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TESS Group

Business Sustainability, Well-being & Performance Course Suite

Workshop 9:

Fairness, inclusion, respect and team success

matrix® quality standard for information advice and guidance services approved by the matrix Accreditation Body

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This programme

Workshop 1: Communication, Feedback & Coaching

Workshop 2: Well-being & performance at work

Workshop 3: Emotional intelligence

Workshop 4: Strategic Decision Making, Planning & Commercial Awareness

Workshop 5: Appraisal skills

Workshop 6: Inspiring and motivating the workforce

Workshop 7: Change management

Workshop 8: Project management

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This programme

- Selection of leadership & management workshops (1 per month)
- Personalised action plans
- 121 coaching/mentoring with Tess Group
- *Values session

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Workshop timings

8.30-10.00: High performing teams

10.00-10.15: Break

10.15-11.15: Belbin team roles

11.15: 11.30: Break

11.30-12.30: Transactional analysis

12.30-1.00: Lunch

1.00-2.30: Equality and diversity

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High performing team

a) Define a high performing team

b) What are the benefits of having a high performing team?

b) Why isn't every team high performing?

d) What makes a high performing team

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Team work is…

"The process of working together with a group of people in order to achieve a goal

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High performing team

What is a high performing team?

"A group of people with **specific roles** and **complementary talents and skills**, aligned with and committed to a **common purpose**, who consistently show high levels of **collaboration** and **innovation**, that produce **superior results**"

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High performing team

What makes a high performing team?

1) People have solid trust in each other.
2) Everybody is working toward the same goals.
3) Team members are clear on how to work together and how to accomplish tasks.
4) Everyone understands both team and individual performance goals.
5) Team members actively diffuse.
6) The team engages in extensive discussion, and everyone gets a chance to contribute
7) Disagreement is viewed as a good thing and conflicts are managed.
8) Each team member carries his or her own weight
9) Everyone respects the team processes and other members.
10) The leadership of the team shifts from time to time, as appropriate, to drive results.
11) No individual members are more important than the team.
12) Everyone understands that we all have different personalities.
13) Success and positives are praised

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Coaching: GROW

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Generating responsibility

What will you do and when?

What do you want to change?

What options have you got?

What's happening now?

Generating awareness

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Action Centred Leadership

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Action Centred Leadership

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your responsibilities as a manager for the group are:

- establish, agree and communicate standards of performance and behaviour
- 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

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Action Centred Leadership

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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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Action Centred Leadership

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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 utilise each individual's capabilities and strengths
- train and develop individual team members
- develop individual freedom and authority

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High performing teams

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The four most significant behaviours consistently demonstrated by high-impact leaders are:

1) defining clear goals or a vision of the future in accordance with overall organizational aims (the “big picture”)

2) creating blueprints for action to achieve those goals

3) using language to build trust, encourage forward thinking and create energy within the team (“powerful conversations”)

4) getting the right people involved (“passionate champions”)

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Alligator river story

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_____ Abigail

_____ Gregory

_____ Sinbad

_____ Ivan

_____ Slug

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Alligator river story

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Once there was a girl named Abigail who was in love with a boy named Gregory. Gregory had an accident and broke his glasses. Abigail, being a real friend, volunteered to take them to be repaired. But the repair shop was across the river, and during a flash flood the bridge was washed away. Poor Gregory could see nothing without his glasses, so Abigail was desperate to get across the river to the repair shop. While she was standing on the bank of the river wondering what to do a boy named Sinbad came by in a rowboat.

She asked Sinbad if he would take her across. He agreed to on condition that while she was having the glasses repaired, she would go to a nearby store and steal a Walkman that he had been wanting. Abigail refused to do this and went to see a friend Ivan who had a boat.

When Abigail told Ivan her problem, he said he was to busy to help her out and didn’t want to get involved. Abigail feeling she had no choice returned to Sinbad and told him she would agree to his plan.

When Abigail returned the glasses to Gregory, she told him what she had to do. Gregory was very angry at what she had done and told her he never wanted to see her again, their friendship was over.

Abigail, upset, turned to Slug with her tale of woe. Slug feeling sorry for Abigail promised her he would get even with Gregory. They went to the school playground where Greg was playing ball and Abigail watched happily while Slug beat Gregory up and broke his glasses.

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Tuckman

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Forming
Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.

Storming
Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.

Norming
People feel part of the team and realize that they can achieve work if they accept other viewpoints.

Performing
The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.

Adjourning
The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.

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High performing team

"Each employee is different.

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High performing team

"Each employee is different. We all have different behavioural strengths and weaknesses in the workplace"

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High performing team

What is a high performing team?

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Belbin

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BELBIN®

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Belbin

Overall	Belbin roles	Description
Doing / acting	Implementer	Well-organized and predictable. Takes basic ideas and makes them work in practice. Can be slow.
	Shaper	Lots of energy and action, challenging others to move forwards. Can be insensitive.
	Completer/Finisher	Reliably sees things through to the end, ironing out the wrinkles and ensuring everything works well. Can worry too much and not trust others.
Thinking / problem-solving	Plant	Solves difficult problems with original and creative ideas. Can be poor communicator and may ignore the details.
	Monitor/Evaluator	Sees the big picture. Thinks carefully and accurately about things. May lack energy or ability to inspire others.
	Specialist	Has expert knowledge/skills in key areas and will solve many problems here. Can be disinterested in all other areas.
People / feelings	Coordinator	Respected leader who helps everyone focus on their task. Can be seen as excessively controlling.
	Team worker	Cares for individuals and the team. Good listener and works to resolve social problems. Can have problems making difficult decisions.
	Resource/investigator	Explores new ideas and possibilities with energy and with others. Good networker. Can be too optimistic and lose energy after the initial flush.

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Belbin

The first Team Role to be identified was the **Plant**. The role was so-called because one such individual was "planted" in each team. They tended to be highly creative and good at solving problems in unconventional ways.

One by one, the other Team Roles began to emerge. The **Monitor Evaluator** was needed to provide a logical eye, make impartial judgements where required and to weigh up the team's options in a dispassionate way.

Co-ordinators were needed to focus on the team's objectives, draw out team members and delegate work appropriately.

When the team was at risk of becoming isolated and inwardly-focused, **Resource Investigators** provided inside knowledge on the opposition and made sure that the team's idea would carry to the world outside the team.

Implementers were needed to plan a practical, workable strategy and carry it out as efficiently as possible.

Completer Finishers were most effectively used at the end of a task, to "polish" and scrutinise the work for errors, subjecting it to the highest standards of quality control.

Teamworkers helped the team to gel, using their versatility to identify the work required and complete it on behalf of the team.

Challenging individuals, known as **Shapers,** provided the necessary drive to ensure that the team kept moving and did not lose focus or momentum.

It was only after the initial research had been completed that the ninth Team Role, **Specialist** emerged. In the real world, the value of an individual with in-depth knowledge of a key area came to be recognised as yet another essential team contribution.

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Belbin

1)

- Share your profile with your partner(s)
- Preferred role, less preferred role, contributions, allowable weakness

2)

- How can you practically use Belbin's model in the workplace to:
- a) develop a team and
- b) manage and lead a team.
- Outline the benefits and potential risks/ consideration in applying this

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Transactional Analysis

TRANSACTIONAL ANALYSIS

Sigmund Freud
(1856 – 1939)

Wilder Graves Penfield
(1930s)

Eric Berne
1950's

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Transactional Analysis

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Transactional Analysis

A) Could you give me a hand, I can't get it right?
B) Sure, let me show you how it's done.
Child to parent

A) I could do with a drink, I can't wait to get out of here.
B) Me too. I wish it were five o'clock.
Child to child

A)How long have you been doing this job?
B) It will be three years next November.
Adult to adult

A) I always have to correct your stupid mistakes
B) I'm sorry, I just can't seem to get it right.
Parent to child

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Transactional Analysis

Critical

Nurturing

Parent

"No!", "Please?"

"Do this!", "Stop that!"

Adult

"I wonder if…", "Let's try"

"Let's work together"

Adaptive

Natural

Little professor

Child

"It's ok"

""Whee!", "Waaa!"

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Transactional Analysis

What transactions have you had with staff and customers at Wolffkran?

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Transactional Analysis

- A transaction is any interaction or communication between two people
- People send and receive messages from and into their different ego states
- **How** people say something is just as important as **what** is said
- People respond to ‘strokes’
  - Positive
  - Negative
- Three types of transaction
  1. Complementary
  2. Crossed
  3. Ulterior

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Transactional Analysis

3 types of stroke

Warm and Fuzzy

“Thank you so much for helping me!”

Cold and Prickly

“Is that the best you can do?”

Rubber Band

“Well done. But a kid could have done it!”

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Types of transaction

- Complementary – the originator gets the kind of response he/she expects
- Crossed - the originator gets a response from an unexpected ego state
- Ulterior – involves hidden or disguised messages

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Transactional Analysis

Complementary – the originator gets the kind of response he/she expects

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Transactional Analysis

Crossed - the originator gets a response from an unexpected ego state

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Transactional Analysis

Ulterior – involves hidden or disguised messages

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Transactional Analysis

- Why do you feel that way?
- When did you first become aware of this situation?
- Where did you get those facts?
- What do you want to do?
- What happened exactly?
- How do you see it?
- What would you like me to do?
- On which facts do you base that conclusion?

Adult questions

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Transactional Analysis

Why is an understanding of TA important in your role at Wolffkran?

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I agree	I disagree
I agree with reservation	I disagree with reservation

- Diversity is just about race
- Race is not an issue at Wolffkran
- We need to know the sexual orientation of staff
- If someone makes a sexist joke it is ok
- If you hear someone making an inappropriate comment you should always take some action
- Equality is about treating everyone in the same way
- Everyone respects each other at Wolffkran

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What do we mean by Equality & Diversity?

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E&D

Equality & Diversity

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E&D

Diversity & Equality

The difference in people. It is what makes us unique.

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E&D

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E&D

Diversity & Equality

The difference in people. It is what makes us unique.

Giving people the same opportunities

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E&D

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E&D

~~Treat each other as you would like to be treated yourself~~

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E&D

~~Treat each other as you would like to be treated yourself~~

Treat each
other as they would like to be treated

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Stereotypes

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Stereotypes

- People who wear glasses are clever
- Accountants are boring
- All black people are good at sport
- Asian women are submissive
- Blondes are not intelligent
- Men can’t multi-task

Stereotypes

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Stereotypes

Stereotyping can lead to "prejudice"

"The tendency to see differences as weaknesses"

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Legal side of things

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The Equality Act

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The Equality Act

Height	Health and hygiene	Sexual orientation
Marriage and civil partnership	Family size	Race
Accent	Favourite cheese	Birth place
Sex	Disability	Hobbies and interests
Attitudes	Name	Diet
Age	Common cold	Handwriting
Nationality	Pregnancy and maternity	Gender reassignment
Religion or belief	Sleeping habits	Hair colour

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Equality Act 2010
What's new & what's changed: at a glance

acas

Key

Characteristic covered in existing legislation – no changes	
Characteristic covered in existing legislation – but some changes	Changes
Characteristic not covered in existing legislation – now covered	New
Characteristic not covered in existing legislation – still not covered	

	Age	Disability	Gender Reassignment	Race	Religion or Belief	Sex	Sexual Orientation	Marriage & Civil Partnership	Pregnancy & Maternity
Direct discrimination Someone is treated less favourably than another person because of a protected characteristic (PC)									
Associative discrimination Direct discrimination against someone because they associate with another person who possesses a PC	New	New	New			New			
Discrimination by perception Direct discrimination against someone because the others think they possess a particular PC		New	New			New			
Indirect discrimination Can occur when you have a rule or policy that applies to everyone but disadvantages a particular PC		New	New						
Harassment Employees can now complain of behaviour they find offensive even if it is not directed at them	Changes	Changes	Changes	Changes	Changes		Changes		
Harassment by a third party Employers are potentially liable for harassment of their staff by people they don't employ	New	New	New	New	New		New		
Victimisation Someone is treated badly because they have made/ supported a complaint or grievance under the Act	Changes	Changes	Changes	Changes	Changes	Changes	Changes	Changes	Changes

The Equality Act

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"Sarah Phillips has applied for the position of manager at questionable workplace Ltd – a company that she already works for."

"Despite having the required skills for the job, she is turned down for the position. The reasoning behind this is that the workplace is predominantly male, and a strong, male manager is needed to manage them"

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The Equality Act

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"The manager at EA Ltd, has identified that staff moral needs improving. He has decided that every Friday lunchtime, the whole team will go out for lunch. Although this is not mandatory, he has made it clear that staff will be expected to attend and failure to do some will be questioned.

One of the staff members, Ali, is required through his religion to pray at 12.00 everyday"

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The Equality Act

"Dave is the manager at Ignorance Ltd. He has two staff members working for him – Simon and Phillip. Dave and Simon are both heterosexual and Phillip is gay.

Phillip is very relaxed about his sexuality and regularly has banter with Dave (his manager) about this. Dave constantly makes gay jokes towards Phillip and Phillip in turns makes jokes back about Dave 'being in the closet. Phillip and Dave are absolutely fine with this and see it as a bit of fun.

Simon is constantly uncomfortable with this."

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The Equality Act

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"An employer rejects a job application from a white woman whom he wrongly thinks is black because the applicant has an African-sounding name"

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The Equality Act

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"Fred is 70 years old and works part-time in a local newspaper shop. On a daily basis, teenagers are coming into the shop and abusing Fred about 'being an old fool who can't do his job".

"Fred has told the shop owner who has laughed it off and told Fred to 'just ignore it'"

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E&D

The benefit of great E&D is:

- Perception by the outside world
- Lawful
- Greater chance of hiring someone who is 'fantastic'
- Increase staff satisfaction
- Social responsibility
- Reduce absence and staff turnover
- Better place to work – more effective work force
- Doing the right thing!

Equality & Diversity is about creating a culture that recognises, respects, values and harnesses difference.

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Dysfunction of a team

Lencioni's 5 Dysfunctions of a Team

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