

Growing Business

Managing your team

Reference manual

AGRIFOOD
SKILLS AUSTRALIA



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Purpose of this reference manual

This manual is designed to help you explore key skills such as establishing effective tools and strategies to plan and manage your marketing and team more effectively and if desired the two units *Market the small business* and *Manage small teams* from the *Certificate IV in Small Business Management*.

By reading the material and completing the activities contained in this manual, you will learn to apply concepts and models that will help you achieve the learning outcomes described by your facilitator.

The activities contained in this manual allow experiences to be recalled and evaluated for effectiveness and new concepts to be explored and transferred to the workplace. Discussions with your coach will expand on key areas.

Managing your team

Understanding motivation

Self awareness through the Myers Briggs Type Indicator

Before you can undertake any work planning, as a manager you need to explore your own self awareness. Do you really know yourself? Stephen Covey (1990) states self awareness as his Habit no.1 along with imagination, conscience and independent will.

Complete the Myers Briggs type indicator assessment and/or Insight Game Score Card from your facilitator.

Myers Briggs Type Indicator

Preferences

Within the MBTI model there are two opposite preferences for each of the four scales. It is important to note that all of us use both of the opposite preferences. However, we normally prefer to use one as it feels more comfortable. (Baron, 1998)

My Insight game score

E	S	T	P
I	N	F	J

My preferred style is

--	--	--	--

Temperament

Jung's theory (1921) is that our temperament is an innate or inborn set of characteristics. Further, that it has an influence on behaviour through preferred ways of interacting with the world. It does not and cannot predict all behaviour but it can help understand behavioural preferences. The value in studying temperament is that you firstly deepen your understanding of yourself and secondly understand those around you

The descriptors used for Temperament Types related to the MBTI are as follows:

- SJ – motivated by a need to be responsible in what ever social group they are in whether it be the family, the workplace or the community. They value tradition.
- SP – motivated by a need for freedom and the need to act. They value living in the moment.
- NT – motivated by the need for knowledge and competency. They value the theoretical and the powers of the mind.
- NF – motivated by a need to understand themselves and others.

The SJ – Work ethic (duty seekers)

At their best they are reliable, organised, focused on the task at hand, conscientious and hardworking. At their worst are judgemental, controlling, inflexible and close minded. SJs:

- are realistic, practical and responsible
- value tradition and standard way of doing things
- respect traditions, customs and laws – it gives them a sense of stability, security and belonging; they respect the chain of command
- seek out duties and responsibilities

Managing your team

- enjoy being of service and making things run like they should
- have high expectations of themselves and others
- like to be in charge
- probably take on too much
- have a strong work ethic
- like the chain of command, standard operating procedures
- pay attention to detail
- resist change – do the tried and tested
- can make decisions too quickly
- take personal commitments and obligations seriously
- feel more comfortable being a giver than a receiver.

Getting along with the SJ

- Apologise
- Appreciate their thoroughness, loyalty and willingness to take on responsibility
- Don't take advantage of their capacity
- They dislike delays, confusion and waste
- They honour commitments
- Respect their sense of tradition and social order
- Be specific and practical
- Don't force change.

Tips for the SJ

- Loosen up and relax
- Exercise tolerance
- Let go of your need to always control
- Develop your intuition and imagination
- Be more spontaneous and have more fun
- You don't have to always do.

SP – Activity (variety and action seekers)

At their best they are optimistic, generous, fun loving, adventurous, realistic and adaptable. At their worst they are hyperactive, impatient, impulsive and scattered.

They:

- love freedom – resist being restricted or controlled
- don't need to understand life, they want to experience it
- are optimistic – feel like that they can handle anything
- are practical, pragmatic, resourceful
- like to deliver results and see the results of their work
- make work fun and want their career to be exciting
- like risk and challenge and respond to crises
- like immediate action and are very good at problem solving by jumping in
- don't like policy, procedure, rules and traditions
- find that routine and over structure is draining
- generally take people and situations at face value
- are hands on and often shun intellectual pursuits
- like sports, crafts, machines, music.

To get along with them

- Appreciate their enthusiasm and ability to deal with a crisis.
- Join in.
- Give them freedom.
- Offer alternatives – they like to do things in their own way in their own time.
- Don't overanalyse with them.
- Discuss issues whilst walking or doing a physical activity.

Tips for SPs

- Develop persistence and follow through.
- Complete tasks.
- Avoid too many quick decisions.
- Reflect to become clear on your goals and priorities.
- Address issues – don't just keep being busy.
- Keep commitments.

NT – Ideas (knowledge seekers)

At their best they are innovative, inquisitive, analytical, bright, independent, witty and competent. At their worst they are arrogant, cynical, critical, distant and self-righteous. NTs:

- value knowledge and competency, prize intelligence in themselves and others
- feel compelled to constantly improve their base of knowledge
- like problem solving and mastering new challenges
- understand and synthesise complex information and anticipate future trends
- enjoy new ways of doing things – developing, designing and building models, theories and systems
- aim for mastery in everything that they do and want to make a unique contribution in their field of work
- have little interest in day to day details and facts
- value independence and autonomy; dislike hierarchy and bureaucratic structure
- can be argumentative and opinionated when presented with information from authorities that contradicts what they believe
- desire recognition from peers
- stand on principle and are sceptical of public opinion
- can have a degree of inadequacy and self doubt because of their high standards

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- connect more with the mind than the heart, love to debate many sides of an issue and enjoy intellectual exchange
- are more comfortable with thoughts than with feelings
- dislike discussing personal issues and are uncomfortable with people's feelings
- are sensitive to being treated fairly or unfairly
- can neglect relationships in pursuit of the intellectual life.

Tips for getting along with NTs

- Let them know you appreciate their objectivity and quick mind.
- Respect their need for autonomy and independence.
- Don't rely on them for companionship.
- Engage in intellectually stimulating conversation.
- Don't overwhelm them with your feelings.
- Don't take it personally when you are debating with them.

Tips for NTs

- Make time for relationships.
- Listen without overanalysing.
- Talk at a level that people can understand.
- Learn to express emotions.
- Pay attention to the practical implications of your ideas.
- Learn to enjoy the sensing side of life.
- Recognise that there are limits to intellectual understanding.
- Do things for the fun of it.

NF – Ideals (seek to understand the world and people)

At their best they are compassionate, warm, loyal, helpful, idealistic and genuine.

At their worst they are hypersensitive, overly emotional, judgemental, unrealistic, impractical and self absorbed. NFs:

- direct intuition and insight toward understanding themselves and others
- value integrity, strive for genuineness and authenticity
- have a vision of the ideal world and work towards creating that
- can be seen as overly optimistic
- enjoy work that allows them to use their creativity
- like to help people realise their potential
- are sensitive to other's needs and good at bringing out the best in people
- get disappointed when projects or people don't turn out as they expected – they put so much faith and energy into it
- like harmonious working environments where personal and professional growth and development is encouraged
- can be self righteous about their values
- like new ideas and solutions; can become bored on a project
- dislike standards; can be too idealistic and independent to work in corporate, government or military environments; can have an anti-authoritarian attitude
- are empathic; sometimes they feel it more than the other person does
- like talking with their partner about their plans for the future
- love sharing ideas and new ways of seeing things
- invest effort and energy in relationship with partner
- seek self actualisation and meaning
- can become self absorbed in quest for identity
- easily hurt and can be crushed by criticism.

Getting along with NFs

- Enjoy romance and attention.
- Appreciate them.
- Be tactful when giving feedback.
- Encourage them to put their work out in the world.
- Don't judge them for their changing needs.

Tips for NFs

- Be realistic about your expectations.
- Be careful about your tendency to project ideal qualities onto others.
- Do work that suits your interest and personality.
- Avoid taking comments and remarks personally.
- Avoid becoming overly involved in other people's lives.
- Learn to say no.
- Be aware of encouraging others' dependence on you.
- Become more in touch with your senses and the moment.
- Be more objective.
- Find friends with similar interests who value and appreciate you.
- Set realistic goals.

Notes

Assigning work

What is your role?

This section is about being clear about roles at work and setting about improving performance in those roles. To understand some of these concepts we will first look to Systems Leadership (SL) to find a clear model of what *work* is, what are the *types* of work people do, and what makes up a *role*. Then we will look at the notion of 'competence'.

In order to establish principles about the organisation of work, we will start by considering what work actually is. This will lead us to look at how people apply themselves to their work and will provide some principles of how to maximise the opportunity for people to contribute.

We will also examine the parameters needed for people to understand a task assigned to them and the key components of a role.

Work

All work in organisations is done by people. In order to talk effectively about how to organise for this to be done, we need to understand the human process of doing work.

Individual people perform work most of the time. Obviously not all of this is in paid employment or for financial reward. The concept of volunteer work is familiar to most people and anyone who has a family or has organised a large gathering will know how much 'work' is involved.

When we do work as People....

- We use our *discretion* to generate options
- *Decide* on a particular solution
- Action, monitor and adjust that pathway to achieve the *output*



When any one performs work they have to expend effort or energy to do it. This energy can be physical, emotional and intellectual.

It also means that the person doing the work has to make decisions of one kind or another – i.e. judgments about how to direct that energy.

This implies that there is some point (or goal) to the activity and that, before making a decision, they have generated some options or alternatives from which they can choose. Work also always takes place inside boundaries (limits or constraints). These show how much latitude a person has in coming up with ways to do the work.

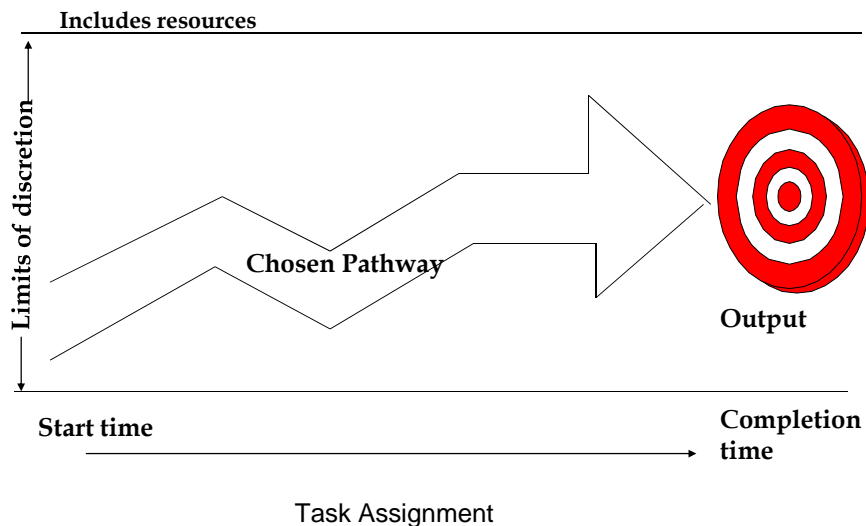
In the SL models, work is defined by as:

“The exercise of discretion in making decisions in order to achieve a productive purpose.” (Macdonald Associates Consultancy, 2002)

It can be argued that if one of these pieces is missing, the work, if it occurred, is at best incomplete.

In organisations we can talk about tasks and roles to express how work is done.

PERFORMING WORK



A Task is:

“An assignment to achieve a specific output within a given time, with given resources and within specified limits.” (Macdonald Associates Consultancy 2002)

In other words a task is a one-off defined piece of work.

A Role is:

“A cluster of tasks focused on a particular purpose.” (Macdonald Associates Consultancy 2002)

So it's a collection of possible things to be done to achieve a clear outcome for the organisation.

The core of *work*, is developing and selecting a pathway that moves us towards a goal. Obviously developing useful alternatives and selecting one which has a high chance of success are part of how well we do this.

Indeed, when we form an opinion about another person's performance we normally focus not just on if they got to the end point but also on the way (how) they got there.

For example, you and I might have been assigned the same task and achieved it. However, you had to deal with much more adverse conditions whilst performing your work than I did. There is a qualitative difference in the work we had to do to get the task output. In other words the process (pathway) we pursued as well as the outcome (purpose).

Process and outcome will often be directly linked, as the reason for a particular piece of work (why it is important to do) will direct us towards particular alternative paths to complete the task.

Work and people

When we undertake work we are applying ourselves to the world around us. No two of us do the same task exactly the same way and each time we do a task (assuming there's scope) we tend to modify or change our approach. How 'I' do 'my' work is then one of the ways I show myself to others and differentiate who I am. It is part of my signature.

It follows from this that under normal circumstances, we prefer to be able to demonstrate and express our cleverness through doing work. To the extent that we can use the abilities we have to do this, we will feel happier about our worth and persona – and therefore should be more willing to continue to contribute in the workplace.

To do this most effectively, we each need to have the opportunity to hold the accountability for that work – in other words have control over process and decisions that have to be made to achieve the outcome. This is part of the authority needed for the task.

Three questions about work

In performing work there are three questions to which we all seek answers.

1. What am I supposed to be doing?
2. How well am I going at that?
3. What future is there in how I do this?

If each of us can reasonably answer these then we will have greater clarity about our work, its importance and impact for us. If this is the case it makes sense (is rational) for us to feel more confident in contributing more of ourselves to the doing of the work (assuming the consequences are positive of course). We are also more likely to be able to predict these consequences – i.e. our future is more predictable – which is an important part of our psychological security.

Task assignment

Assuming the task is clear in the mind of the assignor, it needs to be correctly assigned. This may also involve other people, to fine-tune parameters or issues, or may just be the assignee and assignor.

The core **components** of a successful task assignment are as follows:

- **Context** (including any unusual limits)
- **Purpose**
- Output – in terms of **Quality** and **Quantity**
- **Resources** available
- **Time** for completion.

These are normally abbreviated to **CPQQRT**.

The context and purpose set the scene for the dimensions of the task: the quality, quantity, resources and time. They give information about why the task is important and what may occur along the pathway while the dimensions describe the task itself. The interrelationship between the four dimensions is what tells us what the priorities are and where to aim our capability.

Context

The context is the broad environment in which the task will occur. It tells us what's going on around our work that could impact on it and allows us to make an informed decision about any changes in the situation as we go along.

It also tells us where our work fits in the larger picture and who else it impacts. It could include:

- how the business is performing
- what the current priorities are
- likely changes that may occur during the course of the task
- how the task relates to other things going on
- where and how the output will be used and it's desired impact
- how this task relates to other work in the team and business
- any limits which are beyond the normal for this area/person
- further explanation of the reason for the task and its importance.

Purpose

The purpose of the task should be able to be expressed as a one sentence statement without using 'and' or 'or'. In other words, it should point clearly to a single purpose for the task. It needs to express what it is and why it needs to be done.

A good understanding of the context and purpose (including the broader business context) allows us to make clearer and more confident decisions about the task or process in the absence of being able to ask for clarification or if the situation changes during the work).

Output (Quality and Quantity)

The output should be specified in terms of *how many* (quantity) and *what they're like* (quality). The determination of these will be influenced by what the output is to be used for. It may be that the customer of the output should be a part of this definition. There is an obvious trade-off between these two aspects of output and the assignor needs to be clear what this is.

Within the quality dimension there can also be aspects like safety, environmental and cultural outcomes. The project may need to be completed to a set technical standard but also to a safety requirement and done in such a way as to preserve relationships with another group or set up a platform for future work.

Resources

The resources are the things we have at our (authorised) disposal to do the work. The lack or over-abundance of them will strongly influence the options we generate and therefore the pathway we choose. Typically there are some physical resources but there are also intangibles. These may include:

- people
- equipment
- time – i.e. person hours or availability of people
- access to information or testing
- authority.

Managing your team

It is important not to assume you need all the resources you at first feel you might. This dimension also interrelates with output, especially as regards cost of the output. Equally, don't always assume cheapest is best (see Q & Q).

Time

The time specified here is *time to completion* that is an end point for the task. This is vital as the pathway that we choose is very much affected by how long we have.

Often task assigners do not adequately set this parameter, relying on more vague notions like, "as soon as possible" or "as soon as you can". The dilemma in phrases such as these is that they assume that both the assigner and assignee have the same set of information and priorities in their heads – which is rarely the case. These phrases lead to misunderstanding and an unclear sense of the priority of the task.

Further, the lack of a known end point gives us (as assignees) few ways to judge between alternative pathways. To do so we have to make a judgment about the assignor's preferred timing.

Understanding the work/task

Once the task is clearly formulated and assigned it is **vital** that there is a check for understanding. The 'work' of both people in this transaction will be affected if the task is not clear (in both technical and social terms), so, the accountability for being clear on the task exists on both sides of the relationship.

Assignor's accountability

- Properly formulate the task as part of your overall work - including priority.
- Be clear in the assignment and include the input of the team member in the task.
- Check for understanding and clarity.
- Determine monitoring process.
- Follow through, correct or reassign if needed.

Assignee's accountabilities

- Understand the task and its context.
- Provide input to the task, its requirements and its fit with other work on board.
- Provide information about progress.
- Raise issues and concerns - especially if the environment changes or if the task looks like being off track

Managing your team

As can be seen above, the formulation and assignment of a task is an *active* process for both people. Both have clear accountabilities in the process (and therefore authorities that can be derived to assist in their accomplishment).

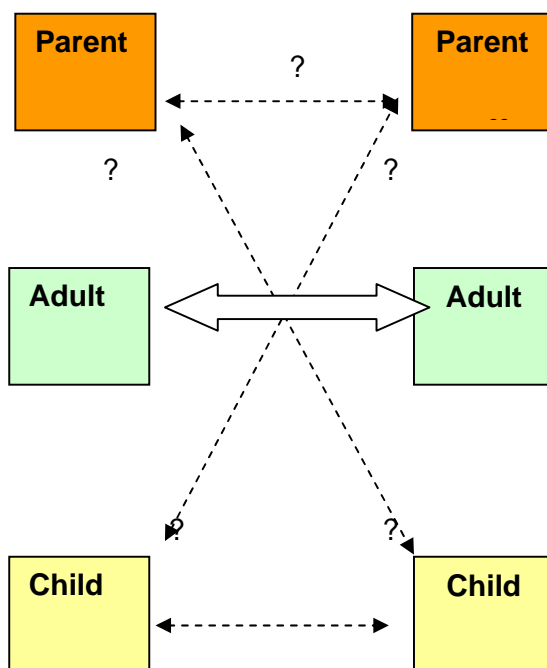
Notes

Transactional analysis

When we interact with people we view the conversation from our own perspective and sometimes our style is interpreted by the other person as entirely different from our intended style.

Eric Berne in the 1950's developed his theory of *Transactional analysis*. Berne believes that there are three 'ego states' built into transactions (interaction with other people). Other people form a perception of which ego state you are 'transacting' from. As stated previously, this may be what you intended or something quite different. Berne's descriptions of the three styles/ego states are as follows:

- parent – directive, aggressive, domineering, suppressive (may also be nurturing)
- adult – see below
- child – submissive, can be sulky, short attention span, dominated (having fun)



What would happen?

Adult state:

- Respectful
- Listening to each other
- Calm – keeping their emotions under control
- Honest, trustworthy

What would happen?

Managing your team

Berne's assertion is that the only constructive effective transactions are those between people transacting from the 'adult' ego-state and that all other transactions are counterproductive.

Managing performance of new recruits

Many industries are experiencing difficulties with respect to the shortage of appropriate labour to operate effectively. Coupled with this issue is the problem of retaining employees once they have been recruited.

Engaged employees, who are having a positive experience, especially in their initial period of employment, are more likely to persist with their training/learning phase and therefore more likely to become longer term employees. The small business operator's role in the retention of new employees cannot be underestimated. Primarily they will be the first point of contact in their new work environment and so have a vital part to play.

The first task for a small business operator is to ensure the new employee feels comfortable with their new surrounds.

The retention of new employees relies heavily on the leadership they experience in their new environment, so it is vital that owners or supervisors engage new employees and integrate them into the workplace and work team effectively and as quickly as possible. Outdated ways of supervising are becoming increasingly unacceptable. That is to say what worked ten or twenty or even thirty years does not work today. The modern owner/supervisor needs to think more deeply about retaining employees.

Managing your team

The following timeline and actions may be helpful for supervisors:

Phase	Focus	Actions
Phase 1 (0 -3 minutes)	First impressions	Remain calm and welcoming. Introduce yourself. Welcome new employee.
Phase 2 (3 min – 3 hours)	Social ease	Introduce trainers/buddies/team members. Ensure they know where amenities/lunch rooms etc are located. Best if they are accompanied.
Phase 3 – (3 hours – 3 days)	Environment	Allow new recruit to familiarise themselves with the workplace. Give them time to ask questions about everything that is going on.
Phase 4 – (3 days – 3 weeks)	Task	In this period concentrate on the acquisition of skills in the task they have been assigned. Skills training and coaching are important in this period.
Phase 5 – (3 weeks – 3 months)	Relationship	Start building a direct relationship with the new recruit. Assign work clearly. Monitor their performance and provide timely feedback. Recognise and encourage. Provide constructive feedback when appropriate.

Notes

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Glossary

Differential advantage – a benefit or cluster of benefits offered to a sizeable group of customers which they value (and are willing to pay for) and which they cannot get elsewhere.

Distribution – refers to the means by which a product or service is made available (typically physically) to customers. Distribution encompasses such activities as warehousing, transportation, order processing and similar. Because distribution is the means of increasing a product/service's availability, it is also a tool which can be used in marketing to improve the match between benefits sought by customers and those offered by the business.

Marketing mix: the tactics and tools available to a business that can be used to improve the match between benefits sought by customers and those offered by the business. These include product/service price, promotion and distribution (placement).

Market segment: a group of actual or potential customers who can be expected to respond in approximately the same way to a given offer, a finer more detailed breakdown of a market.

Market segmentation: a critical aspect of marketing planning and one designed to convert product/service differences into a cost differential that can be maintained over the product/service life cycle.

Market share: the percentage amount of 'space' that a business owns with reference to its position in terms of the total anticipated returns in a particular industry, locality or market.

Product life cycle – refers to the pattern of growth and decline in returns of a product over time. It is equally applicable to the nature of a service provided. This pattern is usually divided into stages – introduction, growth, maturity, saturation, and decline. Time competition amongst business tends to reduce all products/services into commodities. That is, products/services which are only marginally different from each other with the result those businesses entering a market face a choice of becoming limited volume, high priced, high cost specialists, or high-volume, low cost producers of standard products/services.

Journal

Personal Commitment to Action

STOP DOING

Actions	How will I know when I've been successful?

CONTINUE DOING

Actions	How will I know when I've been successful?

START DOING

Actions	How will I know when I've been successful?

