**BUSINESS STUDIES**

**GRADE 12**

**TERM TWO**

**NOTES ON TEAM PERFORMANCE&CONFLICT MANAGEMENT**

**2019**

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**CONTENT DETAILS FOR TEACHING, LEARNING AND ASSESSMENT PURPOSES**

**Learners must be able to:**

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**TEAM PERFORMANCE ASSESSMENT**

* Outline/ Describe/ Discuss the criteria for successful team performance e.g. interpersonal attitudes and behaviours, shared values, communication, etc.
* Describe/Discuss the characteristics for a successful team
* Identify/ Explain/ Discuss the stages of team development, e.g.
	+ Forming
	+ Storming
	+ Norming
	+ Performing
	+ Adjourning
* Elaborate on the importance of team-dynamic theories in improving team performance
* Explain/Describe the nature of each team dynamic theory.

**CONFLICT RESOLUTION**

* Define/Explain the meaning of conflict.
* Identify/Discuss causes of conflict from given scenarios/case studies.
* Explain/Apply conflict resolution techniques (steps and procedures).
* Apply these steps from given scenarios
* Define/Explain the meaning of grievance.
* Explain the differences between conflict and a grievance.
* Discuss/Explain the correct procedures to deal with grievances.
* Suggest different ways/strategies of dealing with difficult people (personalities).

**Terms and definitions**

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| **Term** | **Definition** |
| Team | Group of people who work together to achieve a common goal. |
| Conflict | A disagreement/a clash of opinions in the workplace. |
| Task/Work | Activity/function performed by an individual or team members. |
| Teamwork | Interactions with team members to achieve a common goal. |
| Team dynamics | A way in which team members work together in a group. |
| Forming | Team members get to know each other and accept their roles in the team. |
| Storming | Team members confront each other with their different ideas. |
| Norming | Team members accept each other and set common goals and values for the team. |
| Performing | Teams are achieving their goals. |
| Adjourning | Team members have to leave a team after completion of the tasks. |
| Team dynamic theories | Assist to allocate tasks according to the roles of individual members. |
| Grievance | A formal complaint laid by an employee when he/she feels that he/she has been ill-treated by the employer. |
| Co-operation/Collaboration | Willingness to co-operate in the team to achieve objectives. |

**Team performance and assessment**

**Criteria for successful team performance**

**Interpersonal attitudes and behaviour**

* Members have a positive attitude of support and motivation towards each other.
* Good/Sound interpersonal relationships will ensure job satisfaction/increase

productivity of the team.

* Members are committed/passionate towards achieving a common goal/

objectives.

* Team leader acknowledges/gives credit to members for positive contributions.

**Shared values/ Mutual trust and support**

* Shows loyalty/respect/trust towards team members despite differences.
* Shows respect for the knowledge/skills of other members.
* Perform team tasks with integrity/pursuing responsibility/meeting team deadlines

with necessary commitment to team goals.

**Communication**

* A clear set of processes/procedures for team work ensures that every team

member understands his/her role.

* Efficient/Good communication between team members may result in quick

decisions.

* Quality feedback improves the morale of the team.
* Open/Honest discussions lead to effective solutions of problems.
* Continuous review of team progress ensures that team members can rectify

mistakes/act pro-actively to ensure that goals/targets are reached.

**Co-operation/ Collaboration**

* Clearly defined realistic goals are set, so that all members know exactly what is to

be accomplished.

* Willingness to co-operate as a unit to achieve team objectives.
* Co-operate with management to achieve team/business objectives.
* Agree on methods/ways to get the job done effectively without wasting time on

conflict resolution.

* All members take part in decision making.
* A balanced composition of skills/knowledge/experience/expertise ensures that

teams achieve their objectives.

**Characteristics of successful teams**

* Successful teams share a common goal as team members are part of the process of setting goals for the group.
* Share a set of team values and implement group decisions.
* Teams value the contributions of individual members and reach consensus on differences.
* There is a climate of respect/trust and honesty.
* Team members enjoy open communication and deal with items of conflict immediately.
* Teams are accountable and members know the time frame for achieving their goals.
* Teams pay attention to the needs of the individual team members.
* Successful teams have sound intra-team relations.
* Creates an environment where team members are given opportunities to develop so that team members grow and learn from the experience of working in a team.
* Regular reviews of team processes and progress may detect/solve problems sooner.
* Balance the necessary skills/knowledge/experience/expertise to achieve the objectives.

**The stages of team development**

**Forming stage**

* Individuals gather information and impressions about each other and the scope of the task and how to approach it.
* This is a comfortable stage to be in.
* People focus on being busy with routines, such as team organisation e.g. who does what, when to meet each other, etc.

**Storming**

* Teams go through a period of unease/conflict after formation.
* Different ideas from team members will compete for consideration.
* Team members open up to each other and confront each other's ideas/ perspectives.
* Tension/struggle/arguments occur and upset the team members/there may be power struggles for the position of team leader.
* In some instances storming can be resolved quickly; In others, the team never leaves this stage.
* Many teams fail during this stage as they are not focused on their task.
* This phase can become destructive for the team/will negatively impact on team performance, if allowed to get out of control.
* This stage is necessary/ important for the growth of the team.
* Some team members tolerate each other to survive this stage.

**Norming/Settling/reconciliation**

* Team members come to an agreement and reach consensus.
* Roles and responsibilities are clear and accepted.
* Processes/working style and respect develop amongst members.
* Team members have the ambition to work for the success of the team.
* Conflict may occur, but commitment and unity are strong.

**Performing stage/Working as a team towards a goal**

* Team members are aware of strategies and aims of the team.
* They have direction without interference from the leader.
* Processes and structures are set.
* Leaders delegate and oversee the processes and procedures.
* All members are now competent, autonomous and able to handle the decision-making process without supervision.
* Differences among members are appreciated and used to enhance the team's performance.

**Adjourning/Mourning stage**

* The focus is on the completion of the task/ending the project.√
* Breaking up the team may be traumatic as team members may find it difficult to perform as individuals once again.√
* All tasks need to be completed before the team finally dissolves.√

Any other relevant answer related to the adjourning/mourning stage of team

**NOTE: You must be able to identify stages of team development from given scenarios/statement**

**Importance of team dynamic theories** **in improving team performance**

* Team dynamic theories explain how effective teams work/operate.
* Businesses are able to allocate tasks according to the roles of team

members.

* Team members can maximise performance as tasks are allocated according

to their abilities/skills/attributes/personalities.

* Team members with similar strengths may compete for team tasks/

responsibilities that best suit their abilities/competencies.

* Theories assist team leaders to understand the personality types of team

members so that tasks are assigned more effectively.

* Conflict may be minimised when team members perform different roles.

**Differences between grievance and conflict**

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| --- | --- |
| **Grievance** | **Conflict** |
| When an employee is unhappy/has a problem/complaint in theworkplace. | Clash of opinions/ideas/viewpoints in the workplace. |
| It is when an individual/group hasa work related issue.  | Disagreement between two or more parties in the workplace.  |
| Examples that can cause agrievance:Discrimination, unfair treatment,poor working conditions.  | Examples that can cause conflict:A lack of trust/miscommunication/personality clashes/different values. |

**Causes of conflict in the workplace**

* Differences in backgrounds/cultures/values/beliefs/language
* Limited business resources
* Different goals/objectives for group/individuals
* Personality differences between group/individuals
* Different opinions
* Unfair workload
* Ill-managed stress
* Unrealistic expectations
* Poor organisation/leadership/administrative procedures and systems
* Confusion about scheduling/deadlines
* Ignoring rules/procedures
* Misconduct/Unacceptable behaviour
* High/Intense competition/Competitiveness
* Poor communication
* Unclear responsibilities
* Distracted by personal objectives
* Constant changes in the workplace
* Unfair treatment of workers/Favouritism by management/Discrimination
* Lack of trust amongst workers

**NOTE: You must be able to identify causes of conflict from given scenarios/statement**

**Explanation of causes of conflict in the workplace**

* Lack of proper communication between management and workers.
* Ignoring rules/procedures may result in disagreements and conflict.
* Management and/or workers may have different personalities/ backgrounds.
* Different values/levels of knowledge/skills/experience of managers/workers.
* Little/no co-operation between internal and/or external parties/stakeholders.
* Lack of recognition for good work, e.g. a manager may not show appreciation for extra hours worked to meet deadlines.
* Lack of employee development may increase frustration levels as workers may repeat errors due to a lack of knowledge/skills.
* Unfair disciplinary procedures, e.g. favouritism/nepotism.
* Little/no support from management with regard to supplying the necessary resources.
* Leadership styles used, e.g. autocratic managers may not consider worker inputs.
* Unrealistic deadlines/Heavy workloads lead to stress resulting in conflict.
* Lack of agreement on mutual matters, e.g. remuneration/working hours.
* Unhealthy competition/Inter-team rivalry may cause workers to lose focus on team targets.
* Lack of commitment which may lead to an inability to meet pre-set targets.

**Handling conflict in the workplace/Conflict resolution steps**

* Acknowledge that there is conflict in the workplace.
* Identify the cause of the conflict.
* Pre-negotiations may be arranged where workers/complainants will be allowed to

state their case/views separately.

* A time and place are arranged for negotiations where all employees involved are

Present

* Arrange a meeting between conflicting employers/employees.
* Make intentions for intervention clear so that parties involved may feel at ease.
* Each party has the opportunity to express his/her own opinions/feelings/ Conflicting parties may recognise that their views are different.
* Analyse the cause(s) of conflict by breaking it down into different parts/Evaluate

the situation objectively.

* Blame shifting should be avoided and a joint effort should be made.
* Direct conflicting parties towards finding/focusing on solutions.
* Devise/Brainstorm possible ways of resolving the conflict.
* Conflicting parties agree on criteria to evaluate the alternatives.
* The best possible solution(s) is/are selected and implemented.
* Parties must agree to on the best solution.
* Evaluate/Follow up on the implementation of the solution(s).
* Monitor progress to ensure that the conflict has been resolved.
* Expertise on handling conflict maybe sourced from outside the business.

**Correct procedures to deal with grievances**

* An aggrieved employee must verbally report the incident/grievance to

his/her supervisor/manager, who needs to resolve the issue within 3 to 5 working days.

* Should the employee and supervisor not be able to resolve the grievance, the employee may take it to the next level of management.
* The employee may move to a more formal process where the grievance must

be lodged in writing/completes a grievance form.

* The employee must receive a written reply in response to the written grievance.
* A grievance hearing/meeting must be held with all relevant parties present.
* Minutes of the meeting must be recorded and any resolution passed must be

recorded on the formal grievance form.

* Should the employee not be satisfied, then he/she could refer the matter to the

highest level of management.

* Top management should arrange a meeting with all relevant parties concerned.
* Minutes of this meeting should be filed/recorded and the outcome/decision

must be recorded on the formal grievance form.

* Should the employee still not be satisfied, he/she may refer the matter to the CCMA who will make a final decision on the matter.
* The matter can be referred to Labour Court on appeal if the employee is not satisfied

with the decision taken by the CCMA.

**Ways in which businesses can deal with difficult people/personalities**

**OPTION 1**

* Get perspective from others who have experienced the same kind of situation to be able to understand difficult employees.
* Act pro-actively if possible, as a staff/personnel problem is part of a manager's responsibilities.
* Regular meetings with supervisors/departmental heads should help to identify difficult/problem behaviour.
* Ask someone in authority for their input into the situation.
* Identify the type of personality which is creating the problem.
* Meet privately with difficult employees, so that there are no distractions from other employees/issues.
* Make intentions and reasons for action known, so that difficult person/people feel at ease.
* Employees should be told what specific behaviours are acceptable by giving details about what is wrong/ unacceptable and also an opportunity to explain their behaviour.
* A deadline should be set for improving bad/difficult behaviour.
* The deadline date should be discussed with the difficult employee and his/her progress should be monitored/ assessed prior to the deadline.
* Guidelines for improvement should be given.
* Do not judge the person, but try to understand him/her/Understand his/her intentions and why he/she reacts in a certain way.
* Keep communication channels open/Encourage employees to communicate their grievances to management.
* Build rapport/sound relations by re-establishing personal connection with colleagues, instead of relying on e-mails/messaging/social media.
* Help difficult employees to be realistic about the task at hand.
* Remain calm and in control of the situation to get the person(s) to collaborate.
* Treat people with respect, irrespective of whether they are capable/ competent or not.
* Sometimes it may be necessary to ignore and only monitor a difficult person.
* Identify and provide an appropriate support program to address areas of weakness.

**OPTION 2**

**Types of difficult personalities and strategies to deal with each personality**

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| --- | --- |
| **TYPE OF PERSONALITY** | **STRATEGY TO DEAL WITH A PERSONALITY** |
| **Complainer** | * Listen to the complaints but do not acknowledge them
* Interrupt the situation and move to the problem-solving process
 |
| **Indecisiveness** | * Guide them through alternatives.
* Stay in control and emphasise the importance of making a decision.
* Help them make the decision or solve the problem
 |
| **Over-agree** | * Be firm and do not let them make promises that they cannot keep.
* Follow up on their actions
 |
| **Negativity** | * Be firm with them and do not let them draw the supervisor into their negativity.
* Listen to them but do not agree with them
 |
| **Expert** | * Be firm and assertive.
* Do not accuse them of being incorrect/Do not get caught in their game.
* Know your facts.
 |
| **Quiet** | * Do not fill their silence with words
* Wait for their response
* Prompt them through the process so that they can give input
* Restrict the time of the discussion
 |
| **Aggressive** | * Allow them time to speak and blow off
* Be firm, but do not attack them
* Do not allow them to be hostile toward others
 |

**NOTE: You must be able to identify difficult personalities from given scenarios/statements and suggest strategies to deal with EACH type of difficulty personalities.**