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CONTENT DETAILS FOR TEACHING, LEARNING AND ASSESSMENT PURPOSES

Learners must be able to:
Learners must be able to:

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

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

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

<table>
<thead>
<tr>
<th>Grievance</th>
<th>Conflict</th>
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<tbody>
<tr>
<td>When an employee is unhappy/ has a problem/complaint in the workplace.</td>
<td>Clash of opinions/ideas/view points in the workplace.</td>
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<tr>
<td>It is when an individual/group has a work related issue.</td>
<td>Disagreement between two or more parties in the workplace.</td>
</tr>
<tr>
<td>Examples that can cause a grievance: Discrimination, unfair treatment, poor working conditions.</td>
<td>Examples that can cause conflict: A lack of trust/miscommunication/personality clashes/different values.</td>
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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

<table>
<thead>
<tr>
<th>TYPE OF PERSONALITY</th>
<th>STRATEGY TO DEAL WITH A PERSONALITY</th>
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| 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.