



Competency Based Learning Materials (CBLM)

Mid-Level Management for RMG

Level-4

Module: Carry out leadership in the workplace

Code: CBLM-RMGT-MLM-04-L4-EN-V1



**National Skills Development Authority
Prime Minister's Office
Government of the People's Republic of Bangladesh**

Copyright

National Skills Development Authority

Prime Minister's Office

Level: 10-11, Biniyog Bhaban,

E-6 / B, Agargaon, Sher-E-Bangla Nagar Dhaka-1207, Bangladesh.

Email: ec@nsda.gov.bd

Website: www.nsga.gov.bd.

National Skills Portal: <http://skillsportal.gov.bd>

Copyright of this Competency Based Learning Material (CBLM) is reserved by National Skill Development Authority (NSDA). This CBLM may not be modified or modified by anyone or any other party without the prior approval of NSDA.

The CBLM on “Carry out leadership in the workplace” is developed based on NSDA approved Competency Standards and Competency Based Curriculum under Mid-Level Management Level-4 Occupation. It contains the information required to implement the Mid-Level Management Level-4 standard.

This document has been prepared by NSDA with the help of relevant experts, trainers/professionals.

All Government-Private-NGO training institutes in the country accredited by NSDA can use this CBLM to implement skill-based training of Mid-Level Management Level-4 course.

Approved by

---th Authority Meeting of NSDA

Held on -----

Table of Contents

Copyright	iii
How to use this competency based learning material (CBLM)	9
Learning outcome-1: Develop and facilitate team cohesion	12
Learning Experience 1: Develop and facilitate team cohesion	13
Information Sheet 1: Develop and facilitate team cohesion.....	14
Self-Check Sheet-1: Develop and facilitate team cohesion.....	29
Answer Key-1: Develop and facilitate team cohesion	31
Task Sheet-1: Describe the challenges of leadership.....	32
Learning outcome-2: communicate with team members	33
Learning Experience-2: Communicate with team members	34
Information Sheet-2: Communicate with team members.....	35
Self-Check Sheet-2: Communicate with team members.....	41
Answer key-2: Communicate with team members.....	43
Task Sheet-2: Describe different barriers of effective communication	44
Review of competency	45

How to use this Competency Based Learning Material (CBLM)

The module, Maintaining and enhancing professional & technical competency contains training materials and activities for you to complete. These activities may be completed as part of structured classroom activities or you may be required you to work at your own pace. These activities will ask you to complete associated learning and practice activities in order to gain knowledge and skills you need to achieve the learning outcomes.

1. Review the **Learning Activity** page to understand the sequence of learning activities you will undergo. This page will serve as your road map towards the achievement of competence.
2. Read the **Information Sheets**. This will give you an understanding of the jobs or tasks you are going to learn how to do. Once you have finished reading the **Information Sheets** complete the questions in the **Self-Check**.
3. **Self-Checks** are found after each **Information Sheet**. **Self-Checks** are designed to help you know how you are progressing. If you are unable to answer the questions in the **Self-Check** you will need to re-read the relevant **Information Sheet**. Once you have completed all the questions check your answers by reading the relevant **Answer Keys** found at the end of this module.
4. Next move on to the **Job Sheets**. **Job Sheets** provide detailed information about *how to do the job* you are being trained in. Some **Job Sheets** will also have a series of **Activity Sheets**. These sheets have been designed to introduce you to the job step by step. This is where you will apply the new knowledge you gained by reading the Information Sheets. This is your opportunity to practise the job. You may need to practise the job or activity several times before you become competent.
5. Specification **sheets**, specifying the details of the job to be performed will be provided where appropriate.
6. A review of competency is provided on the last page to help remind if all the required assessment criteria have been met. This record is for your own information and guidance and is not an official record of competency

When working through this Module always be aware of your safety and the safety of others in the training room. Should you require assistance or clarification please consult your trainer or facilitator.

When you have satisfactorily completed all the Jobs and/or Activities outlined in this module, an assessment event will be scheduled to assess if you have achieved competency in the specified learning outcomes. You will then be ready to move onto the next Unit of Competency or Module

Module Content

Unit Title: Carry out leadership in the workplace.

Unit Code: CBLM-RMGT-MLM-04-L4-EN-V1

Module Title: Carrying out leadership in the workplace.

Module Description: This module includes the required knowledge, skill & positive attitude to carry out leadership in the workplace. This module provides details knowledge about developing and facilitating team cohesion and communication methods with team members. Other than that, this module will also provide you details knowledge about the materials and equipment required for this task.

Nominal Duration: 40 Hours

Learning outcomes:

Upon completion of this module the trainees must be able to:

1. Develop and facilitate team cohesion.
2. Communicate with team members.

Assessment Criteria:

- 1.1. Team cohesion are Interpreted.
- 1.2. Team cohesion are developed
- 1.3. Types of leadership are defined
- 1.4. Challenges of leadership are identified.
- 1.5. Leadership is carried out in the workplace.
- 1.1. Methods of communication are identified and described.
- 1.2. Communication plan is prepared.
- 1.3. Information is communicated with team members.

Learning Outcome-1: Develop and facilitate team cohesion

Assessment Criteria	<ol style="list-style-type: none"> 1. Team cohesion are Interpreted. 2. Team cohesion are developed 3. Types of leadership are defined 4. Challenges of leadership are identified. 5. Leadership is carried out in the workplace.
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker
Contents	<ol style="list-style-type: none"> 1 Team cohesion 2 Types of Leadership 3 Challenges of Leadership
Training Methods	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience 1: Develop and facilitate team cohesion

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about Develop and facilitate team cohesion.	1. Instructor will provide the learning materials carry out leadership in the workplace.
2. Read the Information sheet/s	2. Information Sheet No:1- Develop and facilitate team cohesion
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 1- Develop and facilitate team cohesion Answer key No. 1- Develop and facilitate team cohesion
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:1: Describe the challenges of leadership.

Information Sheet 1: Develop and facilitate team cohesion

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 1.1 Team cohesion.
- 1.2 Develop team cohesion.
- 1.3 Types of leadership.
- 1.4 Challenges of leadership.
- 1.5 Carry out leadership in the workplace.

1.1 Team Cohesion:

Team cohesion is the strength and extent of interpersonal connection existing among the members of a group. It is this interpersonal bond that causes members to participate readily and remain motivated to accomplish the set goals. Cohesive teams have an attitude of “we-ness.”

Team cohesion happens when a team remains united while working to achieve a common goal. Being a cohesive team means that not only are group goals met but everyone feels like they have contributed to the overall success of the group. Individuals on a cohesive team tend to focus more on the entire group rather than their individual selves and are more motivated to work towards the team goal.

1.1.1 Aspects of Team Cohesion:

Team cohesion is a multi-faceted process that can be broken down into four main aspects: multidimensionality, instrumental basis, dynamic, and emotional nature. Multidimensionality is related to all the different factors that make the group members function as one. The dynamic nature means that the team goals and objectives change over time. Its instrumental foundation is concerned with how members are committed to one purpose while the emotional dimension refers to some of the perks that members get by remaining cohesive.

Teams that remain united are more likely to succeed in the projects that they set out to do, whether it's a sports team, a military unit, a fraternity group, and a group in the business sector.

1.1.2 Different Stages of Team Cohesion:

There are four stages in team development that can be used to assess a team's cohesiveness. These four stages are Forming, Storming, Norming and Performing. By understanding these stages, leaders and team members can understand why certain behaviors are happening and make informed changes.

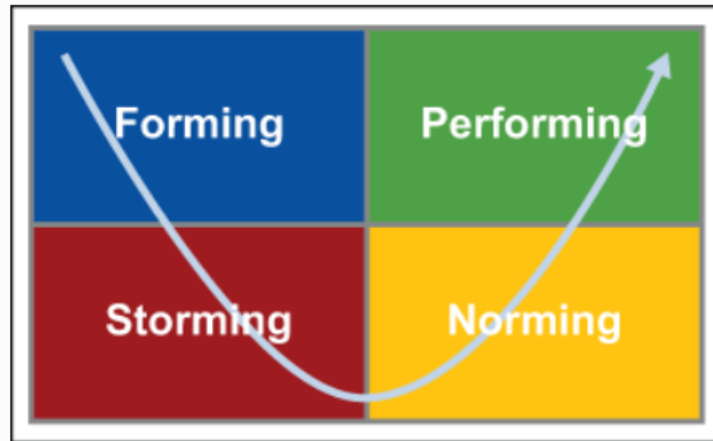


Figure 1: Stages of Team Development

1.1.3 The First Stage– Forming:

Forming is characterized by individuals of the group getting to know one another through comparisons and social assessments. When employees are new to a team or a new team is being built. Team members need time to adjust to their environment and understand who does what, what the boundaries are, and discover how the team functions overall. Team leaders can help team members during this phase by:

- Establishing clear objectives.
- Establishing both group and individual goals for each team member.
- Implementing team building activities to allow members to get to know one another.

1.1.4 The Second Stage – Storming:

Storming is generally characterized by conflict, generally due to the process of establishing roles. Team members may often experience emotional resistance and may show behaviors consistent with wanting to fulfill their individual goals rather than work as a team. Teammates may become defensive about the way things are done, or should be done, and managers may often experience push back. If your team is in this phase, it is important to:

- Establish structures and procedures that are followed by all team members.
- Resolve conflict as it occurs; communication is key and it is important for individual team members and management to feel comfortable expressing themselves.
- Explain these stages to team members so they can have a better understanding of why conflict arises.

1.1.5 The Third Stage – Norming:

Norming marks the point where conflict begins to get resolved and is replaced with cooperation. Unity is established between the individuals, and members begin to unite their efforts and work together in their pursuit of a common goal. In this stage,

group norms are established and members often feel comfortable giving one another feedback which helps increase trust. Once your team has reached this stage it is important to:

- Have consistent meetings to ensure that everyone is still working towards the same goal and adjust as needed.
- Allow team members autonomy to work towards their goals.
- Continue to implement team building activities both inside and outside of the workplace to keep communication open and active.

1.1.6 The Fourth Stage – Performing:

In this final stage, teams are generally performing at an optimal level, meaning each person is concerned with team success rather than solely individual recognition. Each person feels like they have a purpose and that they are valued. In this stage, each person understands that their contributions are important and they should be willing to take risks – if they believe it will benefit the team. Teams who progress to the performing stage understand how beneficial teamwork is in attaining the goals they have set out to achieve. These teams possess a true sense of team cohesion. Once your teams have reached this stage it is important to:

- Celebrate your victories.
- Reforecast and target new goals, while continuing to have consistent meetings to ensure everyone is on the same page.
- Allow the team some room to make decisions – over controlling at this stage may cause teams to regress back to lower stages.

It is important to note that teams will fluctuate throughout these stages especially when new team members join and others leave.

Overall, team cohesion is important in the workplace as it leads to greater company success, improved employee satisfaction, and increased motivation. Team cohesion can be learned, although teams must treat the process organically. It is important to remember that communication is key, and roles must be defined clearly. A cohesive team can be small or large, and based locally or internationally. No matter what the team dynamic, all team members must have a clear understanding of their individual role, the team goal, and trust that each person is contributing.

1.2 Develop Team Cohesion:

- **Hire with care**

There are two ways through which leaders can form teams. They can either recruit members from their current pool of employees or hire new people from outside the firm. Regardless of the approach used, leaders should consider how well potential candidates can work in group settings.

An individual may have a high level of technical skills but lack the ability to work cohesively with others. Hiring such employees increases the likelihood of arguments and conflicts — a factor that can compromise the team goals.

- **Value everyone's contributions**

Once a leader has chosen the right members for their team, the next step is to ensure that everyone participates. Teams experience greater success by drawing from the expertise of each team member. While some employees make good technical experts, others are skilled in administrative and financial functions.

For any group to reach its full potential, every member should actively participate. The leader, on the other hand, should value the contribution of each member.

- **Empower team members**

Delegating authority to some of the team members also helps to increase cohesion. Group members are more likely to work cohesively when they feel that they have ownership of the issues and activities being proposed.

- **Resolve conflicts within the group**

Constructive conflicts that develop among team members are an indication of a healthy group. It would be unusual if the group never encountered a couple of challenges along the way. Ideally, no team member should have to agree to a proposed idea just because they're trying to avoid upsetting the team harmony.

Nonetheless, irrelevant and petty disputes should be resolved immediately. If the group members cannot find a feasible solution among themselves, they can involve a manager. Alternatively, they can look for an impartial third-party who can listen to both sides of the story and come up with the right resolution.

1.2.1 Factors Influencing Team Cohesion:

- **Similarity of attitudes and values**

One of the aspects that keep members of a group united is if they share similar values and attitudes. Employees and human beings, in general, always prefer the company of those who hold similar opinions, beliefs, and codes of conduct because they provide some form of social validation. For instance, if person A shares the same opinion as person B, then person A will get the feeling that they're right even if they're not.

However, it's important to note that similarity of interest or opinion is not the only factor that drives team cohesion. In some instances, the primary task that needs to be accomplished keeps the group members united. For example, when a military unit is sent on a mission, accomplishing the task at hand becomes the cohesive factor. Whether or not the soldiers have similar attitudes and values does not matter much.

- **Size of the group**

Small groups tend to be more cohesive than large groups for the following reasons: In small groups, the members enjoy greater face-to-face contact. It means that there's a high degree of interaction and communication, which helps the members remain united. But with large groups, the possibility of interacting decreases.

As the size of a group increases, it becomes more challenging to agree on different issues. It's more difficult to get 30 members to agree on a common goal than to convince a group of just ten members.

Another disadvantage of having a very large group is the possibility of smaller cliques developing within the group. This can lead to the dilution of the overall goal, hence increasing the extent of power politics.

Time

It stands to reason that the more time members of a group spend together, the stronger the bond between them. By interacting more often, the members are able to learn about each other's strengths, weaknesses, and skills. This way, the team leader can delegate tasks based on members' abilities, enabling tasks to be accomplished more efficiently.

- **Previous successes and shared goals**

When a team accomplishes a particular project, all members share in this victory and excitement as each contributed to the success. Being successful, even in small activities, increases the cohesion of team members.

- **Threat and competition**

A group will become more united when they encounter challenges. Members will be willing to put their differences aside and work toward solving the issue at hand. For instance, if a hostile organization wants to take control of a particular company, the board of directors will present a united front to prevent the acquisition from happening. Similarly, management threats and competition are likely to unite an otherwise disarrayed team.

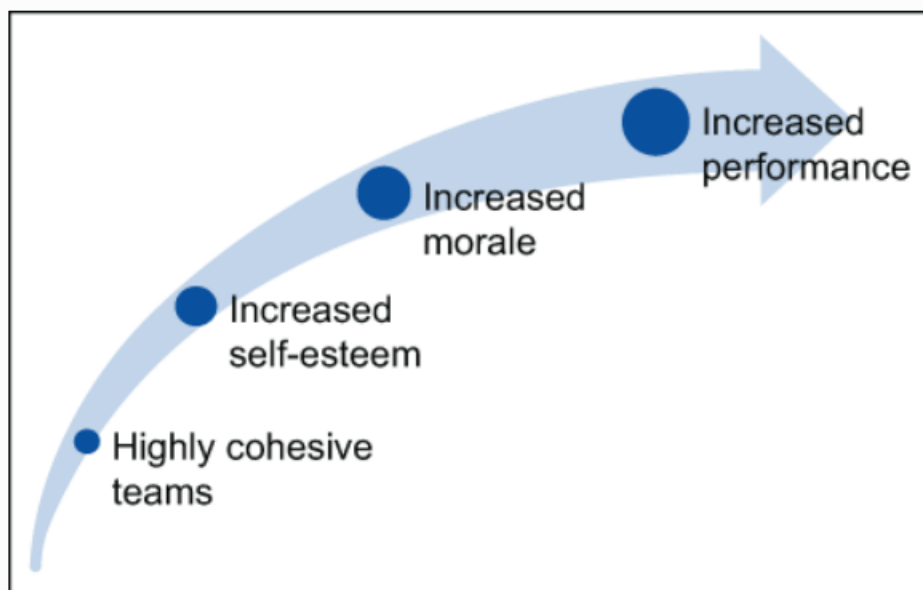


Figure 2: Cohesiveness to Performance

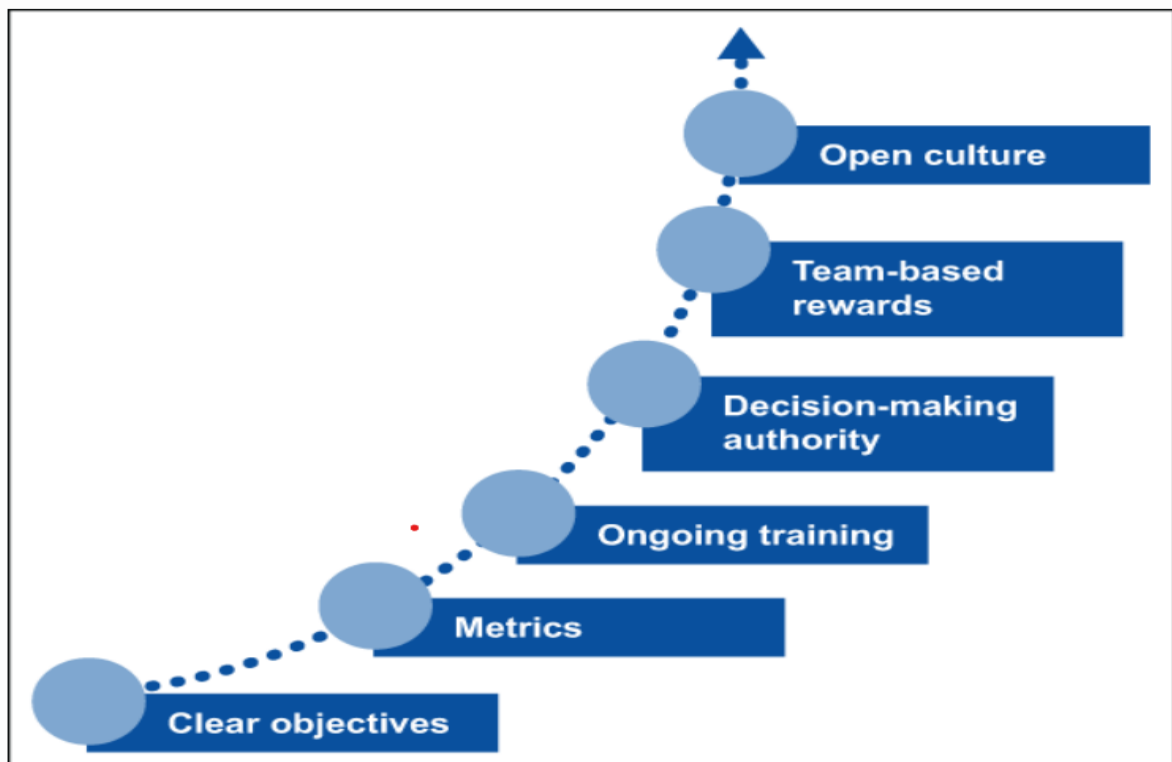
▪ **Factors involved in Team Development:**

Although cohesiveness is a crucial and determinant factor for team effectiveness, cohesiveness alone will not guarantee success without organizational commitment. Team members can feel cohesion with their teammates but be completely detached from organizational values and vice versa.

Highly effective teams must have both perceived team support (PTS) and perceived organizational support (POS), but their PTS must be higher than their POS. PTS can be defined as the “degree to which employees believe that the team values their contribution and cares for their well-being.” POS can be defined as “the extent to which employees believe that the organization values their contribution and cares about their well-being.

Above and beyond cohesiveness there are other subset factors that are important in team development to make teams work, as shown below and in Figure:

- A clear set of objectives, communicated explicitly by management
- Metrics allowing team members to evaluate their performance and the connection between the work of the team and key business indicators
- Ongoing training
- Decision-making authority necessary to reach business goals
- Team-based rewards and appraisal, not only individual incentives
- An open culture with easy access to relevant information and to senior management as needed



1.3 Leadership:

Leadership is the ability of an individual or a group of people to influence and guide followers or members of an organization, society or team. Leadership often is an attribute tied to a person's title, seniority or ranking in a hierarchy. However, it's an attribute anyone can have or attain, even those without leadership positions. It's a developable skill that can be improved over time.

Leaders are found and required in most aspects of society, including business, politics, religion and social- and community-based organizations. Leaders are seen as people who make sound and sometimes difficult decisions. They articulate a clear vision, establish achievable goals and provide followers with the knowledge and tools necessary to achieve those goals.

1.3.1 Importance of Leadership:

Leadership plays a central role in the success and direction of a business. Organizations depend on successful leaders to communicate its mission, vision and goals, unite team members around those goals and then achieve them. These capabilities are especially important in times of crisis.

Hard decision-making is often required for the success and evolution of a business. Businesses often depend on leaders with high competencies and emotional intelligence to make tough decisions and solve problems. This level of trust and success often leads to positive, productive work environments that encourage teamwork, employee well-being and strong work cultures that are attractive to top talent.

Strong leadership is critical to an organization's competitiveness because it drives change and innovation. The best leaders keep an eye on changing directions in their industry, promote new ideas from within their company and bring in innovative thinkers.

1.3.2 Qualities of a good leader:

- **Honesty and Integrity:** Leaders value virtuousness and honesty. They have people who believe in them and their vision.
- **Inspiration:** Leaders are self-motivating, and this makes them great influencers. They are a good inspiration to their followers. They help others to understand their roles in a bigger context.
- **Communication skills:** Leaders possess great communication skills. They are transparent with their team and share failures and successes with them.
- **Vision:** Leaders are visionaries. They have a clear idea of what they want and how to achieve it. Being good communicators, leaders can share their vision with the team successfully.
- **Never give-up spirit:** Leaders challenge the status quo. Hence, they never give up easily. They also have unique ways to solve a problem.

- **Intuitive:** Leadership coach Hortense le Gentil believes that leaders should rely on intuition for making hard decisions. Especially because intuition heavily relies on a person's existing knowledge and life learnings, which proves to be more useful in complex situations.
- **Empathy:** A leader should be an emotional and empathetic fellow because it will help them in developing a strong bond with their team. Furthermore, these qualities will help a leader in addressing the problems, complaints, and aspirations of his team members.
- **Objective:** Although empathy is an important quality a leader must imbibe, getting clouded by emotions while making an important business decision is not advisable. Hence, a good leader should be objective.
- **Intelligence:** A good leader must be intelligent enough to arrive at business solutions to difficult problems. Furthermore, a leader should be analytical and should weigh the pros and cons before making a decision. This quality can be polished with an all-inclusive leadership training program.
- **Open-mindedness and creativity:** A good leader is someone who is open to new ideas, possibilities, and perspectives. Being a good leader means understanding that there is no right way to do things. Therefore, a good leader is always ready to listen, observe, and be willing to change. They are also out-of-the-box thinkers and encourage their teams to do so. If you enrol for a leadership course, all these things will be a part of the curriculum.
- **Patient:** A good leader understands that a business strategy takes time to develop and bear results. Additionally, they also believe that 'continuous improvement and patient' leads to success.
- **Flexible:** Since leaders understand the concept of 'continuous improvement, they also know that being adaptable will lead them to success. Nothing goes as per plan. Hence, being flexible and intuitive helps a manager to hold his ground during complex situations.

1.3.3 Leadership vs management:

The terms leadership and management are used interchangeably, but they aren't the same concept. Leadership roles involve creating and articulating a vision and inspiring others to want to work toward that vision. But leaders might not be skilled at or involved with the day-to-day management of the work needed to turn that vision into a reality.

Management is the oversight of the tactical steps required to complete the work and achieve the objectives. Good managers excel at articulating the steps required to complete tasks and holding people accountable for doing assigned work. Leaders can be good managers and good managers can be good leaders. Very often, managers are put into positions where they need to exhibit leadership characteristics, such as motivating and aligning employees to goals. Likewise, leaders often must take on management tasks, such as holding employees accountable for an organization's goals and vision.

Some specific differences between leaders and managers include the following:

Leaders	Managers
Establish a long-term vision, goals and objectives	Achieve organization's vision, goals and objectives
Motivate and align employees to goals	Assign tasks to employees and hold them accountable
Ask long-term, big picture analytical questions, such as "what" and "why"	Ask process questions focused on achieving short-term objectives, such as "how" and "when"
Can have any title, though often part of the C-suite; their positions and responsibilities aren't always executive	Have specific job titles and fixed responsibilities
Can have any title, though often part of the C-suite; their positions and responsibilities aren't always executive	Have specific job titles and fixed responsibilities

1.3.4 Leadership Theory:

How people become leaders and what makes a great leader have been the subject of study for centuries. The 19th century was dominated by the Great Man Theory, which stressed that leadership is a unique, natural skill and that great leaders are born to the task.

1.3.5 Leadership Styles:

Leadership styles refer to the behavioral approach employed by leaders to influence, motivate, and direct their followers. A leadership style determines how leaders implement plans and strategies to accomplish given objectives while accounting for stakeholder expectations and the wellbeing and soundness of their team.

Leadership styles have been studied in various fora to establish the appropriate or most effective leadership style that motivates and influences others to accomplish set goals. The major tenet of effective leadership style is the degree to which it builds follower trust.

Studies carried out indicate that followers who trust in their leader are more likely to follow through with the leader's instructions over and above the expected. In turn, they will accomplish set goals while being allowed to speak freely to air their ideas and suggestions on the direction of the projects at hand.

1.3.6 Common Leadership Styles:



- **Autocratic leadership style:**

Also called the “authoritarian style of leadership,” this type of leader is someone who's focused primarily on results and team efficiency. Autocratic leaders often make decisions alone or with a small and trusted group and expect employees to do exactly what they're asked.

Autocratic leaders typically have self-confidence and are self-motivated. They communicate clearly and consistently, are dependable and follow the rules. They value highly structured environments and are proponents of supervised work environments.

The benefits and challenges of an autocratic leadership style include:

- **Benefits:** Autocratic leaders can promote productivity through delegation, provide clear and direct communication and reduce employee stress by making decisions quickly on their own.

- **Challenges:** Autocratic leaders are often prone to high levels of stress because they feel responsible for everything, plus their lack of flexibility can lead to team resentment.

- **Bureaucratic leadership style:**

Bureaucratic leaders are similar to autocratic leaders in that these leaders expect their team members to follow the rules and procedures precisely as written. The bureaucratic style focuses on fixed duties within a hierarchical system, where each employee has a set list of responsibilities, and there's little need for collaboration and creativity.

This leadership style is most effective in highly regulated industries or in departments like finance, health care or government. This style may fit your leadership approach if you're detail-oriented and task-focused, value rules and structure, are strong-willed and self-disciplined and have a great work ethic.

The benefits and challenges of a bureaucratic leadership style include:

- **Benefits:** This style can be efficient in organizations that need to follow strict rules and regulations. These leaders separate work from relationships to avoid clouding the team's ability to hit goals.
- **Challenges:** This style doesn't promote creativity, which can feel restricting to some employees. This leadership style is also slow to change and does not thrive in an environment that needs to be dynamic.

- **Coaching leadership style:**

A coaching leader is someone who can quickly recognize their team members' strengths, weaknesses and motivations to help each individual improve. This type of leader often assists team members in setting smart goals and then provides regular feedback with challenging projects to promote growth. They set clear expectations and creating a positive, motivating environment.

The coach leadership style is one of the most advantageous for employers as well as the employees they manage. Unfortunately, it's often also one of the most underused styles—largely because it can be more time-intensive than other types of leadership. Coaching leaders are supportive and value learning as a way of growing. They're self-aware, offer guidance instead of giving commands and ask guided questions.

The benefits and challenges of a coaching leadership style include:

- **Benefits:** Coaching leadership is positive in nature and promotes the development of new skills, empowers team members and fosters a confident company culture. They're often seen as valuable mentors.

- **Challenges:** While this style has many advantages, it can be more time-consuming as it requires one-on-one time with employees which can be difficult to obtain in a deadline-driven environment.

- **Democratic leadership style:**

The democratic style (aka the "participative style") is a combination of the autocratic and laissez-faire types of leaders. A democratic leader asks their team members for input and considers feedback from the team before they make a decision. Because team members feel their contributions matter, a democratic leadership style is often credited with fostering higher levels of employee engagement and workplace satisfaction.

Democratic leaders value group discussions and provide all information to the team when making decisions. They promote a work environment where everyone shares their ideas and are characteristically rational and flexible.

The benefits and challenges of a democratic leadership style include:

- **Benefits:** Working under the democratic leadership style, employees can feel empowered, valued and unified. It has the power to boost retention and morale. It also requires less managerial oversight, as employees are typically part of decision-making processes and know what they need to do.
- **Challenges:** This leadership style has the potential to be inefficient and costly as it takes time to organize group discussions, obtain ideas/feedback, discuss possible outcomes and communicate decisions. It also can add social pressure to members of the team who don't like sharing ideas in group settings.

- **Laissez-faire leadership style:**

The laissez-faire style is the opposite of the autocratic leadership type, focusing mostly on delegating many tasks to team members and providing little to no supervision. Because a laissez-faire leader doesn't spend their time intensely managing employees, they often have more time for other projects.

Managers may adopt the laissez-faire style when all team members are highly experienced, well-trained and require little oversight. However, it can cause a dip in productivity if employees are confused about their leader's expectations, or if some team members need consistent motivation and boundaries to work well.

The benefits and challenges of a laissez-faire leadership style include:

- **Benefits:** The laissez-faire leadership style encourages accountability, creativity and a relaxed work environment, which often leads to higher employee retention rates.

- **Challenges:** This style typically doesn't work well for new employees, as they need guidance and hands-on support in the beginning. Other employees may not feel properly supported.

- **Pacesetter leadership style:**

The pacesetter style is one of the most effective for achieving fast results. Pacesetter leaders primarily focus on performance, often set high standards and hold their team members accountable for achieving their goals.

While the pacesetter leadership style can be motivational in fast-paced environments where team members need to be energized, it's not always the best option for team members who need mentorship and feedback.

The benefits and challenges of a pacesetter leadership style include:

- **Benefits:** Pacesetter leadership pushes employees to hit goals and accomplish business objectives. It promotes high-energy and dynamic work environments.
- **Challenges:** Pacesetter leadership can also lead to miscommunications and stressed-out employees as they are always pushing toward a goal or deadline.

- **Servant leadership style:**

Servant leaders live by a people-first mindset and believe that when team members feel personally and professionally fulfilled, they're more effective and more likely to regularly produce great work. Because of their emphasis on employee satisfaction and collaboration, they tend to achieve higher levels of respect.

Servant leaders motivate their teams and have excellent communication skills. You may find this leadership style a match for your own style if you tend to encourage collaboration and engagement among team members and if you commit to growing your team professionally.

The benefits and challenges of a servant leadership style include:

- **Benefits:** Servant leaders have the capacity to boost employee loyalty and productivity, improve employee development and decision-making, cultivate trust and create future leaders.
- **Challenges:** Servant leaders can become burnt out as they often put the needs of their team above their own, they may have a hard time being authoritative when they need to be.

- **Visionary leadership style:**

Visionary leaders possess a powerful ability to drive progress and usher in periods of change by inspiring employees and earning trust for new ideas. A visionary leader is also able to establish a strong organizational bond. They strive to foster confidence among direct reports and colleagues alike.

Visionary style is especially helpful for small, fast-growing organizations, or larger organizations experiencing transformations or restructuring. Visionary leaders tend to be persistent and bold, strategic and open to taking risks. They're often described as inspirational, optimistic, innovative and magnetic.

The benefits and challenges of a visionary leadership style include:

- **Benefits:** Visionary leadership can help companies grow, unite teams and the overall company and improve outdated technologies or practices.
- **Challenges:** Visionary leaders may miss important details or other opportunities, like recognizing their teams, because they're so focused on the big picture.

1.4 Challenges of Leadership:

- **Attitudes towards conflict:**

Generally, any conflict in the workplace is considered uncomfortable and something to be avoided; however, in some cultures, conflict is actually viewed as a positive thing. In most cases, we are often encouraged to identify the root of the issue and begin the steps necessary to come to a resolution, likely involving a face-to-face discussion. Adversely, most Eastern countries like to address interpersonal conflict quietly and prefer written communication as the preferred way to solve issues.

- **Communication style:**

Having effective communication in the workplace is one of the biggest challenges for teams. This is especially true for diverse groups where language barriers may continuously lead to misunderstandings. Leaders must also be aware that certain cultures often use open-ended questions, rather than declarative statements.

- **Work Style:**

Leaders should be conscious of the different working hours and time zone differences of the people on their global team to maximize work output and ensure regular communication. It's important to have an understanding of the various holidays, expectations of time off, and overall work schedule that allows the team to maintain flexibility within their personal lives.

- **Decision-making:**

Different, more inclusive methods of leadership are certainly on the rise. However, the general view of decision-making primarily in the United States is that of the top-down system. Decisions are made at the top and then rolled down to those who will carry out the assignments and execute those instructions. For some cultures, especially in Japan, decision-making is a collective effort, in which consensus among the entire team is the favored method. Remember that individuals will likely approach decision-making from their cultural frame of mind.

- **Attitudes towards openness:**

Inevitably, gossip or discussion of personal matters makes its way into the workplace. In some cultures, open disclosure of personal information, emotions, or their involvement with interpersonal conflict is not considered appropriate and is oftentimes viewed as intrusive. It would be easy to assume that their tendency to lean away from these issues makes them appear more defensive or potentially aggressive when in reality, their attitude is a natural response for them. Leaders must keep this in mind when dealing with sensitive employee relations issues that arise within their teams.

- **Cultural Stereotypes:**

Whether this occurs consciously or subconsciously, cultural stereotyping in the workplace happens more than we think. For example, in an article written by the LA Times, Asian Americans were considered the least likely group to be promoted into a management or leadership role at less than 1%, even though they make up at least 12% of the workforce. There's a bias that Asian Americans are not as assertive, and therefore are offered more technical roles instead, which ultimately do not provide any ample training for leadership opportunities or skill development.

There are many challenges being a leader in a cross-cultural environment, but there are ways that allow you to continue developing the appropriate skills, awareness, and effective communication styles, which help enable your diverse team to thrive.

Self-Check Sheet-1: Develop and facilitate team cohesion

Questionnaire:

Q-1: How many stages are in team cohesion?

- a) 2
- b) 3
- c) 4
- d) 5

Q-2: In which stage of team cohesion team members get to know each other

- a) Forming
- b) Storming
- c) Norming
- d) Performing

Q-3: Which team size performs better?

- a) Small
- b) Medium
- c) Large
- d) Very Large

Q-4: How many styles of leadership prevails?

- a) 5
- b) 6
- c) 7
- d) 8

Q-5: Which leadership style empowers employees more?

- a) Autocratic
- b) Democratic
- c) Coaching
- d) Servant

Q-6: How many types of line balancing is there?

- a) 1
- b) 2
- c) 3
- d) 4

- Q-7: To form a good team always celebrate your _____.
- Q-8: The _____ time team members spend together, the stronger the bond.
- Q-9: Strong leadership can change the _____ of an organization.
- Q-10: _____ leaders often make decisions alone.
- Q-11: _____ leaders always focus on the big picture rather than small goals.
- Q-12: Employees who say they feel part of a team are more likely to be _____ at work.
- Q-13: Using correct _____ for the job will decrease the load on maintenance.
- Q-14: The _____ output point in the production line is called bottleneck.
-
- Q-15: What does empowering team members means?
- Q-16: What is the full meaning of POS?
- Q-17: Write down the main challenge of servant style leadership.
- Q-18: Define charismatic leadership.
- Q-19: Write down two benefits of a cross cultural team.
- Q-20: Define mentoring.
- Q-21: What is the meaning of OSH?
- Q-22: What is the meaning of R&D?
- Q-23: What is non-value-added process?
- Q-24: What is line balancing?
- Q-25: Write down the meaning of WIP.

Answer Key-1: Develop and facilitate team cohesion

Answer-1: c)

Answer-2: a)

Answer-3: a)

Answer-4: d)

Answer-5: b)

Answer-6: b)

Answer-7: victories

Answer-8: more.

Answer-9: Culture

Answer-10: Autocratic

Answer-11: Visionary

Answer-12: Engaged

Answer-13: Tools / Equipment

Answer-14: Lowest

Answer-15:

Delegation of authorities to team members.

Answer-16:

Perceived organizational support.

Answer-17:

Servant style leaders burn out very quickly.

Answer-18:

Where a leader employs charisma to motivate and inspire followers.

Answer-19:

a) Increased employee involvements.

b) Great innovation.

Answer-20:

Mentoring is an exchange of ideas, knowledge & skills from a mentor to the mentees.

Answer-21:

Occupational Health & Safety.

Answer-22:

Research & development.

Answer-23:

A process which does not aid the production process.

Answer-24:

It is the process of levelling the workload across all processes involved in a single production line.

Answer-25:

Work in progress

Task Sheet-1: Describe the challenges of leadership.

Task Name: Describe the challenges of leadership.

Task Purpose:

By completing this task, a trainee will get complete understanding on the challenges of leadership. settlement procedure. Trainee will also be able to describe those challenges both verbally and in writing.

Precautions:

This job must be completed following standard work practice considering occupational health & safety guidelines in the workplace.

Steps:

1. Collect job sheet & specification sheet.
2. Read both job sheet and specification sheet carefully.
3. According to collected job sheet & specification sheet, collect required equipment, tools & materials and relevant information.
4. Identify and categorize leadership challenges.
5. Analyze the impact of leadership challenges.
6. Prioritize the challenges and Provide detailed descriptions.
7. Analyze underlying causes.
8. Propose strategies for addressing the challenges.
9. Discuss the importance of leadership development.
10. Present findings.
11. Seek feedback and update findings as needed.
12. Submit your work to your trainer/instructor for proper evaluation.
13. Considering standard work practice, clean your job station & keep it prepared for next session.

Learning Outcome-2: Communicate with team members.

Assessment Criteria	<ol style="list-style-type: none"> 1. Identify different methods of communication. 2. Describe different methods of communication. 3. Prepare communication plan. 4. Effectively communicate information within team members
Conditions and Resources	<ol style="list-style-type: none"> 1. Real or simulated workplace 2. CBLM 3. Handouts 4. Laptop 5. Multimedia Projector 6. Paper, Pen, Pencil, Eraser 7. Internet facilities 8. White board and marker 9. Audio Video Device
Contents	<ol style="list-style-type: none"> 1. Methods of communication 2. Interaction within team members
Training Methods	<ol style="list-style-type: none"> 1. Discussion 2. Presentation 3. Demonstration 4. Guided Practice 5. Individual Practice 6. Project Work 7. Problem Solving 8. Brainstorming
Assessment Methods	<ol style="list-style-type: none"> 1. Written Test 2. Demonstration 3. Oral Questioning

Learning Experience-2: Communicate with team members

In order to achieve the objectives stated in this learning guide, you must perform the learning steps below. Beside each step are the resources or special instructions you will use to accomplish the corresponding activity.

Learning Steps	Resources specific instructions
1. Student will ask the instructor about communicate with team members	1. Instructor will provide the learning materials carry out leadership in the workplace
2. Read the Information sheet/s	2. Information Sheet No:2 Communicate with team members
3. Complete the Self-Checks & Answer key sheets.	3. Self-Check No: 2- Communicate with team members Answer key No. 2- Communicate with team members
4. Read the Job/ Task sheet and Specification Sheet	4. Job/ task sheet and specification sheet Task Sheet No:2: Describe different barriers of effective communication.

Information Sheet-2: Communicate with team members.

Learning Objective:

After completion of this information sheet, the learners will be able to explain, define and interpret the following contents:

- 2.1 Methods of communication.
- 2.2 Prepare communication plan.
- 2.3 Communicate information within team members.

Communication

Communication is simply the act of transferring information from one place, person or group to another.

Every communication involves (at least) one sender, a message and a recipient. This may sound simple, but communication is actually a very complex subject.

The transmission of the message from sender to recipient can be affected by a huge range of things. These include our emotions, the cultural situation, the medium used to communicate, and even our location. The complexity is why good communication skills are considered so desirable by employers around the world: accurate, effective and unambiguous communication is actually extremely hard.

As this definition makes clear, communication is more than simply the transmission of information. The term requires an element of success in transmitting or imparting a message, whether information, ideas, or emotions.

A communication therefore has three parts: the sender, the message, and the recipient.

The sender 'encodes' the message, usually in a mixture of words and non-verbal communication. It is transmitted in some way (for example, in speech or writing), and the recipient 'decodes' it.

Of course, there may be more than one recipient, and the complexity of communication means that each one may receive a slightly different message. Two people may read very different things into the choice of words and/or body language. It is also possible that neither of them will have quite the same understanding as the sender.

In face-to-face communication, the roles of the sender and recipient are not distinct. The two roles will pass back and forwards between two people talking. Both parties communicate with each other, even if in very subtle ways such as through eye-contact (or lack of) and general body language. In written communication, however, the sender and recipient are more distinct.

3.1 Methods of Communication:

A message or communication is sent by the sender through a communication channel to a receiver, or to multiple receivers.

The sender must encode the message (the information being conveyed) into a form that is appropriate to the communication channel, and the receiver(s) then decodes the message to understand its meaning and significance.

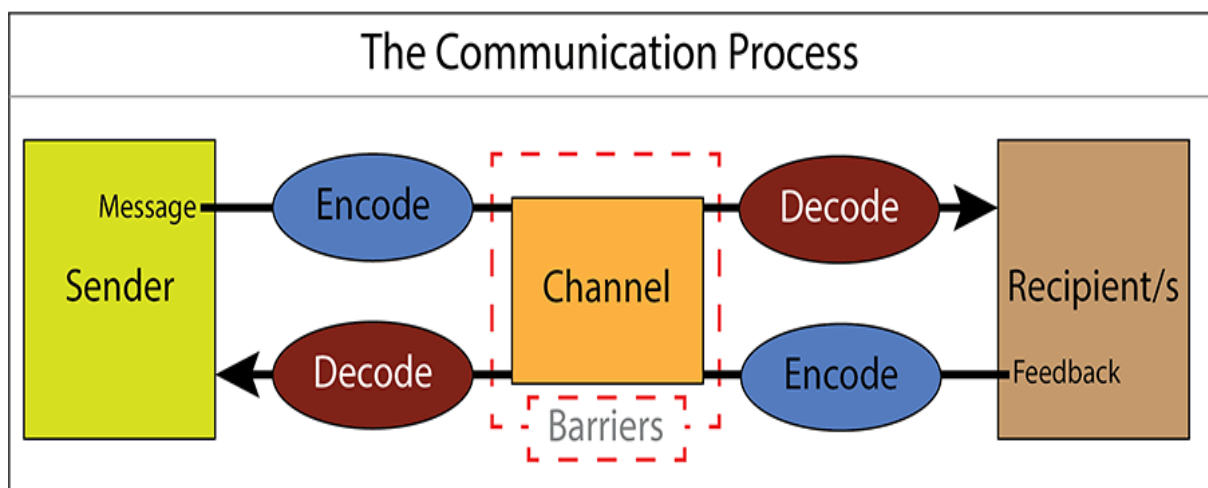
Misunderstanding can occur at any stage of the communication process.

Effective communication involves minimizing potential misunderstanding and overcoming any barriers to communication at each stage in the communication process.

An effective communicator understands their audience, chooses an appropriate communication channel, hones their message to this channel and encodes the message to reduce misunderstanding by the receiver(s).

They will also seek out feedback from the receiver(s) as to how the message is understood and attempt to correct any misunderstanding or confusion as soon as possible.

Receivers can use techniques such as Clarification and Reflection as effective ways to ensure that the message sent has been understood correctly.



There are different methods of communication, and these include:

- Verbal communication.
 - Visual communication.
 - Written communication.
 - Physical communication.
- Communication channels are the term given to the way in which we communicate. It is therefore the method used to transmit our message to a recipient, or to receive a message from someone else.
- There are multiple communication channels available to us today. These include face-to-face conversations, telephone calls, text messages, email, the Internet (including social media such as Facebook and Twitter), radio and TV, written letters, brochures and reports.

- Choosing an appropriate communication channel is vital for effective communication. Each communication channel has different strengths and weaknesses.
- For example, broadcasting news of an upcoming event via a written letter might convey the message clearly to one or two individuals. It will not, however, be a time- or cost-effective way to broadcast the message to a large number of people. On the other hand, conveying complex, technical information is easier via a printed document than a spoken message. The recipients are able to assimilate the information at their own pace and revisit anything that they do not fully understand.
- Written communication is also useful as a way of recording what has been said, for example by taking minutes in a meeting.
- All messages must be encoded into a form that can be conveyed by the communication channel chosen for the message.
- We all do this every day when transferring abstract thoughts into spoken words or a written form. However, other communication channels require different forms of encoding, e.g. text written for a report will not work well if broadcast via a radio programmer, and the short, abbreviated text used in text messages would be inappropriate in a letter or in speech.
- Complex data may be best communicated using a graph, chart or other visualization.
- Effective communicators encode their messages so that they fit both the channel and the intended audience. They use appropriate language, conveying the information simply and clearly. They also anticipate and eliminate likely causes of confusion and misunderstanding. They are generally aware of the recipients' experience in decoding similar communications.
- Once received, the recipient needs to decode the message. Successful decoding is also a vital communication skill.
- People will decode and understand messages in different ways.
- This will depend on their experience and understanding of the context of the message, how well they know the sender, their psychological state and how they feel, and the time and place of receipt. They may also be affected by any Barriers to Communication which might be present.
- There are therefore a wide range of factors that will affect decoding and understanding.
- Successful communicators understand how the message will be decoded, and anticipate and remove as many as possible of the potential sources of misunderstanding.
- The final part of a communication is feedback: the recipient lets the sender know that they have received and understood the message.
- Recipients of messages are likely to provide feedback on how they have understood the messages through both verbal and non-verbal reactions. Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.
- Bear in mind that the extent and form of feedback will vary with the communication channel. Feedback during a face-to-face or telephone conversation will be immediate and direct, whilst feedback to messages conveyed via TV or radio will be indirect and may be delayed, or even conveyed through other media such as the Internet.

- Effective communicators pay close attention to this feedback as it is the only way to assess whether the message has been understood as intended, and it allows any confusion to be corrected.
- Communication skills are vital to a healthy, efficient workplace. Often categorized as a soft skill or an interpersonal skill, communication is the act of sharing information from one person to another person or group of people. There are many different ways to communicate, each of which plays an important role in sharing information.
- There are four main types of communication we use on a daily basis: verbal, nonverbal, written and visual. With all of these communication styles, it's most effective when you know how to actively listen, observe and empathize. Developing these soft skills can help you better understand a message and respond thoughtfully.

Types of Communication and Ways to Use Them

Verbal

- Use a strong, confident speaking voice.
- Use active listening.
- Avoid filler words.
- Avoid industry jargon when appropriate.

Nonverbal

- Notice how your emotions feel physically.
- Be intentional about your nonverbal communications.
- Mimic nonverbal communications you find effective.

Visual

- Ask others before including visuals.
- Consider your audience.
- Only use visuals if they add value.
- Make them clear and easy-to-understand.

Written

- Strive for simplicity.
- Don't rely on tone.
- Take time to review your written communications.
- Keep a file of writing you find effective or enjoyable.

- **Verbal Communication:**

Verbal communication is the use of language to transfer information through speaking or sign language. It is one of the most common types, often used during presentations, video conferences and phone calls, meetings and one-on-one conversations. Verbal communication is important because it is efficient. It can be helpful to support verbal communication with both nonverbal and written communication.



- **Nonverbal Communication:**

Nonverbal communication is the use of body language, gestures and facial expressions to convey information to others. It can be used both intentionally and unintentionally. For example, you might smile unintentionally when you hear a pleasing or enjoyable idea or piece of information. Nonverbal communication is helpful when trying to understand others' thoughts and feelings.

- **Visual Communication:**

Visual communication is the act of using photographs, art, drawings, sketches, charts and graphs to convey information. Visuals are often used as an aid during presentations to provide helpful context alongside written and/or verbal communication. Because people have different learning styles, visual communication might be more helpful for some to consume ideas and information.

- **Written Communication:**

Written communication is a crucial skill to have in the modern information age. Most jobs require you to communicate in writing through email, formal letters, notes, text messages or online messaging. Written communication skills allow you to give direction effectively.

Written communication is any written message that two or more people exchange. Written communication is typically more formal but less efficient than oral communication. Examples of written communication include:

3.2 Communication Plan

Effective writing allows the reader to understand everything you are saying. Here are a few ways you can communicate clearly and efficiently:

- **Identify and clearly state your goal**
Effective written communication has an obvious goal that you convey to the reader. Describe in clear words what you want the reader to do or know.
- **Use the right tone**
Tone can help your writing be more effective. Some forms of communication, such as memorandums, require a formal tone. Writing to a friend, however, requires an informal tone. The tone you use depends on the purpose of the writing and the audience.
- **Keep it simple**
Avoid jargon, expressions or big or complex words. You want to make it easy for the reader to understand what you are saying, regardless of their familiarity with your company or industry.
- **Stay on topic**
Avoid irrelevant information. Clarity is essential. Keep paragraphs and sentences short, as complicated and lengthy statements slow the reader down. Only include words that add value to the reader and focus on your main goal.
- **Use active voice**
Active voice strengthens your writing and makes your statements easier to understand. Active voice also engages the reader and keeps their attention. An example of passive voice is, "The letter was sent." You can communicate this statement more clearly and concisely if you rewrite it in active voice: "I sent the letter."
- **Have someone proofread your writing**
Correct punctuation, spelling and grammar are crucial. Have someone read your writing before you send or share it. If no one is available, then read it out loud to yourself.
- **Make it easy to read and scan**
Emails, memos, letters and webpages with brief text and plenty of white space are easier to read than text-heavy communications. Break your content into easy-to-read and understandable paragraphs or sections. This is particularly important when viewers read on a screen, such as web content and emails. Use bullet points, headers and short paragraphs to make your text easier to understand.
- **Be professional**
When writing for work, keep the content professional. Avoid making jokes or discussing sensitive topics that the reader might interpret differently than you intended. A professional tone, particularly in formal communications, makes it easier for the reader to trust and respect you.
- **Practice**

The more you write, the stronger your written communication skills get. Practice writing a variety of communication types frequently, including:

- **Dissemination with team members:**

Effective information dissemination among team members is crucial for the success of any project or organization. Clear and timely communication ensures that everyone is on the same page, understands their roles and responsibilities, and can make informed decisions.

Here are some key strategies for effective information dissemination with team members:

- Define communication channels:
- Set clear objectives:
- Frequent updates:
- Use multiple mediums:
- Keep it concise:
- Be transparent:
- Encourage feedback:
- Use visuals:
- Document decisions:
- Emergency communication plan:

Effective information dissemination is a dynamic process that requires ongoing attention and adaptation. By implementing these strategies and fostering a culture of open communication, you can help ensure that your team stays informed and aligned towards common goals.

Self-Check Sheet-2: Communicate with team members

Questions:

1. Define communication.
2. What is verbal communication?
3. What are forms of visual nonverbal communication?
4. What is vocalic?

True / False Statements:

5. A communication has three parts.
6. Taking minutes of a meeting is a form of written communication.
7. Successful communication does not depend on decoding the message.
8. Active listening skills are not necessary in conducting a meeting.
9. Nonverbal communication is about the way something is said.
10. Effective written communication should be comprehensive.

Fill in the gaps:

11. Communication ___ skills are vital to a healthy, efficient workplace.
12. Nonverbal communication is the process of sending or receiving a message without using ___.
13. The space close to someone is known as his/her _____ space.
14. _____ Communication is the act of using photographs, arts, sketches, charts & graphs to convey information.
15. Visual communication can replace ___ communication.
16. Organizational policy is a cause of organizational _____.

Answer key-2: Communicate with team members

Questions:

Answer-1:

Act of transferring information from one place, person or group to another.

Answer-2:

Use of language to transfer information through speaking or sign language.

Answer-3:

Body posture, eye contact, facial expressions, touch, tone of voice & overall movements of the body.

Answer-4:

Vocalic is the way of how someone speaks.

True / False Statements:

Answer-5: True

Answer-6: True

Answer-7: False

Answer-8: False

Answer-9: True

Answer-10: True

Fill in the gaps:

Answer-11: skills

Answer-12: words

Answer-13: personal

Answer-14: Visual

Answer-15: written

Answer-16: barrier.

Task Sheet-2: Describe different barriers of effective communication

Task Name: Describe different barriers of effective communication

Task Purpose:

By completing this task, a trainee will get complete understanding of the different barriers of effective communication. Trainee will also be able to describe the principle both verbally and in writing.

Precautions: This task must be completed following standard work practice considering occupational health & safety guidelines in the workplace.

Steps:

1. Collect task sheet.
2. Read both task sheet carefully.
3. According to collected task sheet, collect required equipment, tools & materials.
4. List out classification of barriers of communication.
5. Describe different types of barriers of communication.
6. During the task, follow standard occupational health & safety standards.
7. After completing the task, notify your trainer / instructor.
8. Submit your work to your trainer/instructor for proper evaluation.
9. Considering standard work practice, clean your job station & keep it prepared for next session.

Review of Competency

Below is yourself assessment rating for module “Carry out Leadership in the workplace”

Assessment Criteria	Yes	No
To interpret the idea of team cohesion.		
To develop team cohesion.		
To define different types of leadership.		
To identify different challenges of leadership.		
To effectively carry out leadership in the workplace.		
To identify different methods of communication.		
To describe different methods of communication.		
To prepare communication plan.		
To effectively communicate information within team members.		

I now feel ready to undertake my formal competency assessment.

Signed:

Date:

Development of CBLM:

The Competency Based Learning Material (CBLM) of ‘**Carry out leadership in the workplace**’ (Occupation: Mid-Level Management, Level-4) for National Skills Certificate is developed by NSDA with the assistance of SIMEC System, ECF consultancy & SIMEC Institute JV (Joint Venture Firm) in the month of June 2023 under the contract number of package SD-9A dated 07th May 2023.

SI No.	Name & Address	Designation	Contact number
1	Sk. Nazmus Saqib	Writer	01918 293 383
2	Md. Kamrul Hasan	Editor	01672 030200
3	Md. Amir Hossain	Co-Ordinator	01631 670 445
4	Syed Azharul Haque	Reviewer	01711 047 815