

PETER JONES'
ENTERPRISE AND ENTREPRENEURSHIP

Specsavers

Unit 8: Leadership & Teamwork

Complete unit

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Task 1:

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A team? Definition:

A team is simply a group of people who work together to achieve a common purpose. In the world of small business, teams may be assembled to perform tasks such as developing a marketing plan or finding ways to improve customer service. Characteristics of effective teamwork include the ability to set aside personal prejudices and the willingness to take responsibility as a group.

T E A M


TOGETHER EVERYONE ACHIEVES MORE


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Task 1: 

Features:

- (1) **One Vision, One Goal:** This is most important that whole team has only one vision and one goal to work upon.
- (2) **Unity:** All team members should be unite together as a team.
- (3) **Motivation:** Whole team should me motivated for specific goal, and if one of the member demotivated because of some specific reason others should help him.
- (4) **Team Spirit:** It is the secret of most successful team of world.




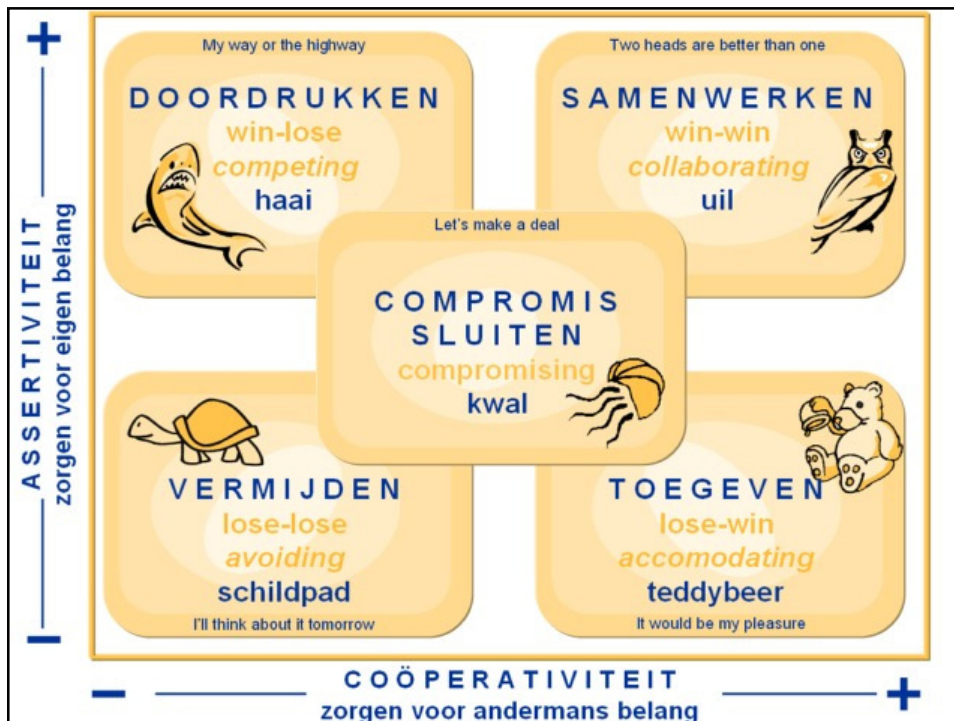
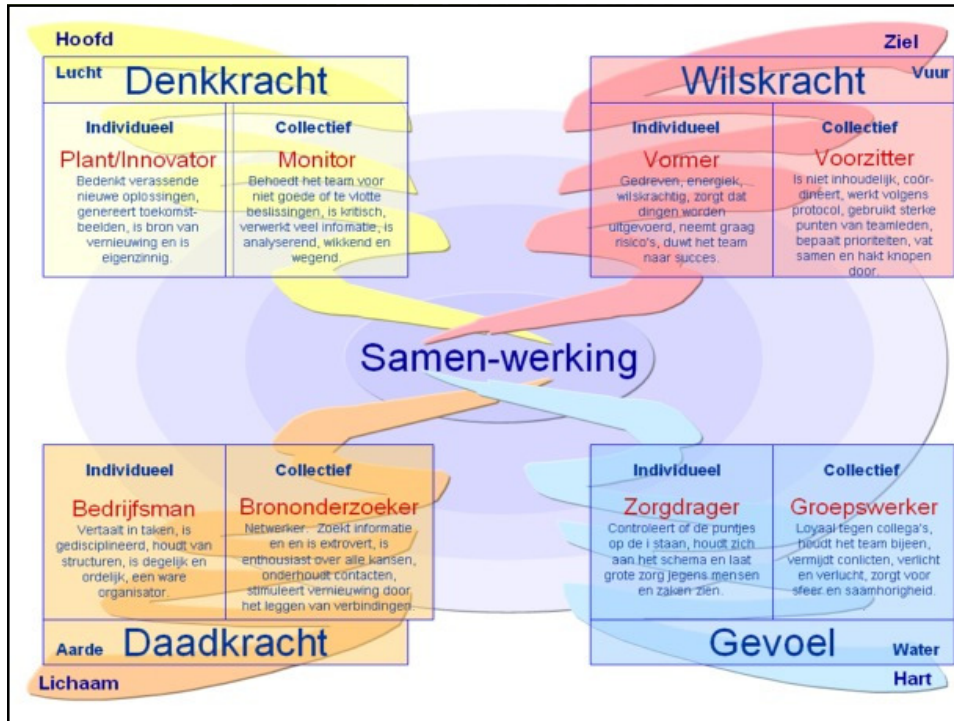
Task 1: 

Belbin's team role:

Belbin's Team Roles are used to identify people's behavioral strengths and weakness in the workplace. This information can be used to:

- Build productive working relationships
- Select and develop high-performing teams
- Raise self-awareness and personal effectiveness
- Build mutual trust and understanding
- Aid recruitment process







Task 1:

Team Role		Contribution	Allowable Weaknesses
Plant		Creative, imaginative, free-thinking. Generates ideas and solves difficult problems.	Ignores incidentals. Too preoccupied to communicate effectively.
Resource Investigator		Outgoing, enthusiastic, communicative. Explores opportunities and develops contacts.	Over-optimistic. Loses interest once initial enthusiasm has passed.
Co-ordinator		Mature, confident, identifies talent. Clarifies goals. Delegates effectively.	Can be seen as manipulative. Offloads own share of the work.
Shaper		Challenging, dynamic, thrives on pressure. Has the drive and courage to overcome obstacles.	Prone to provocation. Offends peoples feelings.
Monitor Evaluator		Sober, strategic and discerning. Sees all options and judges accurately.	Lacks drive and ability to inspire others. Can be overly critical.
Teamworker		Co-operative, perceptive and diplomatic. Listens and averts friction.	Indecisive in crunch situations. Avoids confrontation.
Implementer		Practical, reliable, efficient. Turns ideas into actions and organises work that needs to be done.	Somewhat inflexible. Slow to respond to new possibilities.
Completer Finisher		Painstaking, conscientious, anxious. Searches out errors. Polishes and perfects.	Inclined to worry unduly. Reluctant to delegate.
Specialist		Single-minded, self-starting, dedicated. Provides knowledge and skills in rare supply.	Contributes only on a narrow front. Dwells on technicalities.

Task 1:

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Maslow:

How Recognition Works

Maslow's Hierarchy of Needs

The diagram shows a pyramid with five levels. From top to bottom: 1. Self Actualization (challenge, opportunity, learning, creativity) - linked to Career, Development Opportunities. 2. Esteem (importance, recognition, respect) - linked to Modern Recognition. 3. Love/Belonging (social, love, family, team) - linked to Modern Recognition. 4. Safety (economic and physical security) - linked to Compensation & Benefits. 5. Survival (food, water, sleep) - linked to Compensation & Benefits. A note on the left states: '#1 reason people leave is because of lack of recognition at work'.

#1 reason people leave is because of lack of recognition at work

Career, Development Opportunities

Modern Recognition

Compensation & Benefits

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Adair:

The diagram consists of three overlapping circles. The top circle is pink and labeled 'TASK'. The bottom-left circle is green and labeled 'TEAM'. The bottom-right circle is light blue and labeled 'INDIVIDUAL'. The overlapping areas between the circles are shaded in various colors.

TASK

TEAM

INDIVIDUAL

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Herzberg:

Ontwikkelen en ontplooiën	MOTIVERENDE FACTOREN satisfiers <u>werkintrinsiek</u>
Erkenning en waardering Succesvol en creatief zijn Leveren van prestaties Realiseren van doelen	
Arbeidsverhoudingen Organisationsbeleid Arbeidsomstandigheden (Redelijke) beloning	HYGIËNE FACTOREN Dissatisfiers <u>werkextrinsiek</u>

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McGregor:

McGregor X - Y Theories

Theory X	Theory Y
* people need close supervision	* people want independence in work
* will avoid work when possible	* people seek responsibility
* will avoid responsibility	* people are motivated by self-fulfilment
* that they desire only money	* people naturally want to work
* people must be pushed to perform	* people will drive themselves to perform

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McGregor's:

McGregor's Theory X & Theory Y

Theory X

Workers achievement and self-actualization needs is important

Managers lead and guide employees, bring out the natural tendencies of intelligent

Theory Y

Management responsible for organizing money, material and people

Employees are controlled and have no decision making power

Managers believe



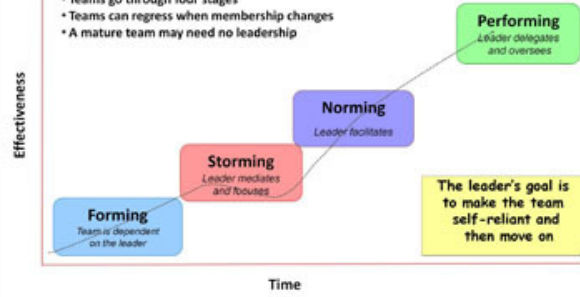
Task 1:

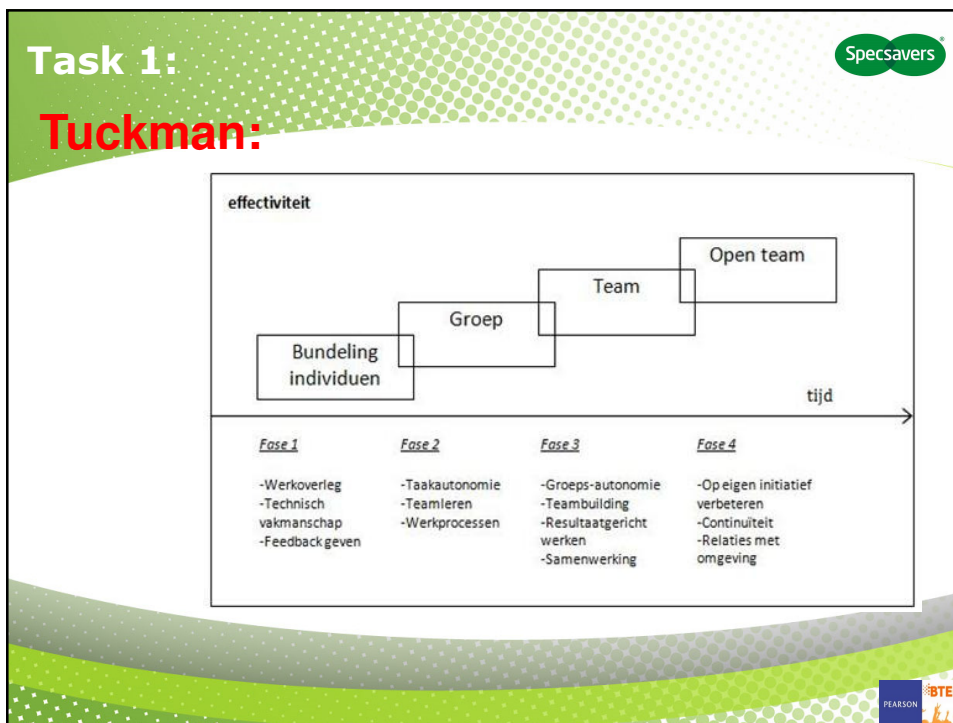
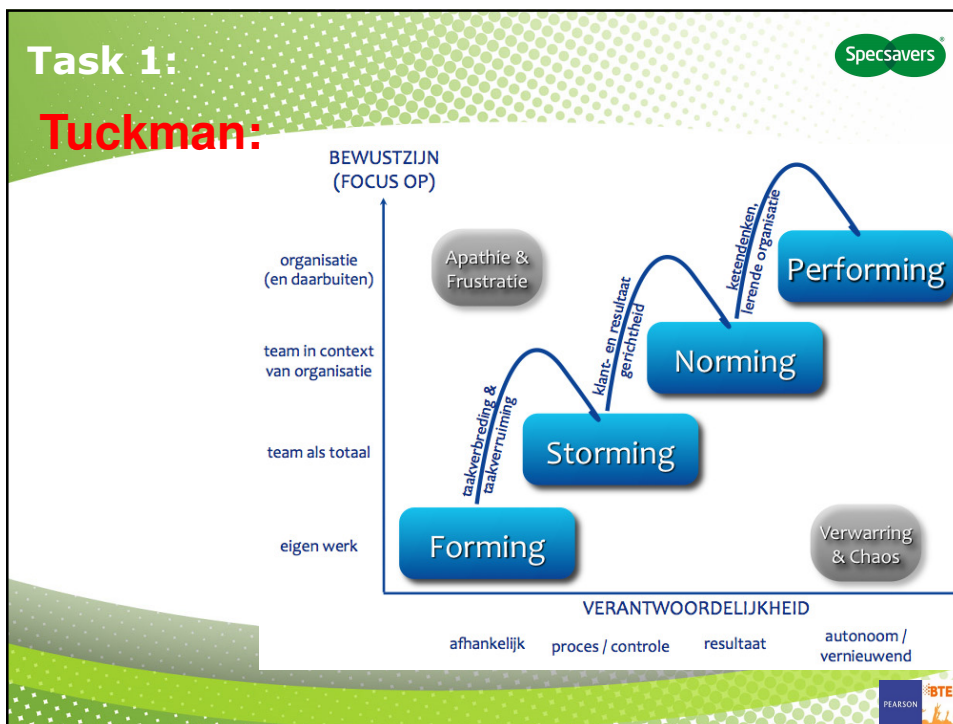


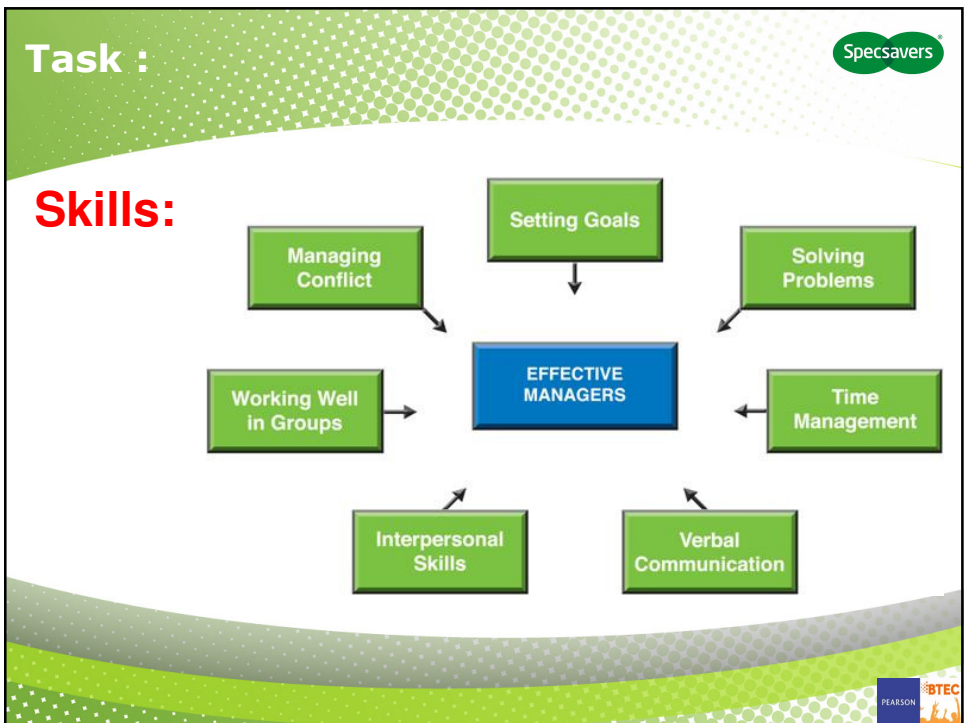
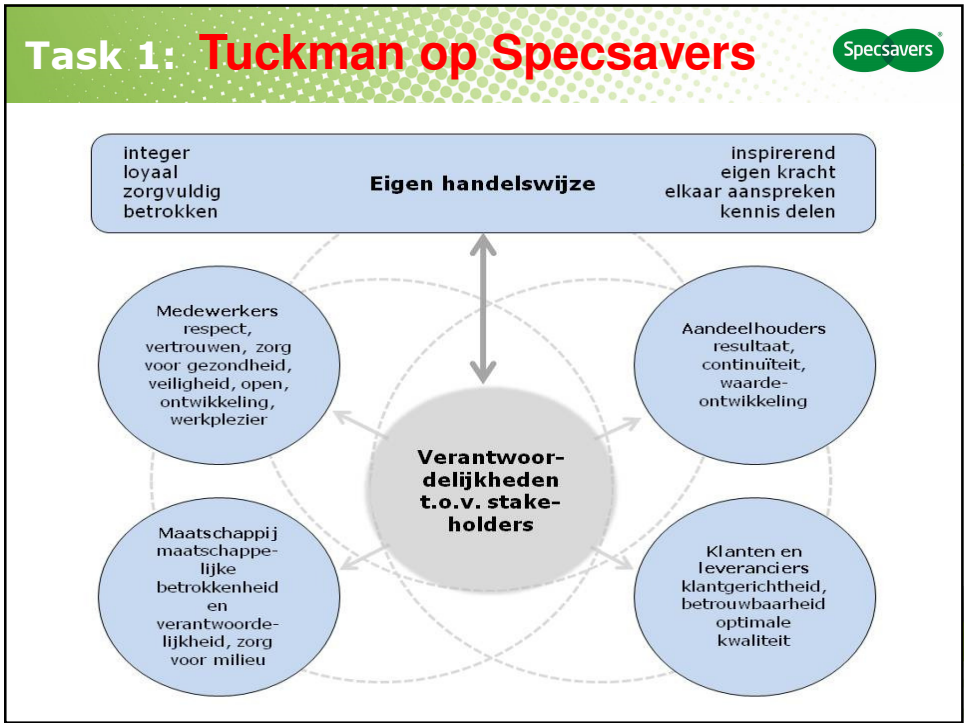
Tuckman:

Tuckman's Team Development Model


- Teams go through four stages
- Teams can regress when membership changes
- A mature team may need no leadership





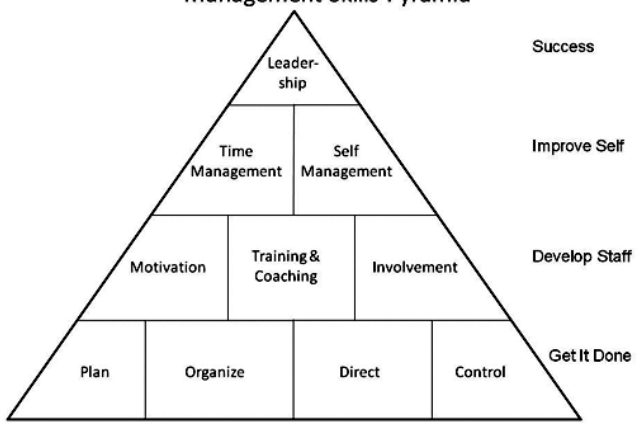


Task :




Skills:

Management Skills Pyramid



The pyramid is divided into four horizontal levels. The top level is 'Leadership'. The second level is split into 'Time Management' and 'Self Management'. The third level is split into 'Motivation', 'Training & Coaching', and 'Involvement'. The bottom level is split into 'Plan', 'Organize', 'Direct', and 'Control'. To the right of the pyramid, the following outcomes are listed: 'Success' (aligned with Leadership), 'Improve Self' (aligned with Time and Self Management), 'Develop Staff' (aligned with Motivation, Training & Coaching, and Involvement), and 'Get It Done' (aligned with Plan, Organize, Direct, and Control).



Task 1 :



Human Dynamics:



Mentaal

Denken
Objectiviteit
Visie
Overzicht
Structuur
Waarden



Emotioneel


Voelen
Subjectiviteit
Relaties
Communicatie
Organisatie
Creatieve Inbeelding










Fysiek


Doen
Maken
Realiseren
Zintuigelijke waarneming
Systemische waarneming
Praktische bruikbaarheid



Task 1 : 

Human Dynamics binnen Specsavers:

	INDIVIDUEEL		OMGEVINGSGERICHT	
Vrijheid, creativiteit, vernieuwing				Holistisch, relativerend 'het materiële voorbij'
Competitie, winnen, doelgericht				Harmonie, sociaal, groepsgevoel
Daadkracht, macht, snelheid				Orde en structuur, betrouwbaarheid
				Veiligheid en geborgenheid



Task : 

Management TEST!



Task 2 :

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Understanding Power by French & Raven:

One of the most notable studies on power was conducted by social psychologists John French and Bertram Raven, in 1959. They identified five bases of power:

1. Legitimate – This comes from the belief that a person has the formal right to make demands, and to expect compliance and obedience from others.
2. Reward – This results from one person's ability to compensate another for compliance.
3. Expert – This is based on a person's superior skill and knowledge.
4. Referent – This is the result of a person's perceived attractiveness, worthiness, and right to respect from others.
5. Coercive – This comes from the belief that a person can punish others for noncompliance.

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If you're aware of these sources of power, you can...

- Better understand why you're influenced by someone, and decide whether you want to accept the base of power being used.
- Recognize your own sources of power.
- Build your leadership skills by using and developing your own sources of power, appropriately, and for best effect.



Reward

Coercive

Legitimate

Referant

Expert

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Task 2 :

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Understanding Adair:

- Setting objectives
- Planning tasks
- Allocating of responsibilities
- Setting performance standards

- Communication
- Team building
- Motivation
- Discipline

- Coaching
- Counselling
- Developing
- Motivating

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Task 2 :

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your responsibilities as a manager for achieving the task are:

- identify aims and vision for the group, purpose, and direction - define the activity (the task)
- identify resources, people, processes, systems and tools (inc. financials, communications, IT)
- create the plan to achieve the task - deliverables, measures, timescales, strategy and tactics
- establish responsibilities, objectives, accountabilities and measures, by agreement and delegation
- set standards, quality, time and reporting parameters
- control and maintain activities against parameters
- monitor and maintain overall performance against plan
- report on progress towards the group's aim
- review, re-assess, adjust plan, methods and targets as necessary

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Task 2 :



your responsibilities as a manager for the group are:

- establish, agree and communicate standards of performance and behavior
- establish style, culture, approach of the group - soft skill elements
- monitor and maintain discipline, ethics, integrity and focus on objectives
- anticipate and resolve group conflict, struggles or disagreements
- assess and change as necessary the balance and composition of the group
- develop team-working, cooperation, morale and team-spirit
- develop the collective maturity and capability of the group - progressively increase group freedom and authority
- encourage the team towards objectives and aims - motivate the group and provide a collective sense of purpose
- identify, develop and agree team- and project-leadership roles within group
- enable, facilitate and ensure effective internal and external group communications
- identify and meet group training needs
- give feedback to the group on overall progress; consult with, and seek feedback and input from the group



Task 2 :



your responsibilities as a manager for each individual are:

- understand the team members as individuals - personality, skills, strengths, needs, aims and fears
- assist and support individuals - plans, problems, challenges, highs and lows
- identify and agree appropriate individual responsibilities and objectives
- give recognition and praise to individuals - acknowledge effort and good work
- where appropriate reward individuals with extra responsibility, advancement and status
- identify, develop and utilize each individual's capabilities and strengths
- train and develop individual team members
- develop individual freedom and authority



Task 2 :

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Belangrijk is de werkwijze van het action centered leadership

- **Planning** - seeking information, defining tasks, setting aims
- **Initiating** - briefing, task allocation, setting standards
- **Controlling** - maintaining standards, ensuring progress, ongoing decision-making
- **Supporting** - individuals' contributions, encouraging, team spirit, reconciling, morale
- **Informing** - clarifying tasks and plans, updating, receiving feedback and interpreting
- **Evaluating** - feasibility of ideas, performance, enabling self assessment

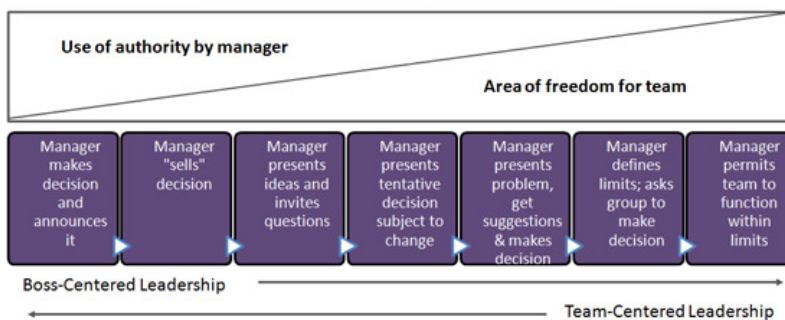
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Task 2 :

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Tannenbaum & Schmidt

Continuum of Leadership Behavior



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Task 2 :



Tannenbaum & Schmidt steps:

1. Manager makes decision and announces it – The team has no role in the decision-making role. Coercion may or may not be used or implied.
2. Manager “Sells” decision – Rather than just tell, the manager needs to sell the decision, as there is a possibility of some resistance from team members.
3. Manager presents ideas and invites questions – This allows the team to get a fuller explanation so they can gain a better understanding of what the manager is trying to accomplish.
4. Manager presents a tentative decision that is subject to change - This action invites the team to have some influence regarding the decision; thus, it can be changed based on the team's input.



Task 2 :



5. Manager presents the problem, gets suggestions, and then makes the decision – Up to this point the manager has always presented the decision, although the last style allows it to change based upon the team's input. Now the team is free to come up with options, however, the manager still decides on those options.
6. Manager defines limits, and requests the team to make a decision – The manager delegates the decision making to the team; but instills specific limits on the team's solution.
7. Manager allows team to function within limits – Now the team does the decision making, however, the manager's superior may have placed certain limits on the options they can make. If the manager sits in on the decision making, he or she attempts to do so with no more authority than the other members do.



Task 3 :

Management skills

```
graph LR; A[INTERPERSONAL ROLES  
• Figurehead  
• Leader  
• Liaison] --> B[INFORMATIONAL ROLES  
• Monitor  
• Disseminator  
• Spokesperson]; B --> C[DECISIONAL ROLES  
• Entrepreneur  
• Disturbance Handler  
• Resource Allocator  
• Negotiator]
```

INTERPERSONAL ROLES

- Figurehead
- Leader
- Liaison

INFORMATIONAL ROLES

- Monitor
- Disseminator
- Spokesperson

DECISIONAL ROLES

- Entrepreneur
- Disturbance Handler
- Resource Allocator
- Negotiator

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Task 3 :

Management skills

MANAGEMENT LEVEL	Conceptual	Human	Technical
FIRST-LINE MANAGEMENT	Conceptual	Human	Technical
MIDDLE MANAGEMENT	Conceptual	Human	Technical
TOP MANAGEMENT	Conceptual	Human	Technical

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Task 3 :



Management skills to demonstrate:

INFLUENCING SKILLS & BUY-IN	STRATEGIC THINKING	DECISION MAKING	BUILDING & GAINING TRUST	STRENGTHS COACHING
BUILDING TEAMS	NEGOTIATING	GOAL DEVELOPMENT & BUSINESS ALIGNMENT	RESILIENCE	OFFICE POLITICS
ENGAGEMENT & MOTIVATION	DEVELOPING OTHERS	LEADERSHIP BRANDING	HOW EXECUTIVES THINK	PRESENTING YOURSELF



Task 4 :



FEEDBACK:



Task 4 :

FEEDBACK: 360° feedback model

The diagram illustrates the 360° feedback model. At the center is a person icon labeled 'feedback ontvanger'. Surrounding this central figure is a circular ring. Six arrows point towards the center from different directions, each labeled with a role: 'leidinggevende' (top), 'coach' (left), 'collega's' (right), 'medewerkers' (bottom-right), 'klanten' (bottom), and 'docent' (bottom-left). A small circular arrow icon is positioned near the center, indicating a continuous or cyclical process.

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Task 4 :

FEEDBACK:


The diagram shows a hierarchical flow of factors leading to results. It consists of three stacked boxes, each with a downward-pointing arrow on the left side. The top box contains 'MOETEN' (Must) and 'Functies + Doelen' (Functions + Goals) with 'Gewenste resultaten' (Desired results) below. The middle box contains 'KUNNEN' (Can) and 'Capaciteiten + Competenties' (Capabilities + Competencies) with 'Gewenst gedrag' (Desired behavior) below. The bottom box contains 'WILLEN' (Will) and 'Talenten + Motieven' (Talents + Motivations) with 'Voorkeursgedrag' (Preferred behavior) below. At the base of the diagram is a ribbon-like banner labeled 'RESULTATEN' (Results).

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Task 4 :



FEEDBACK



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Unit 8: Leadership & Teamwork

Complete unit Finished / Think about the **deadline**

