GWA
Training and Development

University of Nottingham

Resource Book

Day 3

Institute of Leadership and Management
Certificate in Team Leading

Delivered by GWA Training and Development on behalf of
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University of Nottingham
ILM Level 2 Certificate in Team Leading
Resource Book – Day 3

Welcome to the third taught day of the Level 2 Certificate in Team Leading Programme. This Resource Book provides everything you need to know about the programme and the Certificate. Please make sure that you keep a copy of this handy for reference throughout the course.

Contents

Planning and Organising

Setting SMART Objectives

Specific
An objective must be specific with a single key result. If more than one result is to be accomplished, more than one objective should be written. Just knowing what is to be accomplished is a big step toward achieving it. What is important to you? Once you clarify what you want to achieve, your attention will be focused on the objective that you deliberately set. You will be doing something important to you.

Measurable
An objective must be measurable. Only an objective that affects behaviour in a measurable way can be optimally effective. If possible, state the objective as a quantity. Some objectives are more difficult to measure than others are. However, difficulty does not mean that they cannot be measured. Customer service could be measured by such indices as the number of complaints received, by the number of customers lost, and by customer interviews or responses to questionnaires. Development of subordinates could be measured by determining the number of tasks the subordinate has mastered. Co-operation with other functions could be measured by length of delay in providing requested information, or by peer ratings of degree of co-operation.

Avoid statements of objectives in generalities. Infinitives to avoid include to know, to understand, to enjoy, and to believe. Action verbs are observable and better communicate the intent of what is to be attempted. They include to write, to apply, to recite, to revise, to contrast, to install, to select, to assemble, to compare, t investigate, and to develop. How will you know you've progressed?

Achievable
An objective must be attainable with the resources that are available. It must be realistic. Many objectives are realistic. Yet, the time it takes to achieve them may be unrealistic. For example, it is realistic to want to lose ten pounds. However, it is unrealistic to want to lose ten pounds in one week. What barriers stand between you and your objective? How will each barrier be overcome and within what time frame?

Relevant and challenging
The objective should be central to the goals of the organisation. The successful completion of the objective should make a difference.
How will this objective help the organisation move ahead? Is the objective aligned with the mission of the organisation?

Time-limited
The objective should be traceable. Specific objectives enable time priorities to be set and time to be used on objectives that really matter.
Are the time lines you have established realistic? Will other competing demands cause delay? Will you be able to overcome those demands to accomplish the objective you've set in the time frame you've established?

Write Meaningful Objectives

Although the rules are difficult to establish, the following may be useful when writing an objective.

1. Start with an action or accomplishment verb. (Use the infinitive form of the verb. This means to start the with "to.")
2. Identify a single key result for each objective.
3. Give the date of the estimated completion.
4. Be sure the objective is one you can control.
5. To test **SMART** objectives for validity, ask yourself the following questions.

   S = Exactly what is my objective?
   M = What would a good job look like?
   A = Is my objective feasible?
   R = Is my objective meaningful?
   T = Is my objective traceable?

Making Plans

This will involve designing a detailed scheme for attaining an objective, usually including a description of the method to be used for carrying out the work. It will reiterate objectives and define:

- **What**, exactly, is to be done?
- **Why** the work is being done: for whose benefit?
- **Who** is to do each part of the work?
- **How** it is to be done: the approach, processes and techniques to be used?
- **When** the work is to be started and completed, and perhaps dates for agreed 'milestones' while the project is in progress?
- **Where** it is to be done?

The big mistake is to assume you don't need a plan, because you think the what, why, who, how, when and where are all too self-evident.

In general plans need to:

- Cover all the people within your area of responsibility
- Be realistic and achievable within the constraints proposed by your organisation
- Take account of the abilities of your team, and their need to develop their skills

Communicating Your Plan

The method by which you communicate your plan and objectives will vary according to the team or individual involved, their seniority and capabilities, whether they are new to the organisation or task etc.
The key point here is that communication is a two-way process and implies information going in both directions: listening as well as talking. In a previous module on managing resources we looked at delegation and gaining feedback through effective communication, involving encouragement, asking questions, open questions, comparing notes, clarification.

We need to build in time for this, whether it is in the form of a team meeting or one to one supervision. We all know that problems will occur when someone simply says their piece and walks away without offering the chance for feedback. Confusion and misunderstanding or misinterpretation sets in. This can be avoided through questioning to encourage feedback.

Setting Performance Standards

To be meaningful, standards need to be expressed very clearly and should preferably be measurable. Below are some examples:

Objective	Measure
The workplace should be accident free	Accident rate
The level of impurities in the chemical produced should be less than 0.001%	Quality or purity
Supervisors should meet formally with students at least once every fortnight	Frequency of meetings

Often a subjective comparison has to be made, in other words the standard is inside somebody's head and perhaps cannot be adequately defined in words let alone numbers. So someone has to make a judgement and one person's judgement of a particular performance or situation rarely coincides with another's.

Wherever possible, performance standards should be **well defined and expressly stated.** For example, simply saying 'the work area should be left clean and tidy' is open to different interpretation as someone would think leaving the equipment in a neat pile on the work surface is 'clean and tidy'.

However, what was actually required was the equipment to be washed and put away in the correct cupboards and the work surface to be completely clear and wiped down. It might seem like stating the obvious, but problems will arise if you don't specify **exactly** what needs to be done. Failing this, standards must be set by example which may involve training in a certain technique or showing what the end result should look like.

Collecting data

This is part of the monitoring process. There may be many ways of collecting data from your team or individuals e.g. through one to one or team meetings, emails, reports, research seminars, away-days, appraisal etc. One of the most common, and best, methods of keeping up with what is going on is known as 'management by wandering around'. The manager who walks round the work area several times a day and maintains continuous contact with events builds up a great deal of useful information about the performance of the team. By doing this you can:

- Give guidance based on your greater knowledge and experience;
- Learn about problems and new ideas;
- Find out how the team's plans are progressing;
- Perhaps make minor adjustments and corrections to the plans so as to keep them on course.

This day by day, hour by hour interaction with the team is a normal and necessary part of supervision.

Comparing results with standards and objectives

The process of comparison should be straightforward provided that:

- Work objectives are well defined;

- Performance standards are clear and precise;
- Measurement of results is accurate.

How often should standards and objectives be checked? This will vary according to local circumstances. Two key points to be borne in mind are:

- Everything you do takes up time, so you don't want to check anything unnecessarily frequently
- You need to assess performance well before it becomes too late to take corrective action

It may be your job to check machines are in good working order, so hourly or daily checks would be appropriate so potential problems are spotted early and dealt with.

For checking materials shortages, daily checks would be appropriate, and delegated responsibility for checking saves time, e.g. a sign on a cupboard door stating that when the last bottle of chemical is opened this must be reported to you so you can re-order.

Work area cleanliness – a daily check would suffice so that corrective action can be taken if standards start to fall.

What you need to remember is that:

- The cost and effort of monitoring has to be balanced against the improvements in control that it can bring
- Comparing performance against standards too frequently involves unnecessary expense and work for no real return.
- Too infrequent comparisons can mean that danger signals are missed, which may result in losses in productivity and output.
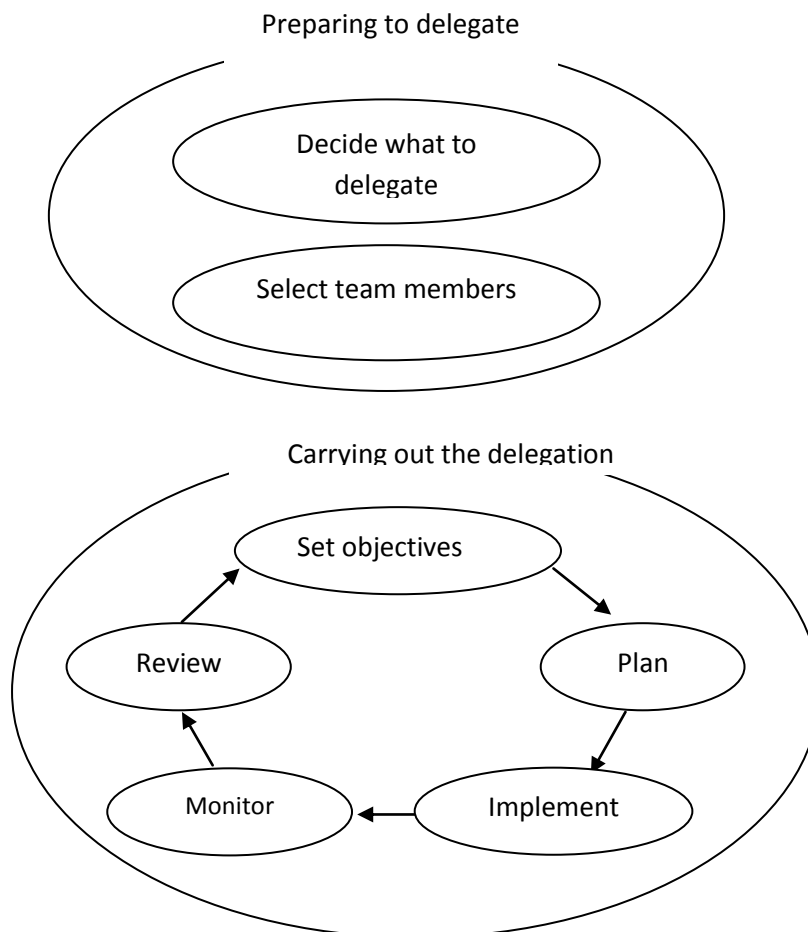
Delegating To Others

Authority, responsibility and accountability

Delegation is when you negotiate with a member of your team to give them the **authority** to do something on your behalf. At the same time, you have made them **responsible** for doing the job. However, even though you have given someone the authority to do the task and made them responsible for doing the job, this does not mean you pass responsibility to them for seeing the job gets done properly and on time. You are therefore held responsible for the outcome and are accountable for the consequences. This is not intended to sound bleak, or as though you cannot trust people to do a task for you, but simply that you should maintain contact with that team member, perhaps helping them tackle the task by providing some ways of doing it, they can make the decision on which one is best for them, and making sure deadlines are set and kept to.

If you give a team member the authority to do something, you may be losing some authority, since you no longer make the decisions - they are made by the team member instead. But when you give authority to the team member, you do not lose any responsibility - if anything you increase it. Although the team member is responsible for doing the job, you are responsible for getting it done, and trusting the team member to do it. So, delegating means you lose some authority, but both you and the team member gain responsibility.

In the end **overall responsibility** is yours - after all, that's what managers are paid for. Otherwise you have given up your job altogether, rather than just delegating a part of it. This means you retain overall **control** of the work.

Preparing to delegate

Carrying out the delegation

Good reasons for delegating work:

- Trying to do everything yourself is a very inefficient use of your team resources

- Nobody is indispensable; doing everything yourself puts the team in a difficult position if you are away from the office for any reason

- There is simply not enough time for one person to do everything

- No-one else will learn a particular job if you keep it to yourself

- You will never know what others are capable of, if you don't give them a chance

- Team members will become switched off, if they are prevented from developing or 'growing'

- People learn from trying new things and making mistakes

- Delegation is a good way of motivating team members

- A team becomes flexible and resilient when members have work delegated to them

- A team member may actually be better than the manager at a job - but as the manager you won't find out unless you delegate

- Delegating aspects of the job allows the manager time to manage.

Poor reasons for delegation are:
- To get rid of an unpleasant job

- To use 'tough' jobs to cut an individual down to size

Jobs which should be delegated:
- As much of the routine work and decision making as the work group can handle

- Complete jobs

Jobs which should not be delegated:
- Those that are not clearly defined

- Those that are clearly the manager's sole responsibility

- Those that can only properly be done by the manager

When choosing a piece of work to delegate, think about the following:
- Make sure it is something that will enable the person to develop new skills.

- It should be something that can be done more efficiently by someone else, leaving you time to tackle tasks that only you as manager should be doing.

Nine Possible Levels of Delegation

'Look into this problem and…

1   give me all the facts, I will decide what to do.'

2   let me know the alternatives available with the advantages and disadvantages of each, I will decide which to select.'

3   let me know the criteria for your recommendation, which alternatives you have identified and which one appears best to you, with any risks indicated, I will make the decision.'

4   recommend a course of action for my approval.'

5   let me know what you intend to do, - don't do it until I approve.'

6   let me know what you intend to do, - do it unless I say not to.'

7   take action, let me know what you did and let me know how it turns out.'

8   take action, communicate with me only if your action is unsuccessful.'

9   take action, no further communication with me is necessary.'

Guidelines for Successful Delegation

Before delegating a job, make sure that both you and the other person understand which of the levels you are using - it can avoid future problems! Think through the following before deciding to delegate:

1. **Reason**
   - Why is the task being delegated?
   - Why to that person?
   - Why is the job important?

2. **Results**
   - What must be achieved?
   - What should the end result be/look like?

3. **Resources**
   - Does the person need additional knowledge and skills?
   - What is the budget?
   - What equipment can be used?
   - Whose help can be called upon?

4. **Deadline**
   - When must the job be finished?

Delegation should be done face to face whenever possible. As well as explaining points 1-4 above, consider the following:

5. **Check understanding**
   Encourage questions and watch body language carefully to pick up clues about understanding

6. **Break large tasks down into smaller chunks and set milestones**
   Agree that periodic meetings will be held to discuss progress. If anything does go wrong it will then be easier to put right rather than waiting until the task is finished.

7. **Support**
   Make it clear that you are available to help in between progress meetings if necessary

8. **Let go!**
   Don't breathe down their neck and keep asking how it is going in between the agreed progress meetings. You may cause them to feel resentful and you may miss a development opportunity if you do not allow them to think the task through for themselves. Also don't impose your own methods on them, they may find a better way of getting to the same end result!

Factors to take into account when deciding who to delegate to:

- Is the person competent? You may want to review how they have tackled projects and tasks in the past, and at what level they were delegated - can they cope with the task in hand?

- Will the task motivate or interest the person chosen? Review the rules of delegation, you do not want to delegate a task that is too difficult, or one that should be done by a manager. Make sure it is something that would challenge the individual but not overload them, or bore them.

- Will the task increase the person's skills? Delegating tasks where the person can learn something new are the best, even though they make take some time through explaining at the beginning and monitoring throughout.

- Think about how you choose the person - singling out one person may de-motivate others if they feel you think they are not capable.

- Make sure the person is not already overloaded with work, or is already busy with a task you have asked them to do before, or has been delegated to by another manager.

Questions to consider before delegating

- What are the task objectives?

- To what standard should the individual achieve in the task?

- How much authority will the individual need?

- How could the task be done?

- What part of the work will I need to control?

- What regular review periods will I require?

- Which individual would this task help to develop?

- Does this individual need any special training in order to do the task?

Lack of trust	Positive attitude of manager and good team spirit will engender an atmosphere in which manager can be sure any difficulties will be reported.
Loss of power	Be aware delegation does not diminish power but can enhance power.
Promoted beyond their abilities	Newly promoted may fear new duties, and hide within known area of work, be confident, ask others for help.
Perfectionism	Remember just because task is done differently, does not mean it is being done wrong. Give staff the opportunity to develop, with practice performance will improve.

Barriers to Delegation: Staff - how to overcome them

Setting unachievable targets	Discuss and agree with staff
Excessive criticism	If something is wrong, correct it, but also point out what had been done right.
Lack of proper briefing	Give full and correct instructions.
Unwillingness to help	We all have to learn and help is needed in the early stages.
Excessive punishment	Don't be too hard on mistakes.
Lack of recognition	Acknowledge a job well done.

Limit of Authority

It is important to be very clear on your limit of authority. After this course module, check the each item on the list of team leader tasks on page 21 and consider whether:

- you have a completely free hand in how you go about this task (i.e. working at level 9 on the delegation list),
- you provide information for your boss to use in decision making (i.e. level 1) or
- your authority lies somewhere in between the two extremes

Summary

Before delegating a job or having a job delegated to you, make sure that both you and the other person understand which of the levels you are using - it can avoid future problems!

What is Communication?

The Oxford English Dictionary defines the word 'communication' as:

> 'The imparting, conveying, or exchange of ideas, knowledge, information.'

Alternatively, here is a slightly fuller definition:

> 'Transmission of ideas, feelings, information or instructions from the mind of one person to the mind of another, without any loss or distortion'.

For the communication process to work, it takes effort by both the sender and the receiver of the message. In order to get your message across clearly and without any misinterpretation, it is helpful to understand what your message is, who you're sending it to and how it will be received.

Why do we communicate?

Some possible answers are:
- To encourage someone to do something
- To encourage someone to stop doing something
- To encourage a change of attitude

The Communication Process
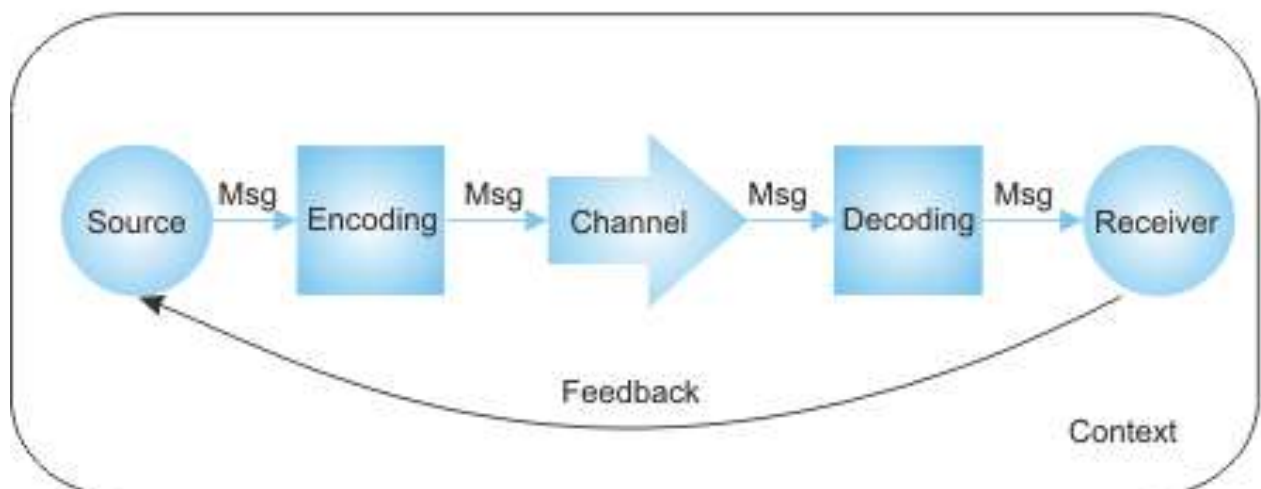
Source
The person who is the 'source' of the message it is important to be clear about:
- Why they are communicating;
- What they want to communicate
- The information they are communicating is useful and accurate

Message
The 'message' is the information that the source wants to communicate. This stage involves transferring the information to be communicated into a form that can be sent and correctly **decoded** at the other end.

Channel

The channel is the way the sender chooses to send the information, such as verbally or in writing. All channels have strengths and weaknesses, so it is important to weigh-up the pros and cons of each channel before sending the information. This stage is as important as the '**encoding'** stage. Just as confusion can arise from errors in encoding, it can also arise from decoding errors. This is particularly the case if the decoder doesn't have enough knowledge to understand the message.

Receivers

These are the individuals receiving the message. Each individual will have a preconceived idea about the message being communicated which will have a certain influence over their understanding of the message.

Feedback

On receiving the message, an audience will provide feedback. It is at this stage that the sender is able to establish whether the communication has been successful, of whether the message needs to be clarified and re-sent.

Context

Context refers to the situation in which your message is delivered such as the surrounding environment. This may also have an impact on how successful your communication is.

Examples of Communication Barriers

- Insufficient planning/preparation
- Not considering the needs, knowledge-base of recipient
- Choosing inappropriate method to communicate
- Use of jargon or technical language or uncommon abbreviations
- Noisy environment – eg open plan office
- Interruptions from other people, telephone calls, etc
- Not using feedback to checking recipient's understanding
- Industrial action – postal strike, etc
- Technological problems – eg server down, computer virus, etc
- Personality clash!
- Difference in Gender / Race / Disability / Status / Species?!
- Body language

A Matter of Perspective
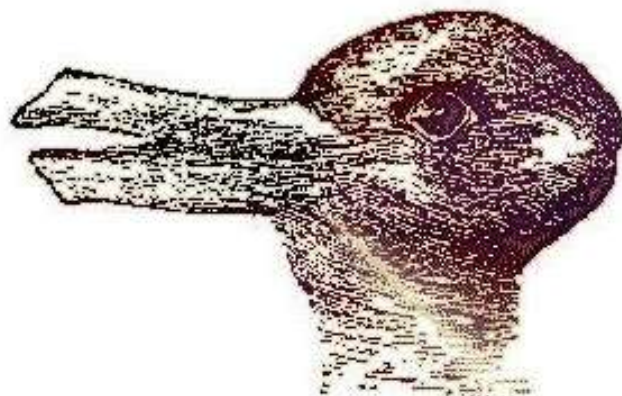
5 Top Tips for Successful Communication

1. Be pro-active in dealing with barriers

If we are aware of potential barriers we can gear ourselves up to overcome them e.g. by arranging a meeting in a quiet room to overcome the problem of a noisy open plan office.

2. Clear purpose

The first guiding principle for planning communication must be "what is the purpose of this communication"? i.e. What do you want the receiver of the info to do / think as a result of your communication? Often in our communication, we have a notion of needing to tell someone something but our communication will usually be much clearer if we focus on what we want to happen as a result of the communication.

3. Consider the receiver of the information

The better we know the receiver of the information and the more we consider their needs the more successful our communication is likely to be. There might be many differences between you and the receiver of your information, for example:

- Age
- Gender
- Physical ability
- Mental ability
- Experience
- Ethnic origin
- 'Status'
- Personality

4. Choose the best communication method for the purpose

Not all methods are equally effective – consider the pros and cons of each and the circumstances of your communication.

5. Improve communication skills

We can increase our communication skills, for example in terms of listening, questioning and understanding of body language.

Methods of Communication

It is essential that you make sure that you choose the most appropriate method of communication for your message.

Face to face communication, one to one is best when the message is personal or sensitive and when tone of voice and body language are very important in conveying the right message. This can be very important in times of change.

Meetings are great when everyone needs to be informed at the same time. You will also be able to check understanding and ask/answer questions. Not all staff are happy to speak up in a group however.

Telephone communication is best when you need to contact someone at a distance to convey or receive information and confirm understanding. In telephone conversations, meaning can be picked

up by tone, silence, etc. This helps to reduce misunderstanding. However, important body language signals will be missed.

Postal communication is best when the communication is not urgent, needs to be kept confidential or needs to be a formal communication - especially if there are possible legal implications

Email communication is best when you are sending and receiving information that does not require discussion, or for participating in an ongoing discussion where participants are separated in time and/or space.

The World Wide Web/intranet systems are useful for providing information for all staff to be able to access. It is particularly useful for information that is changing often. However you need to make sure that your audience can access the internet/intranet.

Bulletins/Newsletters/Notice-boards are useful to supplement and back-up other methods of communication - as they are 'one-way' systems though they should be used with caution.

Videos/brochures/visits/posters. When the change involves, for example, a relocation or a new piece of equipment it may be possible to arrange for people to see a 'preview', eg: visiting a new site or seeing a video of a new piece of equipment being used elsewhere.

Pros and Cons of Various Communication Methods

Written communication

Advantages	Disadvantages
• permanent record of what said/agreed for future reference • may be sent to many people at same time • consistent format can be applied • complex details/jargon can be explained	• can be impersonal if poorly constructed • cost of preparation and circulation (ie postage or electronic transfer*)* • may be ignored • may not be received at all • may be misinterpreted • time-consuming

Verbal communication

Advantages	Disadvantages
• Fast, immediate communication and response • May include body language where communication is visual • Ideal when decisions need input from several people • Can be more informal than written communication • More flexibility – can be altered as communication proceeds • Allows clarification/can ask questions to clarify	• May be time consuming/costly where several people involved • No record unless separate notes/minutes taken • Problems with noise and interruptions • Misunderstandings due to language, jargon, etc

Examples	Advantages
• Logos (to denote organisations) • Sign language, such as BSL; • Road signs; • Icons used in computing; • Common signs/icons to denote things like "no entry", ladies/gents toilets, radiation hazard, etc	• Does not rely on the use of a particular language – eg English, French, etc • Sign language enables hearing impaired people to communicate • Information can be conveyed more concisely than using words • Meanings instantly recognised from common usage (eg Highway code, logos, computing icons, toilet signs, etc)

Communication Plan

In establishing a plan to communicate information you need to consider the following:

1. Who needs to disseminate this information?
2. Who needs to know?
3. What do they need to know?
4. When do they need to know?
5. What is the best method of communication?
6. What resources are needed?

… key points to remember…

- Address people in person
- Tell people the truth
- Express your feelings
- Listen actively to responses
- Don't allow the grapevine to become the main channel of communication

Tips for Better Listening

1   Give visual signals
Nodding, making eye contact, facing the speaker and leaning forward all show you are listening

2   Give verbal signals
Encourage the speaker to keep talking by the occasional smile, nod, "yes, I see", etc. at appropriate points, but don't overdo it.

3   Ask questions
Appropriate questions can clarify difficult areas.

4   Concentrate
Try to cut distractions and your own preoccupations. Position yourself so that you are not looking out of the window or at other people in the background.

5   Listen for Themes

Make an effort to concentrate on the meaning of what is said, not just the words themselves; linking key ideas to your own purpose, knowledge and experience.

6   Summarise or paraphrase occasionally

This will give you and the speaker greater confidence that you have understood.

7   Use Pauses

While someone is talking, don't bother about what you are going to say next. Pay full attention. It doesn't matter if there is then a pause while you think about what to say - indeed, it helps to show you have been listening.

8   Watch the speaker's body language

Try to tune in to the feelings behind the bare words of what is said. Be sensitive to what the speaker is communicating non-verbally.

The Chinese character below illustrates the word 'listen'. The left section denotes the **ear.** The four sections on the right translate to:

Top – 'you'
Next – 'eyes'
Then – 'undivided attention'
Last – 'heart'

Questioning Skills

You cannot contribute fully to a meeting or any other situation if you do not understand what is going on or what is being said. So ask, and help the other people who are also confused but have not got the courage to say so.

Types of Question

Open questions: "What do you think of this proposal?"
Good questioning style for most situations. Allows people to give their own views but can be time-consuming.

Closed questions: "Do you think this is a reasonable proposal?"
Avoid if you want a detailed point of view, but good to establish simple facts or to shut up a chatterbox! Closed questions always lead to a 'yes' or 'no' answer.

Leading questions: "Presumably you're happy with this proposal?"
Avoid these, people feel they are being pushed into your direction without being able to express their views.

Limiting questions: "Do you want to go with proposal A or proposal B?"
Beware, perhaps there are other options to consider!

Checking questions: "So you're saying you want to go with the first proposal Jim, is that right?"
Good questions to use, demonstrates listening and checks your understanding.

Multiple questions: "Shall we go with proposal C? If we do, should we discuss the full implications?
Do you want a minute to consider how this will affect your team?
Avoid, they only confuse people. Ask your questions one at a time.

Further information about open questions

A poem from Rudyard Kipling can help you remember how to start an open question:

> I have 6 honest serving men, they taught me all I know,
> their names are: what and why and where and how and when and who?

If you start a question with one of these six words then it will be an open question.

Using questions to improve communication

Careful use of questions can help any communication. Questions can be categorised as:

Type	Characteristics	Uses
Open	Questions starting with how, what, why. For example, "How do you think the project is going?"	Leave choices open to people, do not lead or encourage the conversation towards your agenda. Encourages people to talk.
Closed	Questions requiring a simple yes/no answer. For example "Are there more than ten students in that seminar?" or "Would you like a map?"	Tend to reduce the options for people to talk. Can help to bring a topic to a close.
Multiple choice	Pick any one from these options e.g. "Would you like tea, coffee or water?"	Can be very misleading, the preferred answer may not be in the list or people may select the first option which sounds right.
Extending or probing	Questions seeking to build on earlier answers. For example, "You said that you found X difficult, why do you think that is the case?"	Helpful in clarifying and eliciting further details or in formation. Act as confirmation that you have been listening.
Leading	Questions that include a strong hint as to your desired answer. "You would never say that to a customer would you?	Put pressure on people to answer in a particular way.
Reflecting	While not actually a question, reflecting back the content or highlights of someone's comments can act as a question. For example, "So you were pleased with how that went"	Used to encourage people to say more on a topic and to clarify a comment.

Some questions can invite a negative response, examples are:

- Is there anything you can do about this situation?
- Try to recall a time when you did feel in control of your work?
- Can you do X?

Careful rewording retains the meaning but makes the whole thing sound more positive. The first question could be rephrased to:

- 'so what options are there to deal with this?'

Body Language

People make judgments the moment they see you based on body language cues. Sending and receiving nonverbal messages is a matter of paying attention. Albert Mehrabian, a leading researcher in body language, estimated that the total impact of a message can be broken down into the following:

- 7% verbal (words only)
- 38% vocal (including tone of voice, inflection and other sounds)
- 55% non-verbal

(Pease, A & B: 2004)

It is therefore important to learn more about body language and use it positively to influence other people.

Revealing Emotions & Thoughts

The body language we use is an outer sign of our emotional situation. Pease and Pease argue:

'the key to reading body language is being to understand a person's emotional condition while listening to what they are saying and noting the circumstances under which they are saying it.'

(Pease, A & B: 2004)

Body language breaks down into six main categories:

1. Posture (How you hold you whole body, whether sitting or standing)
2. Gestures (Signals made with arms and hands)
3. Facial expression
4. Eye contact
5. Tone of voice (Speed, pitch, volume, variance of these)
6. Proximity (How close we stand or sit in relation to others)

Positive body language has the following elements:

- assertive behaviour
- co-operative attitude
- smile
- open posture
- interested expression
- moderate eye contact
- hands/arms support what is being said
- sufficient volume, varied pace and pitch of voice
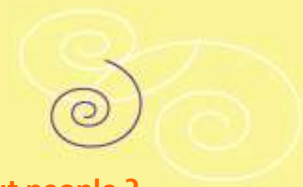
What signals do the following body language elements give you about people ?

- Arms crossed, legs crossed, glancing around.
- Hands and arms back behind head, leaning back in chair.
- Staring at speaker with frown.
- Yawning and looking at watch!
- Banging fist on table.
- Wagging finger at colleague.
- Chatting or signalling to a colleague while someone else is speaking.
- Laughing and smiling and joking frequently.
- Speaking in a monotone voice.
- Speaking in a rambling, undirected way.

Clustering
Body language comes in clusters of signals and postures, depending on the internal emotions and mental states. Recognizing a whole cluster is thus far more reliable than trying to interpret individual elements.

Cultural Differences
Facial expressions and smiles have the same meaning for people almost universally. The main cultural differences in body language occur in relation to territorial space; eye contact, touch and insult gestures.

Always try to consider a person's background/culture before jumping to conclusions about the meaning of his or her body language and gestures. If you're not sure how to be polite in someone else's culture, ask the locals to show you how things are done.

Europe & North America: **Ok**
Tunisia, France, Belgium: **Zero**
Japan: **Money**
Mediterranean, Russia, Brazil, Turkey: **Sexual insult**

One-to-One Communication

As a team leader there will be times when you need to communicate with members of your team on a one-to-one basis.

Prepare your own contribution

1. Know your objective, and know the person you will be speaking to if possible (this will help you pitch your case at the right level).
2. Prepare well, rehearse if possible. Try to work with key words rather than a script.
3. Be assertive.
4. State your case with conviction. If you're not committed to your idea, you cannot expect anyone else to be.
5. Consider your body language, vocal tone and vocabulary.

6.   Consider having visual aids (a picture paints a thousand words!). If you do this, check the facilities you need are provided where you're planning to meet.

7.   Consider circulating information prior to the meeting.

8.   Consider checking out the views of key people prior to the meeting. Only do this if appropriate.

9.   Make sure the individual knows what to expect from the discussion.

10.   Ensure that actions / minutes are accurately recorded and carried out later. A useful thing to do is to summarise the action points.

A Model for Communication

CLEAR

This acronym gives us a set of guiding principles when communicating with others.

C - clarify
L - listen
E - empathise
A - agree action
R - reflect

Clarify and Listen

It is crucial for managers to really understand how people feel about a situation and to address concerns. Any issues brushed under the carpet or not taken seriously are likely to re-emerge, possibly in a more destructive form. Clarifying would mean asking the right questions - open questions being best for this. Listening means really ACTIVE listening, not just soaking up responses passively.

Empathise

A key technique, which demonstrates that you have been listening to others, is showing empathy - in other words putting yourself in the other person's shoes and trying to see the change from their point of view. People sometimes latch on to 'problems' which others might consider trivial but to them they are important and everyone can help each other by showing understanding and taking each other seriously.

Agree

It is vital for managers to involve the team. It is equally important for them to reach agreement with the team on the way forward and any negotiable issues. If the managers go ahead with their own plans and only pay lip service to any sense of ownership and negotiation they may create hostility.

Reflect

Reflecting back or paraphrasing what someone has said to you is an excellent way of showing you have been listening to them and can aid the entire process of communication. You don't need to repeat exactly what they said but you could paraphrase or abbreviate the salient points.