members and in decision making

Position Of The Chairperson

The Chairperson of a meeting should always remember that his/her chairmanship of the meeting is dependent upon the willingness of the meeting to accept him/her as their Chairperson. Hence, the authority of the Chairman is derived from the meeting, it is, that there is a tacit undertaking by all those present at the meeting to accept his/her rulings on all points of procedure.

Functions Of The Chairperson At The Commencement Of A Meeting

The Chairperson is the most important person at the meeting and much depends upon the manner in which he/she conducts the meeting and on how he/she conducts himself.

The Chairperson needs to attend to the following matters:

- Ensure that the notice of the meeting is properly constituted.

- Ensure that the notice has been duly issued by the proper authority and that a quorum of members is present. The meeting may be constituted by the Chairman making an announcement to this effect and the meeting may proceed to business.

- Lead and facilitate the meeting based on the agenda and according to principles of fairness and company policy.

From what has been said above, it will be evident that the position of the Chairperson is one of crucial importance. To enable him/her to discharge his/her functions and duties satisfactorily it is essential that he/she have an intimate knowledge of all the activities of the organisation, as well as an understanding of the duties of the Chairperson of a meeting. Only with such knowledge will he/she be able to perform his duties competently and efficiently.

Individual Formative Exercise 4A: Self assessment

Time Frame: 30 Min

THE SECRETARY

Large organisations like companies, government departments and Parliament appoint permanent secretaries to assist the chairperson during meetings. Smaller organisations like sports clubs and community societies elect a secretary in the same way as they elect a chairperson.

Qualities Of A Good Secretary

A good secretary should:

- Be prepared to work hard

- Have a flair for language and an ability to describe proceedings appropriately and correctly

- Be organised and methodical

Functions of The Secretary

The secretary may be said to be the official pen of the body, since the Secretary's function is to issue notices of meetings, to prepare the agenda-paper of all meetings, to write up the minutes, to attend to the correspondence of the organisation and to preserve in suitable files copies of all outgoing letters and all-important documents and papers of the organisation. He/she will also initiate such correspondence, as may be necessary arising from any decision taken at a meeting of the organisation.

The secretary has many important duties during and after the meeting. He or she

- Arranges and prepares the venue for the meeting
- Drafts the notice and agenda and distributes it to members
- Arranges the agenda and other documentation in logical order for the chairperson to use
- Circulates the attendance register for all members to sign
- Notes the starting and closing time of the meeting
- Notes important points of the meeting
- Compiles, types and files the minutes of a meeting, i.e. takes care of administrative work
- Handles the financial matters in the absence of a treasurer
- Counts the votes in the absence of a voting officer
- Sees that the venue is left neat

Preparing and issuing notices of the meetings

The secretary is responsible for drawing up the notice of a meeting and for arranging for copies thereof to be sent out to the members entitled to receive it. In the case of a private meeting it may be advertised by press announcements, posters, handbills and circular letters.

When drawing up the notice, the Secretary will work in close collaboration with the Chairman or President. She will ensure that the correct information is duly included.

Since the convening of meetings must be initiated by the Executive Committee, all notices should bear the following subscription:

"By order of the executive committee" and thereafter should bear the Secretary's signature and the date.

It should be emphasised that the Secretary has no authority to issue a notice of a meeting on his own initiative, he must always act on the instructions of those persons who are endowed with this authority in terms of the Constitution or of the Rules and Regulations of the organisation, or alternatively of the Executive committee.

Preparing the agenda-paper

Every private meeting should have a definite agenda-paper and it will be the duty of the Secretary, after consultation with the Chairperson, to prepare a proper agenda-paper and to arrange for the production of a sufficient number of copies for distribution among the members.

Where the Chairperson is inexperienced, and the proceedings are largely formal, as in the case of an annual general meeting or a meeting convened to consider one item of special business only, it is a good practice for the Secretary to prepare a special Chairman's Copy, on which each motion that is to be moved at the meeting is set out with the appropriate wording, which the Chairperson will use when putting the motion to the meeting.

PREPARING THE MINUTES AFTER THE MEETING

When preparing the minutes of the meeting, the secretary should bear in mind that minutes are the official record of what was decided at the meeting, they are not a record of what was said – that would be a report. An awareness of this distinction will greatly reduce the work of the secretary besides saving time at the meeting at which they are adopted.

HOW A MEETING SHOULD BE CONDUCTED

- ***Notices and Preliminaries***

It is important to recognise that the various customs, conventions and practices that have become traditional in the manner in which meetings are conducted have been built up over a period of many years in the light of the advantages to be derived from their adoption. Furthermore, by following these well-tried protocols and procedures, the office-bearers will be able to justify any particular course of action, which may have to be defended. Subsequent attacks by dissatisfied or irascible members who find it temptingly easy to be "wise after the event" and to criticise the actions of the Executive Committee with the benefit of hindsight.

People in the business need to draft the notices, agendas and minutes of various meetings. Since these are legal documents, care should be taken to use correct terms and reporting. The modern tendency towards informality has resulted in considerable flexibility as to the format.

A notice is sent to everyone who is entitled to be invited to attend the meeting, i.e. a meeting is convened. The intended readers and type of meeting determine whether a formal or an informal layout and style of writing should be used.

The period of notice given is as prescribed in the rules and regulations of the organisation relating to the convening of meetings, or, if there are no such Rules and Regulations, or if they do not deal with the matter, then a reasonable period should be given, giving everyone concerned the opportunity of attending. A period of seven days is usually found to be the best.

It is important that the notice has been properly authorised by the right person(s), as prescribed in the rules and Regulations if any, or by the Executive Committee.

The notice should be definite, that is, it has not been made conditional upon the happening of any other event – such as that the weather is not too cold.

The notice is explicit regarding the day, time and venue of the meeting. The time, when, and the place where the meeting is to be held must be reasonably convenient for all those invited to attend.

The notice gives a clear indication of the business of the meeting, the purpose for which the meeting has been convened, so that a member can decide whether his interest is affected and whether he wishes to attend the meeting or not.

Importance Of The Notice Of The Meeting

If you should consider the above information, it is obvious that the notice of a meeting is very important. Any irregularity in regard to the above-mentioned could have serious consequences: a member who had a valid complaint could, by obtaining a Court Order, have the meeting invalidated and all the business transacted there are declared null and void. It is therefore of great importance that these points in regard to the notice of any given meeting should be carefully observed and scrupulously adhered to.

- ***The Need for An Agenda-Paper***

The word "agenda" in Latin, meaning "the things to be done" and an agenda-paper is a sheet of paper on which the items of business to be dealt with at the meeting are set out in the order in which it is proposed that they should be dealt with.

It is virtually impossible to conduct a meeting in an orderly manner without an agenda-paper. Unless the meeting has been convened to deal with one item of special business only, in such a case there will be no need for an agenda-paper to be drawn up, since everyone present will know the nature of the business to be dealt with. This will have been set out in the notice of the meeting.

It is always practical to supply all those attending with a copy of the agenda-paper.

In the case of a private meeting it is a useful practice, unless the agenda is too long, for it to be included in the notice of the meeting. This not only informs recipients of particulars of the business to be dealt with at the meeting, but also effect a saving in stationery and postage. A further advantage of the practice of including the agenda in the notice of the meeting is that time is saved at the meeting, since everyone present will have received a notice including a copy of the agenda-paper.

Usual order of items in the agenda-paper

Items of business are usually arranged in the agenda-paper in the following order:

1. The appointment of the Chairman, unless there is a regular Chairman.
2. Verification of the correctness of the minutes of the last meeting.
3. Finance and the Treasurer's report regarding the present financial position of the organisation.
4. Reports of any committee that has been appointed.
5. Correspondence.
6. Items of business individually specified.
7. General, that is, any other business that is within the scope of the notice and may therefore be dealt with at the meeting.

The above-mentioned order in which items are set out in the agenda-paper is only a suggestion and if the Chairman thinks that this order should be varied for some reason, this may be done, provided that the meeting agrees to the variation. This approval is important if subsequent disputes regarding the manner in which the meeting was conducted are to be avoided.

It sometimes happens that an agenda-paper omits an item of business that should have been included, but that was left out owing to an oversight. In such a case it is important to ensure that the matter is covered by the notice of the meeting. If it is so covered, the approval of the meeting to its inclusion should be obtained by the Chairman in order to forestall any possibility of a dispute at a later stage. If the item is not covered by the notice, it can only be added to the agenda if all the members of the organisation are present and so agree.

PROCEDURAL POINTS

All members should know meeting procedures. There are a number of points that people use in meetings to ensure that the meetings run smoothly. Often members use these points to assist the chairperson.

The following are procedural points most used in meetings:

- **Point of Order**

It should be used when a member feels that the meeting procedure is not being stuck to and she/he wants the meeting to return to the correct procedure or order. For example, when an individual is speaking totally off the point, another member might ask on a point of order for the speaker to stick to the agenda.

- **Point of Information:**

A member may raise their hand and ask to make point of information (or request information) when it is nor his or her turn to speak. This can enable a member to speak (by putting up his/her hand and asking to speak) when it is not his/her turn to request more information on the matter being discussed or to give more information on a point being discussed.

- **Out of Order:**

When an individual is not sticking to meeting procedures, being rude, interjecting or misbehaving is some way, the chairperson might rule him/her out of order.

- **Protection:**

A speaker who is being harassed when he/she is speaking can ask for the protection of the Chairperson.

- **Quorums:**

This is the minimum number of people who must be present for the meeting to conduct business and take decisions. This number is stated in the organisations constitution. The meeting cannot start until there is a quorum. Always ensure that you have this minimum number of people at a meeting, especially when decisions must be taken. If you do not, and decisions are taken, members who were not present can request that it is re-discussed, meaning that time was wasted.

All these points are called meeting rules or procedures, which are there to try to make meetings more efficient and effective. They should not be over-used just for the sake of it.

PROCESS OF CONDUCTING A MEETING

One: Open the meeting and welcome everyone:

Then go through the agenda step by step.

Two: Those present and apologies:

The apologies of those members not able to attend the meeting are recorded as part of the minutes. Send round an attendance register if there are too many people to just record it in the minutes. Ask if there are any apologies from people who are not there.

Three: Minutes:

Minutes are accurate notes of what is discussed and decided on at meetings. Make sure that the minutes of the previous meeting are circulated to everyone or at least read at the beginning of the meeting.

- Unless the minutes of the previous meeting have been circulated among the members (in which case he/she will ask whether they "may be taken as read") he/she will call upon the Secretary to read them aloud to the meeting, in order that the meeting may confirm that they are an accurate record of the proceedings at that meeting.

- Once the minutes have been read (or taken as read), he/she will ask the meeting whether anyone present will move his or her formal adoption.

- Thereafter, he/she will ask the meeting whether anyone present is willing to second the motion for the adoption of the minutes.

- When the motion for the adoption of the minutes has been proposed and seconded, and upon its being carried by the meeting, the Chairperson will sign them as a correct record. The signature of the Chairperson makes them the official record of the meeting.

Four: Matters arising from the minutes:

This covers points that were discussed at the last meeting, when perhaps someone was asked to do some work or there have been subsequent developments, which now need discussion. A list of these points is drawn from the previous meeting's minutes.

Five: Correspondence (optional):

This means all the letters that have been received by the organization since the last meeting. They can be dealt with in different ways.

If your group does not receive many letters, they could be read out and then discussed. Another way is for the secretary to list them with a brief explanation. The chairperson then goes through the list and suggests action.

If the issue raised in the letter needs decisive action it can be more fully discussed.

Six: New items on the agenda:

Someone must introduce each item on the agenda. The item introduced could be either a discussion or a report.

If it is a discussion, someone is given the job of leading the discussion and making proposals on that particular item.

If it is a report, the person who is reporting should comment on the following:

- Was it a task that was completed?
- what were the problems
- what still needs to be done?

(issue, facts, options, proposal)

Discussion should be to examine a problem or discuss an issue in more detail – get everyone's ideas and points of view on it, arrive at a decision, delegate responsibility for the completion of the task and follow-up to ensure that it is completed.

"Moving the adoption of a motion"

The first speaker on each item of business should conclude his remarks by formally moving the adoption of a carefully worded motion (which should have been prepared beforehand). A copy of the motion should be handed to the Chairperson, who will pass it to the Secretary for inclusion in the minutes of the meeting if the motion is adopted by the meeting.

The Chairperson will ask whether anyone present is willing to second the motion (The purpose of calling of a seconder of the motion is to ascertain whether there is any support for the motion, if there is no-one willing even to second the motion, it is unlikely that there will be sufficient support to warrant proceeding with the discussion. If there is no seconder, the motion will be dropped.) It is probable that the member seconding the motion will wish to state the reasons for his support of the motion. These he should present in a short speech.

Thereafter, discussion on the motion before the meeting (which is now called 'the question') will proceed. At this stage, the Chairperson's task will be to ensure that the various viewpoints expressed at the meeting are fully ventilated, with this object in view he should, as far as possible, arrange for supporting and opposing viewpoints to be presented alternatively. When calling upon members to speak on the motion the Chairperson should, if possible, call on members by name. In this regard, therefore, his function is to regulate the discussion and the sequence of speakers, stopping all private discussions and arguments, and maintaining order so as to ensure a fair hearing for the speaker of the moment.

In this matter of regulating the debate the Chairperson must be seen to be scrupulously impartial, at least in theory, the Chairperson has no views on the question before the meeting. Hence, he should take no part in the discussion (which if he is a member of the organisation, he is fully entitled to do.) If indeed he wishes to participate in the debate, his correct course is, with the approval of the meeting, temporarily to vacate the chair in favour of some other person present. He should realise that, only if he maintains strict impartiality, will he be able to retain the respect of the meeting in his regulation of the proceedings.

"Terminating a discussion"

When the Chairperson is of the opinion that the matter has been sufficiently debated, he should exercise his prerogative of terminating the discussion by declaring his intention to do so, say, after the next speech. In this matter, as in all others, he must ensure that the meeting is in agreement with his action. While every member present has the right to speak once on every motion before the meeting, the member cannot demand that right, and if, in the judgment of the Chairperson, the matter has been adequately ventilated, he should terminate the debate. The Chairperson should always remember that the purpose of the meeting is not to provide an opportunity for everyone present to practice their skills in public speaking – such conduct would turn the meeting into a debating society – but to transact, as expeditiously as possible, the business for which the meeting was convened, while giving adequate opportunity for all viewpoints to be expressed.

"Move to an amendment"

It is possible that, during the course of the debate, a member may wish to move an amendment. In such a case, the chairperson will allow him to do so. An amendment will constitute a variation of the wording of the original motion before the meeting.

"Vote"

When the Chairperson thinks that the "question" before the meeting has been adequately discussed, or when there are no further members wishing to speak on the motion, he will put the matter to the meeting for a decision to be taken by means of a vote.

In order to maintain his position of impartiality, it will be wise for the Chairperson not to exercise his right to vote on the motion before the meeting, even though, if he is a member of the organisation, he is entitled to do so.

Unless it is obvious to everyone that the motion is agreed to by an overwhelming majority, the Chairperson should arrange for the votes to be counted. For this purpose, he should enlist the assistance of the Secretary or of some other person. He will do this to ensure that there can be no doubt about the correctness of the count.

Should the vote be a tie, that is, if the votes cast for and against the motion are equal, the matter can be resolved if the Constitution (if any) or the Rules and Regulations give the Chairperson a "casting vote." The casting vote should not be confused with the Chairpersons vote if he is a member of the organisation, which he should cast at the time when the meeting votes on the motion.

Should the Constitution or the Rules and Regulations not make any provision for the Chairman of a meeting to have a casting vote, there is no way in which the impasse can be resolved. In such a case, the Chairperson should declare that the motion has been lost, since it is generally unwise for a motion to be adopted in the face of so much opposition to it. The Chairperson has a casting vote only if the Constitution or the Rules and Regulations give him this right.

Thereafter, he will direct the attention of the meeting to the next item of business on the agenda-paper, which will be dealt with in the same manner.

Seven: Closure

On the completion of the business of the meeting, as set out in the agenda-paper the Chairperson will thank all those present for their attendance, and declare the meeting ended.

MINUTES OF A MEETING

Definition

Minutes may be defined as a written record of the business transacted at a meeting. They usually take the form of minutes of narration rather than minutes of resolution.

Institute Policy regarding minute taking states that the hand-written manuscript can be destroyed when the minutes have been typed and approved. A mere recording of decisions of a meeting does not give the flavour of the discussion which lead to a decision, therefore, in this case, the manuscript record must not be destroyed.

What are good minutes?

- **Accurate** –The content of the meeting, the topic discussed, and the decisions made are reflected as they were discussed.
- **Clear** – Unless a literal account is required of everything said, the minutes should be a clear, businesslike, and a fair summary of the discussion and the decisions made
- **Concise** – The longer the minutes, the smaller the chance they will have any effect after the meeting. A good recorder summarizes the meeting briefly, without diminishing accuracy and clarity.

- **Timely** – Minutes should be presented to all attendees and other concerned parties as soon as possible, when the meeting is still fresh in their minds and the motivation to carry out decisions is the greatest.

Contents

- Heading:

  -name of meeting

  -kind of meeting

  Location, day, date and start time of meeting

  - Names of those present:

  -name of the Chairman

  -list those present

  -list those "in attendance" i.e. those who are there by invitation and not as members

  -list those who send apologies

- Agreement/approval of minutes of the previous meeting
- Details of any documents or papers tabled for consideration by the members, including the title and author of any such documents (generally these documents would be circulated in advance of the meeting to allow the members an opportunity to consider same):
- Matters arising
- Correspondence
- Presentation of reports
- Items discussed
- Decisions taken

- AOB
- If there was no further business state this and time the meeting concluded.
- Chairman's signature: Following approval of minutes at a subsequent meeting they should be signed and dated by the Chairman. (All previous drafts should be destroyed but having regard to any FOI restrictions).
- Alteration to minutes should either be handwritten with a notation stating at whose request the alteration was made or subsequent redrafting. This should be done prior to the Chairman signing the minutes.
- Date of next meeting

Taking Minutes

1. Obtain the meeting agenda, minutes from the last meeting and any background documents to be discussed. Consider using a tape recorder to ensure accuracy. Use whatever recording method is comfortable for you, a notepad, a laptop computer, a tape recorder, a steno pad or shorthand. It might be a good idea to make sound recordings of important meetings as a backup to your notes. If you are an active participant in the meeting, be prepared! Study the issues to be discussed and have your questions ready ahead of time. If you have to concentrate on gasping the issues while you are making your notes, they won't make any sense to you later.

2. Sit beside the chairperson for convenient clarification or help as the meeting proceeds.

3. Write "Minutes of the meeting of (exact association name)." Prepare an outline based on the agenda ahead of time and leave plenty of white space for notes. By having the topics written down, you can jump right on to a new topic without pause.

4. Record the date, time and place of the meeting.

5. Circulate a sheet of paper for attendees to sign. (This sheet can also help identify speakers by seating arrangement later in the meeting.) If the meeting is an open one, write down only the names of the attendees who have voting right.

6. Note who arrives late or leaves early so that these people can be briefed on what they missed.

7. Write down items in the order in which they are discussed. If item 8 on the agenda is discussed before item 2, keep the old item number but write item 8 in second place.

8. How to record content: Don't make the mistake of recording every single comment. Concentrate on getting the gist of the discussion and taking enough notes to summarise it later. Think in terms of issues discussed, major points and decisions taken. It is advisable to record all necessary information and no more; i.e. the relevant business considered, facts noted, the decision taken and its rational. Your recorded notes should focus on points made for and against a proposal or idea and the reasons to support these points. When recording an item, discussion should be recorded in a manner that gives a precise account of the proceedings of the meetings. Minutes must give the flavour of the discussion which led to a decision being reached. Record points, not people. The minute-taker's focus is on the ideas, arguments and facts being presented.

9. An account of views expressed by each person making a contribution to the discussion should be recorded. While the minutes may summarise the contributions made, any summary should accurately reflect the substance of the contributions made. Where a member specifically requests that their contributions be minuted e.g. where disagreement arises, particular care should be taken to ensure that the minutes accurately reflect the contribution (s) made.

10. It is essential to record the decision made and the person who has responsibility for carrying out that decision. The minutes ideally should record the discussion in such a way that a reader can understand the reasoning behind the decision made by that committee and where alternatives were suggested why these were regarded as unsuitable by the members.

11. Record the motions made and the names of people who originate them.

12. Record whether motions are adopted or rejected, how the vote is taken (by show of hands, voice or other method) and whether the vote is unanimous. For small meetings, write the names of the attendees who approve, oppose and abstain form each motion.

13. Minutes should be written so that they are complete and in sufficient detail to enable a person who was not present at the meeting to fully understand what business was transacted.

What happens after the meeting?

- The recorder finalises the minutes as soon as possible.
- Usually the minutes are then reviewed with the Chair.
- After approval by the Chair, copies of the minutes are forwarded to the attendees and other concerned parties.
- During the next meeting, attendees have the chance to make comments on or request changes in the minutes. If agreement is reached, the minutes are approved and usually signed by the Chair and second person.

Safe keeping of minutes

- Minutes should be retained in accordance with good filing practice in a safe environment
- Final versions of documents and report considered at meetings should be retained with the minutes when it is necessary to have access to them in order to understand the minutes
- Arrangements should be in place to allow the efficient transfer of the formal minutes to a new staff member or new secretary of the Committee/Authority
- Minutes, being a record of what was done, i.e decided, should be written in the past tense
- Initial drafts of minutes should not normally be retained

Group Formative Exercise 4B: Conduct a meeting

Time Frame: 120 Min

Learning Unit 5: Presentation Skills

" Skill in the art of communication is crucial to a leader's success. He can accomplish nothing unless he can communicate effectively."

Norman Allen

Presentation Skills

Unit Standard	
12433	**Use communication techniques effectively**
Specific Outcomes	
SO 4: Deliver presentations	
Learning Outcomes	
• **Process of constructing a presentation** • **Delivering a presentation** • **Using accompanying materials with presentations**	
Critical Cross-field Outcomes	
• **Working** • **Organizing** • **Demonstrating**	• **Science**

INTRODUCTION

It is inevitable that at some time you will be faced with the challenge of giving a presentation or a speech. The more successful you are, the more frequently this will arise; the better you present, the more successful you will become. The ways and means of compiling and delivering excellent presentations are not a secret, passed down from father to son.

As you will see in our time together, it is not difficult to learn what is needed. It is indeed a little more challenging to perfect the skills (to ride the bicycle with ease and grace), but you could take comfort from the fact that whatever effort you choose to put into practising will be rewarded with enhanced capability and recognition of this growth by important people in your life and career.

Definition

A presentation is not a speech, nor is it a training session; it falls between these two. We tend to think of a speech as an occasion for someone to stand up in public and make an announcement or say a "few kind words" in a tribute or a dedication. Politicians make speeches. Presentations, however, are speeches that are delivered in a business, technical, professional or scientific environment, usually accompanied by the use of visual aids. The topic of a presentation, as we will describe later in more detail, is likely to be one of: persuading, challenging, informing, instructing or delivering bad news. The members of the audience are likely to belong to the same organisation or have similar professional interests as yourself. Training, by contrast, is a presentation with a focus on learning by means of modifying in some way the participants' knowledge, skills or attitudes.

The importance of presentations

Being able to give a good presentation is an indispensable part of a successful career. As soon as one achieves a level of authority in an organisation, it becomes necessary to develop subordinates and to motivate and manage performance. At higher levels one has the opportunity to present new ideas and to influence products, processes, policies, procedures and strategies within the company. It is a well-known fact that giving speeches and presentations is something that fills many people with fear, but the best medicine for such fright is the confidence that arises from having thoroughly prepared and practised beforehand. In this course you will learn how to prepare and deliver an excellent presentation.

Watch the DVD clip showing a person delivering a presentation. Reflect on the following questions.

1. What makes this presentation a good one?

2. Are there factors that you can identify that affect the quality of the presentation?

Have you ever delivered a presentation to a group of people? If you have, complete the self assessment to assess your current level of presentation skills.

Self-assessment

Do this assessment to get a baseline measurement of your current level of presentation skills. It will enable you to recognise where to focus your improvement effort, that is, what to do differently in the future.

	Always				Never
1. I identify my objectives for planning a presentation.	5	4	3	2	1
2. I analyse my audience's objectives and needs.	5	4	3	2	1
3. I formulate a few main ideas around which the presentation will be built.	5	4	3	2	1
4. I build in supporting arguments for each main idea.	5	4	3	2	1
5. I include a preview before and a review after the main ideas are presented.	5	4	3	2	1
6. The introduction is designed to get immediate attention.	5	4	3	2	1
7. I memorise my opening sentences in order to make a strong start.	5	4	3	2	1
8. I check all equipment before the presentation.	5	4	3	2	1
9. The visual aids I create are simple, easy to read and have impact.	5	4	3	2	1
10. I present benefits clearly and persuasively.	5	4	3	2	1
11. I speak with enthusiasm and energy.	5	4	3	2	1
12. I practise beforehand so as not to be dependent on my notes.	5	4	3	2	1
13. My notes are bullet points to prevent me reading from them.	5	4	3	2	1
14. I anticipate possible answers and rehearse my responses to them.	5	4	3	2	1
15. I keep eye contact with members of the audience.	5	4	3	2	1
16. I use natural body language and gestures.	5	4	3	2	1
17. I speak clearly and vary the tone and speed of what I am saying.	5	4	3	2	1
18. I monitor my own performance for unwanted behaviour.	5	4	3	2	1
19. The close contains not only a summary but also a motivational statement	5	4	3	2	1

20. I control nervousness by deliberately relaxing.	5	4	3	2	1
TOTAL SCORE					

Adapted from Steve Mandel © 1993

Scoring:

If you scored between 80 and 100, you are already an excellent speaker. Please continue to ensure your presentations fulfil your own high standards.

If your score was between 60 and 80, you could become a very effective speaker.

If your score was between 40 and 60, there will be many ideas on this course which you could use.

If your score was between 30 and 40, following some new ideas will make a big difference to you.

If your score was below 30 – there is a lot of work to be done – you can choose to start now!

Preparation: Preliminary Analysis

- **Identifying your own objectives**

If you are not clear about what you want to accomplish with your presentation, you are guaranteed to produce a vague and embarrassingly inept performance. **Define what you want your audience to do as a result of your presentation.** There are five main purposes for the presentation

- Persuading: influencing opinions/ urge people to adopt a certain line of action
- Challenging: reveal what people must face up to / dare to do
- Informing: update people with news / facts
- Teaching: Training or coaching, giving instruction
- Giving bad news: reveal bad news

…… yet your objective will still be that they do something as a result of attending the presentation. Specifically, what do you want to achieve?

Try to narrow down your objective to one single strong sentence – that spell out exactly what it is that you want to achieve.

- **Identifying your audience's objectives**

For this try and get inside the mind of your audience.

It appears that a large crowd of people packed together in one place achieves two important results that still cannot be so well achieved by any other means: the affirmation of unity and solidarity, and the acclamation of leadership. This is not true of small gatherings, but as they grow larger it becomes more and more true. A really large audience is not, for most practical purposes, a place for detailed and reasoned argument. The more people there are, the smaller the proportion whose knowledge, experience, intelligence and interest are at the right level, and the harder it is for the argument to be comprehensible and relevant to any but a few. So, you have to appeal not to the diverse minds but to the common emotions – hopes and fears, elation and aggression, admiration and contempt, shared experiences and shared aspirations.

When you get so many people together, you are not dealing with the intellectual differences of the individual but with the biological identity of the species. In an audience, we discover our group identity and we accord special prominence and respect to those who lead us to the discovery.

In order to pitch your presentation at the right level and to establish the appropriate language level, you need to identify the type of audience that you will be addressing. Can you speak in a language that is understood by the audience? This is a question you should ask yourself before every lecture. Audience language means- 'words that the audience use and understand'.

If your audience prefers pictures and simple language, give them exactly that. Other audiences, are familiar with technical words, so pitch your lecture at their level of understanding otherwise they may think you are insulting their intelligence.

The characteristics of the audience are extremely important:

- Size of the audience.
- Gender.
- Age.
- Culture.
- Ethnic background.

- Political and religious beliefs.
- Corporate culture.
- Status and titles

Why is the audience there? Why must they attend the lecture?

- Obligation - Sometimes we are required to attend lectures or meetings at which we are forced to take a passive role.
- To be entertained – Some organisations use speakers more for their entertainment than content value.
- To learn – Half the battle is won if you know that the audience is hungry for information.
- To pass time – Attending a lecture is often a way of passing time.
- To network – Anyone who has attended an industry conference knows that, for most delegates, the lectures tend to be secondary to the networking opportunities.
- To impress – Some members use the occasion not to listen and learn but as an arena in which to be noticed.
- To manipulate politically – Some will attend and shamelessly try to sabotage your platform for the sake of scoring political points.

Finally, you should be able to formulate another key sentence – the one which expresses the final impression you want to leave in the mind of your audience when the presentation ends.

The following questions might be helpful.

- What are they thinking about the subject?
- To be quite basic, how much do they already know about the subject – what is their level of technical interest and understanding? You will have to go into more details and explanations if they are relatively unfamiliar with what you are going to talk about.
- Why would they attend?
- What's in it for them?
- If you try and look through their eyes, would they be attending with an expectation of you which you are not yet prepared for or able to meet?
- How interested would they be in your objective?

- What values do members of your audience hold?
- What is important to them? Be careful if you are trying to transfer a tried and tested presentation into a new type of audience.
- What needs do you believe the audience has?
- What internal political or financial constraints will limit their capacity to get involved with your proposals?
- Do they have a budget to finance the recommendations you are going to make?
- What do they think of you, as a result of previous interaction with you? Is there anything you must make sure to do differently?
- How many will be attending, that is, what size of group will you be addressing, and what will the venue be like?

Exercise

Think of your presentation. Identify your objectives (what you want your audience to do afterwards) and those of your audience (what they want to get out of it.)
Your objectives
Your audience's objectives

- **Planning for the duration of the presentation**

A lecturer may ask himself "how long does the subject need?", but a presenter need to ask "How long can the audience spare?"

Most people are worried that they will not have enough to say. There seems to be some sort of guilt about giving short measure. Consequently, the great danger at this stage is of having too much to say.

In planning it could be helpful to mark the paragraphs of your script with A, B, C in terms of importance. Should your time run out you can easily cut the "C" paragraphs without sacrificing critical contents.

In planning your time keep in mind that the use of visual aids will "spread" your timing.

A presentation that runs too long upsets everybody. Should you not plan correctly, and your presentation is too long, you will find yourself going too fast, cutting on interesting, but less essential parts and consequently making the whole presentation more indigestible.

- **Selecting techniques most applicable for the specific type of presentation**

A lecturer should not rely on a sole method of instruction. A well-structured lecture would have more than one method of delivery. Remember that variety is necessary, but don't go overboard.

A Presenter on the other hand should not use more than two methods / techniques for presentation as this could confuse the audience and take up too much time.

The experienced lecturer/ presenter will be able to look at a topic and decide on a number of methods that can be used independently, or in combination, for maximum benefit to the delegate.

The presenter must make the decision on which method to use of instructions based on the delegate's requirements and not on what the presenter feels like doing.

LECTURE TYPE

- Referred to as 'talking to' or 'talking at' a group.
- To be effective, presenters need to be on top of things at all times and to be interesting and amusing to the audience.
- A significant advantage of lecturing is that the lecture time can be judged to the last minute.
- The presenter must be aware of the audience at all times.
- The lecture does not allow for any form of immediate evaluation.
- No two-way communication between presenter and audience.

Facilitation

- Similar to lecture except that facilitator encourages some group participation.
- Common in adult training, facilitator relies on participant experiences to generate some discussion.
- Questions are encouraged.
- This form of lecture should allow some evaluation at the end.
- This method of instruction is extremely efficient.
- When preparing allow sufficient time for group participation.

Roleplays

- Involves the presenter and the group.
- Design a simple script about the situation the participant my be placed in.
- Get group members to act out the situation in identified positions.
- Participants do most of the work, this gives commitment to follow the role play.
- Make show fast moving and get everyone involved.
- Hold a debriefing session after the role-play exercise is finished.
- Gives everyone feedback on the process and highlight important points or issues.

Group Discussion

- Structured discussion:

♦ Discussion between participants to meet set objectives.

♦ Group input gives more motivation to meet objectives.

♦ Participants responsible for setting the agenda.

- Open forum discussion:

♦ Unstructured discussion.

♦ Used two voice opinions or vent frustrations.

♦ Ground rules must be set before the discussion starts.

♦ Beware of dominant persons who tend to do all the talking.

- Panel discussion:

♦ Almost like a lecture, does not allow a great deal of participant input.

♦ Panel is made up of a group of topic experts each with their own sub topic.

♦ Starts at a logical point and builds on the previous topic, all topics being related.

♦ To be effective, mixed with a question and answer method.

SIMULATIONS

- Used for team-building exercises.
- Complex structure that requires more participant input.
- Break group into smaller teams with different exercises.
- Groups are placed into situations where they must solve problems or build on visions.
- Groups must present their findings and results to all the participants.
- Simulations are used for training of individuals.
- Used to give flight and driving training.
- Complex and expensive to set up.

STUDENT PRACTICE

- Should be allowed after method of instruction.
- This is the most effective form of practice and ultimately the most important evaluation.

Exercise

Think of your presentation. Identify which techniques will you put to best use in your specific presentation and indicate why this is your choice.

Preparing the presentation

- **Preparation for the different types of presentations**

We said earlier that presentations tend to fall into 5 broad categories. Preparation of script will differ –depending on the type of presentation that you intend to do.

➢ ***Persuasion***

This type of presentation is designed to influence opinions or urge people to adopt a certain line of action. It could contain the following elements:

- Dramatic facts or statistics to grab attention
- Negative scenario if nothing changes
- Positive scenario if change happens
- Your main ideas (the change which is required) and their supporting arguments
- Anticipated objections and your responses to them
- Description of desired future
- Action plan

➢ ***Challenge***

This type of presentation reveals what people must face up to or dare to do or significantly improve. It could contain the following elements:

- Description of the current situation, in detail as graphic and vivid as possible.
- Vision of the desired future, equally as bright and clear
- Steps to be taken
- Action plan

➢ ***Information***

People need to be updated with news, facts, figures, decisions and many other types of information. Such a presentation could contain the following elements:

- Overview of the topic (tell them what you're going to tell them)

- Main ideas and the supporting arguments (tell them)
- Relevance to the audience (Radio WII fm)
- Summary and conclusion (tell them what you've just told them)

➢ ***Instruction***

This type of presentation is similar to a training or coaching session. Such a presentation could contain the following elements:

- Outcomes
- Learning content delivered in small chunks for easier assimilation and in a logical sequence
- If skills are involved, demonstrate them
- Allow adequate time for practice
- Give feedback during the practising
- Check understanding by asking participants to re-phrase, demonstrate, give their own examples or to prove understanding by any means other than your asking: Do you understand?
- Test against the outcomes
- Indicate in what way their learning is to be used after the presentation.

➢ ***Bad news***

If people have to hear bad news, bear in mind:

- Head straight in, don't beat about the bush
- Be accurate and truthful
- Recognise that what you are saying may cause sorrow, anguish, fear and/or anger and let them know that you acknowledged this
- Outline the way forward and any genuine good news on the horizon
- Be encouraging and supportive

Question: Of the five types of presentation outlined above, which kind is the one you are working on now?	

- **Preparing the script**

➢ **Know your topic**

When faced with the task of giving a presentation, the first step you need to take in your preparation is to do research. Whether you are an expert in the subject or know only a little about it, you need to do some research to come up with the right material for your lecture.

Researching Involves:

- Identifying sources of information.
- Going to the library.
- Meeting people.
- Watching videos.
- Listening to tapes.
- Reading Reports.
- Internet.

Before starting the research, consider the following points:

- How much do I know about the subject?
- Who is the audience?
- What is the time allocated?
- Decide on the content

➢ **Writing the script**

Don't try to achieve perfection, because you may never be satisfied with any of the results and end up spending more time than you anticipated without achieving the goals. However, this should not be an excuse for a poor presentation. Do make sure that you have some extra time available in your schedule for last minute changes such as a new idea, which may come to light, after you've written your script.

Now that you know what to include, it is time to start writing a script for your presentation. You may decide to read the script or memorise it, depending on your skills and abilities. Whatever you choose to do, it is very important to write a script – when writing something down, it is easier for you to establish your weaknesses or mistakes and try to correct them. Having a script helps you avoid improvising in your lecture, which is a dangerous risk to take as a presenter, experienced or not.

When all the changes are complete, you will have the final script of your presentation. It is now up to you to familiarise yourself with the script and learn it off by heart if you are intending to give the lecture as a talk with cue cards. Whatever you decide to do, try to be as natural as possible when you are presenting. Now the words are ready, it is time to back them up with some pictures, posters or slides.

A presentation plan is an essential piece of equipment for the presenter. It serves to guide you in the correct sequence and ensures that all relevant material is covered during the presentation.

It provides a check to see if objectives are being met, if relevant. It can be checked by others to see if the lecture plan and objectives are both working in the same direction and not against each other.

Tips for script writing:

Consider the following when writing your script.

Written vs Spoken language	➢ Keep the use of language simple ➢ Written language is more informal ➢ Keep it understandable and let the use of words make the statements you would like it to ➢ Spoken languages do not use the third person – but he first e.g. The user will…, vs You will… ➢ Do not use words that sounds oddly formal, stilted or literary ➢ Keep the sentences short!
Word order	➢ When reading you can go at your own pace, you can go back and pause to consider. When listening to a presentation this is not possible. Therefore, information should not only be

	delivered clearly, but also in the best order for assimilation e.g. "Socrates, Dickson, Henry V, King Leo and John Beckham all had beards" vs Socrates had a beard, so had ……
Signposting	➢ For the same reason as above, one should avoid listing many events without giving proper time for assimilation. Eg. John Craft climbed the Himalayas, rowed the Atlantic, crossed the Saharan Dessert, run from Paris to Hamburg and shot the Niagara Falls on canoe – all in one year. ➢ Allow space between the activities for it to be assimilated.
Plant your facts	➢ The rhetorical question could be put to good use to "dig a whole to plant a fact into". It's easier to remember a fact if you wanted to know it – than just being presented with it. Eg. "That flat rock is probably where Honnibal spend his third night, because Livy says they made about five miles on the third day and John said they camped on a high flat rock" vs "Now we can work out where Honnibal spend his third night. Levi said they made about five miles and John indicated that they camped on a high flat rock… by now your audience are ready to put it together.
Avoid abstract nouns	➢ Because your audience does not have the opportunity to stop and go back to a sentence, one should keep the language simple. Use concrete nouns rather than abstract nouns. Abstract nouns might be impressive in writing, but could be an obstacle to understanding in spoken language, e.g. "we will give special attention to the provision of adequate sound reception facilities" vs "we will make sure that you can hear it properly"
Use of examples and analogy	➢ A well-chosen parallel / example form within the audience's experience is often worth more than visual aids or lengthy explanations.
Different levels of knowledge	➢ When you write an article for a journal, readers will read it at the pace at which they can assimilate it – some fast, some slow and attentively and some just glance through it. This poses a challenge to the presenter – if you suspect that most of your

	audience will be knowledgeable about what you have to say, you would still have to provide basics for the part that is not informed and visa versa ➢ In doing so never over-estimate your audience's knowledge and never under-estimate their intelligence. ➢ Drop background/ basic facts casually and inoffensively, rather than lining it up formally, e.g. "Nelson Mandela was the first president of South Africa post apartheid. Prior to that he was held captive on Robbin Island for 27 years on treason charges. He managed to lead the post Apartheid South Africa through a period of transformation. At the same time, he managed to re-establish our international trade opportunities." Vs "What a remarkable man Mr Mandela is. After having been held captive for 27 years, he managed to, as president of South Africa, lead the country through transformation whilst re-establishing the international trade links. "

- **Main ideas**

It is fine to start with the body of the presentation first and do the introduction and conclusion later because, once your ideas are developed, you will know what it is you are introducing and concluding! Keeping in mind what it is you want people to do after your presentation, make a list of important ideas in achieving your objective. Categorise your list into main ideas, others which support them, and ideas which can be discarded. Two to five main ideas will be enough.

Support each main idea with a few supportive comments. These may be explanations, research data, anecdotes or other relevant ideas which add substance and merit to the main ideas.

You are telling your audience a story, and it is important to repeat the main points, for them to remember, throughout the lecture. Use the following guidelines:

- Every point must have a clear beginning, middle and end to it.
- Smooth transition from one point to the next.
- Audience will absorb a limited amount of information, don't data overload.
- Jokes must be highly relevant.
- Avoid the use of unnecessary words.

- Phrase your ideas in the form of questions.
- Use appropriate analogies and things of an interesting nature.
- Maintain the level of energy and enthusiasm.
- Summarise regularly.
- Fit contents within the allocated time.

Exercise

Bearing in mind the objectives you identified earlier, brainstorm some main ideas and then supporting ideas for your future presentation.	
Main ideas	**Supporting arguments for each main idea**

Introduction and conclusion

Now that you know what your presentation is about, you are in a position to introduce and to conclude it!

In your *introduction* you have to grab the interest and attention of your audience, (However you should also try to space out additional attention-getters approximately every 10 minutes in the body of your presentation in order to keep both interest and your listeners alive.) The fact is that every speaker needs some sort of acceptance from the audience: if they are to accept what you say, they need some grounds for believing that

- your in most ways the same sort of person as them

and that you will present new and interesting perspectives/ information on the topic

Structure your introduction as follow:

- **Introduction**

The introduction must consist of the following key points:

- **Greeting.**
- **Capture the audience attention**: Start with something interesting or unexpected, like:
    - Humour.
    - Anecdote.
    - Short story.
    - Statistics.
    - Shocking facts / allegation.
    - Quotation
    - Relevant example or illustration
- **Motivate the audience to listen to you** – Opportunity statement: Give the reasons why they have to listen to you and how they may benefit from the lecture.
    - What is in it for them?

- **Introduce your topic.** This is a short summary of the content of the lecture.

- Must be logical.
- What can they expect?

- **Logical transition to the message**.

- **The conclusion**

Your *conclusion* must not introduce new material or ideas. It is a wrap-up of what has gone before – the same ideas but perhaps expressed in different words.

Hillaire Belloc's famous words: ***Tell them what you're going to tell them, then tell them, and then tell them that you've told them.***

It must clearly summarise the main argument, reinforce the benefits and remind your audience of the first step of the action plan. Try to find a punchy ending for your closing words.

Your closing will include the conclusion, that is, the summary of your argument. However, try to find an inspiring, challenging or moving phrase or sentence as a last thought which also encapsulates whatever it is you originally wanted people to do as a result of attending your presentation.

Hold the silence after your last word, without stepping down or away. Wait for and enjoy the applause and acknowledge it with a simple: Thank you.

Don't bow even though you may experience a peculiar desire to do so!

Exercise: Formulate the introduction and the conclusion for your presentation.

Accompanying materials

All presenters must realise that if the same aids or none are used all the time, it can build a barrier to transmitting the message. The specific aid should also complement the objective of the presentation. Many types of presentation media are available. Frequently, the choice should not simply be which **one** to select but which **ones** to select.

- ***Handouts***

- Written handouts provide something for your listeners to take away. They also offer the opportunity to reinforce the objectives and the benefits of your presentation. They could carry your business branding, other marketing information, and supporting data which might not fit comfortably into your visual aids.
  - Lecture medium most frequently used.
  - Can be used by itself or with any other lecture media.
  - Handouts are valuable to provide information during the lecture or as a resource later.
  - Handouts eliminate the necessity for extensive note taking by the audience.
  - People not able to attend can obtain the handouts and catch up on what they missed.
  - The material can be produced economically, distributed easily, updated or revised periodically, and used to display still visuals.
  - The audience reading handouts during a lecture may become a limitation as they focus on the printed material instead of the presenter.
  - Page turning may be distracting to both the speaker and audience.
  - The audience may decide that attendance during the lecture is unnecessary and they take a handout and leave.

- ***Flip chart***

- Use dark colours
- Vary the colours on a page, for example, alternate down the page
- Can be made in a wide variety of sizes.
- Can be displayed throughout the lecture.
- Can be made before the lecture and carried into the lecture for use.
- No special equipment is required – other than a place to display the material.
- Can also be developed during the lecture.
- Is appropriate for smaller audiences.
- Writing or printing must be large to be legible from a distance.

- ***Own notes***

- What works for you? A mind map is best, as it is colourful, has all essential information on it, shows the whole direction of the presentation, and enhances rehearsal and recall.

Otherwise use small cards. Don't use A4 pages as they are too big and clumsy and noisy.

- ***Computer Based Media***

- Very professional show in full colour.
- Computer generated slides are displayed directly on a screen or projected for viewing by larger groups.
- A mouse-controlled pointer on the computer screen will focus audience's attention on a specific point on the screen.
- Animation can be built in.
- Information may be modified spontaneously.
- The main limitation of a computer based show is high cost, the expense of hardware / software and peripherals.
- Equipment is not readily available.
- Lectures are relatively inflexible.

- **GAMES**
  - Can be very simple or very complex.
  - Games are competitive and relate directly to the task involved.
  - Games should not identify winners and losers but should identify a variety of thoughts and ideas and show how others may use them.
  - Games are used to develop and improve skills

- **DVD AND FILMS**
  - Used as support for the presenter.
  - Should not be used as the sole method of instruction.
  - Use with a question and answer session.
  - Used to reinforce the main points.
  - Use relevant video and film occasionally to provide a change of pace.
  - Must be relevant, cover the required points and not be out dated.
  - Should complement the session.

- **PRE-PREPARATION MATERIAL**
  - Student reading before or during a course can be extremely relevant to group discussions and exercises – foundation knowledge.
  - When a new product is launched – send brochures with invitation.

Exercise: Preparation of accompanying materials

Prepare the materials which you want to accompany your presentation.

Delivery: Personal conduct

Appropriate dress for the occasion

- Clothes which fit well and are not too tight. Check in a mirror that they hang well.
- As crease-resistant as possible.
- Subtle rather than flashy accessories.
- Ensure that accessories will not distract the attention from your presentation.

Making a striking impression in delivery

The actual delivery of the presentation is not something that one can teach in a book. For most presenters the chief problem is to overcome the speakers rigidity: you must often have seen how someone who talks in an animated, interesting and persuasive manner suddenly becomes wooden and monotonous when he/ she steps onto the platform. It could be helpful if you think of addressing the audience as a single person. The aim would be to use the same movements of the face, head and body, the same range of vocal pitch and volume, the same gestures, the same pace and pauses as if you are talking to a couple of friends over a drink. You have the characteristic to do this – just remove the barriers that is keeping you from doing it naturally.

- ***Dealing with nervousness***

Everybody gets the "jitters" and some people verge on terminal panic at the prospect of speaking in public. The following ideas will help you.

- Breathe in – consciously imagine some relaxing scene – breathe out.

- Be yourself and speak from your own convictions.
- Take the perspective that you are going to have a conversation with a few friends. It is the idea of a formal presentation that frightens one most.
- Be prepared – have your materials ready.
- Know your material sufficiently well as not to have to cling desperately to your notes.
- Take a few steps towards the audience, backwards and side to side.
- Mentally rehearse the layout of the room, walking to the stand, looking at the audience and being relaxed.
- Know your first 4 or 5 sentences by heart.

> ***Starting of…***

- People remember the beginning and the end of a presentation. If you do not open and close with impact, your presentation will slide into the big black hole somewhere in the universe where low-grade presentations go to die. Once your audience has decided it is not really worth listening, it is hard to get them back. Prevention is very much easier than cure.
- Stand a few steps away from the person introducing you, so that you are ready to step up to the podium.
- Hold a silence of a few seconds before starting – it focuses people's attention on you and gives you time to remember your opening lines.
- Make eye contact straight away and include everyone in the room.
- Control your opening words so that they project at a lower pitch than normal, as compensation for the likelihood that anxiety will raise the pitch of your voice.

> **Speaking clearly**

Ways of speaking clearly and interestingly include the following aspects:

- Show enthusiasm and energy, varying your voice and looking into the audience's eyes.
- Try to use a conversational style as if you were talking to people individually.
- Listen to yourself and be aware of how and what you are saying, so that you can self-correct as soon as you notice you have become too slow, or too fast, or too quiet, or too loud, and

so on. Check also for the natural rise and fall in the tone of your voice – people tend to adopt a strange monotone when anxious.

- If you can hear stress in your voice, pause and relax and slow down your breathing.
- You need to know if the people at the back can hear you – ask them – and then keep up that level of volume.
- Don't read the audience a paper. Speak to them!
- Avoid physical mannerisms such as touching your ears or scratching your nose.
- Avoid verbal mannerisms such as "the thing is", "with regard to this", "ok"…
- Don't turn away or look down when you speak and as such let your words disappear.
- Do not drop the end of your sentences.

➢ **Body language**

➢ Keep in eye contact with people in the room. This may necessitate looking far to your left or to your right. Eye contact connects you with everyone. You will have noticed in the past how awkward it is to talk to someone wearing very dark or reflective sunglasses. It breaks the communication flow. Allow 1 to 3 seconds of eye contact per person, that is, enough to connect with him or her but not enough to make them feel "picked on."

➢ Don't stand stiffly but allow your hands and body to move in a natural way. Natural hand gestures as you would use in ordinary conversation are equally normal in this situation.

➢ Also move a few steps forward and backwards, and sideways. Be aware of any cables or other obstacles before doing so! The audience will follow your movements, which will help them to stay focused on what you are saying.

➢ Gesture need to be natural, appropriate and varied. It is normal behaviour to walk and easily swinging your arms at your sides, so do it, since this will relax you. For some reason we become self-conscious of our hands when speaking to an audience, but hand gestures are helpful to involve the audience and to appear relaxed. Variety is however the key, since repetitive motions become noticeable.

➢ Facial expressions should be genuine and appropriate. Variety and smiles help you and your audience to connect. Smiling also puts more life into your face and eyes. Be aware of distracting mannerisms.

- Speak with emphasis and energy. Your voice should have four main qualities. (1) Being loud enough to be heard by the entire audience, (2) Clear and easy to hear (3) Expressive – support the message that you are transferring (4) Enjoyable – good to listen to. Speak a little louder than normal. Demand attention by varying volume, tone (pitch) of voice and speaking rate.
- Use pauses to deliberately draw attention to key concepts. Pause to give yourself and the audience time to think about what was said.
- Avoid:
    - Putting your hands in your pockets
    - The handcuffs behind your back
    - Crossing your arms
    - The fig leaf position
    - Language that can offend your audience
    - Wringing your hands and cracking your fingers and twisting your rings and clicking your ball pen and jingling your keys

Answering questions

Announce at the beginning when you would like the audience to ask questions – at the end or during the presentation.

The more the audience has understood, the more questions they will ask. A sure sign that people are still grappling with your ideas is that they are not yet ready to ask questions. This is because they have not yet seen enough of the picture to recognise where the gaps in their understanding lie. Questions, therefore, are a good thing.

When you listen to questions, look at the person asking it, in order to grasp more of the issues than just the words (words constitute only 7 percent of a message). Give the person enough time to finish his question.

You might find yourself tempted to change your body language when answering questions. Observe whether you have changed from exuding confidence to presenting uncertainty and anxiety and choose which you would prefer to project. Don't rub your hands together nervously, but keep relaxed.

Remember that, in your preparation, you tried to anticipate what questions might be asked. If you have prepared for the worst, everything else will seem easy.

If you receive a question which is complicated and confusing, re-state it more simply to check that your intended answer will be on the right track. This process also defuses any hostility which might have been present and gives you more time to get your answer ready.

If you think people in the back row did not hear the question, repeat it for their benefit. This also gives you more thinking time.

Be honest. It is perfectly obvious to the audience when you are lying or ducking and diving around an issue. If you don't know, say so and state when and how you will supply the information.

Remember to keep eye contact with everybody and not just with the person who asked the question.

Exercise

✍ Consider your presentation. What type of questions do you expect from your audience?

Delivery: Venue and Equipment

Preparing the room

You do not always have the privilege to have full input into your venue/ environment but be aware of the ideal environment. Perhaps you can make minor changes, even if you cannot select or change the entire setting.

There are several types of places where you may find yourself giving a presentation. You may not find the environment perfect, but try to look for the most appropriate under the circumstances:

- Large enough to fit all the people invited or expected to attend.
- Temperature control is working properly. Set the room temperature at about 21°C.
- Be early and check all equipment (power supply, cleanliness of overhead projector glass, flip chart paper and pens)
- All the seats are positioned in such way that no one has to break their neck in order to see the visual aids.
- Enough space is provided for visual aids.
- The lighting is controllable or set at a level that can be seen.
- The room has sufficient power points strategically located to the electrical equipment you may want to use.
- The acoustics are suitable for the presentation.

Using equipment properly

Producing effective training aids is only half the battle. You also have to use them effectively.

Flipcharts

- ➢ Practice writing clearly and find out what size the letters should be in order to be readable at the maximum distance.
- ➢ Don't feel pressurized that people are watching you and scrawl illegibly. Take your time and write neatly.
- ➢ Don't be afraid to involve the group in the correct spelling of names, words or places.
- ➢ Use several colours of pens for variety and "readability."
- ➢ Don't talk as you write.
- ➢ Use numbers, symbols, circles and underlines to help separate ideas and highlight key points.

On-screen presentation

- If you are projecting directly off a laptop onto a screen, ensure you know how to get your laptop to project when connected to the specific equipment at the venue. Also know how to go backwards and how to omit slides from the presentation but not from the file itself.

DVD

- Preview the DVD layer again just prior to using it in the presentation.
- "Cue" DVD's so they are "ready to roll" when used, rather than causing the participants to view several minutes of countdown.
- Provide an appropriate level of lighting which allows participants to take notes if they wish.
- Play the DVD at an appropriate volume.
- Pause the DVD at key points to encourage discussion as a means of keeping viewers actively involved.

Handouts

- You will have to decide the most opportune time to give them out – before, during or after your presentation. Remember that people will examine them and go through them when they receive them, so don't keep talking at that time.

Closing tips on using audio-visuals effectively

- Don't let your audio-visuals interfere with your presentation. Thus:
    - don't bring it out until you're ready to use it
    - get rid of it when you've finished using it.
- Know your visuals. This keeps the element of surprise away!
- Test any equipment you may be using.
- Don't stand between your visuals and the participants. Stand to one side and use a pointer.
- Don't pass samples or other objects around while you're talking, or you may end up competing with yourself.

Individual Formative Exercise 5: Deliver a presentation

Time Frame: 120 Min

S1 Summative Assessment:

Part Two

Learning Unit 1: Introduction to teams

"TEAM = Together Everyone Achieves More"

Introduction to teams

Unit Standard	
252037	Build teams to achieve goals and objectives
Specific Outcomes	
SO 1: Demonstrate knowledge and insight into the theory of teams and the importance of teams in workplace activities.	
Learning Outcomes	
• **The difference between groups and teams** • **Types of teams**	
Critical Cross-field Outcomes	
• Identifying • Working • Collecting • Demonstrating	

Introduction

Teams are part of the heart of any organisation. Businesses have recognized the value of teamwork and as a result work teams have emerged as an industrious way to get projects complete. Teams have become a staple in most organisations because they have proven to have a high rate of success and have many advantages which we will explore during the course of this learning programme.

The difference between groups and teams

The question is often asked whether a group and a team is the same thing. In both teams and groups, there are major differences as well as similarities. But there are some unique qualities which can be seen in teams:

- A team is more than just a group with a common aim.
- In a team all members are seen as complementary.
- There is strong collaboration and togetherness.
- There is a strong commitment from its members and genuine support for each other.
- The speciality is an ability to work as a team even if the individual members are apart (operating from different places).

Researchers have shown that the following attributes are visible in a team:

- Clear objectives
- Good leadership
- Openness and confrontation
- Support and trust
- Co-operation and conflict
- Sound procedures
- Regular monitoring (review)

- Individual development
- Group inter-group relations

The differences between a group and a team can be summarized as follow:

Group	Team
Individual "I" focus	Collective "We" focus
Individual purpose	Common goal
Operates by external rules of order	Operates by own set of team norms
Operates alone	Has linked roles and responsibilities
Individuals have position authority	Seeks and gains empowerment
Meets irregularly	Meets regularly
Focuses on information sharing and co-ordinating	Focuses on problem solving and process improvement
Has a fixed chairperson	Shares leadership role
Fights to be right	Debates to make sound decisions
Is closed	Open and trusting
May like each other	Shares a strong bond

It is often much easier to form a group than a team. If you had a room filled with professional accountants, for example, they could be grouped according to gender, experience, fields of expertise, age, or other common factors. Forming a group based on a certain commonality is not particularly difficult, although the effectiveness of the groups may be variable. A group's interpersonal dynamics can range from complete compatibility to complete intolerance, which could make consensus building very difficult for a leader.

A team, on the other hand, can be much more difficult to form. Members of a team may be selected for their complementary skills, not a single commonality. A business team may for example consist of an accountant, a salesman, a company executive and a secretary. Each member of the team has a purpose and a function within that team, so the overall success depends on a functional interpersonal dynamic.

Teamwork for organizational success

Poor teamwork can prevent your workplace teams from working effectively and achieving their goals. Teamwork is the workplace success factor that relies on the interdependence of each team member to ensure the team's overall performance is meeting or exceeding its goals. A team is an integral unit, working toward organizational objectives and goals, rather than an aggregate of individuals working on independent goals. Few tasks are more difficult than managing the efforts of a department, work group, or committee, to effectively achieve organization goals, yet effective and successful teams are essential to your organization's progress. To help team leaders build on a team's strengths so that they can obtain their objectives can only be achieved with effective teamwork.

Watch the DVD clip of the children playing soccer – The Goal. Answer the following questions:

1. Would you say this team is effective in achieving its goals? Give reasons for your answer.

2. Do you think the coach as team leader is effective in communicating the goals to the team? Give reasons for your answer.

____

3. Make suggestions on how to improve the team's performance in achieving their goals.

Types of teams

Teams can do a variety of things. They can make products, provide services, negotiate deals, co-ordinate projects, offer advice and make decisions. The four most common teams found in organizations are: problem solving teams, self-managed work-teams, cross-functional teams and virtual teams.

Problem solving teams:

Problem solving teams are groups of 5-10 people from the same department, who meet for a few hours each week to share ideas or make suggestions on how to improve a process. Rarely, however, are these teams given the authority to unilaterally implement any of their suggested actions. Problem solving teams are usually temporary. They are often given a problem to solve. Once they recommend a solution to the problem, they may break up. One of the more popular kinds of problem-solving teams is quality circles (QC's), which began in the 1980's and have become very popular in organizations throughout the world. A quality circle is a small group (8-10 people) that meets regularly. Its purpose is to discuss problems with the quality of a product, examine causes of the problem and recommend solutions.

Self-managing teams

Self-managed work teams are small (10-15 people) long-term (or permanent) groups that have the freedom to manage themselves on a daily basis. This may involve various decisions such as: scheduling work, assigning tasks, training in job skills, evaluating performance, selecting and firing team members and controlling the quality of work. These things are made easier by multi-skilling (developing member's abilities to do more than one job). Self-managing teams are probably not right for all companies, situation and people. They will have to fit into the culture of the organisation and also require a change in the way managers view their role.

General Motors are one of the large organisations that replaced their assembly lines with self-managed work teams. Workers are free to participate in decisions that were previously reserved solely for management. Teams set their own schedules, select new members, negotiate with suppliers, call customers and disciplines members who create problems.

Cross-functional teams

A cross-functional team is a group of people with different functional expertise working toward a common goal. It may include people from finance, marketing, operations and human resources departments. Typically, it includes employees from all levels of an organisation. Members may also come from outside an organisation (in particular from suppliers, key customers or consultants). In cross-functional teams, the leader's role is more of a coach rather than a traditional manager. The team leader does not manage all of the team's activities; rather he promotes performance and makes sure that the team efforts are in line with the goals of the firm.

These teams have developed amidst our new business era of rapidly changing markets and technology. With this rapidly changing and highly competitive world of business, companies are forced to produce in a timely and error free manner. This resulted in rigid functional structuring being replaced with cross departmental collaboration. Hierarchical firms are being flattened with many middle management positions becoming obsolete. A powerful few are being replaced with self empowerment of all workers.

Virtual teams

The previous types of teams do their work face to face. Virtual teams use computer technology to tie together physically dispersed members in order to achieve a common goal. They allow people to collaborate using online communication links such as wide-area networks, video conferencing or e mail.

Virtual teams can do all the things that other teams do: share information, make decisions and complete tasks. It allows for people in different parts of the world to come together and work on a project. It also creates alliances and mergers between organisations. It extends the market to different geographical locations.

Not surprisingly, virtual team members report less satisfaction with the group interaction process than do face to face teams. Virtual teams often suffer from less social rapport and less direct interaction between team members.

Companies like Verifone use virtual teams to allow them to use 3000 employees, who are located around the globe, to work together on design projects, marketing plans and making sales representations.

Individual Formative Exercise 6A: Team versus Group

Time Frame: 60 Min

Group Formative Exercise 6B: Teams and Goals

Time Frame: 90 Min

Learning Unit 2: Team dynamics

"The whole is greater than the sum of the parts"

Team dynamics

Unit Standard	
252037	**Build teams to achieve goals and objectives**
Specific Outcomes	
SO2: Apply the theory of teams to team dynamics. **SO 5: Evaluate the effectiveness of the team and propose ways to improve team effectiveness**	
Learning Outcomes	
• **Definition of team dynamics** • **The development of helpful team dynamics** • **High performance teams**	
Critical Cross-field Outcomes	
• Identifying • Organising • Collecting • Demonstrating	

INTRODUCTION

Team dynamics are the unseen forces that operate in a team between different people or groups. Team dynamics can strongly influence how a team reacts, behaves or performs and the effects of team dynamics are often very complex.

Say, Fenner, have we ever told you how much *your* support means to us?

Team dynamics refers to the interaction and interpersonal relationships between the members of a team.

THE DEVELOPMENT OF HELPFUL TEAM DYNAMICS

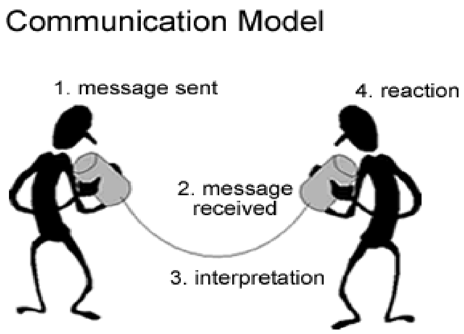
One of the most important tasks of the team leader is to help the team develop dynamics that helps the team achieve its goals and makes the members of the team feel good to be part of that team.

The following four dimensions of team dynamics are important:

- Communication and interaction patterns
- Cohesion
- Social integration and influence
- Group culture

Communication and interaction patterns

Communication is the process by which people send meaning to each other by using symbols (words or gestures).



Communication can be verbal or non-verbal. That means that we communicate with words (verbal) as well as with our facial expressions, hand gestures and body language (non-verbal).

Whenever people are together in face-to face teams, they are communicating with each other. Even if they are not communicating verbally, their non-verbal behaviour communicates intended and unintended messages.

Interaction pattern

As the members of a team communicate with each other, a pattern of interaction develops. This means that they will also communicate in that specific way. This pattern can be beneficial or harmful. Read the following two examples of interaction patterns that are beneficial and another example of a harmful interaction pattern.

Beneficial interaction pattern:

Sally, Fritz and Kabelo are part of a production team in a large company. They work in an assembly line and are responsible for assembling DVD players in a factory. They work long hours and have two tea breaks during the day; one in the morning and one in the afternoon. During these tea breaks they like talking to each other about their work and what they do to stay motivated. They give each other advice and give tips on how to deal with problem situations.

Harmful interaction pattern:

Sally does not like it when Kabelo gives her advice on how to do her work. She does not tell Kabelo this, because she does not like dealing with conflict. After tea, she goes to Fritz and tells him how unhappy she is with what Kabelo has told her. Fritz and Kabelo has a good relationship, but Sally tells Fritz that Kabelo is a "know-it-all" and that she doesn't think he is a good team member.

It is important for the leader of the team to be aware of the interaction patterns in the team and whether it is beneficial or harmful to the team. It is particularly important for you as leader to pay attention to nonverbal messages that are communicated by your group members. When you are aware of their nonverbal messages, you can verbalize the messages that are conveyed in them; and this in turn may encourage your group members to talk about the issues that they do not want to express verbally.

Communication can also be distorted when they are being transmitted. "Distorted" means that the message is vague and not clear. The most common problem is language barriers. If your team members have different languages, care should be taken to ensure that members of your team understand what is being said and that they feel comfortable to take part in group discussions.

Giving and receiving feedback is a way to check that members understood you correctly. Examples of feedback are: "John, I understood you to say…." or "Mary, if I understand you correctly, you are saying…." Feedback and clarification can help to prevent communications from being interpreted in unintended ways.

The leader in a team must also be aware of patterns of interaction in a group. The different patterns of interaction are:

- Maypole: when the leader is the central figure and communication occurs from the leader to the member and from the member to the leader.
- Round Robin: when members take turns in talking
- Hot Seat: when there is an extended back-and –forth conversation between the leader and one member as the other members watch.
- Free Floating: when all the members take responsibility for communicating, taking into consideration their ability to contribute meaningfully to the particular topic.

The first three patterns are leader centred because the leader structures them. The fourth pattern is group centred because it emerges from the group members. The best interaction pattern is the last, because members of the team feel free to interact with one another and the communication channels are open. Thus, it increases social interaction and improve member's morale and commitment to group goals.

Group cohesion

Group cohesion refers to the forces (the glue) that keep a team together.

Reasons why members want to be part of a team

- The need to belong and feel safe
- The resources and prestige they will gain through the team
- Group members believe in the team's ability to perform a specific task.

If the group cohesion is strong, team members are more willing to listen, they feel self-confident, they persevere towards goals and they are willing to take responsibility for group functioning.

In order to increase group cohesion, it is the responsibility of the team leader to make the team attractive to them. This could be done through:

- Including team members in group discussion to promote open interaction and participation.
- Help team members identify their needs and indicate to them how the team can address their needs.
- Help team members focus on and achieve goals because achieving team goals makes the team more attractive to its members.
- Help members to cooperate rather than compete with each other.
- Members should feel part of the group by aligning their expectations with the goals of the team.
- The team must be a rewarding experience to the members thereof by offering rewards, resources, status or prestige.
- The leader should help the team develop pride in its identity and purpose.

Managing team performance

One of the tools a team leader can use to make teams more attractive is by setting achievable goals for the team and by motivating and empowering them to achieve these goals.

A big part of what team members need from their leaders is **a clear understanding of what is expected** - in other words - explanation and clarification and agreement of performance expectations.

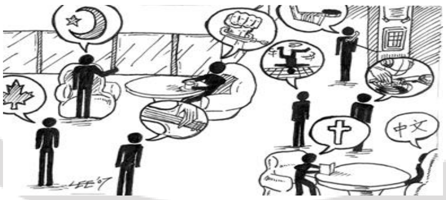
A second big part of what team members need from their leaders is **help in meeting these standards and expectations** - which logically requires the to first **find out what help they need**, because it's different for everyone, and if you don't ask then you won't know. So why guess? **Ask people what they need**.

When setting performance standards (in other words, what is expected and how they will be measured), make sure that it is written down and that all parties involved agree on the standards. It is the responsibility of the team leader to get feedback from the team members about whether the standards and expectations are understood properly.

Social integration and influence

Social integration refers to how members fit together and are accepted in a team.

Teams are not able to function effectively unless there is a fairly high level of social integration among the members.



Norms, roles and status lend order and familiarity to group processes, helping to make member's individual behaviour predictable and comfortable for all.

Norms are shared expectations and beliefs about appropriate ways to act in a social situation such as a team. It can also be described in simpler terms as "rules" that tells team members what is the "right" thing to do and what are the "wrong" things to do in that particular team.   Norms normally develops as the team develops. The norms will be determined by the values of the team. Values are the things that people value and hold dear. Normally, one's values are taught during his childhood years and are also determined by a person's cultural beliefs.

Read the following case study of the influence of norms in teams.

Kabelo is currently studying a diploma in technical skills. Part of his studies requires that he must complete an assignment in a study group. When the study group met for the first time, they saw it necessary to set out ground rules to make sure that everyone in the group participates equally. Some of the rules were that everyone must attend the study meetings at the determined dates, everyone must complete the tasks given to them at the agreed time and that all should be honest about what they expect from each other. These rules ensured that they completed their assignment on time and everyone received a good mark.

Like norms, roles can also be an important influence on team members. Roles define behaviour in relation to a specific task or function that the team member is expected to perform. Roles are important in a team because they ensure that tasks are equally distributed.

Status refers to the ranking of each team member relative to all the other members of the team. A person's status is determined by his position and level of expertise in the team. Team members with low status are least likely to conform to group norms because they have little to lose by deviating. For this reason, low-status team members have the potential to cause problems in teams.

Medium status team members tend to conform to group norms because they can retain their status or even achieve higher status by doing what is expected of them. Therefore, team leaders should provide opportunities to low-status team members to contribute to the group so that they can become more socially integrated and achieve higher status.

Group Culture

Group culture refers to values, beliefs and customs held in common by team members.

The culture of a team can be displayed through:

- Symbols and rituals
- The way team members interact with each other
- The way team members deal with conflict

- Things that is important to the team.

The group culture has a powerful influence on its ability to achieve its goals and satisfying the needs of the members of the team. A culture that emphasizes values of self determination, openness, fairness and diversity helps the members of the team to achieve the goals of the group.

A practical example of group culture:

The production company that Kabelo works for cares for its workers and encourages workers to take part in management decisions. Management regularly has meetings with the production team to receive feedback on problems and challenges. They see their employees as valuable to their company and rewards good performance on a monthly basis. They have an open-door policy and encourage all workers to discuss problems with them. They are rather informal and cal each other by first names. Problems are dealt with immediately and the value of team work is stressed as very important in the company.

Dealing effectively with conflict in teams

Conflict is an occurrence that we tend to find painful and frustrating. It often becomes a large roadblock along the way to the things we want to or must achieve. However, this does not *have* to be our experience.

There is always going to be conflict because its causes are many and varied. They derive from our values, perceptions and perspectives, cultures, use of language, attitudes and so on. We live with difference and diversity; we will continue to do so and therefore we will continue to have unlimited opportunities for misunderstanding which may lead to conflict.

Conflict can be described as an opposition between two or more people.

Think about a conflict situation you have experienced in your team. With whom was the conflict? What caused it? What was the outcome of the conflict?

As you have seen from your answers above, there are various factors that can cause conflict between people in a team. Let us have a look at a couple.

Diversity

Different cultures have different rules about what is right or wrong; what is acceptable or not.

People from the same culture share values, beliefs, certain rules and language. People are subjected to other cultures on a daily basis. People need to be informed about the different cultures that they are dealing with. South Africa itself has a diverse population consisting of different cultures and ethnic groups. Each group has its own uniqueness and cultural characteristics although we share some common characteristics such as geography and laws.

People from different cultures often misunderstand each other because they see the world differently. This often leads to conflict in the workplace and in personal relationships.

Give an example of how cultural differences have caused conflict in your team.

Communication hazards

Words and the tone of what is said or written have the power to produce strong emotional reactions. For this reason, it is important to be aware of the effect that your words have on people.

You should know which words are "sensitive" words and try to avoid them. You should also take care of the way in which you say words, as people may be offended by the unintended message your tone of voice sent.

You may be tired and irritated and say something like:" I don't have time now." The person receiving this message might interpret the message that you are angry with them. Look at the following examples of words that may cause conflict:

"You are all lazy"
"Women are not good farmers"
"I hate you"
"I cannot stand this"
"You are stupid"

What words make you angry and upset?

Values Incompatibility

Differences in value systems have enormous power to provoke conflict. The word "value" comes from the French verb "valoir," meaning "to be worth" and has associations with valour, importance and worth. Values constitute our deepest sense of what is, in our respective views, right, correct and how things should be. We tend to be very prescriptive about issues which are connected with our value system and we are likely to experience a challenge to our values as unacceptable or intolerable.

Examples of values would include:

- How we want to behave with each other
- How we want to behave with customers
- How we believe children, spouses, partners, employers, employees, unions, management, students, lecturers, doctors, dentists, lawyers, sportspeople, pro-abortion, pro-choice, dry cleaners, cigarette smokers and any other category of persons should behave.

When our values differ from somebody else's it may cause conflict. The reason for this is that we see things differently due to our different value systems. Our values form the core of our being and are the "glasses" through which we see the world. When anybody challenges what we believe in, we feel that we must protect it.

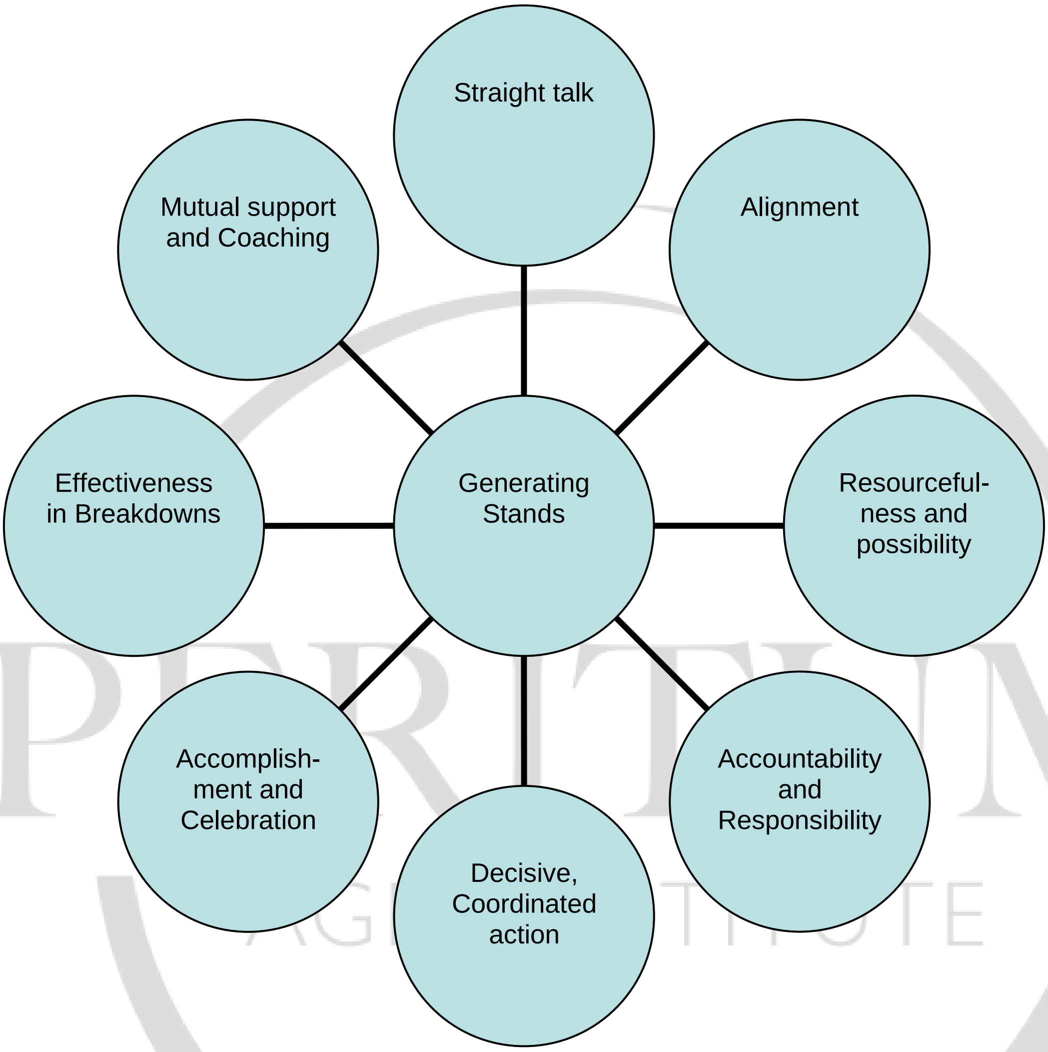
What are the values that are important to you?

Can you think of an example of a conflict situation that happened due to the fact that someone challenged your values?

High Performance Teams

Teams which usually possess attributes such as cohesiveness, commitment and an ability to cooperate are able to successfully apply their complementary skills towards reaching common goals. The team dynamic is viewed as positive and these teams are very productive. Despite the successful nature and benefits of working in teams, sometimes they do fail. There are times that a group cannot work effectively to complete the task at hand.

The High-Performance Team Wheel is a coaching tool to help you assess where your team is right now. The eight sections in the wheel represent areas to be balanced.



The "wheel" model essentially consists of eight segments or spokes, surrounding a central hub. Let us have a look at what each segment means as well as how it relates to your experience with teams in the workplace.

The Hub – Generating Stands

Generating stands, the hub, is central to high performance teams. Stands are commitment to objectives, achievements or performance that transcends "business as usual". The assumption is that extraordinary performance depends on extraordinary commitments.

Do people take stands in your organisation? If so, what are some examples of stands that have been taken?

Straight Talk – Direct, honest and timely dialogue

High levels of teamwork and performance are only possible through honest and open expression of perceptions, emotions and ideas. Straight talk would have the team member address an issue as directly and immediately as feasible. If the issue cannot be resolved between the two or more team members involved, the issue may be taken to the rest of the team. It is however important to involve the team member(s) involved, as exclusion of the individual can produce a climate of distrust and conspiracy.

Do your team members "talk straight"? What are the implications?

Alignment – Shared purpose and goal

In order to achieve extraordinary results, it is critical that all team members work together toward common goals. Not only the goals, themselves, but the way team members work together to achieve them needs to be aligned as well. It is so much simpler when people know what to expect in terms of work processes. While it may be difficult to achieve, teams must strike a balance between consistency and flexibility. Too much consistency can be monotonous and result in conventional, over-conservative behaviour. Work is bound to be dull; initiatives and solutions equally unexciting. Too much flexibility, on the other hand, promotes chaos. Synergy can never be achieved when everybody is doing their own thing.

Explain how your team strives to achieve goals. Does your team have clearly defined work processes? Does it allow for flexibility?

Resourcefulness and Possibility – Open-mindedness and flexibility

Achieving unprecedented results requires breakthrough thinking and dramatically different ways of doing things (working smarter, not harder). Team members must find innovative and creative ways to work around or through barriers to performance. Creativity implies uniqueness-doing different things. Innovation suggests doing things differently. Both are important.

When was the last time your team produced a particularly novel idea or solution? What are some of the things you could do as a team to increase your capabilities in resourcefulness and possibility?

Accountability and Responsibility – Clear Expectations and Ownership

Team members are responsible for both their individual results and the success of the team as a whole. They share ownership of both problems and solutions. They refuse to ignore issues and concerns affecting team performance just because they may be in someone else's area of accountability.

Evaluate your team in terms of individual team members' willingness to take responsibility for aspects which falls in someone else's area of accountability.

Decisive, Coordinated Action – Managing the Work

In High-Performance Teams, team members are skilled at coordinating clear actions and they use tools and effective processes to maintain their coordination. Everyone knows what he or she is supposed to be doing and how it fits with what others are doing. Very little time is wasted in moving from problem solving and decision making to action.

What are some examples of good decisions and decisions that flopped? To what do you attribute the success or failure of a particular decision?

Accomplishment and Celebration – Maintaining Enthusiasm

Team members in High-performance Teams create a sense of excitement, motivation and accomplishment throughout projects, rather than waiting until the job is done to recognise achievements and celebrate. Team members reward one another for their efforts, good ideas and accomplishments. They maintain high levels of enthusiasm and motivation through encouraging one another, fostering team spirit and by being generous with positive feedback.

How often do you as a team celebrate? What do you celebrate?

Effectiveness in breakdowns – Mobilising for action

Rather than avoiding problems, members of High-performance Teams know they are inevitable and use breakdowns to create breakthroughs, rallying points for teamwork and innovation. Conflicts and mistakes are food for exploring and learning, team building and improving performance. If team members cannot solve a problem or resolve an internal conflict themselves, they recognise that outside facilitation can help. They use facilitators or mediators to assist and coach them through an effective process.

What was the last major problem or stumbling block you all experienced as a team? Why do you think this was such a breakdown for your team?

Mutual support and Coaching – Learning and improving together

Team members recognise they all have areas needing improvement and they help each other learn and improve. Since high-performance is linked so closely with skills and knowledge, building capacity of the team is a formal and continual objective. The ideal principle is everyone is a learner and everyone is a coach.

Identify some learning and development needs within your team.

Individual Formative Exercise 7A: Evaluate the communication in your team

Time Frame: 90 Min

Individual Formative Exercise 7B: What makes your team attractive?

Time Frame: 60 Min

Individual Formative Exercise 7C: Evaluate team effectiveness

Time Frame: 60 Min

Learning Unit 3: Build effective teams

"Coming together is a beginning.
Keeping together is progress.
Working together is success"

Henry Ford

Build effective teams

Unit Standard	
252037	**Build teams to achieve goals and objectives**
Specific Outcomes	
SO 3: Explain the process of building teams **SO 4: .Analyse the role of team leader in promoting team effectiveness**	
Learning Outcomes	
• **Stages of team development** • **Steps to building better teams** • **Team Leadership**	
Critical Cross-field Outcomes	
• **Identifying**	• **Collecting**

• **Working** • **Organising**	• **Communicating** • **Demonstrating**

INTRODUCTION

Teamwork applies to every business today, because without it, we can't serve the big picture.

If individuals and companies are going to be successful, we can no longer look at our organizations as departments, divisions or branch offices. We must look at the bigger picture and resolve to work together in ways we may never have done before.

That means we need to cooperate with the competition as well. Think of all the mergers and acquisitions we have seen in the past few years. Your number one competitor today could be your partner tomorrow.

But teamwork doesn't happen by accident. It requires commitment and effort, a willingness to accept the uniqueness of others and an appreciation of diversity. We need to build teams in our companies the same way we build relationships with our friends and co-workers. With team building, we establish ourselves and our companies as reliable, both internally and externally. We then project the same image to our customers, our vendors, competitors and communities.

STAGES OF TEAM DEVELOPMENT

Probably the most famous teamwork theory is Bruce Tuckman's "team stages model". First developed in 1965, Tuckman's model is widely known as a basis for effective team building and leadership. Used extensively and verified by research, the model recognizes the fact that groups do not start off fully formed and functioning but evolve through phases. Tuckman suggests that teams grow through clearly defined stages, from their creation as groups of individuals, to cohesive, task focused teams.

Stage 1: **Forming**	**Stage 2:** **Storming**	**Stage 3:** **Norming**	**Stage 4:** **Performing**
• Individuals are not clear on what they are supposed to do. • The mission isn’t	• Roles and responsibilities are articulated. • Agendas are displayed.	• Success occurs • Team has all the resources for doing the job	• Team members feel very motivated. • Individuals defer to team needs.

owned by the group. • Wondering where we are going • No trust yet. • High learning • No group history; unfamiliar with group members. • Norms of the team are not established. • People check one another out. • People are not committed to the team.	• Problem solving does not work well. • People want to modify the team's vision. • Trying new ideas. • Splinter groups form. • People set boundaries. • Anxiety abounds. • People push for position and power. • Competition is high. • Cliques drive the team. • Little team spirit. • Lots of personal attacks.	• Appreciation and trust build. • Purpose is well defined. • Feedback is high, well-received, and objective. • Team confidence is high. • Leader reinforces team behaviour. • Members self-reinforce team norms. • Hidden agendas become open. • Team is creative. • More individual motivation. • Team gains commitment from all members on direction and goals.	• No surprises. • Little waste. Very efficient team operations. • Team members have objective outlook. • Individuals take pleasure in the success of the team-big wins. • "We" versus "I" orientation. • High pride in the team. • High openness and support. • High empathy. • High trust in everyone. • Superior team performance. • OK to risk confrontation.

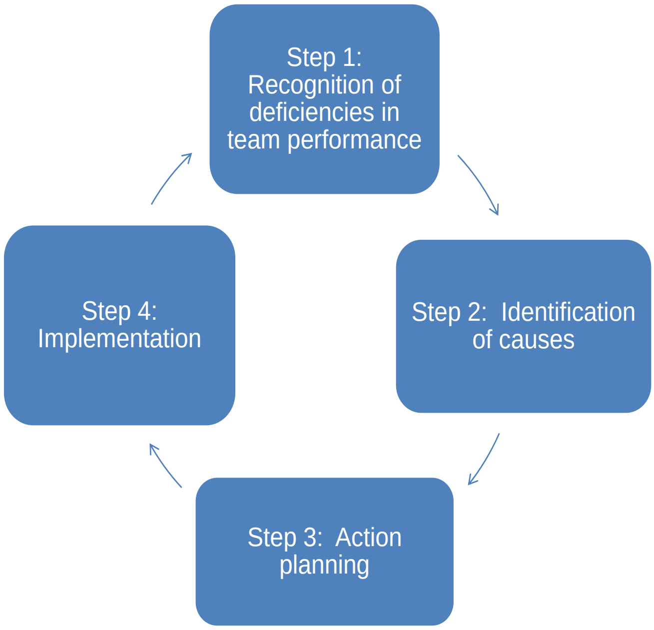
Action steps: Forming to Storming	Action steps: Storming to Norming	Action steps: Norming to Performing
• Set a mission • Set goals • Establish roles. • Recognise need to move out of Forming stage • Leader must be directive. • Figure ways to build trust. • Define a reward structure. • Take risks. • Bring group together periodically to work on common tasks. • Assert power.	• Team leader should actively support and reinforce team behaviour, facilitate the group for wins, creative positive environment. • Leader must ask for and expect results. • Recognise, publicize team wins. • Agree in individual's roles and responsibilities. • Listen to each other. • Set and take team time together. • Request and accept feedback. • Have the vision:"We can succeed!"	• Maintain traditions. • Praise and flatter each other. • Self-evaluate without a fuss. • Share leadership role in team based on who does what best. • Share rewards and successes. • Communicate all the time. • Share responsibility. • Delegate freely within the team. • Commit time to the team • Keep raising the bar-new, higher goals. • Be selective of new team members; train maintain team spirit.

STEPS TO BUILDING BETTER TEAMS

Team building is essential if you are facing the following problems:

- Loss of productivity or output
- Constant complaining
- Conflict between employees
- Lack of clear goals
- Confusion about assignments
- Lack of innovation or risk taking
- Ineffective meetings
- Lack of initiative
- Poor communication
- Lack of trust
- Employees feel that their work is not recognised
- Decisions are made that people do not understand or agree with.

According to Szumal (2001), building teams is a four step process that enables team members to identify and resolve internal problems related to their team's inability to perform.



Team building is initiated when members recognize deficiencies in their team's performance (step 1). Recognition of performance deficiencies is the "wake-up call" that drives a team's search for underlying causes (step 2). There are a variety of methods that teams can use to gather information about underlying causes, including group process surveys, team member reviews or observation of team meetings. Such information will usually indicate that performance deficiencies are due to weaknesses in at least one of four areas: problem solving skills, interpersonal skills, goal setting and member roles.

A number of tactics, techniques and tools for improving internal processes can be considered by teams as they begin action planning (step 3), including goal setting, role negotiation and clarification, training in critical skills and ongoing evaluation and feedback of the team's processes.

As the team implement their action plans (step 4), they should monitor their performance and identify deficiencies that signal the need for further team building.

TEAM LEADERSHIP

Watch the DVD clip about the football coach motivating one of his team members to attain more that he thought he is capable of. (Facing the Giants).

What powerful message did you get about the role of a team leader?

The first skill successful leaders need is to be able to select the best people to work with them. Your job will be vastly easier if you have built up a group of people around you whose skills and natural abilities complement each other (a diverse group of people).

Once you have assembled your working group, you need to turn it into a team. The people involved have to be made to feel a strong identity with the group in order for it to become a team. And that is the job of a leader. Use all your leadership tools, such as coaching, counselling, mentoring, tutoring and concentrating on improving performance. Show commitment, loyalty, pride and trust in your team. Leadership shows itself in the inspired action of team members. Traditionally, organisations have assessed leaders by their actions and behaviours. But, the best way to assess a leader would be to assess the leadership by the degree to which people around the leaders are inspired. It is that inspiration that leads an organisation to success.

Perhaps the most vital leadership function of all is to be able to generate that elusive ingredient: team spirit.

DIFFERENT LEADERSHIP STYLES

COERCIVE

The leader's modus operandi:	*Demands immediate compliance*
The style in a phrase:	*"Do what I tell you"*
Underlying emotional intelligence competencies:	*Drive to achieve, initiative, self-control*
When the style works best:	*In a crisis, to kick start a turn-around, or with problem employees*
Overall impact on climate:	*Negative (especially if overused)*

VISIONARY

The leader's modus operandi:	*Mobilises people toward a vision (mission directed)*
The style in a phrase:	*"Come with me"*
Underlying emotional intelligence competencies:	*Self-confidence, empathy, change catalyst*
When the style works best:	*When changes require a new vision, or when a clear direction is needed*
Overall impact on climate:	*Most strongly positive*

AFFILIATIVE

The leader's modus operandi:	*Creates harmony and builds emotional bonds*
The style in a phrase:	*"People come first"*
Underlying emotional intelligence competencies:	*Empathy, building relationships, communication*
When the style works best:	*To heal rifts in a team or to motivate people during stressful circumstances*
Overall impact on climate:	*Positive*

DEMOCRATIC

The leader's modus operandi:	*Forges consensus through participation*
The style in a phrase:	*"What do you think?"*
Underlying emotional intelligence competencies:	*Collaboration, team leadership, communication*
When the style works best:	*To build buy-in or consensus, or to get input from valuable employees*
Overall impact on climate:	*Positive*

COACHING

The leader's modus operandi:	*Develops people for the future*
The style in a phrase:	*"Try this"*
Underlying emotional intelligence competencies:	*Developing others, empathy, self-awareness*
When the style works best:	*To help an individual or team improve performance or develop long-term strengths*
Overall impact on climate:	*Positive*

PACESETTING

The leader's modus operandi:	*Sets high standards for performance*
The style in a phrase:	*"Do as I do, now"*
Underlying emotional intelligence competencies:	*Conscientiousness, drive to achieve, initiative*
When the style works best:	*To get quick results from a highly motivated and competent team*
Overall impact on climate:	*Negative*

TEAM FUNCTIONS

We're all different but it is surprising how many qualities we expect everybody to share when they're at work. We are not talking about skills, which we can all learn, but styles of working and strengths and weaknesses, which are a part of our personalities. We tend to expect everyone to generate ideas when they're needed or to be diplomatic in dealing with other divisions and organisations, or to be thorough in dealing with the small but important details of the tasks we ask them to perform.

A team leader needs to assemble a group of individuals who between them add up to a whole – the team- that is greater than the sum of its parts. To do this you need to identify the individual personality types to include in your team to make sure that every useful quality is included somewhere.

Dr Meredith Belbin has spent over twenty years researching the nature, structure and behaviour of teams, and his highly respected work on Team Role Theory provides a clear profile of the basic personality types you need to include in an effective team. Dr Belbin has identified nine team roles, which we will examine more closely.

The first step in building a great team is to bring together the right people to form it. If you recognise the nine team roles described by Dr Belbin, and can match your team members to them, you have the foundation for a hugely successful team. It will be able to achieve far more than the combined efforts of all its members working independently would, however talented they are.

THE NINE TEAM ROLES

Plant

These people are highly intelligent, original thinkers; their great skill is in generating new ideas and solving difficult problems. The Plant is the ideas person. The Plant thinks in a radical, imaginative and lateral way. However, Plants are not the best people to put their own ideas into practice – they lose interest quickly.

Summary:	Positive Qualities	Allowable weaknesses
• Individualistic • Serious-minded • Unorthodox	• Genius • Imagination • Intellect • Knowledge • Solves difficult problems	• Up in the clouds • Inclined to disregard practical details or protocol

Resource investigator

Resource Investigators are also creative, but they don't generate new ideas in the way that Plants do. They are more likely to take a raw idea from someone else and develop it. They are relaxed, extrovert and inquisitive, and usually extremely popular. They are skilled diplomats and negotiators and can think on their feet. Their positive and optimistic nature can be a valuable influence on the team's morale and motivation.

Summary:	Positive Qualities	Allowable weaknesses
• Extrovert • Enthusiastic • Curious • Communicative	• Capacity for contacting useful people and exploring new opportunities • An ability to respond to challenges	• Liable to lose interest once the initial fascination has passed • Over-optimistic • Uncritical

Co-coordinator

The Co-coordinator is highly disciplined and controlled and has a natural inclination to focus on objectives. This helps to keep the team as a whole working towards a shared goal. The Co-ordinator is the great unifying force within the team and is usually highly respected by the other members of it.

Co-ordinators are confident and usually have a natural air of authority; they are good delegators, good communicators and are adept at spotting individual talent and harnessing it for the benefit of the whole team. Co-ordinators are wise and emotionally mature.

Summary:	Positive Qualities	Allowable weaknesses
• Calm • Self-confident • Controlled	• A capacity for treating and welcoming all potential contributors on their merits and without prejudice • A clear sense of objectives	• Not of exceptional intellect or creative ability

Shaper

These personality types are dynamic and full of nervous energy. They are outgoing, impulsive and impatient, and often edgy. They love to set challenges and to be challenged, and they are very achievement orientated. They want results and will push others to achieve them; this can lead to rows, but these may not last long and grudges will be quickly forgotten. The Shaper's main function is to help shape the team's efforts.

Summary:	Positive Qualities	Allowable weaknesses
• Highly strung • Outgoing • Dynamic	• Drive and a readiness to challenge inertia, ineffectiveness, complacency or self-deception	• Prone to provocation, irritation and impatience • Tendency to hurt people's feelings

Monitor evaluator

These people are intelligent, stable and introverted. They can be rather dry and unexciting personalities – even cold. Their strength lies not in generating ideas but in clear, dispassionate analysis of other people's ideas. They weigh up all the pros and cons, are shrewd judges and seldom make bad decisions. It is most often the Monitor Evaluator who prevents the team from committing itself to a misguided course of action. They are objective thinkers and take their time to reach conclusions. They are fairly unemotional and unenthusiastic.

Summary:	Positive Qualities	Allowable weaknesses
• Sober • Unemotional • Prudent	• Good judgement • Discretion • Hard-headedness	• Lack of enthusiasm or the ability to motivate other people • Can be uninspired and uninspiring - a bit of a cold fish

Team worker

The Team Worker is supportive, sensitive and social and recognises the emotional undercurrents in the team most clearly. These people make good listeners and diplomats, loyal to the team, popular and mild natured. Their instinctive reaction to new ideas is to build on them rather than pick holes in them. The presence of the Team Worker minimises interpersonal problems in the team.

Summary:	Positive Qualities	Allowable weaknesses
• Socially orientated • Rather mild • Sensitive	• Ability to respond to people and situations and promote team spirit • A good diplomat	• Indecisive in moments of crisis • Adapters rather than changers

Implementer

This is the person who has the organisational skills, common sense and self-discipline to turn ideas and decisions into defined and manageable tasks. Implementers convert general plans into plans of action. They are hard working and systematic, as well as being loyal and without any strong self-interest. One of the Implementer's greatest assets is that they are happy to do any task that needs to be done, regardless of whether they personally enjoy doing it or not.

Summary:	Positive Qualities	Allowable weaknesses
• Conservative • Dutiful • Predictable	• Organising ability • Practical common sense • Hard working • Self-discipline	• Lack of flexibility • Slow to respond to new ideas • Resistant to change

Completer finisher

Completers are anxious and introvert by nature, although they may come across as calm. They worry about what might go wrong so they are not happy until they have thoroughly checked every detail. As a result, they are painstakingly conscientious – they make excellent proofreaders.

Summary:	Positive Qualities	Allowable weaknesses
• Painstaking • Orderly • Conscientious • Anxious	• A capacity to deliver what they promise • Perfectionism	• Inclined to worry unduly • Reluctant to delegate • Can be a nit-picker

Specialist

Specialists are dedicated to acquiring highly specialised skills or knowledge. Their real interest is in their own subject area, which they advance enthusiastically and about which they adopt a highly professional attitude. Specialists possess the drive, dedication and single-mindedness to become thoroughgoing experts in a narrow field.

Summary:	Positive Qualities	Allowable weaknesses
• Single-minded • Self-starting • Dedicated	• Provides knowledge and skills in rare supply	• Contributes only on a narrow front • Tends not to see the big picture

Finding the right mix

The following key factors strongly influence the successfulness of the team:

- The person in the chair – someone fairly senior on the team whose profile closely matches that of the Co-coordinator and who can chair in crucial discussions.
- One strong Plant in the team.
- A good spread of mental abilities.
- A spread in personal characteristics giving a wide coverage of team roles – teams that can accommodate most or all of the team roles perform better than others.
- A good match between team members' attributes and their responsibilities in the team – in the most successful teams, the members' responsibilities fit their team profiles.
- Recognition of imbalance in the team and the ability to adjust to it - teams that have this kind of self –awareness and are prepared to adapt or change roles in order to build on their strengths or compensate for their weaknesses, are at an advantage.

Individual Formative Exercise 8A: Stages of team development

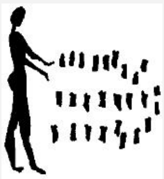
Time Frame: 60 Min

Individual Formative Exercise 8B: Team profile

Time Frame: 60 Min

Individual Formative Exercise 8C: Effectiveness as team leader

Time Frame: 60 Min



S2 Summative Exercise: Action plan for team effectiveness

Part Three

Learning Unit 1

What is diversity?

Unit Standard	
252043	**Manage a diverse work force to add value**
Specific Outcomes 1	
Demonstrate knowledge and understanding of diversity in the workplace. • Diversity is defined in terms of differences within a unit, including difference in backgrounds, culture, beliefs, values, race, age, sex, language and education. • Diversity is explored as a potential source of discrimination. • The implications of diversity for external and internal relationships is examined and explained with examples. • Cultural biases, stereotypes and perceptions are identified together with the influence they can have on dealing with diversity.	
Learning Outcomes	
• Demonstrate an understanding of what diversity is • Demonstrate an understanding of what culture is • Demonstrate an understanding of how cultural programming impacts the workplace • Demonstrate an understanding of how cultural filters impact the workplace	
Critical Cross-field Outcomes	
• Identify and solve problems • Work Effectively with others • Organise and manage	• Collect, evaluate, organise, critically evaluate • Communicate effectively

MASTERING THE UNSPOKEN LANGUAGE OF CULTURE

"What you are speaks so loudly, I can't hear what you say."

WHAT IS DIVERSITY?

The term diversity is often used inter-changeably with other related concepts. It is important to clearly define the concepts and avoid confusion.

Diversity can be defined as 'a collective mixture of differences and similarities'. The term diversity goes far broader that only cultural diversity. Other types of diversity that is quite relevant to the workforce and/or society as a whole includes: age, gender, physical ability, sexual orientation, parental status, marital status, political beliefs, education, workplace experience and many more. The main diversity aspects to be considered for the purpose of this course, apart from culture, are:

Age: Quite a few cases of discrimination towards older people have been referred to the CCMA recently. This often happens when people are forced to take early retirement to make way for younger employees.

Gender: After 1994 legislation were reviewed to remove all types of gender discrimination. The Employment Equity Act also addresses the matter of affirmative action with regards to woman. Sexual harassment is a prominent gender issue which could be directed at both males and females in the workplace. A Code of Good Practice has been developed by the Department of Labour to guide employers and employees in terms of handling cases of sexual harassment in the workplace.

Physical ability: The employment of disabled people in the workplace is also described as affirmative action measure in the Employment Equity act. Many assumptions and fears from able bodied people exist that lead to unfair discrimination against disabled people in the workplace. Most people with disabilities would like to be called 'differently-abled', as they argue that they often have overcome their disability, just doing things differently from their colleagues.

Sexual orientation: Homosexual employees in the workplace often feel discriminated against, although this form of discrimination could be very subtle and difficult to proof.

Cultural diversity includes differences in race, ethnicity, language and religion. It is the system of values and meanings shared by a group or society, including the embodiment of these rules and meanings in material objects.

People of every group or society share ideas of what is acceptable behaviour or not, what is right and wrong, and what is good or bad. They also share knowledge about their environment and about how things should be done. These distinguish one group from another.

South- Africa is experiencing ongoing, day-by-day, integration in great numbers of people from diverse backgrounds into its workforce and society. Despite the stresses, conflicts and aggravation of building bridges across cultural chasms at work and life, old and new South-Africans have continued to call upon their deepest values of equality, neighbourliness, and love to make it better.

	**Exercise: Take a few minutes to imagine that you woke up tomorrow morning and found that you belong to another culture, another ethnic group, another religion.**

UNDERSTANDING CULTURE

Culture is a collection of mindsets, standards or models that tell us who we are and how we should behave. For each area of our lives our culture provides "a set of rules and regulations" that:

- Define boundaries
- Says what we must do to succeed within those boundaries.

Success is measured by the problems you solve using these rules and regulations. Our culture shapes our world and our world shapes our culture. Practically speaking, culture makes the world we live and work in our reality.

Culture acts as a filter. What may be perfectly obvious to persons with one paradigm may be quite invisible to persons with a different paradigm. Our ethnocentrism naively assumes that others are just like us, or should be, or at least they should understand our position. If not, they have a problem, they are to be blamed.

With your new culture in mind, consider how the following would be affected:

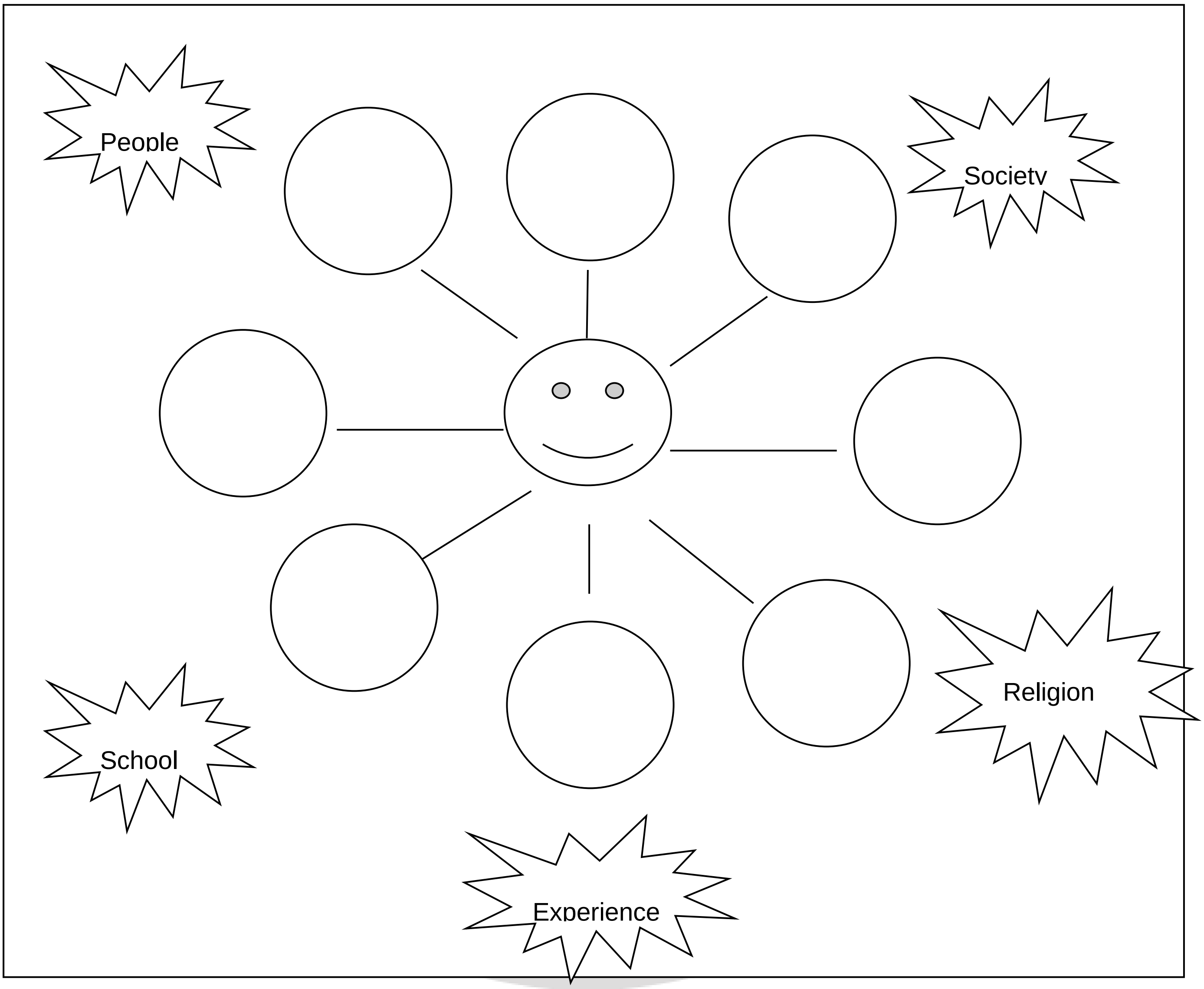
	Now	**New culture**
The friends you associate with		
The social activities you enjoy		
The foods you prefer		
The religion you practice		
The clothing you wear		
The neighbourhood you live in		
The job you hold		
The vehicle you drive		
The music you enjoy		
The language you speak		
The political party you belong to		
Other		

Cultural Programming

Where did you learn your values, beliefs, attitudes and patterns of thinking and acting? Each of us is born into a culture. Our beliefs begin with those of our family, but they continue to be shaped by all of our experiences after birth. For the most part, family attitudes, beliefs, languages and other behaviours are accepted without question.

	**Exercise: Complete the picture below by filling into the circles the names of people, institutions or groups who have contributed most to form the person you are today**

Where did you receive your cultural programming from?



Cultural Filters

Because we are different we see and interpret behaviour through our cultural filter. One effect of cultural programming is that it puts us "on automatic". When we were children learning about the world, some of the messages we received about people who are different from us were misinformation. Some of these messages came from our parents, friends, teachers and others.

These people did not intend to feed us misinformation. They were simply passing on the messages that had been passed down to them. Some of the messages we received came from people. Some came from media, such as television and textbooks and newspapers.

Some of the misinformation constituted stereotypes. These stereotypes became mental tapes that affected what we thought and how we felt about people who were different from ourselves. Those tapes also affected how we responded to people who were different from us. The responses came automatically.

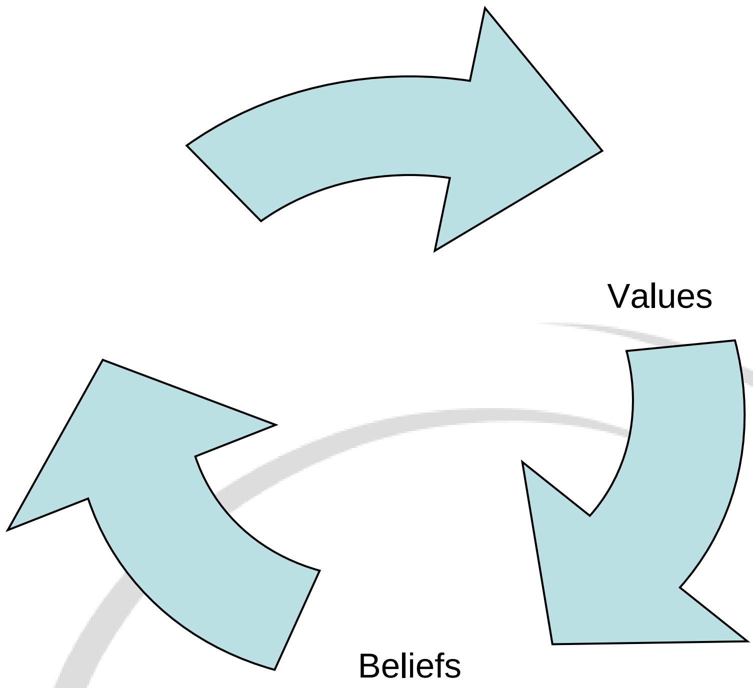
What is a stereotype? Actually, to understand stereotype, we need to explore the following three related concepts:

- Stereotype is a <u>mental process/thought</u> that all of a certain type people are the same in some behaviour. Often, stereotypes are misconceptions that has not been properly thought through or investigated. In other words, they are not necessarily truths.
- Prejudice is a <u>judgement or a belief</u> about a group that is often not true. As stereotypes, they are more often than not based on assumptions that have not been researched.
- Discrimination is <u>the action</u> we take because of our stereotypes and or prejudice. Because stereotypes and prejudice are mostly based on untruths, the discrimination based on them is often unfair and ungrounded.

The workforce is changing and becoming more diverse. With this change, managers in organisations have had to address issues about employee attitudes on diversity issues such as race, religion, sexual orientation and age.

Attitudes are evaluative statements, either favourable or unfavourable, concerning objects, people or events. They are not the same as values.

Your **values** form the core of your humanity. Most people never think about this and they find it hard to determine the values that guide their lives. Values guide us in what we want to achieve or have. They are learnt early in life and may be transferred from generation to generation. They are often so embedded that they cannot be changed without effort. However, values can be changed, and you may exchange them for values that hold more positive feelings for you.



To be a responsible citizen of a country, an organisation and your family, it is your responsibility to:

1. Determine the values that guide your life.
2. Evaluate them in terms of the consequences they have for you and the people around you.
3. Decide which values you want to change and which you want to leave as is.

Beliefs can be described as the "truths" that you construct about how life should work/not work. These beliefs have been formed over years and you tend to be deeply convinced about the beliefs that you hold about life. Beliefs are imbedded in the sub-conscious and conscious minds and you may or may not be able to identify these easily.

Your values and beliefs strongly influence your attitude. Our beliefs are decisive in how we think and make choices in life. It is therefore important to deal with people's beliefs to understand their behaviour.

	**Exercise: What beliefs do I hold about?**

Complete next activity.	
South Africa	
Your future	
Your children's future	
Friendship across cultural boundaries	
Muslim people	
Christian people	
People with disabilities	

- **What may have caused this perception/ belief**?

- **What information can be provided by an affected person to assist in gaining objectivity?**

- **How will that perception impact on me as an affected person?**

- **How was I affected by this exercise?**

Each individual must identify which perceptions they are willing to change. If they are not willing to change some perceptions, they must identify the value which lies at the root of the perception and why it is difficult to change their attitude regarding that particular aspect.

	**Exercise: What do I know about the different cultural groups that I work with?**

Talking about differences

Get a partner from another culture and have a conversation about the following aspects.

You should tell each other something interesting from your own culture regarding the particular aspect. Next you must share a perception you have about the other culture regarding the same aspect.

Death in the family	
Respect	
Looking someone in the eyes	
To say no	
Eating and drinking habits	
Discipline	
Illness in the family	
Marriage	
Food	
Clothes	

What have you essentially learned from this exercise?

What about my culture is special to me?

What similarities do we find in our cultures?

Covert Forms of Cultural Resistance

We often think of a racist as being the active bigot who tells racial jokes and engages in violent physical acts (these actions are an example of overt racism). The more subtle and covert acts of liberal, international of unintentional racism maintain a system of racial superiority. The following are some behaviours which fall in this category:

1. Invisibility

Ignoring. Failure to acknowledge another person who is not of the same race as you.

2. Colour Blind

"I don't even think of you as Black/White". Assumption that this is a compliment and thus perpetuating the myth that it's not "okay" to be Black/White.

3. Dominance/ Paternalism

Ease of Whites in taking charge. Difficulty with relating to Blacks in position of authority.

4. Defining the Other

Defining who or what typical Black/White person is and what their experience is/has been, without

	**Exercise: The facilitator will hand out a self awareness questionnaire which you will complete**

listening to them on these issues, i.e. making assumptions.

5. Denying Differences

Comfort of Whites in accepting Black people who talk and act like Whites.

6. Assuming Things are Better

Failure to recognise that although legal framework of racism has been largely done away with, subtle racism still exists-within people, between communities and across differences.

7. Fear of Assertiveness

Hesitancy of people of different race groups to engage in confrontative dialogue. Fear of giving feedback on performance appraisals/assignments.

SELF AWARENESS and personal growth

TEST A: How informed was I about the BEE and Diversity concepts?

Score of 25____________

TEST B: What is my diversity awareness profile indicator?

TEST C: Do I find myself being guilty of any of the covert forms of cultural resistance? To what extent?

Covert resistance	High, Medium, Low
Invisibility	
Colour blind	
Dominance	
Defining	
Denying	
Assuming	
Fear of assertiveness	

SUMMARISE YOUR DIVERSITY INTELLIGENCE PROFILE

Group Formative Exercise 9: Questionnaire

Time Frame: 60 Min

Learning Unit 2

Managing diversity in the workplace

Unit Standard	
252043	**Manage a diverse workforce to add value**
Specific Outcome 2	
Demonstrate understanding of the reality of diversity and its value in a unit. • The benefits of diversity in team members and clients are explained with examples. • Ways of utilising the diversity among team members are explored with a view to enhancing relationships and improving the productivity of a unit. • Ways of meeting the diverse needs and goals of team members in a unit are explored in relation to the goals and objectives of a unit. • Ways of meeting the needs of diverse clients and communities through a range of products and services is explored to identify new opportunities.	
Learning Outcomes	
• Demonstrate an understanding of Managing diversity in the workplace • Demonstrate an understanding of the Business case for diversity management • Demonstrate an understanding of managing diversity on organisational, management and interpersonal level	
Critical Cross-field Outcomes	
• Identify and solve problems • Work Effectively with others • Organise and manage	• Collect, evaluate, organise, critically evaluate • Communicate effectively

MANAGING DIVERSITY IN THE WORKPLACE

Understanding and managing diversity is a complex and demanding task to say the least. It is however, a territory, which in the South African and global economy, is simply unavoidable. In the face of the diversity challenge, employers must be cautious to the temptation to look for a simplistic formula. As will be shown later in this Learning Unit, the change effort required for diversity is much more intense and demanding than for other more practical and short-term organizational changes.

Dealing with diversity is not optional. The reality globally is that over 50% of employees in the global economy do not work in the country they were born in. This means that the global workforce becomes increasingly diverse. In South Africa the socio-political developments as well as legal imperatives makes it unavoidable for employers not to create a diverse workforce. Accepting the reality is the first step in the journey to understanding and leading diversity.

Diversity will challenge the lenses through which you view the world. As you saw in Learning Unit 1, all of us have varying degrees of stereotypes, prejudice and cultural bias which influence the way we behave towards other people, and by implication our employees. Understanding 'who I am' is the only way to know the starting point towards personal growth. Having our lenses challenged can be uncomfortable and painful but is the only way to authentic self-development.

Diversity is the 'yellow brick road' to innovation. The ability to truly innovate, is dependent on the ability to harness and leverage diversity. Although uncomfortable to many old school managers who thrived on heterogenic teams, the willingness to embrace diversity will inevitably lead to a new way to do things. If your process in highly diverse teams does not produce highly innovative ideas, review your process!

There is no ABC manual for managing diversity but starting with the following will make a start to cooking up a storm: optimistic leadership, genuine challenge, an emphasis on learning, affirming a sense of belonging and an appreciation for different values and perspectives…………….

So ………… no longer does the old dance work ………. a new dance is required.

WHAT IS MANAGING DIVERSITY?

Managing diversity is more than our previous simplistic definition of diversity (A collective mixture of differences and similarities). Managing diversity is a process of acknowledging differences through action by welcoming heterogeneity at organisational, management and interpersonal level.

Exercise: Managing diversity at different levels in the organisation

Describe how diversity should be integrated at the following levels in the organization:

1. **Organisational level**

2. **Management level**

3. **Interpersonal level**

THE BUSINESS CASE FOR DIVERSITY MANAGEMENT

Does having a workforce with diverse backgrounds, experiences, and ideas that is managed well have impact on the firm's profitability? Well the answer is a resounding yes!

The financial amounts of the impact of diversity do vary somewhat between firms depending on several factors (including geographic location and who the customer is) but overall, the monetary impact of diversity is relatively easy to demonstrate. The following are the prime factors that can be used to demonstrate the impact of having a diverse workforce.

How diversity can affect the business

>> Product sales - Sales can increase as a result of decisions made by executives with a broader and more diverse background. (A recent AMA study demonstrated a clear correlation between diversity at the executive level and an increase in sales).

>> Customers demand it - In cases where there is a great deal of customer contact (either face-to-face or on the telephone) the number of customers and sales can increase dramatically when the customers can see that people serving them understand their unique needs. For example, a major bank found that by increasing the diversity of its counter staff it attracted a more diverse range of customers as well as increasing its overall sales at the branches that more closely "mirrored" the population of the neighborhoods in which they were located.

>> Products that meet customer needs - Companies like Quantum have found that the use of cross-functional product development teams resulted in products that more closely fit the needs of their customers. In a similar light, teams with a diversity of backgrounds are more likely to understand the variations in customer needs and usage that can occur in a large customer base. By broadening the range of ideas, you can broaden the usability of your product.

>> Our customers are changing - As the percentage of diversity increases in the over-all population the percentage of customers that are diverse also increases. If companies are to increase their penetration into these markets, they must have product development people that understand the diverse needs of this "new" market.

>> Advertising and marketing are more effective - "Mainstream" ads don't have the same impact on diverse populations. As the diversity in the marketing and advertising staff increase, a firm's ability to design campaigns that meet the needs of our expanded customer base also increases. Our image as a firm and our ability to recruit will also improve as an indirect result of the change in our advertising.

>> Globalisation and competitive advantage demands it - If a corporation is to be truly global, its workforce must understand the unique needs of people from different cultures and regions. If a company's workforce does not include people that have lived, traveled, or understand the unique needs of customers in different countries then product development and sales may suffer dramatically. If we are to gain a competitive advantage, we must not only just build a diverse workforce, but also do it faster than our competitors.

>> Productivity - Working through diversity issues is an excellent preparation for learning how to change and innovate. Lessons learned in managing diversity can help managers and employees work through complex problems and to deal with other fast change issues that occur in an Internet economy. Also, because a large percentage of production and service workers come from the diversity population, an increase in managers that understand their needs will increase their (and our) overall productivity in these important business functions.

>> Loss of talent and increased recruiting costs - Statistically speaking the diversity population is the "majority." And as unemployment rates continue at record lows, failing to recruit from an ever-increasing segment of the population will have a direct impact on the company's level of talent. As the diversity population grows, failing to recruit from its ranks means that a corporation will miss out on a huge talent pool as well as dramatically increasing its recruiting costs as it "fights" over the increasingly smaller pool of non-diversity candidates. Eventually, as the diversity population grows, and if unemployment stays high, excellence in diversity recruiting will no longer be "optional."

In a global economy companies can exploit labour surpluses in some regions by hiring "remote workers" and by importing talent. Global recruiting requires managers and recruiters with diverse perspectives and experiences.

"Why" questions - People from diverse backgrounds and experiences (as well as those new to an organization) often "challenge" and question business processes and practices. As "outsiders" or people that think differently, they wonder why things are done "that way" as opposed to "another way" which may seem more natural to them. This questioning, if managed correctly, can lead to the dropping of antiquated processes and to the adoption of a continuous improvement mindset.

Better decision-making - Team members from the same backgrounds and experiences generally make decisions within their narrow range of experiences. By expanding the team to include more diversity of ideas (and more out of the mainstream ideas) and experiences, you increase the chances of getting both a broader range of ideas and criticism. Although this diversity of ideas may initially slow the decision process, the overall quality of the decisions is likely to improve and the number of times that decisions need to be revisited decreases.

Employees and stockholders may demand it - As a result of the current difficulty in attracting top talent, companies have been forced to do market research in order to identify what factors cause top applicants to consider a firm. What companies have found is that both applicants and current employees demand a diverse workforce, even if they themselves are not from the diverse population! In addition, companies with "liberal" or socially conscious stockholders often find that these stockholders question the firm's lack of diversity in shareholder meetings. These "activist" shareholders expect the firm to respond to their "social" agenda. Suppliers and strategic partners may also be more willing to do business with you if your workforce is as diverse as theirs is.

The ability to execute - The ability to execute plans in all business areas may be improved as a result of diversity efforts which teach employees how to deal with "different" people and different ideas. By learning how to work through problems and difficulties rapidly employees can then transfer that skill to a broader range of business problems.

Retention - Because diverse employees are in such high demand, programmes that are developed to successfully retain them can also be used in hard to fill/ retain jobs and to help our overall retention efforts.

Customer service - If your corporation has a broad customer base, having diversity in your customer service workforce is likely to lead to higher customer satisfaction. This is because as the diversity of the customer service workforce increases, the likelihood that a customer will get someone who understands his or her unique needs, language, or culture also increases. Individual one-on-one interactions between diverse and non-diverse workers may also result in a better understanding of individual and cultural differences.

Adapted from Dr. John Sullivan at www.drjohnsullivan.com

In summary, what is the business case for diversity?

- **Cost argument** – as organisations become more diverse, the cost of doing a poor job in integrating workers will increase. Those who handle this well will thus create cost advantages over those who don't.
- **Resource acquisition argument** – companies develop reputations on favourability as prospective employers for women and people of colour. Those with the best reputations for managing diversity will win the competition for the best personnel.
- **Marketing argument** – for organisations, the insight and cultural sensitivity that members with roots in other communities bring to the marketing effort should improve these efforts.
- **Creativity argument** – diversity of perspectives means less emphasis on conformity and will result in an increase in creativity.
- **Problem Solving Argument** – heterogeneity in decisions and problem-solving groups potentially produces better decisions through a wide range of perspectives and more through critical analysis issues.

- **System flexibility argument** – the system will become less determinant, less standardized and therefore more fluid. Increased fluidity should create greater flexibility to react to environmental changes.
- **Legal requirement** – The Act on employment and occupational equity requires organisations to conduct an organizational audit which includes information on employment, pay and benefits by race, gender and disability.

THE EQUITY CONTINUUM

In order to understand at what stage of Diversity transformation your organisation find itself, the Equity Continuum, developed by Trevor Wilson in his book 'Diversity at Work', is a helpful tool. The tool is also helpful to assist organisations to grow towards and beyond an integrated diversity management system.

LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	LEVEL 5
Compliance	**Moving beyond compliance**	**The Business Case**	**Integrated Diversity**	**Global Employer of Choice**
Reactive approach Avoid negative consequences of non-compliance External pressures to implement	Beyond representation Do the 'right thing' for disadvantaged groups Enhance public image Isolated diversity initiatives on high visibility programs or actions Appointment of minorities/woman to high visibility positions No integration into aspects of HR management and organisational culture	Recognition that managing diversity can yield positive business benefits Moving in a direction to attract and retain the best diversified workforce Identify barriers to diversity and develop HR strategies that encourage and support a diverse workforce Benchmark and	Internalised diversity as an integral part of the organisation's culture – diversity is a value. No longer debate the value of diversity. Diversity is embedded in the culture, its programs and products Continually breaking down barriers Experiencing the financial and non-financial benefits of diversity	Foster diversity beyond the organisation's own boundaries, to community, national and global imperative Anticipate and eliminate emerging barriers Experience financial and non-financial benefits Recognise the needs of diverse stakeholders and expert affiliates to embrace diversity and merit principles Are committed to long term, far reaching impact on their

		adopt best practices	Viewed as an employer of choice	organisation and the global community

MANAGING DIVERSITY ON ORGANISATIONAL, MANAGEMENT AND INTERPERSONAL LEVELS.

Managing diversity is not a separate concept that needs to be handled by the HR department or Employment Equity committee alone. Managing diversity should be integrated to every level, department, manager and employee of the organisation. This means the whole organisational strategy should be structured to manage diversity. To become an employer of choice, a company should ensure that diversity is integrated in the mainstream of organisational life.

Managing diversity on organisational level.

This means that the top management of the organisation should be fully committed to diversity. The organisation's mission, vision, values, and culture should reflect diversity. Every part of the organisation's strategy, including sales, marketing, research, operations, human resources, finances, social responsibility, procurement etc. should be directed to integrate diversity.

Think of examples of companies you know and how they have integrated diversity on organisational level include:

- Sales and marketing: Advertisements targeted at different diversity groups, where they open shops, packaging of products etc
- Operations: Changing/adding to product lines to focus on the diverse market
- Human Resources: Appointing a diverse workforce, introducing diversity workshops, accommodating different cultures in the workplace, special provision for differently abled employees
- Procurement: Developing a BBBEE procurement strategy in line with legislation and charters
    - Social responsibility: Targeting diverse groups in the community when planning social responsibility projects

Managing Diversity on Management level:

Every department in an organisation is an entity, contributing towards the overall success or failure of the company. Therefore, the contribution each department makes towards managing diversity in the workplace will either make or break the drive. The question is "How can each department contribute towards the overall success of managing diversity in the workplace?". It is impossible to create an all-compassing checklist, the strategy should rather be to have a continuous learning culture to which each department, individual manager and organisation adds as learning takes place. This can be done by means of a 'diversity management logbook', where experiences and learning points are logged and kept for future reference and learning.

To start this process off, here are some learning points:

- When you break down your strategy into key result areas make sure diversity is in there
- Are your policies and procedures accommodative of diversity – this does not only mean you should remove discriminatory clauses, but also that special provision should be made to accommodate diversity requirements
- Genuine efforts should be made to accommodate diversity into the way we do things in the department
- The movement towards a more democratic workplace should filter to every level in the organisation
- E.g. Will you allow evidence of a sangoma in a disciplinary hearing like you would allow the evidence of a western medical practitioner?
- Have you made provision to accommodate differently abled people into your work environment, whether as employees or as visitors?

Managing Diversity on Interpersonal Level:

The two levels above focus on the formal structures, procedures and strategies. The interpersonal level has more to do with the informal networks within the organisation and departments. The interpersonal level will often be a result of an organisation that has entrenched diversity into its being. The ideal state of diversity on interpersonal level will be when all individual employees in the organisation have an authentic level of respect and understanding of diverse groups and individuals. The culture of continuous learning to understand and learn to respect each other more and more is where diversity should be at interpersonal level. This is only possible when each individual recognises the value that diversity adds to the workplace and making a genuine effort to adopt a culture of continuous learning.

As manager of your department, you need to set the example of managing diversity positively at interpersonal level. It is therefore important that you deal with your prejudice and fears in order to move forward to a new culture in your department.

Group Formative Exercise10A: Peacock in the land of the penguins

Time Frame: 60 Min

Group Formative Exercise 10B: Advertisement DVD

Time Frame: 60 Min

Learning Unit 3

Changing beliefs and perceptions about diversity

Unit Standard	
252043	**Manage a diverse workforce to add value**
Specific Outcome 3	
Manage team members taking into account similarities and differences. • Diversity in beliefs, values, interests and attitudes are identified through interaction within a unit. • Common beliefs, values, interests and attitudes that will serve a basis for leading the team are recognised through interaction within a unit. • The expression of diverse viewpoints and ways of being is encouraged in a unit through management activities. • Sensitivity towards and understanding of diversity are demonstrated through management activities.	
Learning Outcomes	
• Demonstrate an understanding of the journey to acculturation • Demonstrate an understanding of the change curve • Demonstrate and understanding of enabling factors in changing a culture • Demonstrate competence in applying the above learning outcomes to manage diversity effectively in the workplace	
Critical Cross-field Outcomes	
• Identify and solve problems	• Collect, evaluate, organise, critically evaluate

• Work Effectively with others • Organise and manage	• Communicate effectively

CHANGING BELIEFS AND PERCEPTIONS ABOUT DIVERSITY- a change management approach

Cultural Stress

Virtually everyone today experiences some degree of culture shock. Rapid change causes stress and cultural fatigue, whether we understand how it works or not.

Three responses to culture shock are possible:

- Resistance shock – the rejection of the new culture and the tendency fundamentalist defend
- Assimilation – the wholesale rejection of one's own values in order to embrace those of another culture
- Acculturation - learning to talk the language of another culture, while remaining rooted in the values and language of one's own. When it comes to the future, both individuals and organisations must go through a journey of acculturation.

All three responses to culture shock imply some change to one's own culture. Those who resist the new culture inevitably harden their values and beliefs. These people become brittle and lack the flexibility that their culture, like a living organism, requires to survive in a changing environment. They either drop out of the mainstream and become marginal, or in the few cases where they wield great power, attempt to impose their values to everyone else. Those who assimilate forfeit their own culture and with it, often, self-esteem. To acculturate one must live in two worlds, often simultaneously, and attempt to divide live into separate compartments, creating considerable cognitive dissonance, e.g.' having one view of authority at word, another at home and sometimes not feeling good or confident or competent at either. Of these three choices, acculturation will be, for most people in the workforce the most practical and realistic choice. For most managers, this means a shift from assimilation, melting-pot thinking to acculturating themselves to the new workforce and helping others to do so as well.

In assimilation one culture is swallowed up by another. The values, customs, language, and ideas of one group are exchanged for those of the mainstream. This never happens totally. First, because the devouring culture gets "indigestion" – there are things that simply can't or won't be assimilated – and, second, since "you are what you eat," the dominating culture winds up being changed by the people it tried to swallow up.

Those already established in the culture say. “Why learn about the newcomers? They should learn about us and speak our language correctly if they want to work here. This mindset puts others down, and labels and judges them, e.g. “They’re all lazy, arrogant, secretive, just not right, etc” It tells the newcomers, “Out with your strange behaviour, your funny language, your smelly food” The newcomer can also buy into the melting – pot mentality: “I have to be just like them.” Where I came from is bad, here is good.” No matter what it cost, I have to fit in” Don’t teach the children about the old country, let them be South Africans”

Many cannot, and today, would not if they could, disappear into a cultural or organisational mainstream. More people than ever are demanding that organisations adapt to culture differences that they find important. As a manager either you will make it mentally and emotionally clear how everyone can win collaboratively, or else no one will win. If you allow differences to turn political, they can be irreconcilable, for a long time.

Our objective is acculturation, not assimilation. Acculturation means learning enough to not only survive but thrive in a new culture. It is a shared street. Certainly, newcomers to a workplace must learn enough to do their job to do this, and management’s job to help them. But in the new workplace everyone is a newcomer. The changes are so great and happen so quickly that everyone, from the lifetime employee to the new hire, can be suffering from culture shock and need acculturation. The Transcultural leader helps the whole organisation acculturate the new workplace culture and become collaborative and productive in it.

THE JOURNEY OF ACCULTURATION

Stages of Acculturation

Stage 1:

We enter the new situation with some level of emotional excitement, often surprise, caution, or enthusiasm:

- “What’s going on here?”
- “I suppose we can get along with these newcomers.”
- “Here I am, in the land of opportunity”
- “I’ll show everyone how easy it is to work for a woman boss.”

Stage 2:

When things turn out to be much more difficult of different than we expected, frustration, anger, or even depression sets in. We have an intercultural breakdown. It is easy to get stuck in Stage 2:

- "I don't think I'll ever get across to these people"
- "These people are barbarians, worse than I could have ever imagined"
- "I can't believe she would say a thing like that"
- Working with them is hopeless, I'll never figure it out"

Stage 3:

Finally, we negotiate workable agreements in order to collaborate and produce new results:

- "I'll try it that way if you'll explain it to me"
- "You can take that time off, if we can find another way to meet the deadline"
- "We agree to speak English on the job, but we prefer our own language when chatting with each other"
- "We both need to listen very carefully to each other and ask more questions"

Acculturation is not a one-time journey. We and our organisations will march through it again and again, when new people arrive, when working environments change, when we start new tasks and share new ideas. Once we know the three stages and recognize the one we are in, it becomes easier to make the journey more rapid. With acceptance and practice, cultural conflicts become easier to resolve and our differences become interesting and useful. We are on our way to valuing differences, empowerment, and the payoff of multicultural synergy.

CREATING A NEW CULTURE

Defining Organizational Culture

Recent research suggests that there are ten primary characteristics that, in aggregate, capture the essence of an organization's culture

1. *Member identity:* The degree to which employees identify with the organization as a whole rather than with their type of job of field of professional expertise.
2. *Group emphasis:* The degree to which work activities are organized around teams rather than individuals.
3. *People focus:* The degree to which management decisions take into consideration the effect of outcomes on people within the organization.
4. *Unit integration:* The degree to which units within the organization are encouraged to operate in a coordinated or interdependent manner.
5. *Control:* The degree to which rules, regulations, and direct supervision are used to oversee and control employee behaviour.
6. *Risk tolerance:* The degree to which employees are encouraged to be aggressive, innovative, and risk-seeking.
7. *Reward criteria:* The degree to which rewards such as salary increases, and promotions are allocated according to employee performance rather than seniority, favouritism, or other non-performance factors.
8. *Conflict tolerance:* The degree to which employees are encouraged to air conflicts and criticisms openly.
9. *Means*-ends orientation: The degree to which management focuses on results or outcomes rather than on the techniques and processes and to achieve those outcomes.
10. *Open*-system focus: The degree to which the organization monitors and responds to changes in the external environment.

Implicit vs. Explicit Culture

Some writers distinguish between the explicit culture, by which they mean the typical and distinctive patterns of behaviour of a people and the typical and distinctive artefacts they produce (artefacts include buildings, art, literature and so on), and the implicit culture, which refers to the total set of cultural beliefs, values, norms and premises which underlie and determine the observed regularities in behaviour making up the explicit culture.

Dominant vs. Sub-Culture

Organizational culture represents a common perception held by the organization's members. This was made explicit when we defined culture as a system of *shared* meaning. We should expect, therefore, that individuals with different backgrounds or at different levels in the organization will tend to describe the organization's culture in similar terms.

Acknowledgement that organizational culture has common properties does not mean, however, that there cannot be subcultures within any given culture. Most large organizations have a dominant culture and numerous sets of subcultures.

A **dominant culture** expresses the core values that are shared by a majority of the organization's members. When we talk about an *organization's* culture, we are referring to its dominant culture. It is the macro view of culture that gives an organization its distinct personality. **Subcultures** tend to develop in large organizations to reflect common problems, situations, or experiences that members face. These subcultures are likely to be defined by department designations and geographical separation. The purchasing department, for example, can have a subculture that is unique shared by members of that department. It will include the **core values** the dominant culture plus additional values unique to members of the purchasing department. Similarly, an office or unit of the organization that physically separated from the organization's main operations may take on different personality. Again, the core values are essentially retained modified to reflect the separated unit's distinct situation.

If organizations had no dominant culture and were composed of only numerous subcultures, the value of organizational culture as an independent variable would be significantly lessened because there would be no uniform interpretation of what represented appropriate and inappropriate behaviour. It is the "shared meaning" aspect of culture that makes it such potent device for guiding and shaping behaviour. But we cannot ignore reality that many organizations also have subcultures that can influence behaviour of members.

HOW CULTURE IS FORMED

An organization's culture doesn't pop out of thin air. Once established, it rarely fades away. What forces influence the creation of a culture? What reinforces and sustains these forces once they are in place?

When an organization is born, a tremendous burst of energy is released as members struggle to make it work. A corporate culture seems to form rather quickly, based on the organization's mission, setting and requirements for success: high quality, efficiency, product reliability, customer service, innovation, hard work and loyalty. The culture captures everyone's drive and imagination. As the reward systems, policies and work procedures are formally documented, they suggest what kinds of behaviour and attitudes are important for success.

An organization's current customs, traditions, and general way of doing things are largely due to what it has done before and the degree of success it has had with those endeavours. This leads us to the ultimate source of an organization's culture: its founders.

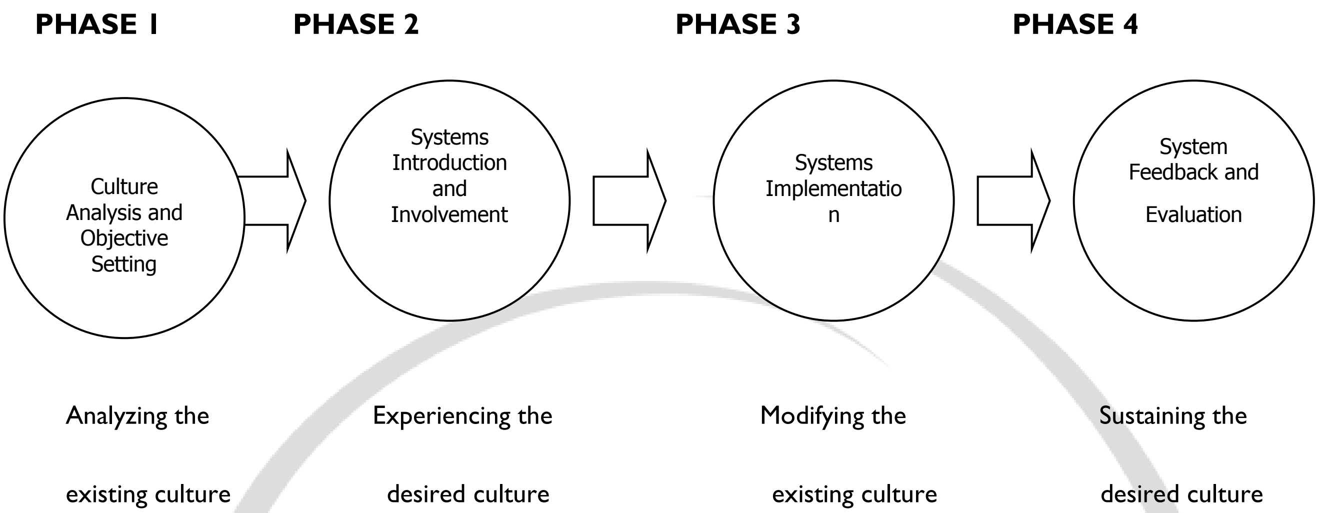
The founders of an organization traditionally have a major impact on that organization's early culture. They have a vision of what the organization should be. They are unconstrained by previous customs or ideologies. The founders' ideologies while important in shaping culture, cannot compete with actions of key individuals forever. For example, the founder's objectives, principles, values and especially behaviour provide important clues as to what is really wanted from all employees, both now and in the future. Carrying on in the traditions of the founder, other top executives affect culture of the company by their example.

Employees also take note of all critical incidents that stem from management action – such as the time that so-and-so was reprimanded for doing a good job when not asked to do it beforehand or the time that another worker was fired for publicity disagreeing with the company's position. Incidents such as these become an enduring part of the company folklore, indicating what the corporation really wants, what really counts in getting ahead of, alternatively, how to stay out of trouble. They are the unwritten rules of the game.

A culture may be very functional at first. But in time it becomes a separate entity, independent of its initial purpose. The culture becomes distinct from the formal strategy, structure and reward systems of the organization. In a similar vein, culture becomes distinct from workers and even top managers. All members of the organization are taught to follow the cultural norms without questioning them. After employees have been around for a few years, they have already learned the ropes. Even new top executives who vow that things will be different find out – often the hard way – how the culture is "bigger" and more powerful than they are. A top manager can get individual commitments to some new policy from his subordinates, but after they walk out the office door and once again become part of the corporate culture, the boss finds the new plan bitterly opposed.

Steps in changing organizational / team culture

The figure below summarises the steps in changing an organisational culture:



Phase 1

Analyzing the Existing Culture

The first step in getting results is to decide what results one wants. In the initial phase of this program, the culture is analyzed and objectives are set. With the guidance of professional consultants, employees at all levels do this for their own groups. The first question asked is, "*What are the norms at work in this situation?*" The second question is, "*Which norms do we want to change*", i.e., "*What are our objectives?*"

It is apparent from this sample of typical specific objectives that "focusing on results" means setting detailed, specific measurable goals, with some of them very short-range to provide immediate results and the impetus of hope, and some of them long-range to support sustained changes.

Phase 2

Experiencing the Desired Culture

This is, in effect, an acting out of results before they are actually achieved – a sort of modelling of a hoped-for culture by the very persons who will be working towards it. By experiencing the new norms and seeing what the new culture can be like, people are given a chance to see if that change is in fact possible. They see themselves and their group in a new light.

Special workshop designs during this phase help people become aware of cultural influences on their lives, and of how these can be changed if people care to do so. People see that there is a systematic process for bringing about change.

Phase 3

Modifying the Existing Culture

Most cultural-change programs falter at the important phase of *System Implementation*. Too many companies' efforts unfortunately never get past developing a report on the problem, or a series of training sessions. What really changes cultures are strategies aimed at critical norms-influence areas.

Consider the following suggestions:

1. Have top-management people become positive role models, setting the tone through their behaviour.
2. Create new stories, symbols, and rituals to replace those currently in vogue.
3. Select, promote, and support employees who espouse the new values that are sought.
4. Redesign socialization processes to align with the new values.
5. Change the reward system to encourage acceptance of a new set of values.
6. Replace unwritten norms with formal rules and regulations that are tightly enforced.
7. Shake up current subcultures through extensive use of job rotation.
8. Work to get peer group consensus though utilization of employee participation and creation of a climate with a high level of trust.

Phase 4

Support people during the change process

The term "change" implies that something familiar ends and that something different starts. The period between these two stages is transition. This is where people have to learn to let go of the old and embrace the new.

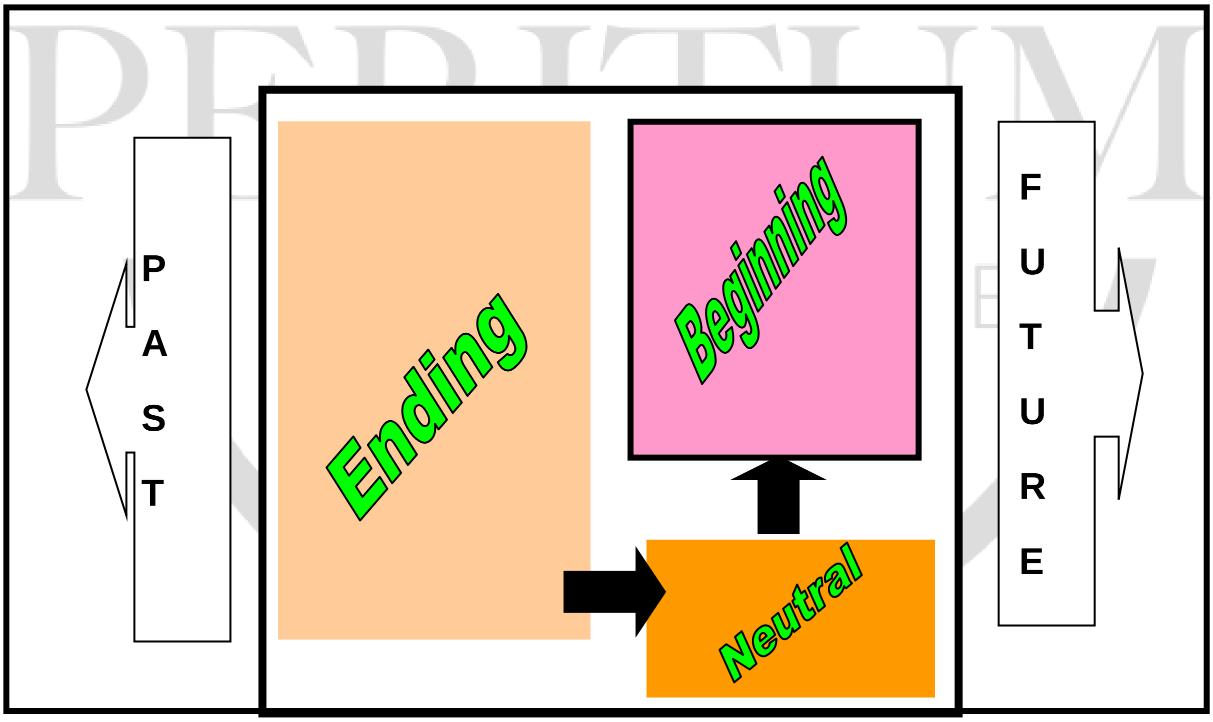
Despite the current political situation in South Africa, it is the choice of each and every individual where they are in terms of the change process. People have different degrees of awareness with regard to diversity.

Change often involves an element of danger and opportunity. When change is announced the first response from people is usually to see it as a threat or a danger. When it happens people will fear and resist it.

The change period can be divided into three stages:

- **The Ending**: Endings signify the loss of something. Even when the change is positive it is not uncommon for employees to experience a loss of something.
- **The Neutral Zone**: During this stage energy is generated as employees focus their attention on the future and the external environment. It can be a very chaotic phase as people ask many questions and are trying to figure out what the change entail.
- **The Beginning**: The group is ready for commitment and focus on priorities. New norms and values are established.

These stages are illustrated in the diagram below.



Endings

Emotions are at their highest level when a significant change is first implemented in an organization. And high levels of emotion can devastate the organization's productivity. Ending signify the loss of something. Even when the change is positive it is not uncommon for employees to experience a sense of loss. When a major shift/ restructuring or change occurs in an organization, employees tend to experience several types of losses:

Security	Feeling that you do not know for certain what will happen with you/ your position, etc. Feel insecure and uncertain as to what the future holds.
Competence	With a new job/ structure/ processes etc you may feel unsure as to how to complete the tasks. It is hard not to know how to do something, especially if you are in a senior position.
Relationships	The familiar contact with people like old customers, co-workers or managers may be disrupted. People often lose their sense of belonging to a particular team, group or section.
Sense of direction	Employees lose their understanding of where they are going and why they are going there. The vision of where they are going as well as the objectives they have to meet in order to get there, becomes vague and uncertain.
Territory	Employees often experience feelings of uncertainty about the work environment that used to belong to them. Territory includes psychological space as well as physical space.

Most employees react to endings with DENIAL and RESISTANCE. They experience different emotions, including:

CONFUSION	"I'm no longer sure how I fit in, what's going on around here, or what I'm supposed to do.
DISTRUST	"I thought as long as the organisation was doing OK, and you were doing a good job, your efforts will be recognised. Just goes to show you can't believe anything management tells you.
BURNOUT	"I put in unbelievably long days, six or seven days a week, can't sleep, don't have time for exercise, family, or anything else, have trouble concentrating, feel overwhelmed – all just to proof I am just as good as my colleagues".
DEPRESSION	"I will never fit in. The company culture is just too far removed from my own."

DENIAL	"This can't be happening!" "This is just a temporary measure. After a few years the focus on affirmative action will lessen, and then we can go back to our old ways". "We don't have any problems with diversity here" "Business is business. After the initial shock/resistance, we adjusted very quickly."
GRIEF/LOSS	"I wish we could just go back to how it used to be around here." "I miss my old way of doing things/heterogenic work group." "It feels as if I have lost my true identity"
ANGER	"Those rotten $@%&*X!! How could they change what used to work for us. This organisation was successful way back, look how this diversity 'thing' has affected all us!" "My boss is a real *&^%$#! He will never understand me. Why do I have to make all the changes while he carries on in his old ways?"
GUILT	"I wish I didn't say these insulting words!" "Maybe my colleague deserved that promotion more than I did"
FEAR	"I will need to fit in here, or else….." "I'd better not make any waves or any risky decisions. Best to play it safe."
PASSIVITY	"Why make any extra efforts if it is not recognised any way?"
ANXIETY	"I'm not sure I really have what it takes to adjust to the new way of doing things." "How much do I have to change?"

Not everyone will experience all of these reactions. Some people, for example, may be quite relieved to see the organisation take steps to be more effective. Nonetheless, most people will experience some combination of many of them, with differing degrees of severity and they may be expressed in many different ways. Altogether, they add up to lowered morale.

Neutral Stage

During this stage energy is generated as employees focus their attention on the future and the external environment. This is also a chaotic phase as people are trying to figure out what the change entail, what their new responsibilities are and how to relate to one-another.

People start to explore the future. Ask many questions. People that require lots of structure and certainty find this to be a very difficult time.

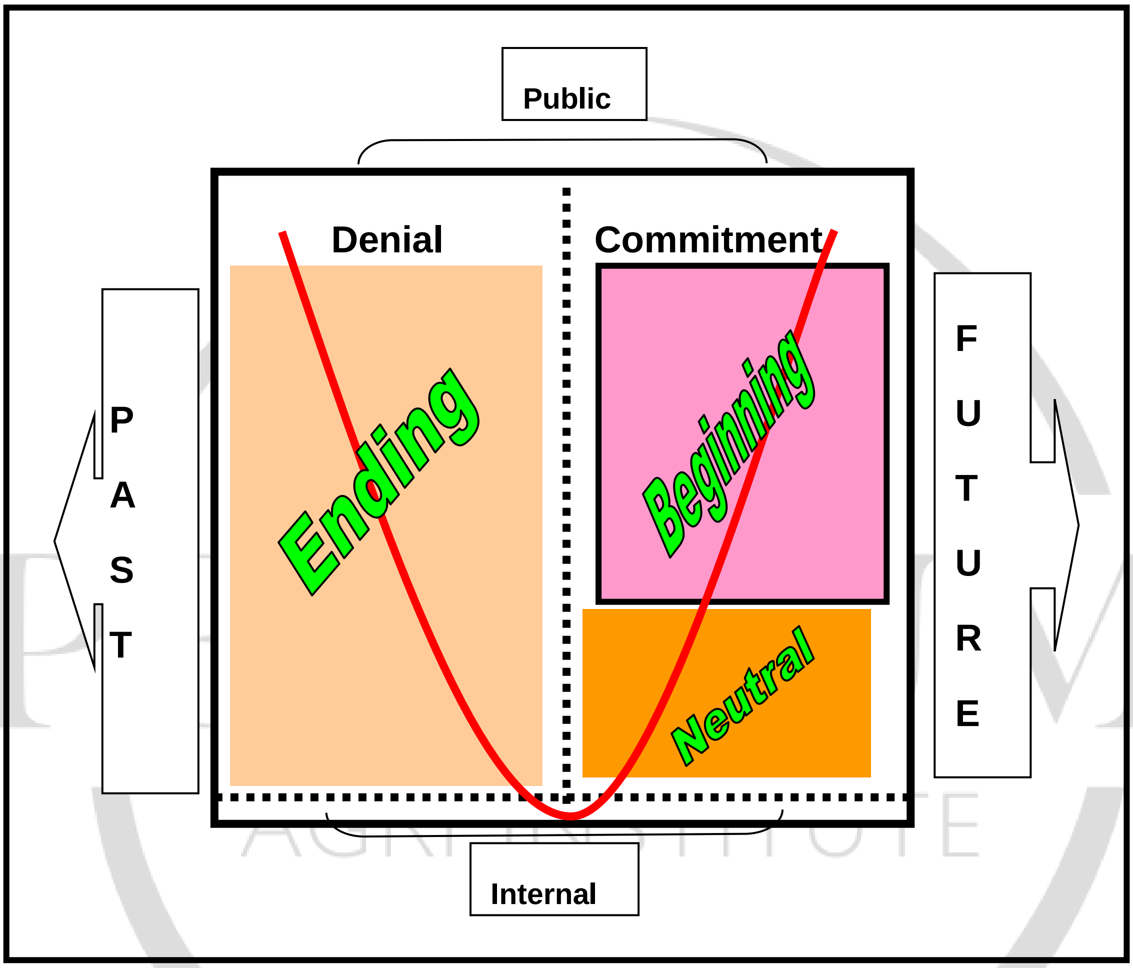
New Beginnings

After searching, testing, experimenting and exploring a new phase is beginning to emerge. When this happens, the individual or group is ready for commitment. During this stage employees starts to focus on priorities. They create a new mission and develop action plans. Teams are formed, and new norms and values are established. This phase will continue until a new cycle of transformation begins with another major change.

THE CHANGE CURVE

Employees move through four phases during change. Every person will change at his/her own pace. Some will move quicker, and others will struggle through some of the phases. Effective leadership will guide people to move through these different phases.

Changes in the organization will cause people in your team to go through the focus phases indicated above. Think of this process of going down into the valley and then climbing back to the top of the mountain again. People will move from the old to the new through this process.



Denial

The initial reaction to change is always one of denial or shock. This mostly leads to numbness … as if it requires time to sink in. Nothing much happens. Work tends to continue as usual. It appears as if productivity will remain the same. People hold onto the past as if no new future was announced. This is an open or public phase.

- Resistance: During this phase people realize that the change will not go away and start to deal with it mentally and in actions. People might experience severe negative emotions. You will find people gossiping, discussing and grumbling in groups. People hang on to the past desperately.

This is an intensely personal process that every individual has to cope with and work through on his own.

- Exploration: During this phase people start exploring the future. They are very sceptical still, but at least start asking questions and considers options. This is the turning point. You might find people swinging between exploring and resisting. This is also an individual/ personal process that each person has to deal with and work through.
- Commitment: During this phase people are living in the future. They become publicly committed and focus and function again as a team.

What to expect during the change curve?

You can be sure to expect the following behaviour during the different phases of the change curve.

Phase1: Denial	**Phase 4: Commitment**
• It will be over real soon • Withdrawal • Business as usual • Focus on the past • Not much gets done	• Teamwork • Satisfaction • Clear focus • Planning • Co-operation • High spirit
Phase 3: Resistance	**Phase 3: Exploration**
• Anger • Withdrawal from the team • Blame • Depression • This company doesn't care • I've given my best years, and this is what I get.	• Frustration • Too many new ideas • Confusion • Chaos • Lots of energy • Lack of focus

	**Exercise: Identifying employees in different phases of the change curve**

SITUATION:

You have recently announced your company's new BEE Scorecard and measures to increase Employment Equity ratio's drastically. The organization is poorly represented by previously disadvantaged people on higher levels. The Head of Department announced that the organization will first focus on achieving representation in supervisory and management levels. This process will be top priority and is expected to last for a minimum of 4 years. You notice the following behaviour:

- John and Sue had a meeting with their union yesterday afternoon.
- Peter Malherbe is exceptionally quiet and withdrawn.
- Themba Khoza is smiling and whistling whilst doing his job.
- Patrick and Colleen approached you with proposals on how to deal with the new targets in your department.
- Mary Smith was booked off by her doctor for three weeks.
- Selina Togoe continues with her normal duties and do not take part in the gossip and grumbling.
- Sally du Preez, who has seventeen years of service, came to see you and threatened to resign, should this process continue.
- The supervisors seem not to be too worried; they are of opinion that you will not find suitable candidates to fill the identified new management positions.
- You notice that Vusi Ndlovu has reorganized and updated his CV.

Identify in which stages of the change curve the different employees are. Also list the possible reasons for their reactions and emotions they are experiencing.

Employee	Change curve phase	Potential reason and possible emotions	What you as supervisor should do to manage situation
John and Sue			
Peter			
Themba			
Patrick and Colleen			
Mary			
Selina			
Sally			
Supervisors			
Vusi			

How long does it take employees to progress through these stages? Naturally, it depends. If an organization has a history of cyclical changes and relatively high turnover, the process could be a matter of a month or two. In an organization that has had decades of stability and where tenure is long and turnover low, full progress through these stages may take years. Whether the change is a one-time event or there are repeated, periodic upheavals will also significantly affect recovery.

It is also important to keep in mind that the stages of transition tend to overlap. Employees may show signs of more than one stage. Where each person is in the process is more a matter of emphasis, rather than all or nothing.

Perhaps the single most important factor is how skilfully management leads employees through the process – if it even acknowledges that there is a process! Unfortunately, there is no guarantee that the process will ever be completed if it is ignored. People can be stuck in Endings or the Neutral zone for years.

Sometimes management can seem very impatient for the employees to "get on with it" and not seem to have patience for their transition process. This may be because the executives started their transition process, whether they were aware of it or not, back at the time they first saw the need for change. By the time they plan and announce the change, they may have progressed to Beginnings and be raring to go, while everyone else in the organization is just entering Endings! Pointing this out to your boss may buy you some time.

The key to remember is that there is a natural, inner process of adapting to change, that it takes time, and that each person may have a different pace. It requires patience and understanding. And, while it can be helped along, it cannot be hurriedly pushed out of the way. It is a little like the creation of a child. No matter how many people are involved or how impatient we may be, it still takes nine months.

Nonetheless, many years of experience with significant change have shown us that there are some very reliable and solid guidelines, that if adopted appropriately, will greatly enhance the recovery process and avoid prolonging it.

It is critical to remember that the speed and effectiveness of an employees' recovery program depends heavily on how the change itself was handled. If employees see that those affected by the change were treated humanely and fairly, this will tend to lessen feelings of guilt and some of the worry about what might happen to them. It will also help to satisfy their sense of justice. So while the emphasis here is on what to do after the change, keep in mind that a plan to help employees ideally begins with the plan for how to handle the change itself.

Once the change has been implemented, certain critical actions, listed here, must be taken to facilitate employees' transition to recovery.

Phase 5

Evaluating Results and Sustaining the Desired Culture

Evidence of results has proved to be one of the major factors in cultural change. Only hard data can convince people what they believed to be impossible is not only possible but has actually already been accomplished. As the program is implemented and results are achieved, the focus shifts to sustaining the emerging positive culture. Just as regular evaluation is critical throughout the installation phase in order to clearly measure progress toward objectives, so is ongoing evaluation necessary to ensure that results are sustained and to disclose the need for retooling and renewal of the change effort in one or more influence areas.

Enabling factors in changing culture

Three main factors enabling organizational culture change are:

- **Shared vision/ goal**

  When organization members have a shared vision, they know and are enthusiastic about what the organization is trying to accomplish and have a common view about the general mechanisms by which those goals can be achieved. A shared vision can be to the organization as a whole or to a particular project within the organization. When no shared vision exists, people often end up working at cross purposes and there is little common agreement about what the organization or group is trying to achieve. It is as if there were insufficient liquid added to the flour in making bread. All the kneading in the world is not likely to help it to hold together and additional flour is not likely to make a positive difference. Consequently, in order for people to work together, they need to see themselves as working towards common goals. The need to develop clear project goals is particularly important during difficult periods in project development. Without it, difficulties that are encountered tend to become fatal obstacles to the project. Such goals must be worthy of the commitment of significant amounts of time and energy. The term vision, rather than the more commonly used word, objective, was chosen because it suggests that these goals must be capable of inspiring participation. Furthermore, a vision is capable of bringing people with divergent views together in a commonly agreed upon and sustained effort. A vision implies something more than the mere number of dollars earned or the number of items produced, or the number of health promotion courses taught, although it might include any or all of these. A vision is something that people can dream of and care deeply about as well as something that they can actually achieve.

Shared vision emerges when people have a chance to integrate their own personal goals and approaches with those of the organization, program, or project. This is particularly important in health promotion, because people have an opportunity to work toward their own health enhancement goals as part of the overall program design. People who are working toward the achievement of their own health objectives should be in a much better position to assist others, particularly if they are able to discuss their shortcoming, strengths and difficulties with those they are trying to help.

The development of a shared vision is contingent upon working towards a group consensus which takes the hopes and wishes of individual group members into consideration. It has been our experience that talking out differences and concerns at the beginning of a project and reviewing shared decisions regularly helps to not only strengthen the vision but also to improve it. If group consensus is not worked towards, needed project resources and enthusiasm may not be forthcoming. Health promotion programs in particular stand to benefit from the process of developing a shared vision because this process can help organizational leaders and members to see how health promotion is not an add-on to their other activities, but rather a core feature of their work together.

If a shared vision is to be maintained and improved, a great deal of attention needs to be paid to its communication throughout the organization and particularly its communication to new organizational members. A simply and clearly stated vision consisting of not more than a few major statements is more easily communicated than lengthy lists of goals and objectives. A graphic image or an acronym can be useful to communicate the vision. The vision needs to be formulated in such a way that is can be communicated during the orientation of new members, in evaluating individual and organizational performance, in organizational planning meetings, and even during social occasions. As many organizational members as possible should be able to communicate the shared vision in a few short words and be able to tell how their decisions and actions, as well as the decisions and actions of the organization, fit with that vision.

It is the new and evolving vision of the organization which helps new norms to crystallize where old outmoded norms exist. The shared vision of the organization enables people to see that change is both desirable and necessary. The shared vision adds direction to the change. It helps people to believe that their energies will be well spent. The shard vision offers people an opportunity to develop common dreams and hope. It is the common acknowledgement to shared dreams which engenders a sense of community, and it is the element of hope which enables people to work in a positive culture.

- **A Positive Culture**

A positive culture was found to be a critical second factor in promoting successful culture change projects. A positive culture is founded on the beliefs that goals can and will be accomplished when people work together and creatively toward their achievement. In a positive culture people look for opportunities rather than obstacles and for strengths rather than weaknesses in one another. Like a fisherman who thinks he is just about to catch a fish. A member of a positive culture is poised to take advantage of opportunity. Given such a positive outlook, multiple solutions are sought for every challenge. And, people think in terms of challenges and opportunities instead of problems or defeats. In a positive culture people look realistically at their assets and strengths as well as at their challenges and obstacles, recognizing that it is the former that will enable them to overcome the latter to move forward to new accomplishments.

A positive culture does not include unrealistic thinking, but rather recognition that there are positives in most, if not all, people and situations, and they have found through creative and persistent searching. And, it is these good things rather than the negatives in the situations that provide the basis for moving forward towards greater accomplishments.

Use of the term “culture” is intended to help people distinguish between the superficial “smiling face” posters, buttons and bumper stickers, and core values. Smiles are a feature of a positive culture, but they tend to be based upon the recognition of positive outcomes and opportunities rather than on a fixed facial posture. A positive culture is not a mask to cover problems and opportunities. It is not luck, but rather an attention to opportunities which improves results. And, having a positive culture does not mean that human suffering is ignored or that human values issues are taken lightly. In a positive culture joy is found in the process of working towards the solution of human problems.

Too often, the "nay saying" negative norms of our larger societal cultures sap energy and interfere with our achievements. To recognize the extent of this negativism, one needs only to look at the "bad news" that appears on television screens, in newspapers and in day-to-day interactions.

As one psychological study demonstrated, bad news makes people think of themselves and those around them as bad. In this study, subjects who had just listened to a news broadcast reporting negative behaviour in the experiments than those who had just listened to a news broadcast reporting positive behaviour.

In a negative culture people tend to discount their resources and successes by looking for imperfections in the outcome. In a positive culture imperfection are seen as challenges for the future which can be better met a result of current success. Instead listing successes with failures on an additive score card, people operating from a positive culture should be more apt to list their successes and lures separately so that the successes could be only appreciated.

On a similar fashion, a positive culture tends to promote win-win solutions to problems while challenging false dichotomies. The movement towards a positive culture makes it possible for organizational members to create the ingredients of success. A positive culture enables organizational members to create a worthwhile shared vision which is not bogged down in conditional statements or in solutions which rely on the failure of others. Furthermore, a positive culture makes such shared visions believable. And, as shall be discussed shortly, a positive culture and a shared vision can help people to establish a third ingredient to organizational success: a sense of community.

- **A sense of community**

The third factor which was found to play a significant role in the success of culture change programs is a sense of community. A sense of community is found when people feel as if they belong to and are part of the culture change process. This sense of belonging includes awareness that others will "care" and that, the individual, in turn, has a responsibility to care for the other members of the culture. Furthermore, a sense of community engenders meaning and connectedness. Inclusion in the community enables members of the culture to create a shared history and common destiny. It is a sense of community which fosters cooperative actions.

A sense of community is particularly essential when change is being planned. If there is a lack of a sense of community, each individual's resources and turf must be granted and maintained exclusively for their own personal use. Information about strengths and weaknesses are kept secret so that people can feel protected from one another. The absence of community causes organizational members to look upon change with suspicion. Lower echelons in the organization equate change with manipulation. Leaders fear that their positions of power and privilege will be challenged by innovation. Participatory and democratic decision making is eschewed or used inappropriately when choices are really not available. The physical and creative energy of the organization is sapped by fear and scheming.

Too many groups and organizations endure low levels of community. Organizational members tend only to know their co-workers in terms of their limited job roles. Too many workers know little about their co-worker's families, their friends, their special interests, their hopes and dreams. The statement "give me a pair of hands" when asking for an additional employee reflects this attitude. Cut from a sense of community, too many organizational members have resigned themselves to "put in their time," to endure, to keep to themselves, and to hope that they survive a hostile environment. In order to cope, these people form protective groups of alliances. In extreme cases they may pay off others by looking the other way of sabotaging projects. These alliances are founded on a survival mentality which fails to activate the collective potential of the organization.

People often look longingly at the times they felt community. Such memories may stem back to time spent in a small town, or to when the organization was forming or to work in a particular department, or even to a time of their participation in a social movement or political cause. These memories can become a powerful force in individual and collective behaviours. There can be a reluctance to give up behaviours which are associated with the memory of community. As a result, some behaviours, such as overreacting and the abuse of alcoholic beverages can be associated in peoples' minds with significant positive community-based experiences.

The creation of a sense of community adds immense power to the culture change effort. The new meaning and historical significance associated with creating a sense of community helps people to challenge older behaviours. By associating desired behaviour with the creation of community, new chosen behaviours become emotionally reinforcing and more resilient to environmental pressures. Thus, a new sense of community fees organizational members to look more critically at behaviours which they had associated on a conscious or subconscious level with community. People are then in a better position, for example, to disassociate the smoking they learned in high school from the positive experience they had in building meaningful friendships. In a culture-based health promotion program, participants are better able to associate non-smoking with new positive bonds and meaningful experiences.

The trust and openness available in community is a necessary ingredient to collective innovation. Weaknesses and temporary setbacks need to be hidden and can be given the attention they deserve. And, given a sense of community, helping one another becomes a virtue allowing each individual to add to and to utilize available resources. These qualities of community make it possible, for example, to work on the often-hidden problems of drug addiction and emotional distress. Perhaps most importantly, a sense of community helps all organizational members to recognize such issues as collective problems rather than strictly a concern of those directly experiencing the problem.

Although many program participants find their community building skills rusty, these same participants frequently give the most favourable ratings to those elements of the program which focus on community building opportunities. Presentations and workshops which devote time to personal sharing and small group activities tend to be those which have a lasting impact on the group or organization. It is not uncommon for organizational members who have worked together for years to learn about important, as yet unrealized, common interests in the course of simple sharing exercises. As sharing opportunities are scheduled into the daily workings of the organization, a sense of community evolves, and the culture change program evolves forward.

In the same way that a sense of community contributes to the success of culture-based change efforts, the introduction of culture change programs serves a critical role in creating a sense of community in organizations. One organization that started health promotion program for the purpose of reducing illness costs within the organization reported that while the organization's financial goals had been more than achieved, the greatest benefit by far was the opportunity that the program provides for deepening the sense of community within the organization. Through the program, associates from various levels and departments in the company shared important health concerns with each other. In creating opportunities associates to interact constructively, meaningfully, and playfully outside their normal work roles, a new appreciation of the organizations and of individual associates was created. Furthermore, the constant involvement of associates' family strengthened bonds which were emerging in the organization and made it possible for the organization to be even more effective in accomplishing its goals.

NOTE: THIS LEARNING UNIT DOES NOT HAVE A FORMATIVE EXERCISE, AS YOUR KNOWLEDGE ON ACCULTURISATION WILL BE TESTED IN YOUR SUMMATIVE EXERCISE

Learning Unit 4

Dealing with diversity conflicts

Unit Standard	
252043	**Manage a diverse work force to add value**
Specific Outcome 4	
Deal with disagreements and conflicts arising from diversity in a unit. • Incidents of conflict and disagreement are acknowledged and managed in a way that enhances relationships in a unit. • Cases of unfair discrimination and discriminatory practices are identified and managed at the appropriate level of authority in the entity. • Disagreements and conflict are used as opportunities for learning to improve the cohesion in a unit.	
Learning Outcomes	
• Demonstrate an understanding of the statutory background of managing diversity conflict • Demonstrate an understanding of steps to deal with one on one conflict • Demonstrate an understanding of steps to deal with Sexual Harassment in the workplace • Demonstrate an understanding of steps to deal with workplace bullies	
Critical Cross-field Outcomes	
• Identify and solve problems • Work Effectively with others • Organise and manage	• Collect, evaluate, organise, critically evaluate • Communicate effectively

STATUTORY BACKGROUND

Managing a diverse workgroup will inevitably also mean dealing with the conflict associated with diversity. It is therefore essential that every manager equips him-/herself with the necessary skills to address the conflict.

The first very important skill is that you as manager need to distinguish between less serious and more serious diversity conflict:

- Day to day personality or work routine conflicts can more often than not be addressed with relative ease - if it is handled skilfully and immediately. Managers should however realise that if such conflict is ignored, it will result in bigger problems that might be very difficult to solve.

- Direct discrimination such as racism, sexual harassment, insulting behaviour, physical conflict is very serious. Your company should have policies to deal with these types of discrimination. Your policy will probably deal with these behaviours via your disciplinary and grievance procedures. Direct discrimination is often dismissible offences.

Every manager needs to be alerted to conflict situations. By not being aware of what is happening in his/her department, conflicts might be left unresolved and this might end up in a 'boiling pot' of unresolved conflicts, which might make a department very difficult to manage.

Teach your team conflict resolution skills. We will explore ways of enabling the individual members of your team to deal with smaller conflicts themselves. This way conflict will be resolved at the very beginning, avoiding the 'boiling pot' situation. Only when they have gone through the process of resolving conflict themselves, should a third party (like yourself) be involved.

The manager as well as every employee should be aware of his/her rights and obligations in terms of diversity when it comes to handling conflict.

The Employment Equity Act is the main piece of legislation regulating diversity in South Africa. This act broadly regulates two areas in terms of equity, namely:

- It prohibits any form of unfair discrimination on grounds of race, gender, religion, sexual orientation in the employment arena. This includes the full employment process from recruitment to termination.

- It makes provision for employment equity measures to be put in place in order to redress the inequities of the past.

Various codes of good practice have been developed to guide employers and employees towards fair employment practices.

- Code of Good Practice for Sexual Harassment
- Code of Good Practice for HIV/AIDS in the Workplace
- Code of Good Practice for Pregnancy and After Birth Care in the Workplace
- Code of Good Practice for Disability in the Workplace

All these codes can be found in the website of the CCMA: www.ccma.org.za

The CCMA has also developed two sets of guidelines aiding employers and employees towards fair employment practices, i.e.

- Discrimination: This guideline defines discrimination; distinguishes between fair and unfair discrimination and gives steps to handle unfair discrimination. (The guideline is attached as Annexure A)

- Harassment: This guideline defines harassment; describes the rights and responsibilities of the employer and employee. (This guideline is attached as Annexure B)

STEPS IN DEALING WITH A ONE ON ONE CONFLICT SITUATION

As previously said, the best thing for a supervisor is to enable his work group to resolve day to day conflicts themselves. Here are a few pointers/steps that you can use in this learning process:

1. Know what you don't like about yourself, early on in your career. We often don't like in others what we don't want to see in ourselves.

   a. Write down 5 traits that really bug you when see them in others.

   b. Be aware that these traits are your "hot buttons".

2. Manage yourself. If you and/or the other person are getting heated up, then manage yourself to stay calm by

   a. Speaking to the person as if the other person is not heated up - this can be very effective!

   b. Avoid use of the word "you" - this avoids blaming.

   c. Nod your head to assure them you heard them.

   d. Maintain eye contact with them.

   e. Speak to the other person calmly, politely and rationally. Focus on the situation and facts, avoiding gossip and personal attacks.

   f. Be careful not to express hostility in your posture, facial expression or tone. Be assertive without being aggressive.

3. Decide whether you want to confront the person who is bothering you. It is usually better to air grievances in the open than to let them fester.

4. Move the discussion to a private area, if possible.

5. Give the other person time to vent.

   a. Don't interrupt them or judge what they are saying.

6. Express interest in what the other person is saying. You can acknowledge her ideas without necessarily agreeing or submitting. Saying, "I understand that you feel this way. Here's how I feel..." acknowledges both positions.

7. Verify that you're accurately hearing each other. When they are done speaking:}

   a. Listen to the other person carefully: What is she trying to say? Be sure you understand her position.

   b. Ask the other person to let you rephrase (uninterrupted) what you are hearing from them to ensure you are hearing them.

   c. To understand them more, ask open-ended questions. Avoid "why" questions - those questions often make people feel defensive.

8. Repeat the above step, this time for them to verify that they are hearing you. When you present your position

   a. Use "I", not "you".

   b. Talk in terms of the present as much as possible.

   c. Mention your feelings.

9. Communicate clearly what you want, offering positive suggestions and recommendations. Be willing to be flexible.

10. Acknowledge where you disagree and where you agree.

11. Work the issue, not the person. When they are convinced that you understand them:

    a. Ask, "What can we do fix the problem?" They will likely begin to complain again. Then ask the same question. Focus on actions they can do, too.

12. If possible, identify at least one action that can be done by one or both of you.

    a. Ask the other person if they will support the action.

    b. If they will not, then ask for a "cooling off period".

13. Thank the person for working with you.

14. If the situation remains a conflict, then:

    a. Conclude if the other person's behaviour conflicts with policies and procedures in the workplace and if so, present the issue to your supervisor.

    b. Consider whether to agree to disagree.

    c. Consider seeking a third party to mediate.

Further tips:

- Deal with problematic personalities by trying to understand what motivates their behaviour, then tailoring your actions to work with that personality type. Once you grasp why people behave as they do, you will be able to interact with them more effectively.
- For example, be firm with bullies at work ' don't allow them to pressure you into doing anything unwanted. Be forceful in your opinions, but act with a bit of caution.
- Around complainers, avoid acting too sympathetic if you feel their complaints are ill-founded; instead, ask what sorts of actions they plan to take to change the situation. Squarely ask them what they want

DEALING WITH SEXUAL HARASSMENT:

1. Ensure that your employer organization has a harassment policy and procedure which prohibits harassment in the workplace.
2. Suggest that your employer conduct training workshops on preventing harassment in the workplace. Many human resource consultants offer such training.
3. Document each and every offensive remark, gesture and/or act in the event that you are experiencing harassment within your workplace.
4. Include the date, time, location and witnesses to any form of harassment.
5. Tell your harasser that his or her conduct is offensive to you and impairs your work environment. Ask your harasser to stop the offensive conduct. Otherwise, discuss the problem with the designated company official if you do not feel comfortable confronting the harasser.
6. Communicate your problem to the designated company official, responsible for receiving complaints. This person should be identified in the company's harassment policy and complaint procedure. Or, communicate your problem to the human resource professional or the harasser's manager in the event that your company does not have a designated official.
7. Request that the company initiate an investigation regarding your complaint and inquire about the potential discipline in the event that the company's investigation substantiates your complaint.
8. Ask the company to keep the investigation as confidential as possible. Note that the company cannot guarantee confidentiality but has a duty to keep an investigation as confidential as possible.
9. File a complaint with the CCMA if the harassing conduct continues and/or the company fails to take any remedial action to prevent the offensive conduct.

STEPS IN HANDLING A ‘BULLY’:

These steps were drawn up from the investigator’s point of view. These are the questions the investigator will ask when a case of bullying/harassment are reported:

- Who is bullying, intimidating, discriminating or retaliating against you?
- What specifically happened?
- What comments were made?
- What actions were taken?
- Was this a one-time incident? What day and time did this occur?
- If this happened more than once, how many times were you subjected to this behavior, these actions, etc.? (Describe each situation)
- Is it still continuing?
- If so, what was the most recent incident?
- What was the impact? (State the professional and personal consequences that occurred as a result of the actions taken against you)

Think about tangible employment actions, which are any actions taken by employers or their agents that impact hiring, firing, promotions, transfers, disability etc. Tangible employment actions are negative changes in your employment status.

- Describe how certain actions led to you being denied a promotion or terminated from your job, etc.
- Are you now being subjected to an offensive work environment marked by intimidation, harassment, bullying, disparate/unequal treatment, etc.? If so, describe these conditions.
- How did you respond to the situation?

- Who did you speak to/report the incident to? List dates, times, and responses.

- What specifically did you tell them? Describe fully—this will help you keep track of what authority figures knew and when they knew it.

- Did you correspond with your superiors or Human Resources in writing? If so, list names, dates of correspondence, and responses. (Note: If you participate in face-to-face meetings, you should always follow-up the meetings with a quick email in order to create an undeniable record of what transpired.)

- Did you address the individual who is the perpetrator of this incident? What was their response? Did you come to a solution?

- Who are your witnesses? List their names, titles, and the dates of incidences they observed.

- Who else has been harassed, etc. by this person? List their names and any information that is available regarding their harassment, including dates or the approximate time frame of the mistreatment and illegal activities.

- Does the perpetrator have any outstanding complaints against him/her? List specifics, if available.

- How would you like to resolve this issue?

- What would you like to happen? (Your dream scenario)

- What is the minimum that you would find as an acceptable solution to resolve the problem? For instance, you may only want an apology from the perpetrator or you may want an apology, restitution of your salary, and the perpetrator to be placed in training that is appropriate for the offense they committed (e.g., diversity training).

  You will also be asked to answer/refute any allegations your employer mentioned to the investigator. So, there may be a whole host of questions that can't be predicted because the questions will depend on how your employer handles the situation. If your employer wants to hit you hard and wants to discredit you (typical), you may have numerous allegations to respond to that you've never heard of before.

Law cases with regards to discrimination and harassment:

<u>CASE A: LEGAL BRIEF: Black, Female Technical Inspector Files $250,000,000 Discrimination Suit Against NASCAR</u>

Chicago Tribune Wire Reports--Mauricia Grant, has filed a $250,000,000 lawsuit against NASCAR allegeding race and sex discrimination. Ms. Grant, African American, worked as a technical inspector responsible for certifying cars in NASCAR's second-tier Nationwide Series. She worked for NASCAR from January 2005 until she was fired in October 2007, a couple of months after complaining about her mistreatment.
Ms. Grant says she was often called "Nappy Headed Mo" and "Queen Sheba" by her co-workers, had to listen to KKK references from an official, and was repeatedly told that she was on colored people time. Additionally, coworkers made sexual advances to her and exposed their private parts to her. After complaining to supervisors, she was told that her coworkers were “former military guys” and they just had a rough sense of humor. According to the Chicago Tribune, the lawsuit states:
-- Grant was forced to work outside more often than the white male officials because her supervisors believed she couldn't sunburn because she was black.
-- While riding in the backseat of her car pool at Talladega Superspeedway, co-workers told her to duck as they passed race fans. "I don't want to start a riot when these fans see a black woman in my car," she claims one official said.
-- When packing up a dark garage at Texas Motor Speedway an official told Grant: "Keep smiling and pop your eyes out 'because we can't see you."
-- When she ignored advances from co-workers, Grant was accused of being gay. She also claimed co-workers questioned the sexual orientation of two other female officials.
Source: Tribune Wire Reports, June 10, 2008,
http://www.chicagotribune.com/sports/chi-mauricia-grant-080610-ht,0,5812051.story

<u>CASE B: Old Mutual to pay compensation for racial slur</u>

Life assuror Old Mutual was on Thursday ordered to pay a yet-to-be-determined amount of compensation to a black employee labelled a "kaffir" by a colleague.
"At the heart of this matter lies a view, shared by far too many people, that the word 'kaffir' is not as hurtful as some others [Africans in particular] would have it," Labour Court Judge Elna Revelas said in a ruling handed down in Cape Town.

Old Mutual had contested a claim by the employee, Xolile Finca, and the South African Transport and Allied Workers' Union, that it failed to take proper action against Jenny Burger, the woman responsible for the slur.

The complaint stemmed from an incident in 2003 in which Burger allegedly complained to a supervisor when desks in their open plan office in Cape Town were being rearranged: "Why are you putting me next to the kaffirs?"

Burger, who was initially given only a verbal warning, was dismissed months later, but then reinstated on appeal.

It seemed "quite clear" at one point in the saga that Old Mutual was not going to take up the cudgels on behalf of a black employee who was the victim of a racist insult, Revelas found.

"Further, the attitude adopted by management then sent a message that employees who insulted their fellow employees in this way may expect a rap over the knuckles, and then only when dissatisfaction was expressed or a trade union becomes involved."

Finca was justifiably angry and hurt. "He deserved far better treatment than he had received, by way of addressing his problems", she said.

"Instead, he observed how the perpetrator was protected over many months, only to be reinstated in the end. In my view, the first respondent's failure to protect Mr Finca amounted to direct discrimination.

"I gained the strong impression in this matter that the incident was regarded by some as a storm in a tea cup which would soon blow over, as long as people did not make too much of a fuss about it.

Revelas found that Burger was not the only guilty party in the incident, but that her supervisor Barbara van Zyl and managers Karl Parks and Paul Rist "and everyone who protected her" had a share in the discrimination.

Though she declined for technical reasons to make an order that would effectively mean Burger's dismissal, Revelas instructed Old Mutual to deal with Burger's situation "in a firm manner that would reflect its clear intention to get rid of racism in the workplace".

She noted undisputed evidence that Old Mutual had done much by way of training and other means to eradicate racism, and cited examples of Old Mutual managers who were sensitive and had dealt with the Finca issue "admirably".

"The matter was not so much concerned with policy on racism, as it was concerned with one specific breach of that policy.

"In my view, that breach will be adequately addressed by ordering the first respondent [Old Mutual] to pay compensation to the aggrieved person who suffered under the breach."

By agreement between the parties, the amount of compensation would be decided in different proceedings. Revelas ordered Old Mutual to pay the costs of the case.

Expressing his pleasure at the ruling, Finca said: "I knew that getting the backing from the

Constitution of this country, I will win this case. I'm happy that the judge showed the South African public that it is an insult, it is unconstitutional, to allow a person to call you a kaffir, it is unconstitutional to demean another person.

"It is not my victory, although I'm the one who pursued this case in court. I was doing it for other people to see we don't have to keep quiet as if nothing has happened."

There was no way that, after winning their struggle for liberation, black people could be told "you didn't win, you are still a kaffir. I didn't want to accept that".

The post traumatic stress, psoriasis, and depression he had experienced since the incident would have to be taken into consideration in determining compensation, he said.

"I was on the verge of committing a mass killing. I was on the verge of taking my own life," he said.

Old Mutual was still considering what steps to take next, but would respond to the Labour Court within the required period, it said after the ruling.

"In the meantime, we believe that we have learned some important lessons from the case," said spokesperson Stephen Bowey.

"We have used the incident to emphasise again, to all employees, that any form of racism is unacceptable and will not be tolerated," he said.

"We have tightened our disciplinary procedures to ensure that anyone guilty of racism will be dismissed.

"We have appointed an independent expert who is conducting an assessment of our policies procedures and practices in dealing with transformation, diversity, and racism.

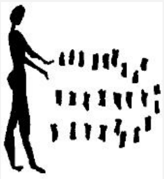
"We believe we are a stronger company as a result, and that the lessons learned will be of benefit to all companies in South Africa today." - Sapa

Individual Formative Exercise 11A: Case study

Time Frame: 60 Min

Individual Formative Exercise 11B: Case study A&B

Time Frame: 60 Min



S3 Summative Exercise:

ANNEXURE A: CCMA GUIDELINE ON DISCRIMINATION

Basic Guide to Unfair Discrimination

Employers must remove unfair discrimination from their policies and practices. It is not unfair to discriminate when you apply affirmative action.

Application

The Employment Equity Act applies to all employers, workers and job applicants, but not members of the –

- National Defence Force;
- National Intelligence Agency; and
- South African Secret Service.

The provisions for affirmative action apply to –

- employers with 50 or more workers, or whose annual income is more than the amount specified in Schedule 4 of the Act;
- municipalities;
- organs of State;
- employers ordered to comply by a bargaining council agreement;
- any employers who volunteer to comply.

See

- Employment Equity Act

  Applies to all employers and workers and protects workers and job seekers from unfair discrimination, and also provides a framework for implementing affirmative action

Policies and Practices

Employers must remove unfair discrimination from all their policies and practices.

Based on Legislation in Section 5, *of the Employment Equity Act*

Definitions

Nobody may discriminate against workers because of their –

- race;
- gender;
- sex;
- pregnancy;
- marital status;
- family responsibility;
- ethnic or social origin;
- colour;
- sexual orientation;
- age
- disability;
- religion;

- HIV status;
- conscience;
- belief;
- political opinion;
- culture;
- language; or
- birth.

Based on Legislation in Section 6, *of the Employment Equity Act*

When is Discrimination Not Unfair?

It is not unfair discrimination to –

- apply affirmative action; or
- exclude or prefer people because of certain requirements of a job (e.g. to exclude blind workers from driving a bus).

Based on Legislation in Section 6, *of the Employment Equity Act*

Disputes

Workers must refer disputes about unfair discrimination to the CCMA in writing within 6 months.

Based on Legislation in Section 10, *of the Employment Equity Act*

ANNEXURE B: CCMA GUIDELINE ON SEXUAL HARRASSMENT

1 Introduction

(1) The objective of this code is to eliminate sexual harassment in the workplace.

(2) This code provides appropriate procedures to deal with the problem and prevent its recurrence.

(3) This code encourages and promotes the development and implementation of policies and procedures that will lead to the creation of workplaces that are free of sexual harassment, where employers and employees respect one another's integrity and dignity, their privacy, and their right to equity in the workplace.

2. Application of the code

(1) Although this code is intended to guide employers and employees, the perpetrators and victims of sexual harassment may include:

(1) Owners.(2) Employers.(3) Managers.(4) Supervisors.(5) Employees.(6) Job applicants.(7) Clients.(8) Suppliers.(9) Contractors.(10) Others having dealings with a business.

(2) Nothing in 2(1) above confers the authority on employers to take disciplinary action in respect of non-employees.

(3) A non-employee who is a victim of sexual harassment may lodge a grievance with the employer of the harasser where the harassment has taken place in the workplace or in the course of the harasser's employment.

3. Definition of sexual harassment

(1) Sexual harassment is unwanted conduct of a sexual nature. The unwanted nature of sexual harassment distinguishes it from behaviour that is welcome and mutual.

(2) Sexual attention becomes sexual harassment if:

(a) The behaviour is persisted in, although a single incident of harassment can constitute sexual harassment; and/or
(b) The recipient has made it clear that the behaviour is considered offensive; and/or
(c) The perpetrator should have known that the behaviour is regarded as unacceptable.

4. Forms of sexual harassment

(1) Sexual harassment may include unwelcome physical, verbal or non-verbal conduct, but is not limited to the examples listed as follows:

(a) Physical conduct of a sexual nature includes all unwanted physical contact, ranging from touching to sexual assault and rape, and includes a strip search by or in the presence of the opposite sex.
(b) Verbal forms of sexual harassment include unwelcome innuendoes, suggestions and hints, sexual advances, comments with sexual overtones, sex-related jokes or insults or unwelcome graphic comments about a person's body made in their presence or directed toward them, unwelcome and inappropriate enquiries about a person's sex life, and unwelcome whistling directed at a person or group of persons.
(c) Non-verbal forms of sexual harassment include unwelcome gestures, indecent exposure, and the unwelcome display of sexually explicit pictures and objects.
(d) Quid pro quo harassment occurs where an owner, employer, supervisor, member of management or co-employee, undertakes or attempts to influence the process of employment, promotion, training, discipline, dismissal, salary increment or other benefit of an employee or job applicant, in exchange for sexual favours.

(2) Sexual favouritism exists where a person who is in a position of authority rewards only those who respond to his/her sexual advances, whilst other deserving employees who do not submit themselves to any sexual advances are denied promotions, merit rating or salary increases.

5. Guiding principles

(1) Employers should create and maintain a working environment in which the dignity of employees is respected. A climate in the workplace should also be created and maintained in which victims of sexual harassment will not feel that their grievances are ignored or trivialised, or fear reprisals. Implementing the following guidelines can assist in achieving these ends:

(a) Employers/management and employees are required to refrain from committing acts of sexual harassment
(b) All employers/management and employees have a role to play in contributing towards creating and maintaining a working environment in which sexual harassment is unacceptable. They should ensure that their standards of conduct do not cause offence and they should discourage unacceptable behaviour on the part of others.
(c) Employers/management should attempt to ensure that persons such as customers, suppliers, job applicants and others who have dealings with the business, are not subjected to sexual harassment by the employer or its employees.
(d) Employers/management are required to take appropriate action in accordance with this code, when instances of sexual harassment which occur within the workplace are brought to their attention.

(2) This code recognises the primacy of collective agreements regulating the handling of sexual harassment cases and is not intended as a substitute for disciplinary codes and procedures containing such measures, where these are the subject of collective agreements, or the outcome of joint decision making

by an employer and a workplace forum. However, collective agreements and policy statements should take cognisance of and be guided by the provisions of this code.

6. Policy statements

(1) As a first step in expressing concern and commitment to dealing with the problem of sexual harassment, employers should issue a policy statement which should provide that:

(a) All employees, job applicants and other persons who have dealings with the business, have the right to be treated with dignity.
(b) Sexual harassment in the workplace will not be permitted or condoned.
(c) Persons who have been subjected to sexual harassment in the workplace have a right to raise a grievance about it should it occur and appropriate action will be taken by the employer.

(2) Management should be placed under a positive duty to implement the policy and take disciplinary action against employees who do not comply with the policy.

(3) A policy on sexual harassment should also explain the procedure which should be followed by employees who are victims of sexual harassment. The policy should also state that:

(a) Allegations of sexual harassment will be dealt with seriously, expeditiously, sensitively and confidentially.
(b) Employees will be protected against victimisation, retaliation for lodging grievances and from false accusations.

(4) Policy statements on sexual harassment should be communicated effectively to all employees.

7. Procedures

Employers should develop clear procedures to deal with sexual harassment. These procedures should ensure the resolution of problems in a sensitive, efficient and effective way.

(1) Advice and Assistance

Sexual harassment is a sensitive issue and a victim may feel unable to approach the perpetrator, lodge a formal grievance or turn to colleagues for support. As far as is practicable employers should designate a person outside of line management whom victims may approach for confidential advice. Such a person:
(a) Could include persons employed by the company to perform inter alia such a function, a trade union representative or co-employee, or outside professionals.
(b) Should have the appropriate skills and experience or be properly trained and given adequate resources.

(c) Could be required to have counseling and relevant labour relations skills and be able to provide support and advice on a confidential basis.

(2) Options to resolve a problem

(a) Employees should be advised that there are two options to resolve a problem relating to sexual harassment. Either an attempt can be made to resolve the problem in an informal way or a formal procedure can be embarked upon.
(b) The employee should be under no duress to accept one or the other option.

(3) Informal procedure

(a) It may be sufficient for the employee concerned to have an opportunity where she/he can explain to the person engaging in the unwanted conduct that the behaviour in question is not welcome, that it offends them or makes them uncomfortable, and that it interferes with their work.
(b) If the informal approach has not provided a satisfactory outcome, if the case is severe or if the conduct continues, it may be more appropriate to embark upon a formal procedure. Severe cases may include: sexual assault, rape, a strip search and quid pro quo harassment.

(4) Formal procedure

Where a formal procedure has been chosen by the aggrieved, a formal procedure for resolving the grievance should be available and should:

(a) Specify to whom the employee should lodge the grievance.
(b) Make reference to timeframes which allow the grievance to be dealt with expeditiously.
(c) Provide that if the case is not resolved satisfactorily, the issue can be dealt with in terms of the dispute procedures contained in item 7(7) of this code.

(5) Investigation and disciplinary action

(a) Care should be taken during any investigation of a grievance of sexual harassment that the aggrieved person is not disadvantaged, and that the position of other parties is not prejudiced if the grievance is found to be unwarranted.
(b) The Code of Good Practice regulating dismissal contained in Schedule 8 of this Act, reinforces the provisions of Chapter VIII of this Act and provides that an employee may be dismissed for serious misconduct or repeated offences. Serious incidents of sexual harassment or continued harassment after warnings are dismissable offences.
(c) In cases of persistent harassment or single incidents of serious misconduct, employers ought to follow the procedures set out in the Code of Practice contained in Schedule 8 of this Act.
(d) The range of disciplinary sanctions to which employees will be liable should be clearly stated, and it should also be made clear that it will be a disciplinary offence to victimise or retaliate against an employee who in good faith lodges a grievance of sexual harassment.

(6) Criminal and civil charges

A victim of sexual assault has the right to press separate criminal and/or civil charges against an alleged perpetrator, and the legal rights of the victim are in no way limited by this code

(7) Dispute resolution

Should a complaint of alleged sexual harassment not be satisfactorily resolved by the internal procedures set out above, either party may within 30 days of the dispute having arisen, refer the matter to the CCMA for conciliation in accordance with the provisions of section 135 of this Act. Should the dispute remain unresolved, either party may refer the dispute to the Labour Court within 30 days of receipt of the certificate issued by the commissioner in terms of section 135(5).

8. Confidentiality

(1) Employers and employees must ensure that grievances about sexual harassment are investigated and handled in a manner that ensures that the identities of the persons involved are kept confidential.

(2) In cases of sexual harassment, management, employees and the parties concerned must endeavour to ensure confidentiality in the disciplinary enquiry. Only appropriate members of management as well as the aggrieved person, representative, alleged perpetrator, witnesses and interpreter if required, must be present in the disciplinary enquiry.

(3) Employers are required to disclose to either party or to their representatives, such information as may be reasonably necessary to enable the parties to prepare for any proceedings in terms of this code.

(4) The relevant provisions of section 16 of this Act will apply to the disclosure of information in terms of this code.

9. Additional sick leave

Where an employee's existing sick leave entitlement has been exhausted, the employer should give due consideration to the granting of additional sick leave in cases of serious sexual harassment where the employee on medical advice requires trauma counseling.

10. Information and education

(1) The Department of Labour should ensure that copies of this code are accessible and available.

(2) Employers and employer organisations should include the issue of sexual harassment in their orientation, education and training programmes of

employees.

(3) Trade unions should include the issue of sexual harassment in their education and training programmes of shop stewards and employees.

(4) CCMA commissioners should receive specialised training to deal with sexual harassment

ANNEXURE C

DIVERSITY LEXICON

A

AFRICAN: Refers to individual with African ancestry and heritage.

AGEISM: Discrimination of individuals based on their age, i.e. of the elderly based on the notion that they are incapable of performing certain functions such as driving, or of the young based on the notion that they are immature and therefore incapable of performing certain tasks.

ALLY: An individual that supports the struggles of a group; not part of the group him/herself.

B

BARRIER: In the job situation, this term refers to the hidden, invisible and/ or visible obstacles to equity in work or promotional opportunities.

BIAS: An opinion, preference or inclination formed without any reasonable justification. Bias is usually reflected in people's attitudes (towards other people of other races, gender, physical ability, sexual orientation, social status, etc) and it makes it difficult for a person or a group to evaluate particular situations and thus take action objectively or accurately.

BISEXUAL: Individuals attracted to members of the male and female sex.

BLACKS: Is a generic term which means Africans, Coloureds and Indians.

C

CLASS: Category of division based on economic status; members of a class are theoretically assumed to possess similar cultural, political and economic characteristics and principles.

CLASSISM: Discrimination based on class.

D

DESIGNATED GROUP: Means black people, women and people with disabilities.

DISADVANTAGED: 1. A historically oppressed group having less than sufficient resources to fund all of basic needs; without expendable income.
2. A group characterized by disproportionate economic, social and political disadvantages.

DISCRIMINATION: A biased decision based on a prejudice against an individual group characterized by race, class, sexual orientation, age, disabilities etc.

DIVERSITY: A situation that includes representation of multiple (ideally all) groups within a prescribed environment, such as a university or a workplace. This word most commonly refers to differences between cultural groups, although it is also used to describe differences within cultural groups. An emphasis on accepting and respecting cultural differences by recognizing that no one culture is intrinsically superior to another underlies the current usage of the term.

E

EMIGRANT: One who leaves his/her country of origin to reside in a foreign country.

ETHNICITY: A quality assigned to a specific group of people historically connected by a common national origin or language. Ethnic classification is used for identification rather than differentiation.

ESSENTIALISM: The practice of categorizing a group based on an artificial social construction that imparts an "essence" of that group, which homogenizes the group and effaces individuality and difference.

ETHNICITY: A quality assigned to a specific group of people historically connected by a common national origin or language. Ethnic classification is used for identification rather than differentiation.

ETHNOCENTRISM: A practice of unconsciously or consciously privileging a certain ethnic group over others. This involves judging other groups by the values of one's own group.

F

FEMINISM: Movement advocating equal rights, status, ability, and treatment of women, based on the belief that women are not in any way inferior to men.

G

GAY: A male homosexual.

GENDER: System of sexual classification based on the social construction of the categories "men" and "women", as opposed to sex which is based on biological and physical differences which form the categories "male" and "female".

H

HETEROSEXUAL: Pertaining to individuals attracted to the opposite sex.

HOMOSEXUAL: Individuals attracted to members of one's own sex.

I

IMMIGRANT: A person who resides in a nation, country, or region other than that of his/her origin.

INDIGENOUS: Originating from a culture with ancient ties to the land in which a group resides.

L

LESBIAN: Female homosexual.

LESBIAN: Pertaining to female homosexuality.

M

MINORITY: Term used to describe a group that represents a relatively smaller percentage of the overall population of a nation/ state/continent etc. The term usually refers to a smaller grouping although such may sometimes be larger at a national level.

MULTICULTURALISM: The practice of acknowledging and respecting the various cultures, religions, races, ethnicities, attitudes and opinions within an environment.

N

NATIONAL ORIGIN: System of classification based on nation from which a person originates, regardless of the nation in which he/she currently resides.

P

PREJUDICE: Exerting bias and bigotry based on uninformed stereotypes.

PRIVILEGE: Power and advantages benefiting a group derived from the historical oppression and exploitation of other groups.

R

RACE: 1. Classification of humans based on genetic characteristics. 2. Classification of people based on common nationality, history, or experiences.

RACISM: An act of discrimination based on an ideology of racial superiority.

RELIGION: 1. An organized belief system based on certain tenets of faith.
2. A belief in a supreme supernatural force of god(s).

REASONABLE ACCOMMODATION: Changes in the job or workplace which enables individuals with disabilities to perform the work. It also refers to adjustment made by the employer to accommodate employees whose religious beliefs forbid them to work on certain days and hours.

S

SEX: System of sexual classification based on biological and physical differences, such as primary and secondary sexual characteristics, forming the categories "male" or "female" as opposed to gender which is based on the social construction of the categories "men" and "women".

STEREOTYPE: To categorize people based on an artificial construction of a certain group designed to impart the "essence" of that group, which homogenizes the group, effacing individuality and difference.

SOCIAL CONSTRUCTIONISM: A perception of an individual, group, or idea that is "constructed" through cultural and social practice, but appears to be "natural", or "the way things are". For example, the idea that women "naturally" like to do housework is a social construction because this idea appears "natural" due to its historical repetition, rather than it being "true" in any essential sense.

T

TOLERANCE: Acceptance and open-mindedness to different practices, attitudes, and cultures; does not necessarily mean agreement with the differences.

Part Four

Learning Unit 1

Team Relationships

Unit Standard	
252027	**Devise and apply strategies to establish and maintain workplace relations**
Specific Outcomes	
SO 2: Devise and apply a strategy to establish constructive relationships with manager(s) **SO 4: Devise and apply a strategy to establish constructive relationships with team members in a unit.**	
Learning Outcomes	
Demonstrate an understanding of the steps to be taken to create participative team relationships in the leader's own department **Demonstrate an understanding of the competencies needed by the leader to manage effective team relationships within his/her department**	
Critical Cross-field Outcomes	
▪ Identifying ▪ Working ▪ Organising ▪ Collecting	▪ Communicating ▪ Science ▪ Demonstrating

INTRODUCTION

As organisational theories changed, the relationships in organisations have also changed.

Early theories emphasised the hierarchical shape of organisations, putting the leader on top and the workers below. The leader made the plans and the subordinates had to execute. Some workplaces went as far as to ask workers to leave their brains at home, but to remember their hands.

As world class competition increased and the emphasis on quality, speed and cost effective production became more, the search was on to improve organisational effectiveness. And then suddenly the light came on – PEOPLE make the difference!! Machines can be bought, but first line teams of people are where the real quality, cost effectiveness and speed starts. These competitive advantages can only be achieved through effective teams.

Therefore, recent years saw a change from the hierarchy to flatter structures, more flexible group structures, joint decision making – in other words, we can sometimes do without your hands, but never without your brain! Concepts like High Performance Work Teams, Total Quality Management, Six Sigma, Employee Engagement and more were developed to assist companies to utilise the power of their Human Resources.

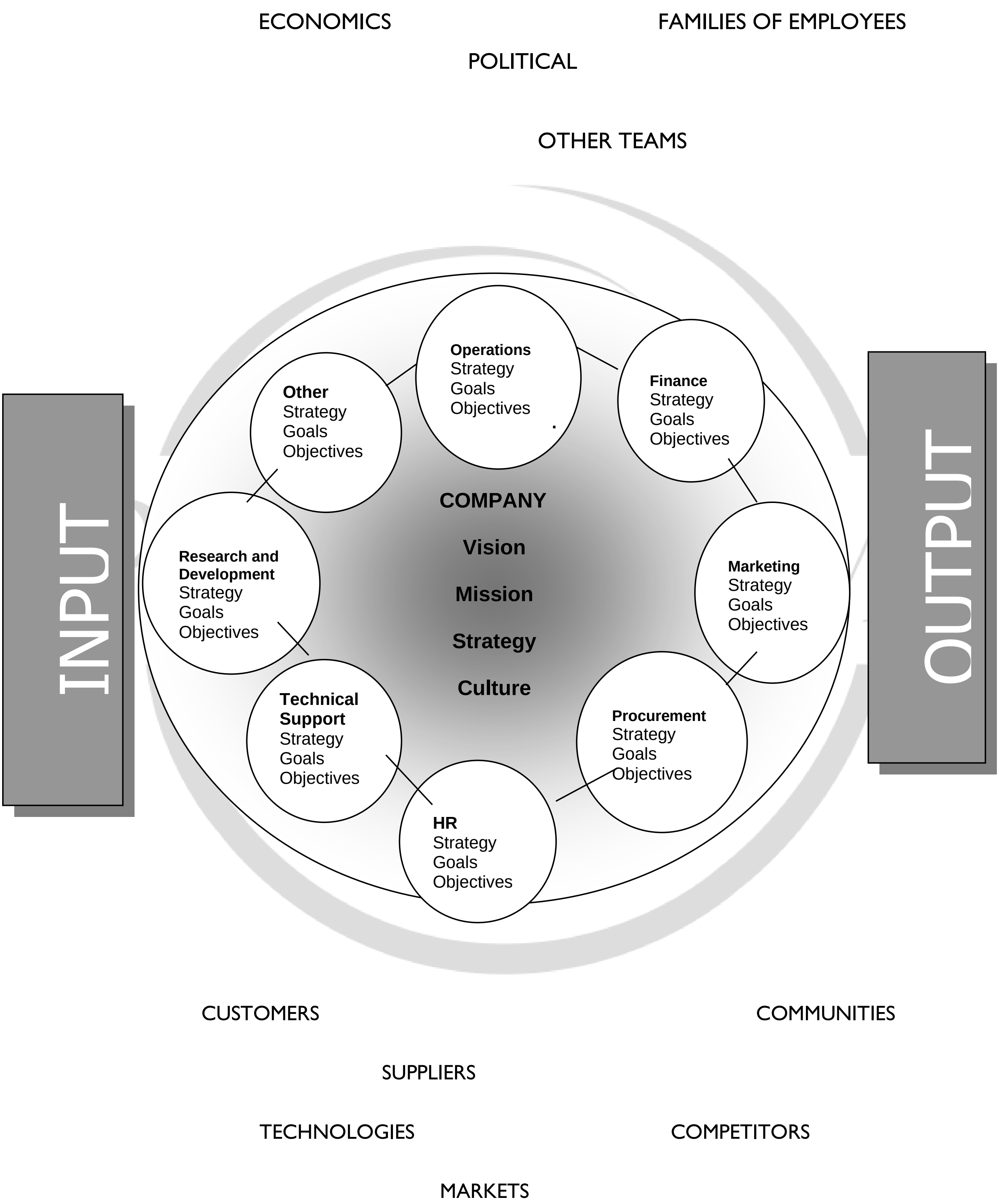
It is against this background that we developed a model to describe the web of relationships in an organisation as well as relationships with outside stakeholders. The way in which a leader facilitates the relationships around him can make or break the efficiency of himself, the team and the organisation.

In short – It's all about relationships!!!!

" The most important ingredient we put into any relationship is not what we say or what we do, but what we are. If our words or actions come from superficial human relations techniques rather than from our own inner core, others will sense the duplicity. We simply won't be able to create and sustain the foundation necessary for effective interdependence"

- Steven R Covey -

THE RELATIONSHIP MODEL



This model depicts the Organisation in a circle, rather than a hierarchy, to emphasise the inter-relatedness and interdependency of all the parts of the whole.

The Company with its Mission, Vision, and Strategy (MVS) is in the middle and equally connected to each department. The Company provides a central MVS, which needs to be broken down in departmental goals and objectives.

The links between departments indicates the interdependency between departments. We will later describe the internal supplier-customer value chain which requires each department to agree and deliver upon targets with internal suppliers and customers.

For a company to be efficient, everyone should be working in the same direction. This requires goal alignment, which means the company strategies/goals should be cascaded to each department. The best way to get buy in to the company strategy from all departments and levels is to involve a sample group across departments and levels in your strategic planning session. So - apart from your department heads, who would usually attend the strategic planning, also involve your union chairperson, workplace forum representative, employment equity representative etc.

Once the company has completed its strategic plan, each department, should agree on the goals of the department that will contribute towards the organisation meeting its strategic objectives. This means goals are formulated and agreed at all levels and aligned top-down and bottom-up.

But, the company is not an island! It has a network of external relationships which are equally important. We will later focus on the management of external networks and how these networks can be used to the benefit of the company internally.

As with all relationships, as soon as the honeymoon passes, conflict starts lurking. It is therefore important, as we talk about relationships, that we also discuss ways of effective conflict management.

THE IMPORTANCE OF TEAM RELATIONSHIPS IN YOUR OWN DEPARTMENT

Strong teams create strong organisations; weak teams create weak organisations.

More and more organisations depend on well-functioning teams to serve customers, innovate and improve productivity. Creating and maintaining effective teams can however be a challenge. Effective teams can provide dramatic improvements over traditional work structures, but they often fall short.

Now the question arises: How can leaders ensure healthy teams?

A. Steps to create participative team relationships

1. Create a Shared Mission

Successful teams know their purpose – what the reason is for their existence. Teams that fail, often attribute their failure to an unclear focus. For the company to be successful everybody should be moving in the same direction.

A good team mission statement should:

- State how the department contribute towards the overall company mission, i.e. what is the department's reason for existence?
- Clarify what the team is expected to do
- Focus the energies and activities of the team members
- Provide the basis for setting goals, prioritising work and making decisions

The most important aspect of creating your team mission is that the leader cannot do it on his own. To gain maximum buy-in and engagement (*Employee engagement means that employee's hearts hands and minds should be involved in the work, not only their hands)* from employees, team members themselves should develop the mission. The role of the leader is merely that of facilitator and gatekeeper.

What to include in your mission statement:

- A statement of the overall purpose of the department
- Description of the key customers
- Key results to be attained

- Other factors such as alliance partners, important deliverables, deadlines and critical technologies could be added if they add value.

2. Set Goals and Measure Results

Without a set of measurable goals, teams can easily be distracted by issues not relevant to the success of the team, the project and the customers.

Not measuring performance is like playing a game without keeping score. A set of clear performance measures allows the team to manage its progress and fulfil the purpose outlined in its mission statement.

2.1. Setting Goals

Goals and objectives are statements saying **what** you want to achieve; **how** you want to achieve it; at what **time** you want to achieve it; set up a **step-by step plan** to prevent procrastination and ensure that goals **empower people** by participation in the whole process.

2.2. Steps in Goal setting

Step One: Ensure that your goals are the best 'avenues' to achieve your department's vision and the company's strategy.

Step Two: With the active participation of your team, establish goals that are stated in measurable, focused terms. Ensure that these are **SMARTER**.

A well-formulated objective statement is

- Specific – it clearly states the desired outcome
- Measurable – the objective must be quantified in order to be measurable
- Achievable – it falls in the realm of the possible and can, realistically, be attained
- Results oriented - through taking specific actions outcomes can be realized
- Time bound - it contains a clear deadline
- Exciting - the objective must excite participants
- Recognised - objectives must grow from a process of participation and must be in line with the vision, motivators and purpose (individual/organizational)

Step Three: Test your goals again asking the following two questions: "Will the goal drive the right behaviours?" and "Does our team have the authority to execute this goal?"

Step Four: Determine the tasks through which the stated goals will be achieved. Tasks should be concrete, measurable actions that must be affected at a specific, stated time.

Step Five: Establish priorities for the required tasks. Some tasks have to be completed before others can commence, which calls for priorities that will determine the order in which tasks must be completed as well as by what date.

Step Six: Finally, it is necessary to follow up, assess and check to determine if the group/team is doing what is required. Your involvement as leader in this process is essential in that it validates the importance of the stated goals and priorities. It is important that the leader sees the process through to its conclusion.

3. Setting Performance Standards

A standard is simply a statement of what will be acceptable performance. Perfection obviously is not standard. Standards should be attainable by the average person and surpassed by superior performance.

Key questions the individual needs to ask himself concerning his job are: "What are the performance standards that need to be maintained/ reached in my section?" or "How can I tell when I am performing my job to standard?"

The main requirement of the standard is that it should mean the same thing to the people who are using it. It is better to put emphasis on **facts and data** rather than ***opinions and subjective judgment***. Not everything can be measured. In making some of the most important business decisions such as, "Will it sell?" or "Will he fit into his job?" or "Should we trust them?" judgment as well as measurement must be used. Any standard, which enables you to distinguish failure from success, is better than none at all.

Finally, it is important to apply a standard to the ***end result*** or ***output*** of the job – measure whether you have achieved what you have set out to achieve in your goal setting.

4. Putting it all in a Action Plan

Action plans provide a method for identifying who needs to do what and when in what order to accomplish an objective. In other words, action plans outline and sequence the steps and the resources (people, finance, time, and equipment) needed to achieve the performance objective. The benefits of action plans include:

- break complex or seemingly overwhelming objectives into manageable performance objectives,
- help prevent delays caused by omitting important steps or failing to begin critical action steps early enough,
- produce better estimates of how much time or money is needed to carry out a project or to attain an objective,
- communicate and clarify the roles of people involved in meeting the objective by clearly establishing accountabilities and deadlines,
- provide checkpoints to help the people monitor progress toward meeting the objective and
- help the people to anticipate what might go wrong and to prevent potential problems from occurring.

- Action plans are a valuable tool for setting up performance since they specify exactly what needs to be done by when and help both manager and employee track performance progress.

Example of an Action-planning Pro-forma

Objective:			
Standards:			
Responsible:		**Starting date**	
Priority:		**Due date:**	
Control checkpoints:			
Steps (What, where, how, resources, etc. sub-objectives)	**When**		**Who**
	Start	**End**	
1. 2. 3.			

Define Team Member Roles and Responsibilities

Clearly defining team member roles and responsibilities up front is crucial. Begin by jointly deciding what should be expected of all team members. Once in agreement on areas of common responsibility, start determining individual roles.

- Review existing skills and expertise in your team
- Compare these with skills needed by your goals, objectives and charter
- Allocate roles and responsibilities clearly

Identify development needs of team members in order to fulfil your team goals

5. Feedback

Each team member's performance affects the work of the whole team. Giving feedback for improvement requires special skills. Here are three principles to use feedback as performance improvement tool:

- Giving feedback is a way to improve performance of the team, not to make oneself feel better.
- Avoiding critical feedback usually makes things worse
- Arguing over other's feelings or perceptions is seldom productive. It is more useful to listen, understand team member's intent, and ask questions that clear up any confusion.

6. Develop Operating Guidelines

To function effectively, a team needs to clearly set out its expectations about behaviour and interactions.

Operating guidelines is a set of shared agreements developed by the team which define how team members will interact. For example

- 'we will be prepared for meetings',
- 'we will treat each other with respect and dignity' or
- 'we will follow through on our commitments'.

Such guidelines provide a conscious alternative to unspoken norms such as 'we will defer to management to make decisions' or 'we will complain about other team members behind their backs instead of talking with them directly'. Used properly, operating guidelines is a powerful tool for self-regulation and team well being.

As team members give their commitment to help improve team relations and subsequently team efficiency, the team leader should also give his/her commitments. Remember, if your aim is employee engagement, you are not only interested in employees' hands, but also in their heads and hearts. Although it sounds logical, it is sometimes very hard to get commitment from employees on this level.

B. Additional competencies needed by the leader to manage effective team relationships

1. Learn to manage conflict

The real challenge here lies in managing conflict to the benefit of the team. That means valuing differences; viewing conflict as an opportunity to examine our assumptions, ideas and solutions. However, we should also realise that unresolved conflict can be destructive, eroding trust and confidence. In **Learning Unit 5** we will look at the management of conflict in detail.

2. Communicating change effectively

In our age organisational change is the order of the day – changes take place rapidly and regularly. The leader him/herself should be adaptable to change. The leader must realise that change is an ongoing process and not a single even; change must first occur and be accepted by the leader before it can be communicated to the team; all individuals have different reactions to change – the leader must manage this.

Types of changes that could take place and needs to be communicated include:

- New businesses
- New processes
- New structures
- New roles
- New policies and procedures
- New objectives
- New strategies
- New Technologies

When you communicate change to your team members, put yourself in their shoes. In your preparation, think of possible questions they might ask. Some universal questions most people ask when change occurs include:

- What's in it for me?
- Why do we need to change?
- How will it affect my job?
- Will I need new skills?
- Why now?
- How will I adapt?
- How will I learn the new skills?
- Will I have new objectives?
- How should I behave?

Integrating a new team member into a team is one of the most frequent changes a leader will have to facilitate. The leader must realise that every time a new member is introduced into the team, it affects the team dynamics – the team will relive many of the growing pains experienced during the initial forming of the team. Steps to remember when welcoming a new member into the team include:

- Establish effective orientation process sets the foot for long term success
- Create a checklist of key tasks, policies and practices
- Assign team members to work on each item on the checklist with the new team member

3. Keeping your door open

Freeing up your time for the facilitative role, does not take away your responsibility to assist in the emotional well being of the team members. In fact, team members might initially need more emotional support than usual. "Keeping your door open" refers to your availability as manager for team members to discuss both work-related and personal problems with you.

- If you want to engage hands heads and hearts of employees, strong emotional support is essential

- You need to develop good listening skills in order to understand problems adequately. You need to also decide if it is a problem that can be addressed internally, or should it be referred to professional help.

- The most important part of resolving the problem is to empower employees to handle the problems themselves. There is a fine balance between abdicating the problem to the employee and empowering him to solve the problem himself. Empowering the employee would mean that you will ensure that he/she has all the resources, including knowledge, help from others and physical resources to solve the problem before sending him off to do so. You will also check on a regular basis how he/she is doing, and if more assistance is needed.

Good listening skills include:

- Give 100% attention: Prove you care by suspending all other activities.

- Respond: Responses can be both verbal and nonverbal (nods, expressing interest) but must prove you received the message, and more importantly, prove it had an impact on you. Speak at approximately the same energy level as the other person...then they'll know they really got through and don't have to keep repeating.

- Prove understanding: To say "I understand" is not enough. People need some sort of evidence or proof of understanding. Prove your understanding by occasionally restating the gist of their idea or by asking a question which proves you know the main idea. The important point is not to repeat what they've said to prove you were listening, but to prove you understand. The difference in these two intentions transmits remarkably different messages when you are communicating.

- Prove respect: Prove you take other views seriously. It seldom helps to tell people, "I appreciate your position," or "I know how you feel." You have to prove it by being willing to communicate with others at their level of understanding and attitude. We do this naturally by adjusting our tone of voice, rate of speech and choice of words to show that we are trying to imagine being where they are at the moment.

Listening to and acknowledging other people may seem deceptively simple, but doing it well, particularly when disagreements arise, takes true talent. As with any skill, listening well takes plenty of practice.

Group Formative Exercise 12: Case Study

Time Frame: 60 Min

Learning Unit 2

Building Internal and External Networks

Unit Standard	
252027	**Devise and apply strategies to establish and maintain workplace relationships**
Specific Outcomes	

SO1: Liaise and network with internal and external stakeholders

1.1. Opportunities for networking are identified or created with internal and external stakeholders relevant to a unit

1.2. Networking opportunities are identified, meetings are attended, and new contracts are established to mutual benefit

1.3. Avenues for communicating with stakeholders are explored and appropriate strategies implemented to mutual benefit of all people involved.

SO2: Devise and apply a strategy to establish constructive relationships with managers

2.1. Managers are kept informed of activities, progress and results of the unit through verbal or written feedback in accordance with the entities policies and procedures

2.2. A process for seeking and exchanging information and seeking advice is agreed to in consultation with all managers in a unit

2.3. Managers in the unit are consulted on issues that are relevant to their area of responsibility to promote constructive relationships and interaction between units in the entity

2.4. Concerns over the quality of work are raised directly with relevant managers in accordance with the entity's policies and procedures 2.5. Information presented to the manager is clear, accurate and timely
Learning Outcomes
Demonstrate an understanding of building internal stakeholder networks **Demonstrate an understanding of building external stakeholder networks** **Demonstrate an understanding of the framework for setting up and managing internal and external stakeholder networks.**
Critical Cross-field Outcomes

▪ Identifying ▪ Working ▪ Organising ▪ Collecting	▪ Communicating ▪ Science ▪ Demonstrating

BUILDING INTERNAL AND EXTERNAL NETWORKS

Although the building of internal versus external networks seems very different at first, the methods and rules are very similar. Seldom there are some rules only applicable to one of the networking applications. We have therefore put the whole concept of networking with partners in one Learning Unit. We will start of by distinguishing between them, but then we will describe the methods as one body of information, implying that the methods are similar for internal and external networks.

A. BUILDING NETWORKS WITH INTERNAL BUSINESS PARTNERS

The relationships that managers build with other managers, i.e. managers of other departments as well as his/her superiors are equally important to team relations within a department.

These relationships that are built between departments can be called the 'internal supplier-customer value chain'. As the name indicates, work is received by your department from your internal suppliers, the processing of work takes place within your department and work is delivered to your internal customers, who then repeat this process. The same rules for building relationships with other departments can also be applied to other internal business partners such as your manager, your subordinate managers, other entities within the company that you render a service to or that supplies you with goods/services. The process is illustrated in figure 2 below:

Figure 2.1.: External Stakeholder Network

B. BUILDING NETWORKS WITH EXTERNAL BUSINESS PARTNERS

In today's volatile marketplace, a key responsibility of the team leader is to assist the team to adapt to the external environment. In fact, some literature talks about the boundary-less organisation, where the team leader needs to identify all means internally and externally which can assist the company to become more efficient. Some years back, it was only the marketing department and CEO who would be in contact with customers. Things have however changed, and organisations increasingly set up cross functional network teams to improve on efficiency and customer service. The same can be said for other external relations such as corporate social responsibility, supplier relationships, benchmarking teams etc.

Where the traditional leader will focus his attention on throughput; the new generation leader would empower his team to focus on throughput to leave him free to focus on the surrounding environment. This includes internal relationship environment with team members and other business partners (as discussed in Learning Unit 2&3) as well as the external environment.

External environment could include issues like:

- Customer and vendor interactions
- Benchmarking with other companies/groups
- Assessing competitors and market opportunities
- Legal and community issues of importance
- Forecasting new technologies
- Building communication bridges with other groups (internally and externally
- Forging important alliances
- Bringing training and development opportunities to the group

<u>Companies usually have protocol, either official or not-official that regulates contact with external stakeholders. This would usually entail that you need to get permission</u>

from a Exco/Mancom member or the CEO himself to make external contact. Companies that promotes all levels of managers to 'scan' the external environment would usually approve processes and not only individual liaison events. All leaders need to be informed on the company protocol with regards to external stakeholder contact. This is a process that can easily turn haywire if not properly co-ordinated.

C. FRAMEWORK FOR SETTING UP AND MANAGEMENT OF INTERNAL AND EXTERNAL NETWORKS

The framework below describes how a company can manage external networks. Just as in the case of strategy, goals and objectives, the company on a strategic level (management or representative task team), would compile the framework first. After the company have decided on the general direction that external networks will be managed, each department needs to break it down to departmental external relationship management plans.

This framework can be used at company and departmental levels:

STEP 1 **Stakeholder Analysis and Mapping**	STEP 2 **Clarify expectations**	STEP 3 **Communication strategy and planning**	STEP 4 **Engagement Strategies and techniques**	STEP 5 **Continuous assessment and follow through**
▪ Identify key stakeholders ▪ Define stakeholder concerns and issues ▪ Assess their level of commitment and resistance	▪ Specify key deliverables via formal or informal service level agreements	▪ Review methods to inform different groups including timing and frequency ▪ Use the communication plan and create continuous dialogue with all stakeholders ▪ Obtain feedback and involvement	▪ Involve stakeholders in the design and implementation	▪ Clarification of roles and responsibilities ▪ Validate and evaluate the communication process

1. Analyse and Map Stakeholders

Before you make contact with external networks/business partners, it could be helpful to analyse your external environment first.

It is firstly important to identify who your external networks/business partners are, in other words who influences your business most.

The second step is to analyse stakeholders. In the analysis you need to ask the following questions:

- What is the impact that this stakeholder would have on my department? A stakeholder with high impact would usually be allocated more time, attention than a stakeholder with low impact.

- How critical to our department's success is this stakeholder. Again, a stakeholder who rates high would be allocated more time and attention than the lower one.

- How willing will the stakeholder be to make the necessary adjustments to change if our department require changes? If can be very frustrating to spend lots of time on stakeholder meetings which does not impact positively on your business.

2. Draw up clear expectations in a service level agreement with both internal suppliers and customers.

The purpose of a service level agreement between internal business partners is to outline key deliverables as well frequency of review.

Example items which could be included in a service level agreement between a planning and production department:

1. Planning department to supply weekly production plan by the close of business on Thursday every week

2. Changes in production plan to be agreed between planning and production; a problem-solving exercise will be held to try and avoid the situation from happening again

3. High priority production items will be indicated on the plan

4. If production is unable to meet the plan, they will advice planning within two hours of the problem being identified

5. A representative from the planning department will attend the production meeting on the last Thursday of each month.

Below is a tool to assist your team to summarise supplier commitments and customer expectations on one page.

Supplier 1:		Customer 1:
Supplier 2:	OUR TEAM	Customer 2:
Supplier 3:		Customer 3:

3. How to Develop the Communication Strategy and Plan

- **Define objectives.** State the results you want to achieve. These might include
    - excellent service to customers,
    - stakeholder loyalty,
    - centralization of the communication effort,
    - increased internal and external network teamwork,
    - improved product delivery,
    - visibility for the association and the industry or profession, and
    - influence on government, media, consumers, and other audiences.

- **Define/review audiences.** List all the audiences that your department might contact, attempt to influence, or serve. Included on your list may be. If you have already done this in your stakeholder analysis/mapping, skip this step.
- **Define goals.** Break down objectives into smaller, do-able chunks. For example, if the objective is to improve customer service, goals might include improved training for your team on quality control, a manual for handling complaints, and ongoing information to customers. (refer to SMART goals in Learning Unit 1)
- **Identify tools.** Decide what tools will be used to accomplish stated goals. These tools can be anything from a simple flyer to a glossy magazine. Don't overlook less obvious tools such as posters, report covers and Web sites. Brainstorm ideas with your staff.
- **Establish a timetable.** Once objectives, goals, audiences, and tools have been identified, quantify the results in a calendar grid that outlines roughly what projects will be accomplished and when. Separate objectives into logical time periods (monthly, weekly, etc.).
- **Evaluate the result.** Build into your plan a method for measuring results. Your evaluation might take the form of
    - a monthly report on work in progress,
    - formalized department reports for presentation at staff meetings,
    - periodic briefings of the chief staff executive and the department heads, and
    - a year-end summary for the annual report.

Developing a written communication plan will take effort. Plan on three or four days the first time you do it. Once in place, the written plan will smooth your job all year long, earn you respect from your managers and other staff, help set work priorities, protect you from last-minute demands, and bring a semblance of order to your chaotic job

4. Select an engagement technique

Several techniques for stakeholder engagement exist. Choose one appropriate for the purpose you are engaging for:

- If the purpose is communication related: Information sharing; Project bulletins and letters to targeted audiences; company brochures and reports; Internal and external newsletters;

Websites: Technical briefings; Speeches, conference presentations, displays, handouts, videos; Open houses, tours; Press releases, media advertising

- If the purpose is consultation: Questionnaire surveys; focus groups; workplace assessments; ad hoc meetings; standing stakeholder advisory forums; online feedback and discussion forums.
- If the purpose is dialogue: Multi stakeholder forums; advisory panels; learnership summits; virtual engagement on intranets and internet
- If the purpose is partnerships: Joint ventures; local sustainable development projects; multi stakeholder initiatives; alliances.

Some important **guidelines** on engagement are:

- Agree on the rules of engagement and understand each party's role
- Be focussed yet flexible: stick to your communication plan – engagement will be most successful if you remain focussed
- Listen and be respectful: In networking with stakeholders you will do more listening than talk. You need to learn each other's vocabulary and to influence or respect each other's perceptions. Where trust is absent you will sometimes need an outside facilitator. (refer to Learning Unit 1 for effective listening skills)
- Operationalise: Commitment and response to stakeholders need to filter through to corporate decision making at all levels. It is exactly this requirement that has and will convince top management to filter engagement to all levels of the organisation, i.e corporate and operational levels.
- Follow-up: Setting targets, measuring and reporting on progress and offering an explanation on targets that has not been reached is important in meeting stakeholder expectations.

Some **challenges** of stakeholder engagement include:

- It takes time and resources: If successfully managed, stakeholder relations grow, not fade. Additional stakeholders would like to engage. Some stakeholders need to be educated about the nature of the relationship. This can drain company resources as most companies are not set up to respond to all stakeholder concerns and comments. Priorities need to be set and budget needs to be adhered to.

- It raises expectations which can sometimes be unrealistically high. You must be clear on what you can and cannot do.

- Getting the right stakeholder to the table can be challenging, there can be conflicting demands amongst stakeholders. Companies or departments sometimes end up in acting to resolve problems between stakeholders. Again, you should continuously ask if this stakeholder engagement assist your business to reach its goals. If not, the engagement should be discontinued. It is important though that you keep a long-term view. Some relationships can be frustrating on the short term, but in the long term it would do more harm to discontinue it than to keep it going.

5. Create and maintain a system for feedback and continuous improvement

The same as with team and individual performance goals, business partners should agree on responsibilities, target dates/frequencies as well as how success will be measured. Business partner contact meeting frequency should be agreed upon. The meetings should be held to discuss the performance of each business partner against their agreed targets/goals. Performance improvement plans should be drawn up to foster a spirit of continuous improvement amongst business partners.

Studies on customer satisfaction have shown that dissatisfied customers seldom give verbal or written feedback to their suppliers, they simply quit buying from them. Although this is obviously studies on external customer relations, it could be applied to internal customer relations. When departments fail to deliver to their internal customers, the internal customer loses trust, engagement drops, and relationships break down. In order to prevent this from happening, regular business partner contact is essential. Here are some guidelines when meeting with your internal customers:

- **Take one of your team members along when meeting** with a business partner to assist in taking notes ensuring that all expectations are recorded; help with understanding the customer expectations; emphasise your commitment to good service to your customer; developing your own team members to appreciate customer expectations

- **Develop good questions:** In your preparation for the interview, define the information you would like to gain from the interview, and then draw up a set of questions to get the information. Open ended questions give the customer the opportunity to elaborate, discuss and give more data.

- **Get the specifics:** If customer makes general, abstract statements, clarify it by getting the goal specific expectation, linking deliverables, timelines and performance measures to expectations. E.g. 'What does quick turnaround time mean to you?'; 'What would the ideal turnaround time be for you?"; What would the minimum acceptable turnaround time be for you?"

- **Listen, listen, listen.** Do not use this interview to defend and market your department. The purpose of this interview is to understand how the customer regards your department. A good rule of thumb is that the customer should do 80% of the talking and you 20% mainly to clarify important points.

- **Avoid getting defensive:** A natural reaction to negative feedback is to get defensive. Avoid this impulse. Rather seek to fully understand the specifics and how it affected the customer, agree on performance improvement.

- **Summarise what you heard:** This helps you to check your understanding. Emphasize what you view the main points of the meeting. After summarising you can ask the customer 'how did I do?' and 'do you have any points to add'

- **Do not over commit:** Do not give the impression that 'all problems will be fixed' if it is not the case. Rather under-promise and over-deliver than the other way around.

- **Provide follow-through and feedback:** Make sure any promises made are carried out, and that you provide feedback to your customer. Remember to thank him/her for recommendations and explain what was done. This will assist to strengthen your relationship.

To summarise, here is an example of a **Stakeholder Engagement Plan**

List Stakeholder	**Stakeholder Assessment**					**Action Plan**		
	Stakeholder key contact/s	Level of interest (low>medium>high)	Ability to impact (low>medium>high)	What we want from stakeholder	What stakeholder wants from us	How will we engage	When will we engage/ frequency	Who owns the relationship?

Group Formative Exercise 13: Stakeholder Engagement Plan

Learning Unit 3

Conflict resolution

Unit Standard	
252027	**Devise and apply strategies to establish and maintain workplace relationships**
Specific Outcomes	
SO3: Identify and minimize personal conflict in a unit 3.1. Information on the procedures for dealing with conflict in a unit is communicated to team members to promote the orderly resolution of conflict in accordance with the entities policies and procedures 3.2. Conflict situations are referred to appropriate managers where required in terms of the entity's policies and procedures.	
Learning Outcomes	
Demonstrate an understanding of informal conflict resolution **Demonstrate an understanding of formal/procedural conflict resolution** **Demonstrate an understanding of conflict handling styles**	
Critical Cross-field Outcomes	

▪ Identifying ▪ Working ▪ Organising ▪ Collecting	▪ Communicating ▪ Science ▪ Demonstrating

RESOLVING CONFLICT

This is undoubtedly the one of the most challenging roles of the leader. Even if he does everything mentioned in this course perfectly, conflict is bound to happen. However, as previously mentioned, the real challenge lies in managing conflict to the benefit of the team. That means valuing differences; viewing conflict as an opportunity to examine our assumptions, ideas and solutions. However, we should also realise that unresolved conflict can be destructive, eroding trust and confidence.

Conflict can occur on different levels:

- Within your own team between team members. As previously mentioned, integrating a new member into the team can often create new team dynamics which could lead to conflict.

- Between departments – no matter how efficient a team is within, if it is unable to work with other teams, it is not truly effective. Therefore, conflict on inter-group level needs to be addressed just as promptly as internal group conflict

- Conflict could also arise between your team and external stakeholders. Again, even the most efficient team cannot be effective if their external relations are not managed well.

PROCESSES TO RESOLVE CONFLICT:

1. **The First Level of Conflict Resolution**

First level conflict resolution is less formal. Normally companies do not have policies and procedures for this level of conflict as it is expected to be a less formal process. There are however some universal guidelines to resolve conflict on this level:

- Identify the joint purpose of the group. Ask the question what makes our team/teams important to the overall success of the business. This assists to get on ‘common ground’ rather than opposing goals.

- Identify the root cause of the conflict that is keeping the joint purpose of being achieved. This means identifying what is the impact of the conflict – how does it prevent the group/company to achieve its goals; identify where the conflict originates and how it can be eliminated or controlled at the source of occurrence.

☐ Always remember that the conflict resolution process is to solve problems and not to affix blame. Thus, you do not look at who causes the conflict, but rather where the root cause originates.

☐ Develop action plans to eliminate or control the root cause. This is a joint process where all parties involved or directly affected by the conflict should be involved

2. The Second Level of Conflict resolution

The second level of conflict is a more formal one. This process is usually regulated by the Grievance Procedure in a company. When conflict comes to the second level, an attempt has usually been made to settle it on the first level, but it didn't work.

The person against whom the grievance has been declared may have a representative present at the grievance discussion on grievances which relate to matters of a personal nature.

A grievance is any complaint, dissatisfaction or feeling of injustice suffered by an employee(s) in relation to his/her employment relationship caused by an actual or perceived infringement of rights as employee(s). The grievance procedure cannot be applied for dissatisfaction on matters of interest.

Grievance procedure is a process to ensure that grievances (individual / group) are considered and resolved as close as possible to the point of origin and as speedily (but within the time frames specified) as practical.

A grievance is a process by which employees have the opportunity to voice their concern to management about something in the organisation that adversely affects his/her operation within the organisation.

The LRA is not prescriptive as to how this should take place, but it allows the organisation to come up with a process collective agreed upon between the employee and employer organisations (trade unions).

In this process the shop steward plays a pivotal role. They are in a position that enables them to influence substantially the climate of an organisation. Their most important influence is the critical function of handling individual grievances.

The grievance process allows the employer to detect problems that employees experience within the organisation before it grows to such an extent that the organisation and the employee is affected negatively. For example, an employee detects that he/she works longer hours and receives less payment as those working lesser hours.

Such a situation, when not dealt with at the grievance level, will be solved at the CCMA or other third-party intervention. It can also develop into disciplinary problems the organisation.

A grievance must first be addressed between the supervisor and the person working within the section. If it cannot be solved, it will be taken up through the levels of management. If it cannot be solved at the highest ranking official, the CMD or CEO of organisation must make a final decision. The employee can either accept this decision or lodge a dispute at the CCMA or any other dispute mechanism.

2.1. Procedure for Dealing With Grievances

Step 1: Immediate Supervisory Level

An employee who has a grievance must first bring it to his/her immediate supervisor's attention, which shall endeavour to resolve the issue within one working day of the issue being raised.

If the employee is not satisfied with the supervisor's decision, then the employee shall have the right to raise a formal grievance with the next higher level of Management within two working days.

Step 2: Higher Management Level

If the employee is not satisfied with the supervisor's decision or if the grievance concerns the employee's supervisor; then the employee shall complete a formal grievance form and submit it to the next level of management within two working days of the supervisor's decision.

The relevant manager shall arrange a meeting within one working day after having received the grievance form. The parties may extend the time period upon agreement.

The meeting shall be attended by the employee, representative and the Manager. The Manager shall see to it that minutes are taken of the meeting and any decision made, shall be recorded on the Formal Grievance Form.

If no satisfactory answer has been received by the employer within two working days of the formal grievance having been lodged, this shall be noted on the grievance form and the employee should be advised to take the issue to Top Management. This must be done within two working days of the manager's decision.

Step 3: Top Management Level

This is the highest level in the company, and this will usually be the Managing Director or the owner of the company.

The manager in step two will advise Top management, who shall arrange a meeting consisting of all the parties. This must be done within two working days of the manager's decision. Minutes will also be kept of this meeting.

A decision is made by the Managing Director and it shall be recorded on the Formal Grievance Form.

Should the employee still feel unsatisfied by the decision he /she could make use of statuary dispute or CCMA.

Collective Grievances

- A collective grievance is when more than one employee is involved in the grievance.
- The procedure to be followed in the case of a collective grievance is the same as that of an individual grievance.
- In the case of a collective grievance the number of representatives to be elected by the group to handle the grievance on their behalf, should be decided by the employees themselves, but shall not exceed five in number. The representatives elected must be part of the aggrieved employees and/or a colleague a representative of the acknowledged staff association.

3. Conflict handling styles

Five conflict handling styles or techniques can be identified:

- **Avoiding:** Turning a blind eye to conflict will inevitably make matters worse and lead to more frustration and helplessness. In some situations, constructive non-action may however be effective if the issue is not important towards achieving goals or the timing is inappropriate
- **Forcing:** This technique pushes the leader's view through with no regard to the other party's view. This may be a short-term convenient solution but will lead to resentment from the other party's side with negative consequences.
- **Accommodating:** This style indicates a tendency to accept the other person's view with little regard to one's own goal. It some cases it may be best to accept the other person's view, but if this is your dominant style, you will always come second when differences in opinion exist.
- **Compromising:** This is a 'middle of the way' solution. A compromised solution is not always the best, but it could be expedient and quick when the issue is not critically important.

- **Problem solving style:** This style is aimed at fully satisfying both parties by building on the views of both. This style is aimed to achieve synergy, which means the end result should be better than the individual opinions. This is possible if the leader listen, facilitate and guide the situation in a calm and structured way, following the six steps of problem solving:
    - Identify the problem
    - Gather facts
    - Describe the problem accurately
    - Identify all solutions
    - Select the best solution
    - Implement

Group Formative Exercise 14: Role Play

Time Frame: 60 Min

S4 <u>Summative Exercise</u>

ANNEXURE I

Meeting/Discussion Leading Skills

Step 1: Prepare for the discussion

Identify the real problem

- Obtain the necessary facts and opinions
- Determine your top priority problem
- Decide the extend and type of discussion needed

Plan the discussion

- Consider who should attend
- Decide the area to be covered
- Set an objective for the discussion
- Decide on possible method to discuss critical areas

Arrange the meeting

- Make sure everyone is prepared
- Take care of all physical arrangements

Step 2: Introduce the discussion

Clarify the objective

- Explain the problem to be discussed
- Establish the relevant facts and opinions
- State the specific objective of the discussion

Stimulate group interest

- Clarify the importance of the objective

- Encourage a friendly team spirit
- Get an agreement on the critical area discussion

Step 3: Lead the discussion

Guide the group

- Stimulate discussion on the first stage
- Draw op special experience of individuals
- Ensure that discussion is shared fairly among all members
- Explore the reasons for disagreement among members

Keep the discussions moving forward

- Ensure that all contributions are understood
- Keep the discussion on track
- Summarise progress regularly
- Lead the group through the remaining stages towards the objective

Step 4: Conclude the discussion

Summarise overall progress

- Ensure all relevant aspects has been considered

Clarify action to be taken

- Bring the group to a decision on a specific cause of action
- Ensure that everyone understands the action to be taken

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