John Adair: Action-centred leadership

- John E. Adair is a British author who specialises in business and military leadership.
- He argues that in any situation where a group of people are trying to achieve some goal, one or more of those people will emerge and act as a leader to the others.

He describes the role of a leader as involving three interlinking responsibilities that must all be satisfied. These circles overlap because:

- the **task** can only be actioned by the team and not by an individual
- the **team** can only achieve task performance if all the individuals are fully developed
- the **individuals** need the task to be challenged and motivated.

He emphasises the importance of distinguishing between the individual and the group because there will never be a perfect match between individual, group and task. This too is a contingency theory since Adair argues that leaders alter the mix of effort devoted to satisfying various needs according to the requirements of the overall situation.
### Adair's eight functions of leadership

| Defining the task | • Setting clear objectives as in SMART goals  
|                  | • Providing direction and vision  
|                  | • Avoiding confusion |
| Planning         | • Looking at alternative ways to achieve the task  
|                  | • Having contingency plans in case of problems  
|                  | • Use of planning aids and brainstorming |
| Briefing         | • Creating the right team climate, fostering synergy and making the most of each individual through knowing them well  
|                  | • Regular meetings and use of the ‘grapevine’ |
| Controlling      | • Being efficient in terms of getting maximum results from minimum resources  
|                  | • Regular supervision and quality checks  
|                  | • Use of appropriate and effective delegation |
| Evaluating       | • Assessing consequences and identifying how to improve performance  
|                  | • Reviewing individual and team performance  
|                  | • Use of staff appraisal and peer appraisal |
| Motivating       | • Setting realistic challenging targets  
|                  | • Providing fair rewards and bonuses  
|                  | • Giving recognition and praise |
| Organising       | • Organising self and others through good time management, personal development and delegation  
|                  | • Use of time and task management techniques |
| Setting an example | • The recognition that people observe their leaders and copy what they do  
|                  | • Establishing trust and respect from subordinates  
|                  | • Being prepared to make sacrifices as the leader |
### Six dimensions of leadership

- Andrew Brown lectures at Cambridge University’s business school and has published one of the most recent contingency theories of leadership.

- He claims that there are six (roles) dimensions of leadership which all leaders use depending upon the circumstances they find themselves in.

#### HEROES
Great leaders are liberating heroes and role models who devote themselves to the collective good.

#### WILLING VICTIMS
Effective leaders are, when necessary, content to make a personal sacrifice for the sake of a cause in which they believe.

#### ACTORS
The best leaders are skilled actors able to deliver authentic and convincing performances.

#### LEADERSHIP

#### AMBASSADORS
High performing leaders are diplomats who use their interpersonal skills to develop valuable networks of external supporters.

#### IMMORTALISTS
Admirable leaders are visionaries with high self-esteem, whose organisations take on their personalities.

#### POWER BROKERS
Top leaders are shrewd dealers in power who accomplish goals by mobilizing others to act on their behalf.
Factors which influence leadership

- Time available
- Respect and trust
- Information available
- Skills of staff
- Internal conflicts
- Nature of task
- Leader's personality
- Group/worker's personality
- Group size
- Organisation culture
- Financial constraints
### Leadership

**Factor** | **Influence**
--- | ---
**Time available** | Less time means less discussion – a more autocratic style may be appropriate in this case.
**Respect and trust** | More respect and trust (high maturity) established with subordinates allows for a democratic/free rein leadership style.
**Information available** | If employees do not have information or an understanding then autocratic leadership is suited to guide them.
**Skills of staff** | Highly competent staff will allow democratic leadership and can be given free reign as there is less need for supervision by management.
**Internal conflicts** | A more direct/dictatorial input will be needed if there is internal strife between staff.
**Nature of task** | Complicated tasks require more direction. Unstructured work could allow for all staff to be involved using an approach of delegation. A creative task needs ideas and imagination and autocratic leadership may stifle this.
**Leader's personality** | Leaders may naturally lead in one style because of their personality traits, eg an assertive nature lends itself to an autocratic style of leadership.
<table>
<thead>
<tr>
<th>Group/worker’s personality</th>
<th>Some individuals prefer to be spoon-fed instructions. Others prefer free rein to be creative. Some may rebel against involvement in decisions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group size</td>
<td>Democratic leadership style can lead to confusion in a bigger group.</td>
</tr>
<tr>
<td>Organisation culture</td>
<td>The atmosphere in an organisation can persuade managers to use specific styles. Some will be informally more acceptable than others. Traditional organisations with tall hierarchical structures will likely use an autocratic style.</td>
</tr>
<tr>
<td>Financial constraints</td>
<td>Tight budgets could lead to autocratic styles in order to control spending and regulate expenditure decisions.</td>
</tr>
</tbody>
</table>
## Qualities of a leader

<table>
<thead>
<tr>
<th>Quality</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honesty and integrity</strong></td>
<td>Leaders must display sincerity and truthfulness in their actions. Deceptive and back-handed behaviour will not inspire trust. These qualities will mean that employees are more likely to trust what the leader says.</td>
</tr>
<tr>
<td><strong>Risk taking</strong></td>
<td>Ability to calculate the reward against the loss and implement difficult decisions.</td>
</tr>
<tr>
<td><strong>Administration and organisation</strong></td>
<td>Ability to manage resources and paperwork to ensure the business runs smoothly. Deadlines should not be missed and information should be filed appropriately. These qualities save time and improve efficiency.</td>
</tr>
<tr>
<td><strong>Fairness</strong></td>
<td>Good leadership will value everyone equally. Lack of fairness in giving rewards and penalties will break trust and employees will dislike the leader. Inability to display fairness can result in grievances, disputes and even legal consequences.</td>
</tr>
<tr>
<td><strong>Warmth and caring</strong></td>
<td>A good leader will have a warm character and a genuine concern for others. They will be approachable people. This will mean employees will value the leader more and be able to work with them better.</td>
</tr>
<tr>
<td><strong>Communication and charisma</strong></td>
<td>Must be able to communicate the strategic objectives of the organisation, inform subordinates, explain tasks to be completed and present information to investors or persuade lenders to offer credit etc. Charisma can avoid conflict and persuade employees to embrace change.</td>
</tr>
</tbody>
</table>
### Toughness and assertive

Good leaders will have a character that pushes people positively. They will not be feeble or a ‘walk over’. If they are such people they will not be able to lead others; employees will be leading them.

### Confidence and self-reliance

Good leaders must have a character that employees have confidence in. If they are weak or shy people, employees will not have faith in their ability and will not be committed to the leader’s decisions.

### Clear vision and innovation

Ability to clearly define targets and to look long-term at the implications of the changing business environment. Leaders need to be able to identify gaps in the market and identify suitable business opportunities.

### Negotiation

Needed to resolve disputes and conflict with compromise and haste. Required for dealing with external stakeholders, such as a supplier to discuss the price of raw materials or trades unions to review employee conditions and pay.
Summary

- A contingency approach believes that leadership effectiveness is based on a combination of the leader’s personal characteristics, the nature of the situation, the work, the organisation, the subordinates and the external environment.

- A leader’s style would be either relationship-motivated (people orientated) or work-motivated (task orientated) based on the contingencies.

- Leaders cannot easily change their personality therefore the type of leader should be matched with the correct type of situation for leadership to be effective.
  
  - Fiedler argues that it is easier to change someone’s role of power, or to modify the job they have to do, than to change his leadership style.
  
  - The nature of the situation depends on the leader–member relationship, task structure and position power.
  
  - A forced change in the situation – culture, workplace and environment – is called job engineering and is used to alter the situation to suit a particular type of leader who is already appointed within the firm.

- Different leadership styles may also be effective depending on the situation. The best leader is one who is able to adopt different styles in different situations.
  
  - Contingency theory assumes that just because one style of leadership works in one set of circumstances it will not necessarily work in another.

- Handy suggests that there is no such thing as the ‘right’ style of leadership, but that leadership will be most effective when the requirements of the leader, the subordinates and the task fit together.
Advantages of effective leadership

- Employees will feel more motivated and gain more job satisfaction
- Good relationship within the firm making it more productive
- Good use of delegation making employees more motivated and empowered
- Improved communication leading to better decision making
- Keeping the workers on track so that they meet their targets
- Everyone knows what they have to do and also their individual roles therefore less confusion
- Good leadership encourages team members to support each other and reduces employee stress
- Better career prospects because individuals have developed due to good leadership
- Good leadership can lead to a successful organisation as it is more competitive

Disadvantages of poor leadership

- Employees will be confused and unclear on what they have to do and as a result resources may be wasted and the job may not be done properly
- Conflict will exist between team members and the job may not get done properly unless a leader sets clear boundaries and goals
- Without an effective leader the employees are unlikely to be motivated and they will take longer than anticipated to meet their targets
- Morale may be poor and there is likely to be a high staff turnover along with higher absenteeism
- A firm with poor leadership will not be properly monitored and therefore likely to do the minimum required
- Employees are unlikely to be able to work under pressure and team members will suffer from stress or the inability to sustain a high standard of work for any length of time
Case study 2: Leadership

Learning from the six dimensions of leadership

Being a consistently successful leader requires excellence in most, if not all, of the six dimensions of leadership.

Heroes like Walt Disney and Henry Ford are devoted to their organisations and inspire others. They achieve against all odds and become icons to be revered. The best leaders are skilled actors – people like Richard Branson who recognise the need to deliver authentic leadership performances that convince others of their right to command. Margaret Thatcher is a good example of the self-confident immortalist: people who have high self-esteem which has propelled them to achieve at the highest level. World historical figures, such as Napoleon, were talented power-brokers who knew that to accomplish their goals they needed to mobilise their followers. They have an impressive ability to choose appropriate subordinates through whom they can most easily exercise their power. The most able leaders are diplomatic ambassadors, people such as Chung Ju Yung, founder of Hyundai. They use their interpersonal abilities to build coherent organisations and develop networks of external supporters. Finally, impressive leaders are willing to cast themselves as victims when required.

To be fully effective, leaders need to be adept in all these dimensions of leadership. To be successful in the long term, leaders need self-insight and intuitive skills to modify their behaviour to fit changing circumstances.

You should note that although the following questions are based on the case study above, you will need to make use of knowledge and understanding you have gained whilst studying the course.

Marks

1. Discuss the factors that influence the leadership style chosen.  
   8

2. Describe the characteristics of effective leadership.  
   6

3. Using Fiedler’s leadership theory, explain how the organisation can ensure leadership is effective.  
   6

Total 20
Equal opportunities

Equality Act (2010)

This Act consolidates, simplifies, updates and strengthens previous anti-discrimination legislation in the UK to reduce legal complications, make the law easier to enforce and ultimately promote a fairer and more equal society. It applies to businesses of all sizes within the UK so it is essential employers understand their legal responsibilities.

The main areas of legislation that have emerged are:

- The Equal Pay Act 1970
- The Sex Discrimination Act 1975
- The Race Relations Act 1976
- The Disability Discrimination Act 1995
- The Employment Equality (Religion or Belief) Regulations 2003
- The Employment Equality (Sexual Orientation) Regulations 2003
- The Employment Equality (Age) Regulations 2006
- The Equality Act 2006, Part 2

The Equality Act covers nine protected characteristics which aim to reduce socio-economic inequalities in the workplace.
## Types of discrimination

<table>
<thead>
<tr>
<th>Direct discrimination</th>
<th>Someone is treated less favourably than another person because of a protected characteristic (PC).</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• An advert asking for a young motivated woman discriminates against men and older people.</td>
</tr>
<tr>
<td></td>
<td>• Asking a mother to stop breastfeeding in a restaurant is direct discrimination.</td>
</tr>
<tr>
<td>Discrimination by association</td>
<td>Discrimination against someone because they associate with another person who possesses a PC.</td>
</tr>
<tr>
<td></td>
<td>• An employee being refused promotion because they are a carer for a disabled parent is discrimination by association.</td>
</tr>
<tr>
<td>Discrimination by perception</td>
<td>Discrimination against someone because others think they possess a particular PC.</td>
</tr>
<tr>
<td></td>
<td>• Refusing to employ a candidate because they look like they follow a particular religion based on their clothing.</td>
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<tr>
<td></td>
<td>• Turning down an application for promotion by an employee because she is suspected to be lesbian.</td>
</tr>
<tr>
<td>Indirect discrimination</td>
<td>Occurs when you have a rule or policy that applies to everyone but disadvantages a particular PC.</td>
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<tr>
<td></td>
<td>• A condition that all staff must wear skirts discriminates indirectly against men.</td>
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<tr>
<td></td>
<td>• An employer changing to a longer shift pattern which means everyone works fewer but longer days is indirect discrimination.</td>
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</tbody>
</table>
Right to complain

Employees have the right to complain about behaviour they feel is discriminatory or in the case of unfair harassment.

| Harassment          | Harassment can take the form of jokes, negative stereotyping, hostile acts or simple thoughtless comments.  
|                     | In addition to the costs associated with legal liability, harassment has a profound negative effect on individuals:  
|                     | • inflicting emotional stress  
|                     | • lowering employee morale  
|                     | • reducing productivity at work.  
|                     | Under the Equality Act, employees can complain of behaviour they find offensive even if it is not directed at them.  
| Victimisation       | This is where someone is treated badly because they have made/supported a complaint or grievance under the Equality Act.  

Examples of discrimination at work

- Introducing measures that discriminate between workers eg a benefit for married employees that’s not available for people in a civil partnership
- Selecting someone for redundancy because they have a protected characteristic
- Failing to make reasonable adjustments for a disabled worker
- Firing someone for making an allegation of discrimination
- Firing someone because they’re a union member
- Unfairly rejecting a request for flexible working from a new parent
Recruitment and selection

Businesses must ensure their recruitment and selection methods are prejudice-free to ensure the best possible person for the job is hired.

| Job advert | • Job adverts should avoid gender-specific job titles such as ‘waitress’, ‘handyman’ or ‘salesgirl’ as these discriminate by sex.  

• Unless justified, job advertisements should not include age limits so organisations should avoid using words and phrases such as:  

  - Young and dynamic
  - Mature person
  - Recent graduate
  - Highly experienced

  *(You can, however, specify age if it is a legal requirement, eg people under 18 cannot legally sell alcohol so could not apply for a post managing a bar.)* |
<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>• Consider the place of the advertisement, eg advertising in female magazines only may results in indirect discrimination complaints.</td>
</tr>
</tbody>
</table>
| Application forms | • Application forms should not discriminate against disabled people, eg providing forms in braille, audio formats and in large font print.  

• Avoid racial discrimination by accepting overseas qualifications that are comparable with UK equivalents. |
Selection

• Physical access should be considered for disabled people when planning the interview arrangements or assessment centre venue, eg wheelchair access and ramps should be available.

• Disabilities should be considered when testing candidates, eg extra time should be given in some circumstances.

• It is unlawful to ask a woman if she intends to have children or if she is pregnant during the recruitment and selection process.

• Unless a job has been offered outright or on a conditional basis, an employer is not permitted to request details on a candidate’s health or disability in the initial stages of the recruitment process (with a few exceptions).

• An employer can ask questions regarding a candidate’s health or disability to find out if any of the following apply:

  - Their health would impede on carrying out the duties of the post eg ability to climb scaffolding used by a construction company
  - To find out if the candidate needs reasonable adjustments made
  - If the applicant has a specific impairment which is an occupational requirement eg a deaf worker for a deaf children’s charity (this is positive action)
  - As a matter of national security
Leave and time off

Although leave and time off are covered in other areas of employment legislation, equality law impacts management with regard to the fairness of their decisions for all employees.

**Employment law** states the right to:

- a minimum number of days off
- paternity and maternity leave
- adoptive leave
- parental leave
- family emergency leave
- public duties
- trades union responsibilities.

**Equality law** is concerned with fair decision making concerning:

- who, when and how much time off
- is the leave paid or unpaid
- the method of recording absence.

This is because managers often take into account time off such as sickness when making decisions for promotion, bonuses, redundancy or when giving references and therefore a disabled person or a pregnant woman may be treated unfairly because of something arising from their protected characteristic.

Measures management should take to comply with their legal duty are:

- to create, publicise and follow fairly a set procedure to manage flexible working requests to avoid discrimination complaints
- time off must be given or reasonable adjustments made so a disabled person can work effectively and without barriers
- leave for gender reassignment must be given
- pregnancy-related absence must be given, eg including medical examinations and parenting classes
- record disability-related and pregnancy-related time off separately from general sick leave
- keep-in-touch days and sufficient communication should be made while an employee is on leave so they know what to expect on their return
- providing phased return periods to gradually allow an employee to settle back into work after a period of absence.
Pay and benefits

Salary decisions and financial reward criteria often take into account the level of skill and qualifications for the post, the employee’s performance and the payment and benefits offered by competing firms. Businesses must ensure that the criteria for awarding payment does not discriminate against certain employees based on their protected characteristics.

Measures management should take to comply with their legal duty are:

• to conduct an equal pay audit to ensure jobs of equal value are being paid fairly across all employees

  *(The age bands for younger workers are specifically permitted. They are held to be objectively justified in making it easier for younger workers to find work.)*

• to have a fair and transparent payment spine and benefits scheme
• to develop a clear procedure for investigating complaints regarding payment and to handle them sensitively and in accordance with the procedure
• to review non-financial benefits such as health insurance and pension schemes to ensure they are not indirectly discriminating.

Training, transfers and progression opportunities

Providing training opportunities to develop employee’s skills, confidence and capability can boost loyalty, morale and productivity, help retain a core workforce and strengthen the internal candidates who may be suitable for promotion. However, businesses must offer development opportunities without unlawful discrimination and make reasonable adjustments, if necessary, so the training can be completed successfully by the employee.

Measures management should take to comply with their legal duty are:

• to offer training to women on maternity leave
• to provide reasonable adjustment so the training or promotion can be carried out, eg offer on-the-job training rather than external training at a distant location
• similar to the recruitment measures, to ensure promotion is objective, eg use a panel interview to avoid discrimination by perception
• to publicise promotion adverts to everyone and ensure the advert is accessible, eg consider language limitations, large print, audio-electronic formats etc.
Facilities

Facilities in the workplace may include the following:

- Ventilation
- Office layout and workspace
- Toilets, washing facilities eg shower rooms
- Kitchen and refreshment facilities
- Parking for cars and bicycles
- Prayer and quiet rooms
- Breastfeeding areas
- Computers and other technology

Measures management should take to comply with their legal duty are:

- Acquire or modify equipment, eg specifically designed chair
- If the business provides changing facilities or shower rooms, these must avoid unlawful discrimination by considering gender, religion, belief and transgender characteristics, eg single-sex facilities or install lockable cubicles
- Provide specially equipped disabled toilets
- Provide a quiet room for praying, eg Muslim workers need to pray at certain points throughout the day
- Provide a separate fridge or shelving within a fridge at work for foods that need to be kept separate due to religious reasons
- Take account of dietary requirements at the canteen, eg offer halal meat choices
- Provide suitable breastfeeding areas
- Dress code policy must be carefully applied to avoid discrimination on the grounds of gender, sexual orientation, religion and disability
- Install ramps for wheelchair users
- Install sensitised/automatic opening and closing doors
- Install switches and plugs at waist height on the wall for wheelchair users.
Disciplinary, dismissal and retirement

The disciplinary process must take account of the law on the protection of the nine characteristics.

Measures management should take to comply with their legal duty:

- disciplinary documentation should be provided in different formats, eg written warning may have to be verbally recorded for a blind worker or use of large print for visually impaired workers
- meetings should be held in accessible rooming and in venues with suitable facilities
- an interpreter may be used for a deaf worker
- before dismissing a worker, consider if there are any reasonable adjustments that would mean return to work, eg use of job rotation or redeployment
- do not force someone to retire as this is direct age discrimination.
- it is discrimination to give an employer a poor reference based solely on the grounds of their protected characteristic.

Objective justification and exceptions

Organisations may defend certain discriminations claims by arguing their practice is necessary and reasonable, and showing they have a legitimate aim and have taken proportionate means. If necessary, the court decides for a business if the discrimination can be justified.

Legitimate aim: The reason behind the discrimination. This reason must not be discriminatory in itself and it must be a genuine reason. Some examples are:

- the health, safety and welfare of individuals
- running an efficient and profitable service
- the requirements of the business.

Financial reasons alone are not enough to justify discrimination, but cost can be taken into account as part of the justification. In some cases an organisation can receive funding from schemes such as the Government’s Access to Work programme or from various charities associated with the protected characteristics.
A medical centre advertised a job for a surgeon which requires at least 8 years' experience but a female candidate has not met this due to taking leave to raise children. This looks like indirect discrimination by sex, but the medical centre may be able to evidence that the job cannot be done properly without the stated amount of experience and therefore this is probably a legitimate aim.

Proportionate means: There are no alternative ways of achieving the aim that are less discriminatory.

A construction company refuses to employ workers under the age of 18 on hazardous building sites. The firm argues this is to protect young people from the health and safety risks associated with their lack of experience and less developed physical strength. They can evidence this decision with accident statistics for younger workers on construction sites and therefore this is a proportionate means of achieving the legitimate aim.

Reasonable adjustments

Businesses must put measures in place to cater for diversity at every stage of employment. Some examples of what are considered to be reasonable adjustments are:

- Allocating some duties to another worker eg a disabled librarian cannot return books to high shelving so a colleague assists
- Allowing a phased return to work for women on maternity leave
- Adjusting the premises and facilities eg installing lifts or ramps
- Purchasing special equipment
- Offering flexible working practices
### Other exceptions

<table>
<thead>
<tr>
<th><strong>Occupational requirement</strong></th>
<th>An applicant can be chosen due to their protected characteristic over another who is equally suitable if:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• that particular characteristic is underrepresented in the workforce (this is called ‘positive action’)</td>
</tr>
<tr>
<td></td>
<td>• it an occupational requirement, ie needed for the job: a women may be required to fit bras in a lingerie store.</td>
</tr>
<tr>
<td><strong>Age</strong></td>
<td>Providing the business is objectively justified, decisions may be based on age unlike other protected characteristics, eg age payment bands, age-based concessions, age verification etc.</td>
</tr>
<tr>
<td><strong>Other legislation</strong></td>
<td>A protected characteristic can be considered if failing to do so would result in another law being broken. For example a 16-year-old applying to work at a bar.</td>
</tr>
<tr>
<td><strong>National security</strong></td>
<td>For purposes of national safety protected characteristics can be taken into account.</td>
</tr>
</tbody>
</table>
Asda faces mass legal action over equal pay for women

Asda, the UK's second largest retailer, is facing a mass legal action by women who work in their stores. The women claim they are not paid the same as male workers in the distribution warehouses, despite their jobs being of 'equivalent value'.

Lauren Loughheed, the solicitor who is leading the case, said that the pay difference between shop and warehouse workers could be as much as £4 an hour. That's a big difference when you are earning £7 an hour. And, if the cases are successful, women workers could be compensated for 6 years of back pay.

One Asda store worker said that the work was the same whether you were in the shop or in the warehouse – packing and unpacking pallets of clothes and food and putting stock on shelves, often through the night. She said she should be paid the same as the men working in the warehouse.

Asda says it has strong policies on treating all its staff equally. An Asda spokesperson said: 'A firm of no win, no fee lawyers are hoping to challenge our award-winning reputation as an equal opportunities employer. We do not discriminate and are very proud of our record in this area which, if it comes to it, we will robustly defend.'

The cases, which are likely to be heard next year, go to the heart of the problem of equal pay. In the public sector, the issue has led to major battles between councils and their workers. Women who worked as cleaners and school catering staff have taken hundreds of class actions to close pay differentials with men who had jobs such as refuse collectors or street cleaners. One council, Birmingham, has agreed to pay over £1bn to settle the claims of tens of thousands of women which go back over many years.

Despite social progress, the gender pay gap is still a problem. In 2013 there was a 19.7% gap between the earnings of men and women, as measured by hourly earnings for all employees. Gloria de Piero, the shadow women's minister, wants to see action. She said that all companies above 250 employees should be obliged to undertake an equal pay audit that would be published in the company's annual report.

Many businesses, however, are concerned by new regulations which would mean extra costs. It is also often difficult to compare what people earn if they...
undertake work which is very different. And comparing hourly rates is very different from comparing the pay of salaried staff.

Under equality law, pay should be the same for employment of equal value. That can often be a matter of judgement. And, as in this case, that is where the battle lies.

Adapted from: bbc.co.uk/news

You should note that although the following questions are based on the case study above, you will need to make use of knowledge and understanding you have gained whilst studying the course.

<table>
<thead>
<tr>
<th>Marks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Discuss the possible measures Asda can use to minimise their liability against the employees’ claims.</td>
</tr>
<tr>
<td>2. Other than payment, describe the areas of possible discrimination at work.</td>
</tr>
<tr>
<td>3. Describe the reasonable adjustments that could be made by an organisation, such as Asda, for its disabled workers.</td>
</tr>
</tbody>
</table>

Total 20
Teams

‘Coming together is a beginning. Keeping together is progress. Working together is success.’

Henry Ford

Role of teams

Teams within organisations are the rule rather than the exception. In very few situations do individuals work on their own. Individuals may behave differently when working on their own than they would if they were working as part of a team. Group pressure can influence the team member to act differently in order that team goals are achieved. The person is influenced to conform to the group norm that is the shared perception of how things should be done.

<table>
<thead>
<tr>
<th>Formal teams</th>
<th>Organisations are made up of many groups and they are fundamental in ensuring that organisations achieve their objectives. Such groups are established by management for a specific function or responsibility on a temporary or permanent basis.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hierarchical teams (permanent)</td>
<td>Between line manager(s) and subordinates eg departments such as marketing, admin, IT etc</td>
</tr>
<tr>
<td>Specialist teams (permanent)</td>
<td>Tasked with a function, for example electricians within a maintenance department, health and safety committee etc</td>
</tr>
<tr>
<td>Ad-hoc teams (temporary)</td>
<td>Established for a purpose and disbanded when it is complete such as a research committee or focus group</td>
</tr>
<tr>
<td>Matrix teams (temporary)</td>
<td>Involving specialists from different departments and management levels to solve complex problems</td>
</tr>
</tbody>
</table>
Informal team | Friendship groups between staff members or groups of people with a common personal interest. Information spreads through these groups often through word-of-mouth, known as the ‘grapevine’. These teams can be of great help to management as a means of communication but in some cases they can work against management interests to resist change. Within most formal groups, informal groups exist.

**Stages of development**

Groups do not become effective teams immediately. There are many factors that encourage group formation.

- **Physical proximity** such as students sitting near each other in a classroom
- **Rewards** attached to mixing with others, being able to work faster and more efficiently
- **Emotional support** in times of crisis other group members might provide support
- **Clear objectives** set for the group

**Bruce Tuckman**, an American professor of psychology, described a five-stage model of group development:

- Forming
- Storming
- Norming
- Performing
- Adjourning
### Features

<table>
<thead>
<tr>
<th>Forming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Team first come together.</td>
<td></td>
</tr>
<tr>
<td>Members are anxious/nervous, therefore little conflict.</td>
<td></td>
</tr>
<tr>
<td>Behaviours driven by desire to be accepted.</td>
<td></td>
</tr>
<tr>
<td>Members learn about each other, nature of the task and the purpose of the team.</td>
<td></td>
</tr>
<tr>
<td>Group structures, status hierarchies and interaction between team members are initially decided on.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategy to support

<table>
<thead>
<tr>
<th>Forming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage the team to get to know each other – team building activities and ice-breakers should be used.</td>
<td></td>
</tr>
<tr>
<td>Create relaxed and friendly atmosphere to ease anxieties.</td>
<td></td>
</tr>
<tr>
<td>Clarify expectations, roles and responsibilities of members.</td>
<td></td>
</tr>
<tr>
<td>Give guidance to the group.</td>
<td></td>
</tr>
<tr>
<td>Set the goals of the team and clearly publicise them.</td>
<td></td>
</tr>
<tr>
<td>Leader is involved at this stage.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Storming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Members are ready to establish themselves.</td>
<td></td>
</tr>
<tr>
<td>Disputes and power struggles arise.</td>
<td></td>
</tr>
<tr>
<td>Battle for positions, authority and influence among members.</td>
<td></td>
</tr>
<tr>
<td>Views are more openly expressed.</td>
<td></td>
</tr>
<tr>
<td>An uncomfortable stage.</td>
<td></td>
</tr>
<tr>
<td>Group conflict, criticism and open questioning of the group’s goals occurs.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategy to support

<table>
<thead>
<tr>
<th>Storming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Mentor team through problems and encourage constructive criticism.</td>
<td></td>
</tr>
<tr>
<td>Promote an open dialogue.</td>
<td></td>
</tr>
<tr>
<td>Help find compromise between team and individual needs.</td>
<td></td>
</tr>
<tr>
<td>Concentrate on issues about the tasks not about members.</td>
<td></td>
</tr>
<tr>
<td>Promote team goals.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Norming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicts are resolved.</td>
<td></td>
</tr>
<tr>
<td>Tasks and responsibilities are divided amongst members.</td>
<td></td>
</tr>
<tr>
<td>Sense of shared expectations.</td>
<td></td>
</tr>
<tr>
<td>Mutual support and co-operation increase.</td>
<td></td>
</tr>
</tbody>
</table>

### Strategy to support

<table>
<thead>
<tr>
<th>Norming</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Encourage group discussion.</td>
<td></td>
</tr>
<tr>
<td>Confirm boundaries and group roles.</td>
<td></td>
</tr>
<tr>
<td>Maintain good communication.</td>
<td></td>
</tr>
<tr>
<td>Help to ensure everyone has a shared vision, goal and identifies with the team.</td>
<td></td>
</tr>
<tr>
<td>Features</td>
<td>Strategy to support</td>
</tr>
<tr>
<td>----------</td>
<td>---------------------</td>
</tr>
</tbody>
</table>
| **Performing** | • The boundaries have been set so the group can get onto the actual task.  
• Members work together as a cohesive group.  
• People respected enough to get on with their task.  
• Commitment to success and individuals are valued by colleagues.  
• Collaboration increases group productivity and decision-making.  
• Group identity, loyalty and morale are all high.  
• Everyone is task- and people-orientated. | • A background supervisory role is required to ensure targets are being met – use empowerment.  
• Intervene only when necessary, eg conditions change, new members etc.  
• Monitor performance from a distance to ensure sufficient progress. Ensure resources are available for the members to prevent downtime.  
• Positive praise is encouraged.  
• Set realistic targets.  
• Liaise with all team members to ensure they feel supported. |
| Adjourning (mourning) | • Completion and disengagement of task and group.  
• Where the group breaks up or changes – members may leave or management may disband the team (mourning).  
• Mourning (returning to forming in some cases) results in a dip in effectiveness until new norms are established.  
• Task is accomplished and goals are achieved (adjourning). | • Play a more external role.  
• Recognise team and individual success – give feedback through staff or peer appraisal/review committee.  
• Distribute rewards, eg praise, promotion, ‘employee of the month’, ‘star team player’, bonuses etc. |
Characteristics of effective teams

A number of factors determine how teams can be effective in making decisions:

- **Structure**
  - Team size
  - Team roles
  - Group procedures

- **Objectives**
  - Nature of the task
  - Clarity of the task
  - Shared purpose

- **Members**
  - Sense of belonging
  - Communication between team members
  - Dependency between team members
Team size

The size of a task can determine team size. According to Belbin, an effective team will normally consist of around four to six team members, anything larger should be organised into sub-groups where possible.

Larger team size

**Advantages**
- A range of skills and experience available from different members.
- Many members to split work down into many tasks.

**Disadvantages**
- Difficult to supervise a larger group.
- Communication problems can arise.
- Members may feel left out.
- Limits contributions from members.
- Lengthier decision making.

Smaller team size will be easier to supervise and keep all members informed. However, there is a limited pool from which knowledge, skills, experience and ideas can be drawn. In addition, there is a risk of one person dominating the team.

Team roles

According to 1970s theorist Meredith Belbin, those teams which work effectively require a mix of complementary team roles. He argued that people with different psychological characteristics adopt particular roles at work and that combinations of different types of people were required to make a well-balanced team. For a successful team, he argued, there were nine roles that required to be filled, although they may not be needed in equal measure. A team should have balance: a mix of ‘thinkers’, ‘do-ers’ and ‘carers’.

<table>
<thead>
<tr>
<th>Co-ordinator</th>
<th>Plant</th>
<th>Implementer</th>
<th>Supporter</th>
<th>Completer-finisher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource investigator</td>
<td>Shaper</td>
<td>Monitor-evaluator</td>
<td>Specialist</td>
<td></td>
</tr>
</tbody>
</table>
'A team is not a bunch of people with job titles, but a congregation of individuals, each of whom has a role which is understood by other members. Members of a team seek out certain roles and they perform most effectively in the ones that are most natural to them.'

R. M. Belbin

Usually people are clearly strong in one role or another, but most people can take on other roles as well. The value of Belbin’s work lies in designing teams to achieve high performance. In selecting people for team membership, management should ensure that a proper mix of roles exists in the team.

If existing teams are underperforming it is perhaps because one or other of the roles is not being fulfilled. To ensure the right balance for the team it is necessary to collect information on the personality types of the existing pool of employees from whom the team is drawn. This could be done using the following methods:

- staff appraisal (with a line manager or peer-to-peer)
- contract an assessment centre to evaluate staff
- online personality testing websites
- personality (psychometric) testing.

Only by selecting a balanced team will the team be effective. Teams are the basic building block of successful organisations and Belbin’s work enables us to understand what makes a successful team. Belbin’s approach is used in some form today, but it is criticised for its subjectivity and the fact that it can be difficult to determine which role an individual actually plays in a team.
### Belbin's nine team roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-ordinator</td>
<td>Creates common purpose, focuses on the objectives and makes decisions. A good listener and judge of character, who can get the best out of people. Effective at delegating work appropriately and keeping the team informed.</td>
</tr>
<tr>
<td>Plant</td>
<td>Every team should have this type of person ‘planted’ in it as they are a source of original and innovative ideas who are proficient at solving problems in unconventional ways. However, this person may be introvert and a poor communicator.</td>
</tr>
<tr>
<td>Implementer</td>
<td>This person is capable of turning ideas into action and is very stable and practical. They are disciplined but prone to being inflexible and need persuading of an idea’s validity before proceeding.</td>
</tr>
<tr>
<td>Role</td>
<td>Description</td>
</tr>
<tr>
<td>----------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>
| Team worker          | A versatile and perceptive member able to identify problems and promote harmony within the group. Tends to avoid confrontation and avoid making decisions that may cause conflict. This person contributes humour and eases tension. Very popular at promoting harmony within the team. | - Good at supporting others  
- An effective coach/mentor  
- Strong negotiator  
- Good interpersonal skills  
- Flexible skillset |
| Completer-finisher   | Most effective at the end of a task ensuring quality control, this person is unlikely to delegate but is very conscientious and an unassertive introvert. They search out errors and omissions, scouring the small print in order to be thorough. | - Pays close attention to detail  
- Meticulous and thorough  
- Excellent planner  
- Highly committed  
- Diligent worker  
- Self-motivated |
| Resource investigator | This person provides information on opposition and gathers new ideas and information for outside the company. They inspire, develop ideas and bring in new contacts to assist as required. They are normally very enthusiastic at the beginning but tend to lose interest as time progresses. | - Good investigation skills  
- Overly optimistic  
- Ability to network  
- Resourceful  
- Current and up-to-date with trends |
### Shaper

Task-oriented, thrives on pressure and is likely to overcome obstacles, albeit at the expense of other team members’ feelings. They enjoy challenges and are dynamic and outgoing people. Other team members could criticise this person for being manipulative.

- Ability to rally others
- May cause conflict
- Determined
- Relishes a challenge
- Copes well with stress

### Specialist

Offers specialist knowledge or skills that are needed by the team. They tend to be single-minded and narrow in outlook. The value of a team member with a specialist understanding is critical in some situations.

- Expert contribution
- Highly competent
- Limited value
- Strong problem solving ability

### Monitor-evaluator

This person is a critic with the ability to analyse issues and highlight the negative, making them useful for quality control. They tend not to suggest new ideas but can identify the options available and the strengths and weaknesses of them. They tend to lack warmth and the ability to inspire others but are stable and intelligent.

- Logical in approach
- Makes impartial judgements
- Objective
- Ability to evaluate options
- Critical-thinking ability
Group processes and procedures

For the team to be successful there are a number of task and maintenance processes that need to be carried out.

<table>
<thead>
<tr>
<th>Task</th>
<th>Maintenance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Task procedures are about achieving the team’s goals and getting through the work. These procedures offer guidance on the systematic way tasks should be completed.</td>
<td>Once the task is underway the team needs to be maintained to ensure it continues to run smoothly.</td>
</tr>
<tr>
<td>• Identify the goals of the team</td>
<td>• Encourage and praise team members to motivate them</td>
</tr>
<tr>
<td>• Gather information on how to achieve the goal</td>
<td>• An open-door policy should be used to encourage dialogue</td>
</tr>
<tr>
<td>• Analyse the information and devise possible actions</td>
<td>• Regular team meetings to aid communication</td>
</tr>
<tr>
<td>• Consult team members to discuss options</td>
<td>• Monitor and controlling of the resources and budget</td>
</tr>
<tr>
<td>• Make a decision and implement the best option</td>
<td>• Supervise team members to ensure all are on task</td>
</tr>
<tr>
<td>• Evaluate the effectiveness of the team</td>
<td>• Review the ongoing activity of the team</td>
</tr>
</tbody>
</table>

Nature of the task

The type of task to be carried out by the group should determine the type of group that is formed.

- Large groups are often unsuitable for problem-solving as it is difficult to encourage discussion, creativity and even involvement across many members.
- Large groups are better for tasks which involve dissemination of information.
Team effectiveness is often affected by the task being faced, for example how clearly structured the task is, how challenging and whether the team believe in it or not. This is linked to the resources the team is given to do the job (time, equipment, budget etc) and whether the team have been involved in agreeing these things. The clearer the task and the more involved the members feel, the more effectively the team will work.

**Clarity of the task**

If tasks are clear and unambiguous a group can operate in a more structured way. A precise task will help the group through the forming and norming stages of group development. However, there are many occasions when the solution to an aspect of work is not known and it is left to the group to develop a suitable solution, which is undefined.

**Shared purpose**

Each team member must understand clearly the team’s work and the role of each individual. Where team members are unclear about what is required, teams are less likely to be effective.

**Team members**

Teams need to be given the right environment to be able to work together, which includes being sited together in the workplace and being given opportunities to take part in activities both inside and out of the workplace, which develop their relationship as a team. Virtual teams (members work remotely from one another) need to be brought together every now and then to maintain relationships and their feeling of identity.
Feature | Strategy for management
---|---
Sense of belonging | • Allocate clear team roles
• Arrange team-building activities
• Allow informal relationships to develop
• Consult the relevant people
• Delegate appropriately

Communication between team members | • Arrange regular meetings
• Upload information to the firm’s intranet
• Use a noticeboard
• Visual planning, eg Gantt charting
• Appoint an effective team leader
• Minimise conflict within the team
• Regular reporting/documenting

Dependency between team members | • Allow sub-groups to develop
• Create accountability within the team/set remits
• Arrange peer working and peer evaluation
• Mixed quality circles to evaluate the team work
• Specialisation and division of labour

Team building

Organisations often try to improve the productivity and motivation of people working in groups by developing their informal relationships either within or outwith the workplace. The planned, systematic process designed to improve the efforts of people who work together to achieve goals is known as team building.

Team building is based on the idea that before organisations can improve performance, group members must be able to work together effectively.

Exercises are used to help group members:

• develop trust
• open up communication channels
• make sure everyone understands the goals of the group
• help individuals make decisions with the commitment of all members
• prevent the leader from dominating the group
• examine and resolve conflicts
• review work activities.
Team-building exercises often involve taking groups to outdoor locations and setting them problems to solve or providing an opportunity for informal social interaction.

Examples of team-building activities include:
Team conflict

**Inter-group conflict** is conflict between different teams in an organisation.

<table>
<thead>
<tr>
<th>Cause of conflict</th>
<th>Strategy to resolve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition for limited resources, eg few staff available or low funds</td>
<td>Moving individuals between groups on a regular basis (team rotation)</td>
</tr>
<tr>
<td>Differing perceptions about the organisation’s goals</td>
<td>Motivating team members to encourage inter-group cooperation by financial incentives/bonuses</td>
</tr>
<tr>
<td>Loyalty to members of the team</td>
<td>Joint team-building activities, eg paintballing or staff lunches</td>
</tr>
<tr>
<td>Attempts by one group to dominate another group</td>
<td>Publicising the organisation’s wider goals</td>
</tr>
<tr>
<td>Conflicting goals</td>
<td>Regularly exchanging tasks between groups</td>
</tr>
</tbody>
</table>

**Intra-group conflict** is conflict within the team between the members.

<table>
<thead>
<tr>
<th>Cause of conflict</th>
<th>Strategy to resolve</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conflicting goals</td>
<td>Appointing a strong leader who is accepted by the majority of the team</td>
</tr>
<tr>
<td>Power struggles</td>
<td>Creating a compromise scenario with give and take by the parties concerned</td>
</tr>
<tr>
<td>Personal disputes</td>
<td>Discovering a new approach to the problem</td>
</tr>
<tr>
<td>Personality clashes</td>
<td>Arrange team-building activities</td>
</tr>
<tr>
<td>Lack of resources</td>
<td>Clear disciplinary procedure</td>
</tr>
<tr>
<td>Poor leadership</td>
<td>Open-door policy</td>
</tr>
<tr>
<td>Changing expectations</td>
<td>Regular team meetings</td>
</tr>
<tr>
<td>Loyalty issues</td>
<td>Job rotation within the team</td>
</tr>
<tr>
<td>Breakdown of communication</td>
<td>Clearly defined team roles</td>
</tr>
<tr>
<td>Inappropriate communication</td>
<td></td>
</tr>
</tbody>
</table>
Positive effects of team conflict

• Brings issues to light so they can be resolved.
  – Once resolved, staff feel less stressed and can feel more committed.

• Limited resources means greater need to prioritise work.
  – May encourage innovation and creative problem-solving.

• Poor leadership can result in team members taking on more responsibility themselves and becoming empowered.
  – Subordinates develop comradery under a poor leader.

• Power struggles boost ambition and competitiveness.
  – Can result in the team member being more focused on success.

• Opposing values/perspectives can create a source of creativity.
  – Team members can learn from different approaches/personalities.

• Inappropriate communication can lead to an effective grapevine being developed, which can build positive informal relationships in a team.

• Disputes over available financial incentives/rewards may encourage productivity to obtain a bonus or meet a target.
Negative effects of team conflict

- Hostility and resentment amongst team members can lead to high absenteeism and low staff morale.
  - If this persists staff may leave the organisation, resulting in a high staff turnover.
  - This can have an impact on the image of the company, making it difficult to recruit high-quality staff in the long run.

- Poor communication can occur, resulting in poor decision making.
  - Deadlines are missed/postponed, which can affect sales/profitability and customer service.
  - Mistakes may be made that are expensive and time-consuming.
  - May result in legal disputes if sensitive data is mishandled.

- Team members may not work well with each other, hampering productivity.

- An increase in disciplinary disputes will arise, lowering the morale of the organisation and creating distrust between staff and management.

- Rival teams can create a stressful working environment, making it difficult to manage and leading to a loss of control.
  - An increase in supervision may be required, creating an autocratic/authoritarian workplace with a poor corporate culture.

- Inappropriate communication and bullying in a team can occur, which could result in external regulation from ACAS, trade unions, the police etc.
  - Fines and sanctions could be imposed if management have overlooked or failed to act on any complaints of equality issues arising within the team, such as racial/sexual discrimination between team members.
Impact of team working

There are benefits, and drawbacks, to both the organisation and to individuals, in adopting a team-based approach to work.

Benefits to individual team members

- **Multi-skilling** as team members learn from each other on-the-job and therefore gain practical training for development needs.

- The experience and skill development gained from team working can lead to an **increased chance of promotion prospects** for an individual.

- Team working gives a sense of belonging and achievement, which improves the morale at work and the team member’s **job satisfaction**.

- **Improved support** by working together can make a workload more manageable, which can **reduce team members’ stress levels**.

- Teams are often autonomous and left to solve problems, which can be **empowering for team members** as they are given responsibility.
Benefits to the organisation

• **Increased productivity** as large tasks can be split into smaller jobs amongst the team and delegated appropriately so they are done quickly with less need for supervision, which means fewer management levels are needed.

• **More competitive** as there will be better risk taking and idea sharing in a team than if working alone, which can lead to more innovative decision making.

• Interdisciplinary teams **solve problems** using the skills, knowledge and experience of various members from different departments/specialities and are therefore more likely to produce **higher quality work with fewer mistakes**.

• Team members are working together, sharing decision-making within the team and feel supported, which **motivates them** and can **foster trust**, leading to frank/constructive discussions.

• **Improved flexibility** if someone is absent as the other team members can cover the absence/workload, therefore **less dependent on certain staff**.

• **Improved communication** between employees and management if they are working within a team together, therefore **less likely to resist change**.
**Drawbacks of team working**

- **Decisions may be lengthy** if a team has a weak leader, the group is indecisive or there is ‘paralysis by analysis’ with too much consultation.

- **Conflict** from personality clashes/power struggles/limited resources may arise resulting in ill-feeling, reduced productivity and poor communication.

- **Training costs may increase** if a whole team must attend a course rather than a select few.

- **Slacking and informality** can occur, wasting valuable time and resulting in a need for better supervision.

- Team can often **lack accountability**, meaning that poor or risky decisions might be made if members feel they will not get the blame for failure.

- Stagnant teams who have undergone little change may be **set in their ways** and closed to new ideas and methods from new members.
Evaluating team performance

It is important to assess the success or failure of a team. This can be carried out in a number of ways.

**Appraisals**

- One-to-one with a line manager to identify areas of strength and areas for development in the team.
- 360° and peer evaluation to assess colleagues’ performance in the team.
- Self-evaluation to assess personal development and performance in the team.

**Check if the team’s targets have been achieved**

- Have sales increased?
- Have profits risen?
- Has the number of complaints lowered?
- Absenteeism statistics reduced?
- Staff turnover numbers improved?
- Use ratio analysis
- Conduct internal and external market research
- Arrange a review committee

**Team meetings** should be held regularly to discuss progress, problems and changes that may have to be made.
Case study 4: Teams

Thank God It’s Friday

The British company Whitbread have established a small, up-market chain of restaurants called ‘Thank Goodness It’s Friday’, which is abbreviated to ‘Fridays’ or TGIF. The marketing is directed towards the relatively young and affluent. Part of this strategy has been to avoid the traditional hierarchy seen in the food industry and empower the person with whom the customer deals directly: the waiter. This person can take decisions on such things as complementary drinks without reference to anyone else. There is no manager, but each restaurant has a team leader known as the coach.

At the beginning of a shift the coach will call team members together for a team meeting, when information can be passed on about the day’s special offers, team targets or objectives, selling strategies and when any problems can be highlighted.

Individual team members can be innovative in using their own strengths and personal style to help achieve quality, service and sales objectives.

You should note that although the following questions are based on the case study above, you will need to make use of knowledge and understanding you have gained whilst studying the course.

Marks

1. Evaluate the effect of collaborative working on the team members at TGIF restaurants. 8

2. Describe the impact of informal communication on a team’s performance. 5

4. Discuss the effect of the stages of group development on the success of teams in TGIF restaurants. 7

Total 20
Time and task management

One of the most important skills an effective manager should possess is that of time management. Time is a limited resource in business. Managing time is critical to efficient and productive working to ensure tasks are completed successfully.

Good time-management techniques should ensure that:

- the best use is made of the time available
- time-wasting activities are minimised, improving productivity
- more time is made available for important or urgent jobs
- jobs are completed to a higher standard as they are not rushed
- deadlines are met on time, which can improve customer satisfaction
- the organisation can become more competitive
- internal and external working relationships are improved
- motivation and morale increase as managers are less rushed
- time pressure is alleviated so the manager’s stress is reduced.

If time is not managed effectively then problems can arise, for example:

- **Activity panic** - jobs are left unfinished and the manager is left running from one crisis to another as deadlines approach
  - Increase in accidents
  - Increased stress levels
  - Increased staff turnover
  - Increased absenteeism

- **Reaction not action** - situations arise where the manager has to react to crises rather than planning and leading effectively
  - Staff may become defeatist
  - Poorer quality of work
  - Resources wasted
  - Poor customer service

- **Work overload** - being pressed for time which results in an ever-increasing list of jobs that still have to be tackled
  - Decreased motivation
  - Poor leadership
  - Deadlines not being met
  - Lower productivity
### Time stealers

Poor time management is caused by inadequate organisation and allowing 'time stealers' to interrupt the management process.

<table>
<thead>
<tr>
<th>Time stealer</th>
<th>Suggestions for improvement</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lack of planning</strong></td>
<td>• Make use of to-do lists each day&lt;br&gt;• Prioritise urgent tasks&lt;br&gt;• Use an e-diary&lt;br&gt;• Create an action plan&lt;br&gt;• Arrange a planning meeting</td>
</tr>
<tr>
<td><strong>Interruptions from the telephone, visitors or chatty colleagues</strong></td>
<td>• Have calls screened by reception&lt;br&gt;• Schedule an appointment for a later date&lt;br&gt;• Remind colleagues you have work to do&lt;br&gt;• Avoid being involved in irrelevant conversation</td>
</tr>
<tr>
<td><strong>Workload overload</strong></td>
<td>• Be assertive – say no to tasks&lt;br&gt;• Seek support/assistance from a line manager&lt;br&gt;• Delegate work to subordinates&lt;br&gt;• Use collaborative working to increase output&lt;br&gt;• Prioritise urgent tasks – make a list&lt;br&gt;• Make use of filing systems</td>
</tr>
<tr>
<td><strong>Lack of discipline, procrastination and indecision</strong></td>
<td>• Set work and personal targets for tasks&lt;br&gt;• Evaluate progress and monitor productivity&lt;br&gt;• Reward completion to motivate progress&lt;br&gt;• Make effective use of a priorities list&lt;br&gt;• Use a tray system: work in/work out/pending&lt;br&gt;• Do not let workload pile up: keep a clear desk&lt;br&gt;• Use a one-touch management strategy</td>
</tr>
<tr>
<td><strong>Communication problems</strong></td>
<td>• Recap on instructions – have regular meetings&lt;br&gt;• Take minutes to document decisions&lt;br&gt;• Action minutes to provide accountability&lt;br&gt;• Send a written copy/email instructions&lt;br&gt;• Discuss sensitive matters face-to-face</td>
</tr>
<tr>
<td><strong>Lengthy meetings</strong></td>
<td>• Set an agenda to provide direction&lt;br&gt;• Select an effective chairperson&lt;br&gt;• Issue materials to invited staff in advance</td>
</tr>
</tbody>
</table>
Task management

A manager will often have many tasks to deal with at any one time. An orderly workplace, strong administrative skills and the use of planning aids will assist the manager in carrying out tasks effectively.

**Aid** | **Details**
--- | ---
**Action plan** | An action plan is prepared when a longer-term project needs to be planned.
  • Lists the tasks in the order in which they will be done.
  • Gives an estimate/actual time that each task will take.
  • States who will complete the tasks, providing accountability.
  • Contains notes to give extra details on tasks.

**Action plan (example)**

<table>
<thead>
<tr>
<th><strong>Action plan</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Name</strong></td>
<td>J. A. Simpson</td>
</tr>
<tr>
<td><strong>Project</strong></td>
<td>Compile a database of suitable meeting venues</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Action required</strong></th>
<th><strong>Estimated time</strong></th>
<th><strong>Actual time</strong></th>
<th><strong>Notes</strong></th>
</tr>
</thead>
</table>
| Develop and discuss venue criteria that should be met | 3 hours | 4 hours | • Budgets  
• Facilities  
• Distance from airports  
• Accommodation |
| Research venues in Scotland | 5 hours | 7 hours | Paper and web-based sources should be examined:  
• guides/leaflets  
• websites, etc |
| Design the database | 2 hours | 30 min | Relational tables, use the ER diagram drawn earlier |
| Input information | 5 hours | 3 hours | • Report layouts  
• Forms, etc |
### Aid: To-do (priorities) list

Priority lists are lists of tasks that need to be completed. Tasks are listed in order and a new list should be created at the end of each working day. They are often used in conjunction with action plans.

Each task on the list can be marked as:

- high – urgent
- medium – should be done
- low – could be done.

### Aid: Gantt chart

Gantt charts are a way of scheduling activities in a project.

- Usually the horizontal axis plots time and activities are indicated vertically in rectangular blocks.
- The red line is the today line to track current progress.
- Key events on the chart are called milestones.

Advantages include the following:

- compares work planned against work completed
- gives a visual indication of the order of activities and which ones can be carried out concurrently
- blocks are filled in as activities are completed so progress can be checked at any point in time
- displaying the chart on a wall ensures that everyone is aware of progress to date and aware of potential delays before they occur so corrective action can be taken.

### Aid: Electronic diary

- Access others’ diaries to check appointments.
- Avoid double booking as an automatic warning will be given.
- Regular appointments can be scheduled for automatic reminders, which saves time.
- Set up an address book or a priorities/task list online.
- Using search tools is quicker than manually skimming through the pages of a paper-based diary.
- Colour coding can prioritise tasks/dates.
- Can access a diary remotely, i.e. on a smartphone.
- Password protection improves the security of data.
- Often linked to e-mail for improved communication.
- Invite multiple people quickly using mailing lists.
<table>
<thead>
<tr>
<th>Aid</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Delegation</td>
<td>Assign work to subordinates/other employees. This frees time for the manager to work on urgent tasks. Subordinates can feel empowered if work is delegated to them and can also build their experience/skills on the job.</td>
</tr>
<tr>
<td>Setting targets</td>
<td>Set personal and work-related SMART targets and provide rewards for achieving them.</td>
</tr>
<tr>
<td></td>
<td>Reasons for setting targets include the following:</td>
</tr>
<tr>
<td></td>
<td>• sets expectations for employees</td>
</tr>
<tr>
<td></td>
<td>• may motivate employees if a goal is set</td>
</tr>
<tr>
<td></td>
<td>• increases productivity</td>
</tr>
<tr>
<td></td>
<td>• allows a measure of success/productivity</td>
</tr>
<tr>
<td></td>
<td>• reduces the risk of missing deadlines</td>
</tr>
<tr>
<td></td>
<td>• avoids confusion and time wasting.</td>
</tr>
<tr>
<td>Organise resources</td>
<td>• Keep the workspace/office tidy and free from clutter.</td>
</tr>
<tr>
<td></td>
<td>• Use a filing system, eg alphabetical/colour coding etc.</td>
</tr>
<tr>
<td></td>
<td>• Use desk trays, eg work in/work out/pending.</td>
</tr>
<tr>
<td></td>
<td>• Label folders and name electronic files meaningfully.</td>
</tr>
<tr>
<td></td>
<td>• Supervise staff to ensure they are not slacking.</td>
</tr>
<tr>
<td></td>
<td>• Ensure the workspace/office is well supplied.</td>
</tr>
<tr>
<td>Avoid time wasting</td>
<td>Avoid the following:</td>
</tr>
<tr>
<td></td>
<td>• lack of planning</td>
</tr>
<tr>
<td></td>
<td>• interruptions from the telephone, visitors or chatty colleagues</td>
</tr>
<tr>
<td></td>
<td>• workload overload</td>
</tr>
<tr>
<td></td>
<td>• lack of discipline, procrastination and indecision</td>
</tr>
<tr>
<td></td>
<td>• communication problems</td>
</tr>
<tr>
<td></td>
<td>• lengthy meetings.</td>
</tr>
</tbody>
</table>
**Eisenhower matrix**

‘What is important is seldom urgent and what is urgent is seldom important.’

**Dwight D. Eisenhower**

The priority matrix, by former US president Eisenhower, helps prioritise tasks by urgency and importance, sorting out less urgent and important tasks that should be delegated or not done at all.

<table>
<thead>
<tr>
<th>Important</th>
<th>Urgent</th>
<th>Less urgent</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Do first</strong></td>
<td>Tasks should be done first/immediately as they are important for the company.</td>
<td><strong>Schedule</strong></td>
</tr>
<tr>
<td></td>
<td>- Critical telephone call</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Top client meeting</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Less important</th>
<th><strong>Delegate</strong></th>
<th><strong>Eliminate</strong></th>
<th>Tasks that waste time or could be postponed. May not even need to be completed.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Although these targets are urgent they are less risky. They should be given to subordinates to complete.</td>
<td></td>
<td>- Long coffee breaks</td>
</tr>
<tr>
<td></td>
<td>- Assess cost-cutting options</td>
<td></td>
<td>- Surfing the internet</td>
</tr>
<tr>
<td></td>
<td>- Consider upgrading IT software</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Target setting**

Targets are goals relating to performance, productivity and achievement within the workplace. Regardless of a target being short term or long term, complex or simple, they should always be SMART in nature.

<table>
<thead>
<tr>
<th>S</th>
<th>M</th>
<th>A</th>
<th>R</th>
<th>T</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Specific</strong></td>
<td><strong>Measurable</strong></td>
<td><strong>Agreed</strong></td>
<td><strong>Realistic</strong></td>
<td><strong>Timed</strong></td>
</tr>
<tr>
<td>States exactly what has to be done</td>
<td>Includes a form of measuring the target, often a quantity or value</td>
<td>Discussed and approved by line manager and team members</td>
<td>Challenging but achievable – appropriate resources should be considered</td>
<td>Include a deadline to work towards</td>
</tr>
</tbody>
</table>

**Monitoring and controlling targets**

Managers must be responsible for establishing and implementing control mechanisms and monitoring achievement of targets when they are set.

<table>
<thead>
<tr>
<th>Regular supervision by a team leader</th>
<th>Random constant checks throughout (quality assurance)</th>
<th>Double-checking a completed task (quality control)</th>
<th>Mentoring system (senior advisor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Buddy system (peer/paired working)</td>
<td>Regular meetings (communication and feedback)</td>
<td>Market research methods</td>
<td>Gantt charts</td>
</tr>
<tr>
<td>Internal audits</td>
<td>Action plans</td>
<td>Personal development plans (PDP)</td>
<td>Self-evaluation</td>
</tr>
</tbody>
</table>
Case study 5: Time and task management

Study the e-diary below and answer the questions which follow.

You should note that although the following questions are based on the case study above, you will need to make use of knowledge and understanding you have gained whilst studying the course.

Marks

1. Assess the use of e-diaries in the workplace. 5

2. Other than an e-diary, discuss the use of time and task management techniques to track the progress of a project. 10

3. Explore the ways in which poor time management might reduce the effectiveness of a manager. 5

Total 20
Managing change

Change affects all organisations and is normally a response to a significant threat or opportunity. It is widely known that organisations that resist change tend not to survive.

Factors causing change

Change has a huge impact on today’s businesses. Consider the following examples:

<table>
<thead>
<tr>
<th>Political</th>
<th>Economical</th>
<th>Social</th>
<th>Technological</th>
<th>Environmental</th>
<th>Competition</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Changes in legislation (employment, health and</td>
<td>• Inflation rises</td>
<td>• Ageing population</td>
<td>• Increase in e-commerce</td>
<td>• Rivals lower prices</td>
</tr>
<tr>
<td></td>
<td>safety, data management etc)</td>
<td>• Exchange rate fluctuations</td>
<td>• Increase in number of cars</td>
<td>• Social media</td>
<td>• Launch of new products</td>
</tr>
<tr>
<td></td>
<td>• Budgets available and funding for grants etc</td>
<td>• Recession</td>
<td>• More women in work</td>
<td>• Tablet and portable technology (eg smartphones)</td>
<td>• Develop new innovations</td>
</tr>
<tr>
<td></td>
<td>• Licencing and permission to retail certain goods</td>
<td>• Taxation</td>
<td>• Fashion changes</td>
<td>• Automation and robotics</td>
<td>• Mergers and acquisitions</td>
</tr>
<tr>
<td></td>
<td>• Quotas</td>
<td></td>
<td></td>
<td></td>
<td>• Joint ventures</td>
</tr>
<tr>
<td></td>
<td>• Terrorism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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Force field analysis

**Kurt Lewin**

- A German–American psychologist famous for introducing force-field analysis, which provides a framework for looking at the influencing factors that cause a situation to change.
- He created a model that theorises the change process in organisations using three stages.

A force-field analysis distinguishes between driving forces for change (often known as **drivers**) and restraining forces against change (often known as **resistors**). If the driving force for change equals the restraining forces there is a position of **equilibrium** and change is not possible.

A force field can be illustrated in a diagram that shows the strengths of the drivers and resistors as arrows proportional in length to the perceived relative force of each element. The strengths or weaknesses of these drivers and resistors are subjective and will change over time. In addition, over a period, some drivers and resistors will disappear while others appear. For change to occur the driving force must exceed the restraining force. An example of a simple force-field analysis is shown below.

<table>
<thead>
<tr>
<th>Drivers</th>
<th>Resistors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increased sales/profits</td>
<td>Unclear objectives</td>
</tr>
<tr>
<td>Workforce committed</td>
<td>Existing organisational culture</td>
</tr>
<tr>
<td>to the change</td>
<td></td>
</tr>
<tr>
<td>Training in new skills</td>
<td>Wish to retain existing management style</td>
</tr>
<tr>
<td>Reduction in costs</td>
<td>Fear of the unknown</td>
</tr>
</tbody>
</table>

**Equilibrium**

(present level of productivity)

**Assets for change:**
charismatic leader, expertise in an area, finance available etc
Lewin also identified **assets for change**. These are factors that do not themselves drive a change and cannot therefore be described as drivers, but they do help the change.

![Diagram of assets for change](image-url)
Driving forces (forces for change)

<table>
<thead>
<tr>
<th>Desire/need to improve profitability and efficiency</th>
<th>Shorter product life cycles and customer demand</th>
<th>Need for better flexibility or to improve communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Changes in legislation or a difficult economy</td>
<td>Global/emerging markets</td>
<td>Social transformations and changing attitudes towards work</td>
</tr>
<tr>
<td>Increased competition and threat</td>
<td>New technological opportunities</td>
<td>New personnel who possess different skills</td>
</tr>
</tbody>
</table>

Restraining forces (forces against change – obstacles)

<table>
<thead>
<tr>
<th>FROM INDIVIDUALS</th>
<th>FROM ORGANISATIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fear of failure</td>
<td>Strength of culture</td>
</tr>
<tr>
<td>Loss of status</td>
<td>Rigidity of structure</td>
</tr>
<tr>
<td>Loss of control</td>
<td>Sunk costs</td>
</tr>
<tr>
<td>Inertia (habit)</td>
<td>Lack of resources</td>
</tr>
<tr>
<td>Fear of the unknown</td>
<td>Contractual agreements</td>
</tr>
<tr>
<td>Loss of friends</td>
<td>Possible loss of revenue</td>
</tr>
<tr>
<td>Fear of redundancy</td>
<td>Poor equipment</td>
</tr>
</tbody>
</table>
Stages of change

The change process

A change programme can be broken down into a number of steps. Kurt Lewin identified three steps:

**UNFREEZING**
- Breaking down the beliefs and assumptions that currently exist and opening up an acceptance of the need for change

**CHANGING (TRANSFORMING)**
- Implementing the process of change to achieve the desired outcome

**REFREEZING**
- Consolidation of the new state once changes have been successfully implemented
Businesses aim to energise the drivers and push them on and the resistors are either removed, neutralised or re-energised in ways productive to the required outcome.

<table>
<thead>
<tr>
<th>Unfreezing</th>
<th>Transforming</th>
<th>Refreezing</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify possible changes/problems</td>
<td>• Introduction of new technology, work patterns, products, services, attitudes etc</td>
<td>• The new becomes the steady-state and familiar</td>
</tr>
<tr>
<td>• Use research techniques</td>
<td>• Achieving the desired outcomes</td>
<td>• Note the danger of becoming rigid or set anew</td>
</tr>
<tr>
<td>• Idea generation for effective solutions</td>
<td>• Development of new behaviours and values</td>
<td>• Reinforce the change</td>
</tr>
<tr>
<td>• Consultation</td>
<td>• Allow employees to express their opinion</td>
<td>• Consolidate the new state</td>
</tr>
<tr>
<td>• Requires trust and reassurance</td>
<td>• Reward staff for changing</td>
<td>• Prevent regression</td>
</tr>
<tr>
<td>• Getting people used to the idea</td>
<td>• Realise when goals have been met</td>
<td>• Use evaluation techniques</td>
</tr>
<tr>
<td>• Breaking down beliefs and assumptions</td>
<td></td>
<td>• Ensure resources and support are provided to sustain the change</td>
</tr>
</tbody>
</table>
Lewin's three-step model can be expanded to show that the following sequence of activities needs to take place:

1. Recognising the need to change
2. Defining the problem
3. Identifying where the company is positioned relative to the problem
4. Searching for alternatives
5. Defining where the company wants to be as a result of the change (goals)
6. Preparing for change
7. Unfreezing (loosening the organisation so it can change)
8. Moving (consciously managing the process of change)
9. Arriving (realising when the goals have been met)
10. Refreezing (stabilising and reinforcing change)
11. Evaluation (checking that change has been beneficial eg comparing changes to productivity)
The six-step process

The above sequence of activities is normally summarised as a six-step process:

1. Recognising the need to change
2. Preparing for change
3. Unfreezing
4. Managing the change
5. Refreezing/stabilising
6. Evaluation
### Benefits of a change management programme

A properly managed change management programme can have the following benefits for the organisation:

<table>
<thead>
<tr>
<th>Benefit</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>There will be a smooth transition to the new environment by reducing the barriers to change - drivers will be increased and resisters will be minimised</td>
<td>The new organisation will support the changes implemented and the new system and its underlying concepts will be better understood</td>
</tr>
<tr>
<td>Individuals will know how the changes affect them and the role they have to play by effective leadership, delegation and training - supported staff are less stressed and more productive</td>
<td>Employees are less likely to resist if they are involved in a change management programme as they will be aware of how their role and responsibilities have changed</td>
</tr>
<tr>
<td>Everyone will be motivated and committed to the change programme and its goals</td>
<td>Good communication will ensure people know what will happen which increases the success and speed of the change</td>
</tr>
<tr>
<td>Good communication will help to minimise informal communication (grapevine) that can start rumours and result in resistance from staff</td>
<td>The success of the programme will be monitored, measured and evaluated so any errors or wastage can be identified quickly and resolved</td>
</tr>
<tr>
<td>Goals of the change programme will be achieved making the firm more competitive</td>
<td>Change will be introduced gradually to allow staff time to take on board the changes</td>
</tr>
</tbody>
</table>

There is no single, universal way of managing change successfully. Even within a single organisation different approaches will be suitable for different change programmes. Quality circles (small teams working on improvements) may be suitable to manage change within a small core manufacturing area but not a suitable way to manage, for example, organisational culture.
Factors to be addressed during a change programme

For change to be successful it is generally agreed that the following are needed:

- top management commitment
- constant and consistent communication
- employee involvement at all levels
- a shared vision of the future
- understanding of the need for change
- management of political networks.

The relative importance of these may vary, some being more important than others in particular situations. For example, top management commitment is vital in a programme that aims to change organisational culture, but it is not a strong element in a change programme that aims to change the way in which customer orders are processed.

The following should be addressed during a change programme:

**What is the vision for your new organisation/process?**
- Who will be affected by these changes?
- What are the proposed benefits of any planned changes?
- What will be the associated costs and risks?
- What is likely to be the impact on other organisational functions, teams and tasks?

**How will you lead and drive the change programme?**
- What will be the role of line managers involved in the activities?
- How do you propose to maintain momentum once change is under way?
- How do you monitor progress and measure success?
- How will you communicate effectively at all stages?
- What training and coaching will be required across the organisation?

**What process changes should you plan?**
- How will process changes impact on your current environment?
- Who can help you optimise the new environment to ensure smooth running in the future?
- What new processes, policies, procedures and practices will be needed?
- How will people be rewarded?
Resistance to change

Most change programmes will meet resistance in some form from:

- individuals (staff resistance)
- groups and teams
- organisation.

Individuals – their impact on the change process

The key to change within the organisation is, of course, the people involved. Unless individuals are involved, prepared and committed to adapt and learn, resistance to change will have a significant impact on the change management process. There are a number of reasons why individuals are resistant to change:
These result in a range of attitudes that need to be managed. For example, individuals might say:

- "It will all change again next month."
- "If it's such a good idea, why didn't we do this the last time?"
- "It's not my job."
- "I don't agree with the solution."
- "I don't see the problem."
- "Nobody asked me, I'll not be doing it!"

People respond to changes on three levels:

- **Emotional**
  - What will the change mean to me personally?
  - How enthusiastic about this change am I?
  - Will my position in other people’s eyes be different?
  - Am I confident enough to cope with the change?

- **Political**
  - Will I lose control over resources/people/decisions?
  - Will I still be empowered/part of some key group?
  - Will I still be able to influence decisions that affect me and my area?
  - Does this help satisfy my career/personal agenda?

- **Rational**
  - Is this change right for the organisation?
  - Is this a logical move?
  - What are competitors doing?
  - Is there statistical/financial support?
  - Are there plans and targets that make sense?
Strategies to support individuals through change

<table>
<thead>
<tr>
<th>Negotiation and agreement</th>
<th>Invest in education, development and training</th>
<th>Communication at every stage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation and involvement eg quality circles, work councils, worker director etc</td>
<td>Staff welfare measures eg counselling, keep-in-touch days, flexible working etc</td>
<td>Supporting employees using appraisals, mentoring and team working</td>
</tr>
<tr>
<td>Gradual introduction</td>
<td>Manipulation, persuasion and co-option</td>
<td>Dictatorship/threats to define clear boundaries initially</td>
</tr>
<tr>
<td>Rewarding staff throughout the process</td>
<td>Build in incentives to change to motivate employees</td>
<td></td>
</tr>
</tbody>
</table>

Groups – their impact on the change process

Groups can also be significant obstacles to achieving change. For example, trades unions have often resisted change on behalf of their members when the perceived impact on their members has been negative. Many examples exist where trades unions have resisted changes to existing working practices such as redeployment of tradesmen, changes in working hours, as well as the introduction of new technology, which has often led to job losses.

On the other hand, groups can be great promoters and supporters of change. A common strategy to deal with a lot of individual resistance is to gather together a coalition of like-minded positive people and gradually deal with the resistors. Some of the most successful change is built up piece by piece – attempts to change a whole organisation in one go very rarely achieve their aims.
Organisations – their impact on the change process

Just as individuals and groups can significantly affect the change process, so too can organisational culture. Organisational culture includes the beliefs, norms and values of a business. It is generally about how employees should conduct themselves, and the working relationships and attitudes within the company. Large organisations such as the civil service, the NHS and most multinational companies have formalised rules, regulations and procedures that make implementing a process of change even more difficult. While, historically, they have operated well in a stable environment, they are seriously challenged to change and adapt to meet today’s problems.

IBM and several American car manufacturers are well-known organisations that became hugely successful through creating strong and fairly uniform cultures. When IBM’s market moved away from large mainframes to networked PCs, and when the American car market moved from large cars to economical small ones, these companies were slow to react to the market changes. This reluctance to change led them into serious economic crises while providing an excellent opportunity for companies such as Compaq and Dell in the computer market and Japanese car manufacturers in the vehicle market. This exemplifies a common problem whereby organisations repeat behaviour patterns that worked well in the past until a crisis hits and they are forced to implement change.

Organisational culture can therefore be a significant obstacle to change and may require management to alter things like:

- the balance of power between different groups and sections in the organisation
- management/leadership style
- organisational structure
- the way decisions are made
- the types of jobs that people do.

One reason that all these things have to be addressed is that each reinforces the other. For example, a hierarchical structure may give power to senior management who adopt an authoritarian style where they make all the key decisions.
The importance of organisational culture in achieving successful change and the rapid pace of change has led many companies to try to create an organisational culture that is responsive to change. Theorists have argued that a company culture conducive to change is a key factor in determining whether or not a company would succeed. Many subsequent initiatives such as total quality management (TQM) and business process re-engineering (BPR) have followed this principle.

Approaches to managing change

Good change management is needed for effective change. Many management approaches exist to handle change, some being more appropriate than others in different situations. However, there is no single approach to change that can be universally applied to any change management programme in order to make it a success.

A number of approaches can be applied to change programmes, including:

- directive (top down)
- action-centred
- negotiation and productivity agreements
- piecemeal initiatives
- participative
- change agents.
Directive (top down)

This type of approach towards change is achieved by management deciding what to do and imposing it. It is therefore often associated with an autocratic management style, controlling people through fear and sanctions. Communication is downward and little attention is paid to the ideas of employees. This strategy is normally used for large-scale changes of a one-off nature, perhaps a once-only emergency response to a crisis. Here, time is of the essence and resistance might be expected but has to be overcome quickly.

Examples include a company making it clear it will relocate the organisation to an area of cheap labour unless lower wages are accepted and/or higher production is achieved.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strategic (top) level management have a holistic overview so can make the change in line with the firm’s objectives.</td>
<td>• Can result in high levels of staff resistance as they feel they are being overlooked and undervalued.</td>
</tr>
<tr>
<td>• Useful in a crisis situation where decision-making time is short and survival may be at stake.</td>
<td>• Employees’ skills, knowledge and experience are not taken into account when decisions are made.</td>
</tr>
<tr>
<td>• If a change is inevitable this is an efficient method of implementation, ie change in legislation.</td>
<td>• May result in high levels of staff turnover and absenteeism if motivation is low; may create a culture of low morale.</td>
</tr>
</tbody>
</table>
**Action-centred**

Here an organisation starts with a general idea of the problem and tries out various solutions, often by involving those affected.

Examples could include:

- quality improvement programmes
- customer service improvements
- reducing staff turnover.

All of these are areas where a number of possible solutions exist. Often companies pilot one solution in a targeted small area and, depending upon its success, they either implement that solution on a more widespread basis or pilot an alternative solution until success is achieved.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
</table>
| • Allows an organisation to try out possible solutions on a small scale for a limited time before making a permanent change.  
• Explores many different options and therefore contingency (backup) strategies are often formed.  
• Allows employees to have an input and pilot aspects of change. | • If there is a clear solution, or only one solution, to the problem then this method is redundant, ie legislation requirements.  
• Piloting ideas is a lengthy and expensive process.  
• Often used as part of continuous improvement and may not be suitable for large changes. |

**Negotiation and productivity agreements**

Here change is agreed through a bargaining process between interested parties. Communications flow up as well as down the hierarchy and managers try to make use of employees’ ideas and opinions. The aim is communication in order to resolve differences through agreement. Trades unions may agree to changes in work practices, usually in exchange for extra payments or improved conditions for workers. Examples might include changing work patterns in return for higher pay or improved productivity in return for bonus payments.
Piecemeal initiatives

Change can also be implemented in a piecemeal fashion, with small incremental changes being made over time. In some situations beginning with small projects that are successful is an approach that creates confidence and encouragement to go on and tackle more difficult problems.

Examples of initiatives that might take place are:

- the introduction of team meetings or quality circles
- improvements in technology or channels of communication
- improvements in incentive payments or rewards
- improvements in the flexibility of work practices.

A problem with piecemeal initiatives is that they sometimes have different objectives. One might be trying to improve management leadership. The other might be trying to encourage greater participation. Another difficulty is that piecemeal initiatives tend to be short lived. In difficult times businesses may decide to drop costly changes.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Employees become accustomed to the change as it is gradually introduced, which can build confidence for the future.</td>
<td>• A sense of overall direction may be lost.</td>
</tr>
<tr>
<td>• Smaller changes are less likely to result in staff resistance.</td>
<td>• The changes may conflict, eg a change to reduce costs clashes with a change to purchase new technology.</td>
</tr>
<tr>
<td>• Gradual change is easier to manage and control so reduces risk.</td>
<td>• Decentralised changes may not be fairly rolled out across the firm, upsetting staff in different departments.</td>
</tr>
</tbody>
</table>
Participative

This is where change is the result of discussion and consensus among all those involved. This is shown by complete confidence and trust between superiors and subordinates. Employees are free to discuss their jobs and their ideas are welcomed. There is a lot of communication and co-operation within the team. Feedback of information is used for problem solving and so the people who participate will be committed to implementing the change. Rewards are given on the basis of participation and the achievement of agreed goals.

<table>
<thead>
<tr>
<th>Benefits</th>
<th>Drawbacks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fosters trust between management and the workforce.</td>
<td>• Time-consuming as it involves lengthy discussion and consultation, eg the use of focus groups and quality circles.</td>
</tr>
<tr>
<td>• Ensures everyone is committed to implementing the change because all have been involved.</td>
<td>• Trust can be easily damaged if either management retract the empowerment or employees abuse it.</td>
</tr>
<tr>
<td>• Reduces staff resistance and improves morale.</td>
<td>• Not effective in a situation of urgency/crisis or where there is an unnegotiable outcome.</td>
</tr>
<tr>
<td>• Allows for staff skills, knowledge and experience to contribute to the strategy in the hope for a more effective and competitive change.</td>
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</tbody>
</table>
Change agents

Whether the change is at a personal, group or organisational level the change has to be implemented by individuals or groups known as change agents. These can be employees of the organisation (internal), ie leader of a department or a middle manager, or external consultants, or indeed both working together.

<table>
<thead>
<tr>
<th>INTERNAL CHANGE AGENTS</th>
<th>EXTERNAL CHANGE AGENTS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Experience from within the firm</td>
<td>Experience of change across many firms</td>
</tr>
<tr>
<td>In-depth knowledge and understanding of the firm’s culture and processes</td>
<td>May have specialist knowledge on change management techniques</td>
</tr>
</tbody>
</table>

The change agent’s role is to act as an intermediary to communicate and coordinate in order to facilitate effective change.

Change agents can perform a number of tasks:

- Diagnosing what the issues are - the potential drivers and resistors to change
- Educating and inspiring employees in the reasons/benefits for the change
- Managing employees’ expectations to reduce the fear of the unknown
- Establishing, through consultation, the targets and strategy for change
- Defining the roles and responsibility of key players and build relationships with clients and agencies
- Buying in experts who may be able to facilitate change
- Co-ordinating performance, incentives and recognition systems in order to reward individuals for positive behaviour towards the changes
- Managing the change ‘project’ by co-ordinating the activities of key players
- Monitoring progress and providing feedback to all parties involved
### Barriers to an effective change agent

- Lack of experience in managing change – internal change agents may not have co-ordinated change in the past but will be familiar with the firm’s policies and practice.

- Degree of skill of the change agent – external change agents are likely to have greater expertise in dealing with change in a variety of situations.

- Degree of respect and charisma of the change agent – external change agents often face greater resistance from staff.

- Organisation culture may be extremely traditional or hard to break.

- Lack of resources such as funding, qualified staff, available staff, technology and ICT etc.
Case study 6: Managing change

Morrison's and the threat to mainstream supermarkets

The difficult times faced by Wm Morrison plc highlight challenges faced by all mainstream supermarket groups. A couple stand out:

• The challenge of the so-called ‘hard discounters’, ie Aldi and Lidl.
• The impact of the migration to online business.

As a result Morrison's profitability has crumbled almost two-thirds over three years. Some of that is cyclical, the impact of a squeeze on customers' living standards, but much of it is secular, a permanent migration to cheaper rivals and a shift in spending habits to local convenience stores and online shopping.

Only now is Morrison responding to what it sees as these permanent changes, by belatedly establishing convenience stores, forming a joint venture with Ocado in online shopping and by what it calls a ‘reset’ of ‘the profit base’ in order to offer ‘best value, price and quality for customers’.

In other words, it is reconciled to squeezing its profit margins, or to making less profit per customer, to try and fight back against the aggressive competition from Aldi and Lidl.

‘Online is changing the economics of supermarkets in a fundamental way and in a way that does not bode all that well for conventional stores.’

The simple point is that the costs of selling from a store are relatively fixed, in the form of wages and rent, so additional sales from a store generate progressively bigger profits. The reverse is also true: when sales fall in a store, profits will fall faster than those sales because (to repeat) so many of the costs are set in stone.

So a big investment in online, of the sort that Morrison is doing, can undermine the profitability of stores in a fundamental way, by cannibalising sales.

All of which is to say is that there is something of a revolution going on in food retailing. A revolution that probably benefits us, shoppers, by delivering deflation in what we buy and more choice in how we buy.
However, for the giant supermarket chains we traditionally regarded as fearsome and invincible, there’s a threat which – if not quite existential – is pretty serious.

Adapted from: bbc.co.uk/news

You should note that although the following questions are based on the case study above, you will need to make use of knowledge and understanding you have gained whilst studying the course.

Marks

1. Using Lewin’s three-step process, examine the strategies that Wm Morrison plc could undertake to implement its changes successfully. 9

2. Describe the possible negative effects of change on the employees of Wm Morrison plc. 5

3. Discuss the role of a change agent as a method of implementing organisational change. 6

Total 20
Suggested solutions

Case study 1: Management theory

1. With reference to scientific management, discuss the relevance of financial incentives in modern day.
   
   • Taylor believed humans were motivated by financial reward alone as they had little money and therefore were driven by wealth.
   • Work should be broken down into manageable tasks that are accountable and measurable as to pay employees piecemeal incentive.
     – This can result in poor quality of work as employees rush tasks.
     – Requires an increased level of supervision and often autocratic management.
   • Businesses that focus purely on money as a motivator may experience industrial unrest and strikes.

Modern day

• Scientific management was based on factory work. Today most jobs cannot be broken down so easily to allow for piecemeal incentives.
  – Still used in factories and call centres – increase in commission-based work.
• With the difficult economic times money is still a highly motivating factor.
• In a highly competitive environment businesses cannot afford to use only financial incentives – other methods of motivating employees must be used.

2. Describe the ways a manager could use Maslow’s hierarchy of needs to improve the productivity of employees.

Physiological needs

• Provide a decent salary so employees can afford basic needs.
• Provide ventilation, heated office, fresh running water, toilets etc.

Safety

• Comply with health and safety legislation, eg conduct risk assessments, provide equipment.
  – Train staff to ensure they are not in danger at work.
  – Have a firm and well-publicised policy on safety matters.
• Ensure security measures are in place, eg CCTV etc.
• Reduce the fear of redundancy and provide job security.

Social
• Regular staff appraisals.
• Use of quality circles and works councils.
• Establish work-based clubs, social events and team-building activities.
• Regular team meetings.
• Use of democratic and participative management styles.
• Use of an open-door policy.

Self-esteem
• Offer promotional opportunities.
• Use of positive praise.
• Show recognition of work, eg employee of the month awards.
• Reward staff for meeting targets, eg bonus, job title, office space etc.

Self-actualisation
• Provide job enlargement, enrichment and rotation
• Offer autonomy and control to employees and empower them on a strategic level.

3. Examine the use of contingency management theory in modern practice.

• The contingency approach argues there is no single ideal management method and that a number of variables need to be addressed before a best approach can be decided.

Management style
• The manager’s personality, the attitude of the employees, the time available, the budget and the culture all need to be considered before a management style is selected.
• New staff may require an autocratic leader to provide guidance and direction while minimising confusion.

Size of the organisation
• In modern business, a large firm often requires a hierarchical structure to management communication and control.
• The use of matric structures to solve complex problems combining teams of specialists from different functional areas.

Nature of the work
• Factory work is suited to scientific management, with an emphasis on productivity and bureaucratic structures.
• Creative industries may adopt a more decentralised approach to empower employee decision-making and artistic choices.

**Nature of the workface**
• Experienced staff may feel patronised and stifled by an autocratic leader and therefore a more participative or laissez-faire approach could be used.

**The external environment**
• Increase in technology means working practices are evolving with an increase in teleworking and homeworking, which means management needs to adapt to supervise targets remotely.
• Increase in competition from online and abroad means organisations need flexible structures that can respond to change, eg use of outsourcing and temporary contracts.
Case study 2: Leadership

1. Discuss the factors that influence the leadership style chosen.

   - Group size
   - Time available
   - Information available
   - Budget available
   - Qualified/experienced workforce
   - Internal conflict
   - Nature of the task
   - Organisation culture
   - Leader’s personality
   - Group/employee’s personality
   - Respect and trust

2. Describe the characteristics of effective leadership.

   - Charisma
   - Integrity
   - Toughness
   - Fairness
   - Warmth
   - Humility
   - Confidence
   - Competence
   - Honesty
   - Caring
   - Courage
   - Imaginative

3. Using Fiedler’s leadership theory, explain how the organisation can ensure leadership is effective.

   - Leadership effectiveness is based on the leader’s characteristics and the nature of the situation.

   - The leader’s personal characteristics would be either relationship motivated or task motivated.

   - The nature of the situation depends on the leader–member relationship, task structure and position power.
• Leaders cannot easily change their personality and the situation is also hard to change therefore the type of leader should be matched with the correct type of situation for leadership to be effective.

• Fiedler maintained leaders who are more task-orientated are good leaders in extreme situations.
  – extremely favourable (high trust between team members and the leader where there is a clear structure to the task and the leader has much authority/power).
  – extremely unfavourable (low trust between team members and the leader where there is no structure to the task and the leader has little authority/power).

• Leaders who are more relationship-orientated are good leaders in situations where there is average trust, structure and power.

• Task leadership in emergencies, eg virus crashing the network where the situation is unstructured, management-subordinate relations and position power can be low.
Case study 3: Equality at work

1. Discuss the possible measures Asda can use to minimise their liability against the employees’ claims.
   
   • Under the Equality Act, Asda is not liable if it can prove the work is not of equivalent value and the discrepancy in pay is justified based on the job.
   • Create a transparent and well-publicised procedure for handling issues relating to payment.
   • Ensure HR has trained all employees who will be investigating and dealing with complaints.
   • Conduct an equal pay audit to ensure jobs of equal value are being paid fairly across all employees.
   • Have a fair and transparent payment spine and benefits scheme.
   • Review non-financial benefits such as health insurance and pension schemes to ensure they are not indirectly discriminating.
   • Secure robust legal support to defend allegations made if they are not genuine to protect Asda’s reputation as an employer.
   • Work with the employee’s trade unions to discuss the issues fully to prevent further damage.

2. Other than payment, describe the areas of possible discrimination at work.
   
   • Recruiting and selecting staff: job advertisement, job description, person specification, application forms, during interviews, in tests or in short listings.
   • Dealing with harassment and bullying: during initial interviews, formal complaints and appeals procedure.
   • Dealing with grievances and disciplinary procedures: during initial interviews, formal complaints and appeals procedure.
   • Training and promotion: access to training and career development.
   • Dismissal.
   • Storing information about staff for decision making.
   • Working arrangements and the physical environment: flexible working, hours and days of work, dress codes, culture, holidays, office facilities/resources.
   • Pregnancy and maternity leave: time off for pregnancy-related reasons, access to training and promotion, job transfer.
   • Pay and conditions of service: basic wage plus full range of benefits, such as bonus payments, company cars, company health insurance, meal vouchers, season ticket loans, pensions, maternity pay, club memberships.
Accept:
- direct discrimination
- indirect decimation
- discrimination by perception
- discrimination by association
- harassment
- victimisation
- secret pay clauses.

3. Describe the reasonable adjustments that could be made by an organisation, such as Asda, for its disabled workers.

- Purchasing/installing/modifying equipment.
- Allowing the employee to be absent during work or training hours for rehabilitation or treatment.
- Altering the employee’s hours of work or training.
- Assigning the employee to a different place of work or training.
- Making adjustments to premises, eg installing ramps or lifts as necessary.
- Modifying instruction or reference manuals, eg providing audio/electronic/large print etc formats.
- Modifying procedures for testing or assessment, eg offering extra time or use of learning tools.
- Providing additional supervision or other support such as welfare measures, eg counselling.
- Providing a reader or interpreter if necessary.
- Reassigning some of the employee’s duties to another worker.
- Transferring the employee to fill an existing vacancy.
Case study 4: Teams

1. Evaluate the effect of collaborative working on the team members at TGIF restaurants.

   **Beneficial effects**
   - Provides a sense of belonging and value, which can improve job satisfaction.
   - Makes the job more diverse and interesting, which can improve motivation.
   - Allows for learning/training within the team and new skills can be learned.
   - Specialisation can occur and employees can build confidence and speed at work.
   - Support from other team members is encouraging.
   - Stress is reduced as responsibility is shared.

   **Negative effects**
   - Autonomous teams can lack accountability and direction, which may increase stress.
   - Slacking can occur, which can result in discipline of the group.
   - Confusion can occur, resulting in lower motivation and productivity.
   - Conflict may arise when personalities collide or power struggles arise.
   - Rewards may be lost if the whole group fail to perform.

2. Describe the impact of informal communication on a team’s performance.

   - Decisions can be implemented quickly as information communication is a fast way of transferring details within a team.

   - Informal or otherwise, strong communication channels lead to less confusion and better decision making.

   - Management can manipulate the grapevine within the team to settle conflict and dispute indirectly.

   - Used to strengthen the organisation’s culture and build bonds within the team, which can improve loyalty.

   - Ideas and proposals can be gauged using this method by management to minimise resistance from the team and increase the chance of the decision’s success.
• Team members can be motivated by information communication as it satisfies their social interaction needs and therefore they are more likely to work productively.

• However, there can be stress if communication is not carried in full, damaging the team’s cohesiveness.

• Poor information communication will result in a breakdown of communication and loss of unity.

• Gossip can result in divisions within a team, which affects the atmosphere and lowers motivation.

3. Discuss the effect of the stages of group development on the success of teams in TGIF restaurants.

• **Forming**: The forming or orientation stage is when team members learn about each other, the nature and purpose of the group, and the constraints within which it must work.
  – Group structures, status hierarchies and interaction between team members are decided on.
  – Success is affected as a strong leader is not present to steer the direction of the group.

• **Storming**: The confrontation or storming stage is when disputes and power struggles arise.
  – In this phase there is group conflict, criticism and open questioning of the group’s goals.
  – If this stage is not passed then deadlines are missed and staff morale is low.

• **Norming**: The differentiation or norming stage is when work is divided and individual members' responsibilities are tentatively implemented.
  – Conflicts are resolved and the group moves into a ‘who does what’ mode.
  – Success is affected as productivity increases at this stage and positive relationships develop.

• **Performing**: The collaboration or performing stage is when group productivity increases, when there is commitment within the group to success, and when individuals are valued by their colleagues.
  – Decision-making is established within the group and people get on with their work.
– Managers must give teams time to develop to this stage before expecting results.
– Deadlines are being met and morale is high, leading to more effective working.

- **Adjourning**: The group disbands because the task has been achieved or members have left.
Case study 5: Time and task management

1. Assess the use of e-diaries in the workplace.

   • Check the availability of people attending a meeting or event, which saves times phoning around.
   • Can send automatic invitations to events and gain an instant response.
   • Dates can be set up to recur automatically to ensure they are not missed.
   • Reminders can be set to prevent deadlines being missed.
   • Tasks section can be used to plan activities in order and prioritise important tasks.
   • Double-booking is reduced as an e-diary flags up colliding events.
   • E-diary software can be expensive to purchase, maintain and upgrade.
   • If the network/connection fails then the diary cannot be accessed.
   • Training of staff may be required to convert from paper-based sources, which is expensive.
   • Requires regular checking to be effective, which is time-consuming/may not be possible remotely.

2. Other than an e-diary, discuss the use of time- and task-management techniques to track the progress of a project.

   • Avoid interruptions and time stealers, eg filter/screen calls, reschedule unnecessary appointments, be assertive etc.
   • Create a to-do list at the end of each day; give each job a priority so important tasks are done first.
   • Make effective use of delegation by giving jobs to junior assistants, freeing up time to spend on more important tasks; developing the experience/skillset of the junior – empowerment.
   • Do not allow meetings to overrun: set an agenda and time for meetings; appoint a strong chairperson to manage the items/timing.
   • Prepare an action plan to comment on the task needing done and by when: provides accountability; allows for prioritising of tasks; easier for management to track progress.
   • Use a Gantt chart to show the progress of a medium-/long-term project; compares actual and estimated time; use of a today line and milestones helps track progress to ensure deadlines are met.
3. Explore the ways in which poor time management might reduce the effectiveness of a manager.

- Failure to prioritise means deadlines for important tasks will be missed.
- Can result in long lead times and poor customer satisfaction.
- Lack of planning can result in an increase in stress for the manager.
- May lead to long-term illness and absenteeism.
- Frequent interruptions or lengthy phone conversations waste time and lead to low productivity.
- Failure to delegate prevents staff from building experience in the job.
- Not making effective use of subordinates’ skills.
- Can result in a demotivated workforce, which affects output and quality.
- Failure to stick to a schedule can result in wasted resources, which can be expensive for a firm.
- In the long term the manager may be disciplined or demoted if poor time management continues.
Case study 6: Managing change

1. Using Lewin’s three-step process, examine the strategies that Wm Morrisons plc could undertake to implement its changes successfully.

   **Unfreezing (Stage 1)**
   
   • Allow for employee input so there is less staff resistance, eg use of quality circles and focus groups.
   • Break down beliefs and assumptions that currently exist and introduce the need and reasons for change to staff.
   • Team building, developing good relationships and fostering trust.
   • Give reassurance and build confidence, eg through regular communication such as team meetings.
   • Advise on the programme for change, and on the planning and timing of the change to avoid confusion.

   **Changing (Stage 2)**
   
   • Implement the process of change to achieve the desired outcome.
   • Give leadership, direction and support throughout the change period.
   • Reinforce newly-learned behaviours, eg reward staff for learning and changing.
   • Let employees express their opinions during the change stage and take their thoughts on board.

   **Refreezing (Stage 3)**
   
   • Create an atmosphere/culture that accepts the changes and new behaviours as the norm.
   • Additional resource support and positive reinforcement will stabilise the changes.
   • Create policies that reinforce the change and its mechanics to prevent regression.
   • Use of evaluation techniques.

2. Describe the possible negative effects of change on the employees of Wm Morrison plc.

   • Increase in stress and fear of change.
   • Conflict between those for and against the change.
   • Redundancy and job losses.
   • Transfer to another department or division.
   • New management, line manager and team members.
   • Retraining due to changes in job roles.
   • Broken trust with management if the change is not well managed.
   • Change in culture.

9

5
3. Discuss the role of a change agent as a method of implementing organisational change.

- The change agent’s job is to act as an intermediary to communicate and co-ordinate in order to facilitate effective change.
- The change agents may be a qualified external specialist who has experience of managing change and therefore more likely to succeed.
  - May be an internal leader or department manager who is well respected and trusted by staff and therefore can minimise resistance towards the change.
  - While internal change agents have a solid understanding of the organisation, external change agents are normally less knowledgeable in this area.
- With knowledge of the forces promoting change (Lewin’s driving forces) and assessing the resistors, it is usually their responsibility to implement a strategy for the change to take place.
- Educate employees in what to expect from the change and the process of change so as to reduce fear of the unknown.
  - Should inspire individuals to embrace change.
- Set out/propose through consultation clear goals and targets for change.
- Design and implement a change management programme.
- Define the roles and positions individuals should occupy in the future.
- Buy in experts who may be able to facilitate change.
- Co-ordinate performance management, incentives and reward systems in order to reward individuals for positive behaviour towards the changes.
- Manage the change ‘project’ by co-ordinating the activities of key players.
- Monitor progress towards the change goal regularly and provide feedback to all parties involved.
- May not be that successful because of the degree of skill of the change agent.
  - Degree of respect and charisma of the change agent.
  - Organisation culture may be extremely traditional or hard to break.