

BEST PRACTICE IN HACCC SERVICES CONFERENCE

CONCURRENT SESSION: 3

BEST PRACTICE: TEAM BUILDING

Presenter: Michael Foley, CEO, Clarence Valley Community Programs Inc.

No model can function outside the people who work in it.

TEAM WORK

- ✓ SHARED MISSION (DIRECTION)
- ✓ SHARED RESPONSIBILITY
- ✓ SHARED UNDERSTANDINGS
- ✓ STRENGTH THROUGH UNITY
- ✓ SHARED RESOURCES
- ✓ SHARED VISION

Leadership is about inspiring and bringing people with you, as you forge ahead.

A leader articulates and embodies the vision and goals of the organisation and enables others to share and achieve them. Leadership is about vision, spirit and character; getting diverse individuals to work together as a team.

Community organisation leadership requires a mix of conceptual thought processes and skills that draw upon a combination of generic management ideas and more specialised solutions that reflect the characteristics and activities of the organisation.

LEADERSHIP

Manager Traits ...		Leader Traits ...	
Doesn't ensure imagination, creativity or ethical behaviour	<input type="checkbox"/>	Uses personal power to influence the thoughts and actions of others	<input type="checkbox"/>
Rationally analyses a situation, developing systematic selection of goals and purposes (what is to be done)	<input type="checkbox"/>	Intuitive, mystical understanding of what needs to be done	<input type="checkbox"/>
Directs energy toward: goals, resources, organisation structure, determining the problems to be solved	<input type="checkbox"/>	Directs energy toward guiding people towards practical solutions	<input type="checkbox"/>
Perpetuates group conflict	<input type="checkbox"/>	Works to develop harmonious inter-personal relationships	<input type="checkbox"/>
Becomes anxious when there is relative disorder	<input type="checkbox"/>	Works best when things are somewhat disorderly or chaotic	<input type="checkbox"/>
Uses their accumulation of collective experience to get where they are going	<input type="checkbox"/>	Often jumps to conclusions, without logical progression of thoughts or facts	<input type="checkbox"/>
Innovated by "tinkering" with existing processes	<input type="checkbox"/>	Innovated through flashes of insight or intuition	<input type="checkbox"/>
Sees the world as relatively impersonal and static (black and white)	<input type="checkbox"/>	Sees the world as full of colour, and constantly blending into new colour shapes	<input type="checkbox"/>
Influences people through the use of logic, facts and reason	<input type="checkbox"/>	Influences people through altering moods, evoking images and expectations	<input type="checkbox"/>
Views work as an enabling process, involving a combination of ideas, skills, timing and people	<input type="checkbox"/>	Views work as developing fresh approaches to old problems, or finding new options for old issues	<input type="checkbox"/>
Views work as something that must be done or tolerated	<input type="checkbox"/>	Views work as something challenging and exciting	<input type="checkbox"/>
Has an instinct for survival; seeks to minimise risks and tolerate the mundane	<input type="checkbox"/>	Sometimes reacts to the mundane and routine as an affliction	<input type="checkbox"/>
Has a low level of emotional involvement in their work	<input type="checkbox"/>	Takes in emotional signals from others, making them mean something in the relationship with an individual; often passionate about their work	<input type="checkbox"/>
Relates to people by the role they play in a sequence or in a decision-making process	<input type="checkbox"/>	Relates to people in intuitive and empathetic ways	<input type="checkbox"/>
Focuses on how things need to be done	<input type="checkbox"/>	Focuses on what needs to be done, leaving the decisions to the people involved	<input type="checkbox"/>
Focuses attention on procedure	<input type="checkbox"/>	Focuses on the decision to be made	<input type="checkbox"/>
Communicates with subordinates indirectly using 'signals'	<input type="checkbox"/>	Communicates through messages heightening the emotional response	<input type="checkbox"/>
<i>Onceborn</i> : their lives have been most straightforward and predictable, takes things for granted.	<input type="checkbox"/>	<i>Twiceborn</i> : their lives have not always been easy, often marked by some struggle to attain a sense of order; does not take things for granted	<input type="checkbox"/>
Sees themselves as conservators and regulators of an existing order of affairs; belongs to the organisation; believes in duty and responsibility to their organisation	<input type="checkbox"/>	Sees themselves as separate from their environment; may work in organisations but never belong to them; searches for opportunities to change	<input type="checkbox"/>
Sees themselves as an integral part of their social structure and social standard	<input type="checkbox"/>	Sees themselves as a constantly evolving human being, focusing more inwardly than outwardly	<input type="checkbox"/>
Develops themselves through socialisation, seeking to maintain the balance of social relations.	<input type="checkbox"/>	Develops themselves through personal mastery, struggling for psychological and social change	<input type="checkbox"/>
Finds harmony in living up to society's, company's and family's expectations	<input type="checkbox"/>	Finds self-esteem through self-reliance and personal expression	<input type="checkbox"/>
Forms moderate and widely distributed personal attachments with others	<input type="checkbox"/>	Forms intensive one-on-one relationships, which may be of short duration; often has mentors	<input type="checkbox"/>
Feels threatened by open challenges to their ideas, are troubles by aggressiveness	<input type="checkbox"/>	Able to tolerate aggressive interchanges, encouraging emotional involvement with others.	<input type="checkbox"/>

We must know ourselves, if we are to take responsibility for the working lives of others.

Personally, as team leaders,

- ✓ We have a responsibility to know our own emotions and control them in situations beyond expectations.
- ✓ We should recognise emotion in others and motivate them.
- ✓ As leaders, we exercise the ability to sense, understand and effectively apply the power and acumen of emotions as a source of human energy, information, connection and influence.
- ✓ We need to value empathy and emotional self-awareness as the competencies that drive improvement and personal change.

Personal components of leadership

- ✓ Intrapersonal Management:
self-regard,
emotional self-awareness,
assertiveness, and
self-actualisation.
- ✓ Interpersonal Relations:
empathy,
social responsibility, and
interpersonal relationships.
- ✓ Stress Management:
Stress tolerance,
impulse control, and
independence.
- ✓ Adaptability:
reality testing,
flexibility, and
problem solving.
- ✓ General Mood:
Optimism, and
happiness

Organisationally, as leaders of teams, we need to:

- ✓ Foster and maintain group's cohesiveness, co-operation and direction.
- ✓ Identify and resolve conflict in order that disruption to work group functions are minimised, using accepted personnel policies and practices.
- ✓ Work to keep team members informed and up to date of all relevant activities.
- ✓ Delegate assignments in order to maximise strengths of team members and provide development in areas of weakness.
- ✓ Create an environment which provides opportunities for interaction with others engaged in similar types of work.
- ✓ Display the confidence to let go of control oriented processes in order that teams can take initiatives and accept accountability for results.

As resource people and communicators, we need to:

- ✓ Communicate expectations so that they can be acted upon and assist in establishing priorities.
- ✓ Strive to ensure that employees are aware of management goals and how individual efforts assist in accomplishing these.
- ✓ Demonstrate fairness and equity in the delegation of tasks and assignments and set realistic and challenging goals, objectives, work plans and deadlines while respecting others' needs for a balanced work life.
- ✓ Ensure that appropriate resources are available to accomplish tasks allocated.
- ✓ Show sensitive yet prompt handling of difficult interpersonal and staff related issues by fully explaining the position on related principles and encourage others to clarify the problem and the benefits of reaching common ground.
- ✓ Visibly provide support and assistance to staff in dealing with other parts of the organisation and in applying policies and procedures affecting the workplace.
- ✓ Ensure that a safe and healthy work environment is maintained by dealing with incidents and accidents in accordance with applicable policies and procedures and show commitment to safety and health programs.
- ✓ Act as a champion for progressive human resources practices.
- ✓ Challenge employees to meet their potential by leveraging their areas of strength and providing them the opportunity to develop.
- ✓ Create a climate of learning based on trust, honesty and openness.
- ✓ Provide and seek feedback in areas where performance could be improved in order to see clear benefits and do so in a timely and constructive manner.
- ✓ Show support for and enable others to take risks by promoting and trying new ideas, and unleashing people to think boldly and implement new ways of doing business.

In our relations with staff, we need to:

- ✓ Generate excitement, enthusiasm and commitment in people, through translating organisational vision, mission, and values into terms that are relevant to the work being performed.
- ✓ Remain visible and available to staff and create an "open door" policy to ensure regular and ongoing contact and communication.
- ✓ Share recognition and ownership of success with team members and encourage and support creative thinking.
- ✓ Create a sense of ownership and team spirit by encouraging others to express ideas freely and to be involved in decision making regarding personal and business goals.
- ✓ Helps employees realise their full potential by mutually designing assignments and identifying support opportunities.
- ✓ Respect the confidentiality of others, except where it may be detrimental to the individual or work unit.
- ✓ Openly and honestly help employees to assess strengths and weaknesses and help to identify and prioritise learning activities which are consistent with the principles of the continuous learning organisation.
- ✓ Ensure that the strategies, mission and values of the organisation are available and visible within the work place.
- ✓ Ensure that all employees are provided with and are encouraged to use the informational tools available to them in order to accomplish their duties and develop their skills and knowledge base.
- ✓ Update staff on all changes and/or items of concern that may affect their development or may result in a need for further training or re-training.
- ✓ Demonstrate commitment to establishing individual learning plans for others based on goals and priorities of the organization and follow-up on progress on a regular basis.

In managing change, we as team leaders need to:

- ✓ Demonstrate an understanding and sensitivity of others fears and initial resistance to change and recognise the effects change can have on others.
- ✓ Present change in a positive manner and carefully assess the impact and the current and future benefits of change.
- ✓ Drive for positive change with courage and confidence in such a way that ideas, events and processes are challenged in a supportive fashion.
- ✓ Get to core issues and situate them in their proper overall context in an enthusiastic and positive manner.
- ✓ Put forward options for change while focusing on client expectations and common organisational objectives and impact on employees.
- ✓ Develop a thorough understanding of technology in support of change and implement them in a visible and supportive manner.

Without an understanding of the environment in which we work, we can not lead.

ORGANISATIONAL CULTURE

Organisations have an underlying culture. It consists of certain expressed and unexpressed assumptions, acceptable and unacceptable behaviour, various work norms and general orientations. We as leaders and change managers may find the underlying culture is not in sync with our organisational goals.

Culture is unconscious:

- ✓ It is made up of shared basic assumptions and beliefs which guide how people relate to one another inside the organisation, and how they deal with clients, stakeholders and others outside the organisation.
- ✓ It describes “how things are done around here” and rests on fundamentals that are outside of awareness.
- ✓ It is a source of stability in an organisation.
- ✓ It is invisible unless you try to change it.
- ✓ It is deeply embedded, formed from resolving crises of internal integration and external survival. It has grown out of shared emotional experiences as the people involved have survived crises, faced funding cuts, absorbing mergers and externally imposed change, rallied around new leaders and coped with internal conflict.

These pivotal events live on in myth and stories, and they form a bedrock of shared beliefs and values that are assumed and unquestioned. Together they shape an unconscious survival strategy.

Shaping Corporate Culture

As we seek to change the culture of our organisation to address external pressures of to facilitate internal re-structuring, we need to understand our organisational culture's attitudes to:

- ✓ tolerance to uncertainty,
- ✓ quality orientation,
- ✓ openness to change,
- ✓ stakeholder orientation,
- ✓ relationships with our clients,
- ✓ risk taking,
- ✓ operating as a learning organisation,
- ✓ orientation to new ideas,
- ✓ “can do” attitude,
- ✓ values,
- ✓ internal/external focus,
- ✓ trust, integrity/credibility, and
- ✓ process/service orientation.

The organisation's effectiveness through change and growth is highly dependant on how the workforce views the place where they work. Such things as job satisfaction, being valued, participation in decision making and relationships affect the productivity and loyalty of each of us.

Knowing the deeply rooted qualities of a corporate culture can be very helpful to us as leaders because of the predictability they indicate. Leaders need to understand the organisation's culture, work with it, and focus conscious attention on the unconscious patterns that shape "how things are done around here".

The **intrapersonal, inner self**: Persons who are in touch with their feelings, feel good about themselves, and feel positive about what they are doing with their life. They are able to express their feelings, are independent, strong and confident in conveying their ideas and beliefs.

One needs to examine:

- ✓ **emotional self-awareness** (one's ability to be in touch with one's feelings and emotions);
- ✓ **assertiveness** (one's ability to express feelings, thoughts and beliefs openly and defend one's rights in a non-destructive manner);
- ✓ **self-regard** (one's acceptance and respect for oneself in terms of one's limitations and possibilities, i.e. one's feelings of security, inner strength, self-assuredness, self-confidence and self-adequacy);
- ✓ **self-actualisation** (one's ability to realise one's potential and be involved in pursuits that lead to a meaningful, rich and full life); and
- ✓ **independence** (one's ability to be self-reliant, self-directed, autonomous, and independent in one's thinking and actions).
- ✓ **self examination** (the ability to test preconceptions against new evidence)

Interpersonal: strong social skills – an ability to understand, interact and relate well with others.

One needs to examine:

- ✓ **empathy** (one's ability to be aware of and appreciate the feelings of others i.e. being sensitive to the feelings of others, being able to tune-in to what, how, and why people feel the way they do, and being able to emotionally read people);
- ✓ **interpersonal relationship** (one's ability to establish and maintain mutually satisfying relationships with people, with a capacity for intimacy and affection); and
- ✓ **social responsibility** (one's ability to be a cooperative, contributing and constructive member of one's social groups, i.e. acting responsibly and dependably with one's social groups, and being able to identify with them).

Adaptability, handling environmental demands in real life situations: generally flexible, realistic, and effective in understanding problematic situations, and competent enough to arrive at pragmatic solutions to problems.

One needs to examine:

- ✓ **problem solving** (one's ability to utilise effective problem solving and decision making processes, and one's desire to do one's best to confront problems instead of avoiding them);
- ✓ **reality testing** (one's ability to evaluate the correspondence between what one experiences and what reality is, i.e. tuning in to the immediate situation, attempting to keep things in the correct perspective, and searching for evidence to confirm, justify and support feelings, perceptions, and thoughts); and

- ✓ **flexibility** (one's ability to adjust emotions, feelings, thoughts, and behaviours to unfamiliar, unpredictable and dynamic scenarios).

Stress management: control of feelings, urges and impulses, and one's ability to withstand stress without losing control by responding in a calm, non-impulsive manner.

One needs to examine:

- ✓ **stress tolerance** (one's ability to withstand adverse events and stressful circumstances positively, without breaking down or giving up, i.e. being resourceful, optimistic, in control, relaxed and composed during crises or difficult times); and
- ✓ **impulse control** (one's ability to resist and/or delay reactions to act i.e. one's capacity to accept one's aggressive impulses, control one's aggression, hostility and irresponsible behaviours, and having a high tolerance level for frustration).

General mood: feeling of contentment: positive, hopeful, cheerful and optimistic about life.

One needs to examine:

- ✓ **happiness** (one's ability to feel satisfied with life by genuinely enjoying the company of others, being able to derive pleasure from life itself, and being capable of having fun most of the time, professionally and privately); and
- ✓ **optimism** (one's ability to look at the brighter side of life).

CONCLUSION

As leaders, we must be sensitive to the needs and capacities of others.