

**STATE TECHNICAL LIBRARY
PRAGUE**

WORKSHOP:

CHANGE MANAGEMENT

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1. INTRODUCTION

WHY CHANGE IS NECESSARY: Libraries at the beginning of the 21st century

Libraries of all kinds are currently undergoing a period of far-reaching and fundamental change as the social, economic and political environment prepares for the challenges of the new Millennium. Many of the old assumptions that guided the development of libraries and information services are either no longer valid or are likely to do so in the next few years. The medium of print is no longer the only way to provide information and recreation materials. They are being replaced by the WWW disk, DVD, and the CD-ROM. Microfilm and photocopiers have been available in libraries for many years and are now being supplemented and replaced by digital texts, mobile phones, and the Internet.

CHANGE

Change is now the norm. Stability is the exception.

For librarians it is a period of stress and of opportunity: **"If you are doing your job in the same way as five years ago you are probably doing it wrong"** sums it up.

Experiments with 'paperless libraries' and 'electronic' books of readings etc. (IT increases the demand for seats and opening hours unless it can be used at home.) Use of electronic sources is less feasible in the humanities because of the long-life of materials.

IT of housekeeping means: efficiency and better quality, BUT job losses among acquisitions & cataloguing and counter staff, employment of technical support staff; better quality bibliographic data; better management information about library use. Self-service use of IT is increasing. 'Techno-fear' among the older generation. If you want to know how to use a computer or video-recorder, ask a 12 year-old child.

The library is a service organisation. Serving the needs of users for support in their work, education or leisure. Information needs are changing so the library must be prepared to change the services it provides.

Many universities are recognising that library/learning services must reflect and support styles of teaching and learning. A university may emphasise teaching, supported by reading; or it may emphasise self-learning by students, supported by teaching.

A public library has an important role to play in informal education and the provision of information to the public.

THE ABC

ACCESS

Libraries, however rich, were never able to hold everything on a subject. The 'information explosion' has vastly increased the quantity of publications and documents on every subject. No library can hope to stock more than a tiny fraction of the relevant available materials. Librarians have traditionally considered that a big library was certainly a good library and the bigger the library the better it was. These attitudes grew up at a time when it was difficult or impossible to get copies of publications from other places. There were no copying machines or WWW. Currently most libraries are expensive, supply-oriented organisations; they buy a supply of materials and place them on shelves. Perhaps the customers don't want to use them but want to use other items for which the library has no money left to buy them.

BUSINESS

Libraries are expensive to operate and those providing the funds need to be certain that they are getting value for their investment. The attitudes of business have become common in the formerly secure world of libraries. The costs of buying, handling, storing, and binding a periodical are large. In many cases the number of times an item is used is very small so the cost per use is high. It is not difficult to calculate that it would be cheaper to obtain a photocopy each time it is used than to buy and hold it.

If librarians do not make those calculations the financial authorities will, and will not be happy with the results they discover. Libraries must adopt the policies of business and understand the costs of the services they are providing. The business practices that are being applied in UK libraries include:

Selling products and services: photocopies, stationery, books and cards, bags, WWW access.

Value-for-money (the requirement to demonstrate that library budgets are being usefully spent);

Cost-recovery (libraries earning money by charging for 'extra' services or services to outside users).

Devolved budgeting and the 'internal market' in which departments of an organisation 'trade' with each other.

Outsourcing (buying services from suppliers - cataloguing, book processing, IT support);

Value-added-services (libraries compiling survey reports, not just supplying copies of articles for someone else to analyse);

Service-level contracts (formal agreements about the level of services that will be provided in return for funds);

Performance-related salaries (library salaries based on the quantity and quality of work carried out during the year);

Privatisation and compulsory competitive tendering (public competition between businesses and libraries for contracts to operate services)

Down-sizing (sacking staff who are no longer required)

It is difficult for librarians to adjust to these philosophies but essential that they do so if they are to compete for scarce funds.

CONVERGENCE

The potential power and scope of the developing information technologies to store, transmit and make accessible increasing amounts of information in electronic form will have a major impact on the core functions of any university - learning, teaching and research. In higher education institutions, libraries, computer centres and audio-visual services are all involved in handling information and, until recently, have been providing it through different service points. Users expect to be able to find and use information in a variety of formats with a minimum of effort. They do not understand why they have to go to three separate services with different rules and opening times, just to gather the information they require.

The merging of the three services is seen by many as an attractive solution. The operation and management of such converged and functional services require a new range of skills for which the traditional curriculum in library schools provides very inadequate preparation. There are, as yet, few examples of buildings designed to house such converged services.

KEY STRATEGIC ISSUES FOR LIBRARIES

- the need to prioritise service to particular customer-groups rather than attempt to offer a 'comprehensive' service to everyone, with only limited resources.
- the need to develop internal information systems which demonstrate the quality and value of service and enable a judgement to be made about performance in relation to standards, objectives and targets, and costs.
- the need to develop decision-making structures to cope with priority-setting and performance evaluation.
- the need to accept and absorb technological developments where these are appropriate to the objectives of efficient and effective service delivery.
- the need to consider co-operation between library systems to provide a better co-ordinated and rationalised service.
- the need to diversify the resource-base away from a total dependence on public funding or overheads.

The common thread that runs through all these developments is that libraries and information services are changing. The way that the library and information professions respond to the changes, both the opportunities and the threats, will determine the extent to which they are viewed by the wider world as influential or marginal in the twenty-first Century.

The WWW and computers provide a tremendous threat, and an opportunity, for libraries and librarians of all kinds. How will **YOU** react to the threats and opportunities?

ORGANISATIONAL CULTURE & MATURITY

The organisational culture is:

"The set of important understandings such as norms, values, attitudes and beliefs shared by members of the organisation."

"The way we do things around here."

In organisations there are deep-set beliefs about the way in which work should be organised, the way in which authority should be exercised, people rewarded, people punished.

What are the degrees of formality? Do work hours matter, or dress? Do committees control, or individuals? Are there rules and procedures, or only results? Who do you have to go through to see the boss? Who is allowed to sign letters?

EXERCISE

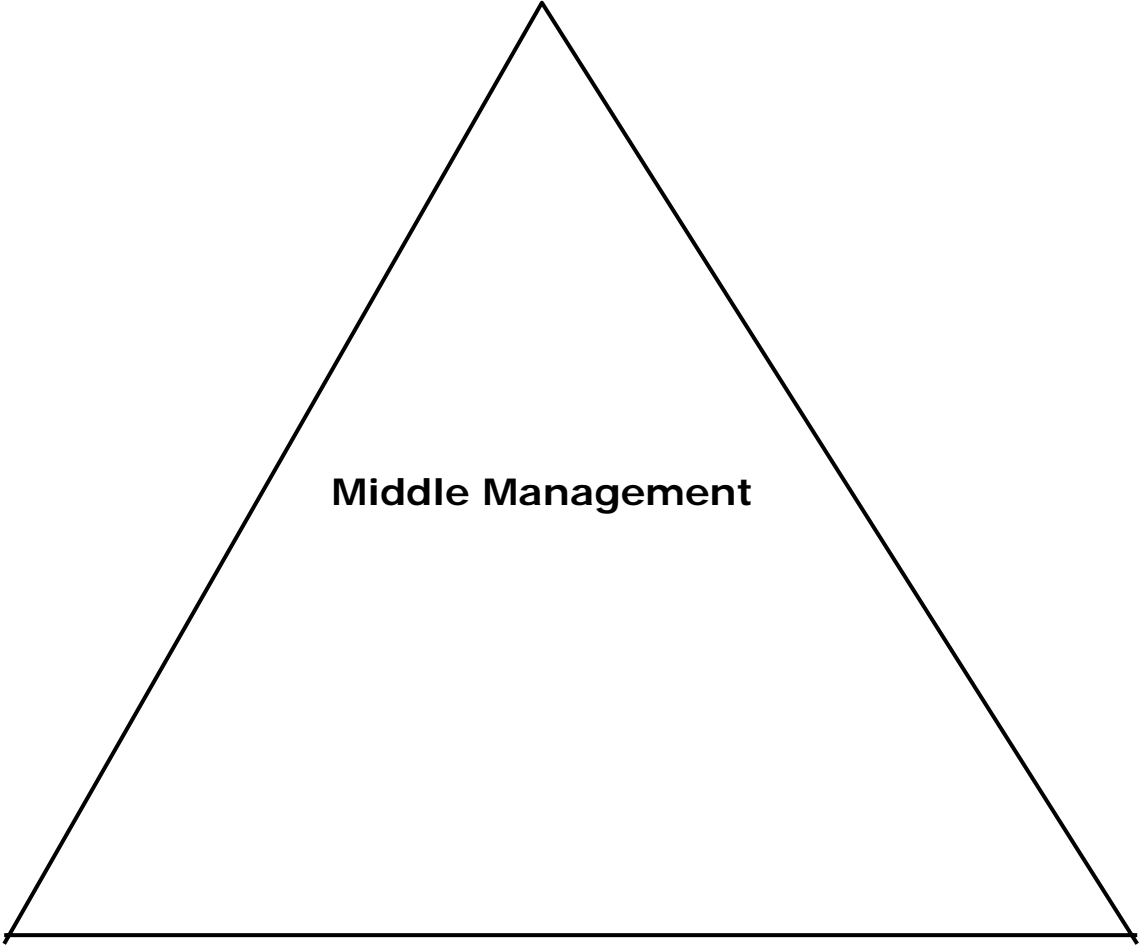
Both the culture and the structure have a very strong influence on the way staff behave and on the problems of managing them.

Culture is hidden. Structure can be seen and drawn. Structure may reflect culture.

This is a typical structure. Clear, understandable.

The one that follows is also clear, but the culture is very different.

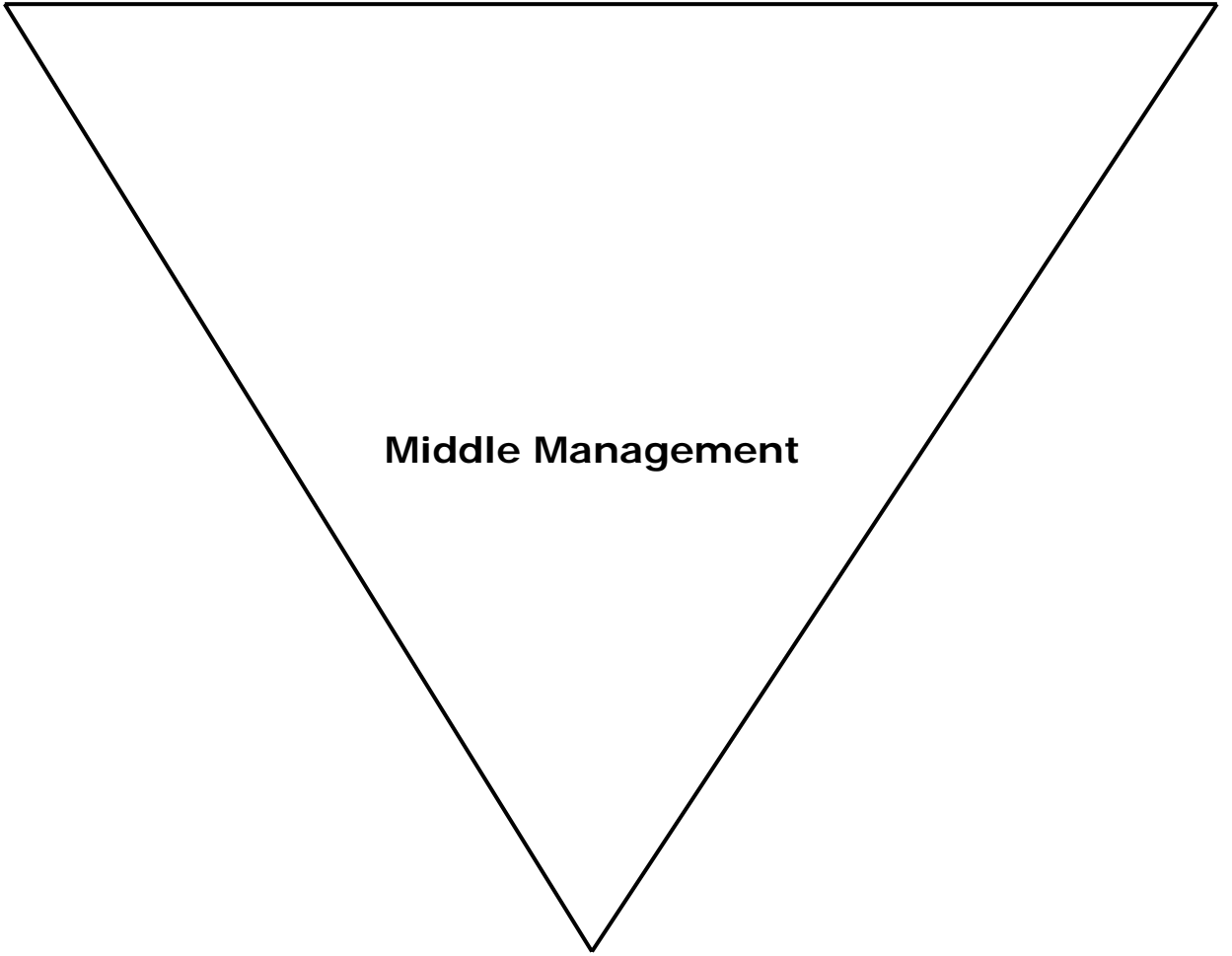
Director



Middle Management

Front Line Staff

Front Line Staff



Middle Management

Director

ORGANISATIONAL MATURITY

There are three kinds of organisation:

Those that make things happen; ("Let's start an Internet service")

Those that watch things happen; ("The Internet is becoming important")

Those that wonder, what happened? ("Why does nobody come to the library?")

A 'mature' organisation is willing to learn from its own activities, and from the external environment.

EXERCISE

2. The CURRENT SITUATION

CHANGE AUDIT

How willing are the staff of the library to change? Of course there are financial problems which make change difficult to achieve, there are physical problems, there are skills problems, but the most important factor is the 'culture' of the library. Does the culture encourage, or discourage, change?

The challenge for management is to keep in balance the external forces for change and the internal dynamics of the organisation; stimulating flexibility, encouraging innovation and creating a climate which is hospitable to change while, at the same time, maintaining stability, giving a clear sense of the organisation's mission or direction, and nurturing motivation and individual morale.

RULES FOR DISCOURAGING NEW IDEAS

1. Regard any new idea from below with suspicion - because it's new and from below
2. Insist that people who need your approval to act, first go through several other levels of management to get their signatures.
3. Ask departments or individuals to challenge and criticise each other's proposals. (That saves you the job of deciding; you just pick the survivor.)
4. Express your criticisms freely, and withhold praise. (That keeps people alert.) Let them know they can be punished at any time.
5. Treat identification of problems as signs of failure, to discourage people from letting you know when something in their area isn't working well.
6. Control every thing carefully. Make sure people count anything that can be counted, frequently.
7. Make decisions to reorganise or change policies in secret, and spring them on people unexpectedly. (That also keeps people alert.)
8. Make sure that requests for information are fully justified, and make sure that it is not given out to managers freely. (You don't want data to fall into the wrong hands.)
9. Assign to lower level managers, in the name of delegation and participation, responsibility for deciding how to cut back, sack, move around, or otherwise implement threatening decisions you have made, and get them to do it quickly.
10. Above all, never forget that you, the higher-ups, already know everything important about the organisation.

EXERCISE

STRUCTURES

Organisational Structure is related to organisational culture.

Structure is:

"The arrangement and inter-relationship of the component parts and positions of an organisation."

The purpose of a structure is:

- to divide the work up into appropriate units
- to help co-ordination of activities towards objectives
- to define tasks, responsibilities, roles and relationships, channels of communications.

Organisational culture and structure are important, because they affect relationships between individuals working in an organisation. An organisation may want to change and may have the resources and physical capacity to do so. However, a physical change, such as changing the structure so that first line managers have more responsibility, may fail if the culture of the organisation is not appropriate to the new structure. e.g. if first line managers are used to being told what to do; they may not be prepared to accept more responsibility.

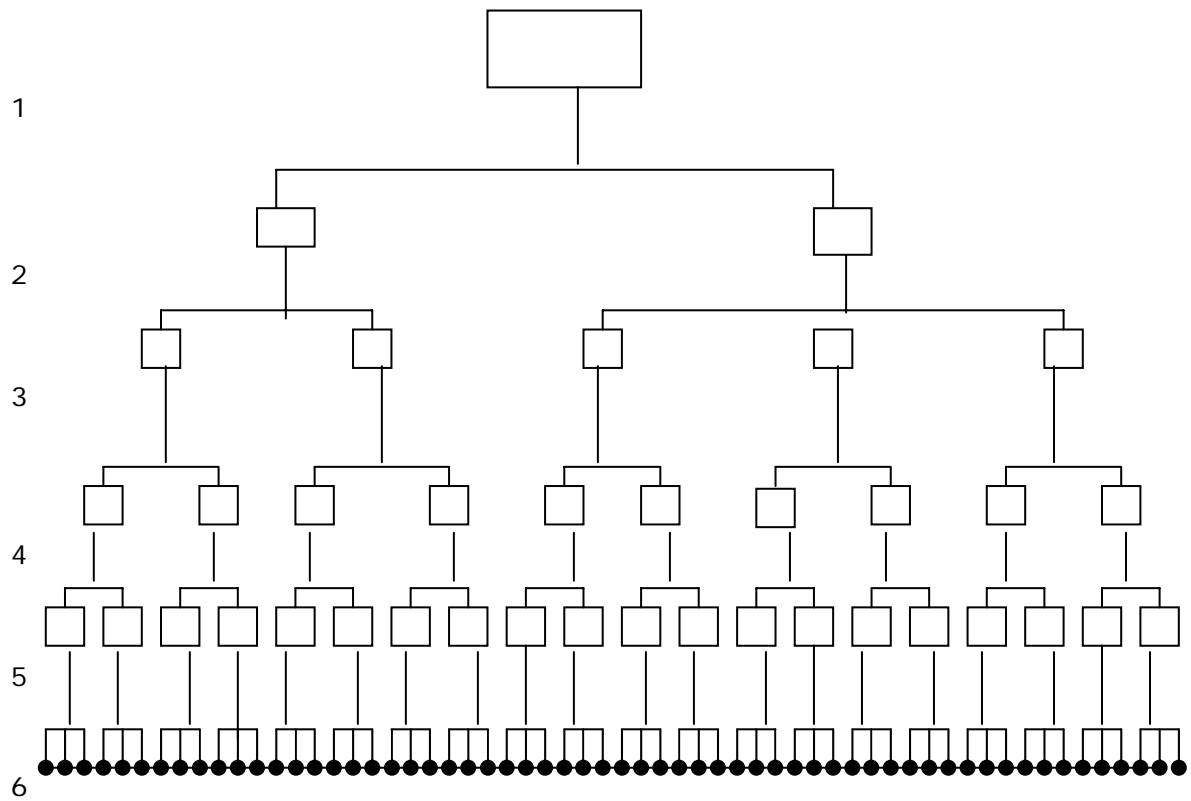
An initiative to encourage positive thinking and creativity may fail if employees are used to being punished for making mistakes. They will not be prepared to take risks.

The ability of an organisation to respond to a hostile environment e.g. no money for acquisitions, very much depends on its culture and structure.

If the culture of the organisation is autocratic the structures will be hierarchical and controlling and are likely to be TALL.

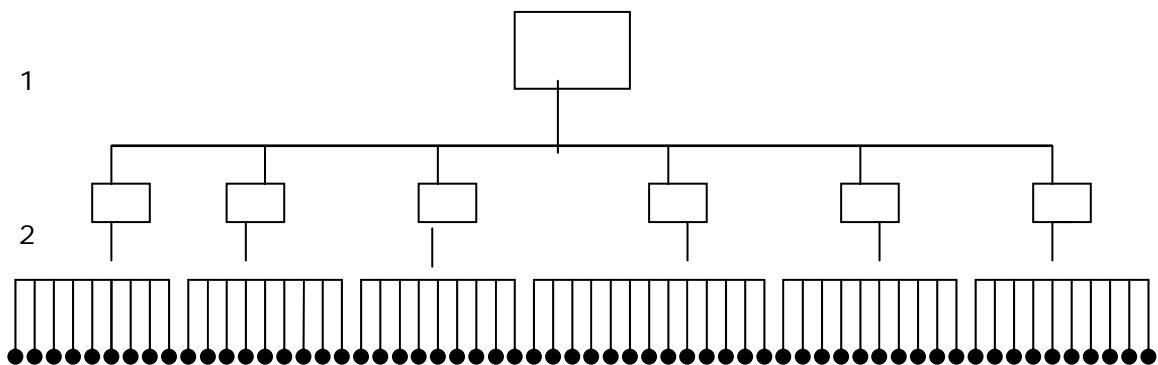
If the culture of the organisation is supporting and encouraging the structures will be flexible and responsibility delegated. FLAT

TALL organisation structure



60 positions 3 subordinates report to each supervisor Number of levels = 6

FLAT organisation structure



60 positions 9-13 subordinates report to each supervisor Number of levels = 3

Tall structures:

- many rules and regulations. Clear where decisions are made.
- rigidly defined tasks and duties. More control.
- little teamwork. Economical - little duplication.
- centralises decision-making.
- top managers make better decisions!

Tall structures are best when the situation is **stable**.

Flat structures:

- more opportunity to use knowledge and experience.
- give more responsibility (fewer hierarchical levels).
- delegation reduces senior management stress.
- helps communication.
- reduces friction between levels.
- flexible. Cope with uncertainty and complexity better.
- few rules and regulations.
- encourages teamwork. Increased motivation.
- decentralises decision-making to staff actually doing the job.

BUT flat structures also reduce the opportunities for promotion. This can produce frustration if salaries and power are related to a hierarchy.

SPAN OF CONTROL refers to the number of subordinates who report directly to a manager or supervisor.

For many years it was thought that the maximum number was about six. Information Technology and improvements in communications technology mean that this number might be increased.

If there are too many people to manage, (the span of control is too large) subordinates may receive too little guidance and communication may be poor. If the span of control is too small, there will tend to be too many levels in the hierarchy. Decision-making may be slow and initiatives may be stifled.

If the environment is difficult, and is constantly changing, the best structure is one that is flexible and makes change easy. Flat structures are best in this situation.

A helpful structure:

- has the minimum number of management levels;
- permits flexibility;
- is satisfying to work in ("quality of working life" culture);
- allows decisions to be made at the lowest possible level.

3. MANAGEMENT

MANAGEMENT STYLE

Is the management style of the director and senior administrators evident throughout the organisation, or are there areas of different, perhaps conflicting, styles in practice?

Is the organisational mission clearly stated, with programme objectives properly synchronised; or is there contradiction between the mission and the services that are in place?

Do individual goals and personal expectations reflect departmental priorities that in turn reflect organisational priorities, or is the individual excluded from the goal-setting process?

Is the organisation's culture strong and unified in order to support decentralising power and decision-making through the budget process; or is it too great a risk to allocate budget responsibility to departments because of parochialism and self-interest?

Generally, is there a strong, uniform sense of how the organisation works, with values that are shared by all and with a common understanding of direction and purpose; or are there pockets of dissent, disagreement and/or conflict with regard to values and philosophy of purpose?

Has there been an emphasis on staff development? How extensively and how consistently? Do supervisors and department heads embrace their roles as agents for staff development; or is the responsibility for staff development removed from the supervisory role?

Do you:?

make decision yourself with your own information.

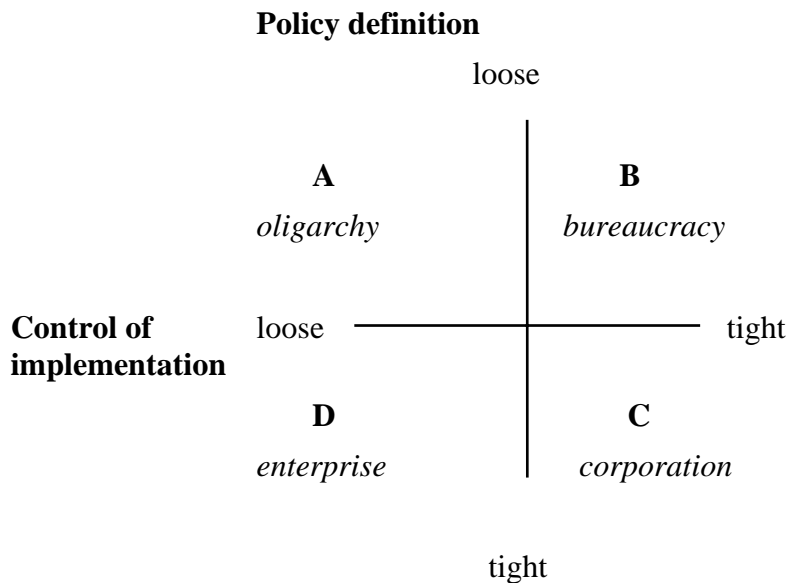
get information from staff, then make decision.

discuss problem with staff individually, get ideas then make decision yourself.

discuss problem with staff as a group, get collective ideas, then make decision yourself.

discuss problem with staff as a group, collectively evaluating solutions and attempting to reach a consensus. Own role is to chair the group and support & accept their decision.

One way of defining the culture of an organisation is by examining the management style:



Oligarchy or collegium: In the **oligarchy**, the director tends to be a professional leader concerned mainly with research and professional developments, gently guiding other leading professionals whilst giving them autonomy in their fields. Often bordering on benevolent paternalism, this is a relaxed role invariably supported by one or more deputy directors who chair key committees or represent staff members, although the director may sometimes act as trouble-shooter. It assumes staff have an intrinsic commitment to their work and the library. Specialists in professional departments will probably see their main external point of reference as other specialists in their topic. Their main influence will be in decisions on professional topics. They will bring to the debate input from recent publications, or knowledge gained at professional conferences or ideas from similar departments

Bureaucracy/state administration: staff in administrative offices will be very conscious of matters such as legal requirements, well-defined financial accounting procedures, or the cost formula for cleaning each square metre of floor space! Knowledge of regulations, or the requirements of national bodies, will be an important contribution to their relations with professional staff, while their external contacts will include government civil servants.

Bureaucracy is a meetings culture, often with a hierarchy of committees meeting in a regular cycle and proceeding sedately through standard business. It is not good in crises! Proceedings are paper-based so the manager needs paper skills, as well as interpersonal skills and knowledge of procedures and precedents. Committees also tend to be data-oriented, so good use of available data and control of the information flow is crucial. Committees can ensure representative democracy and equitable treatment of all interests. They can, however, try to please everybody, losing time in fruitless debate, or be unable to cut through opposition from well-organised competing sub-groups within their membership. Committees can also be used to avoid, delay or keep back issues from more public debate.

in the corporation, senior staff, especially the director, will be sensitive to external policy developments and the views of politicians and opinion leaders in the development of State policy. They may try to influence colleagues by reference to their conversations with such people, and similarly influence others responsible for drafting new laws. Senior staff in this sector are political and tend, therefore, to use:

patronage	bargaining
sanctions	resource control
rewards	manipulation

the enterprise will also look outward and be tuned to changes in the **market**, the views of users, or preferences on the part of the community or sponsors. The first two may often be supported by survey research that the academic entrepreneur will exploit in debates on development priorities. One of the elements **bureaucracy** and the **enterprise** culture have in common is the use of data. In bureaucracies, it tends to be general and large-scale; in enterprises, it is focused and particular. Managers here tend to work on a record of achievement - of innovation, satisfied clients, income generation and conformity with the mission and image of the university. They will often have a loyal team who inspires confidence through their evident ability and achievement. Also important are presentation skills based on good information from a network of contacts who may be called upon to support proposals, sometimes from outside. Given that rapid decisions are often crucial, there must be trust rather than the slow democracy of the bureaucracy or the politics of the corporation. Trust has to be capable of surviving an occasional disaster in a risk culture in which a long record of success can be undermined by a single error.

MANAGING CHANGE

Until recently libraries received adequate funds from the Ministry in the capital but could not make changes in the services they provided to users. Now the situation is the opposite - there is little money but there is the possibility of making changes in services to make them more useful to users.

This situation can be considered as a **threat** to libraries or it can be considered as an **opportunity**. It is not sensible to see it as a threat. It will be a long time before money is available again for libraries and it will never again be as much as before. Libraries in every country also have to provide services with less money than before.

The situation must be seen as an opportunity - an opportunity to plan and implement new services that will meet the needs of users better. The needs of users are changing as new styles of teaching and learning are used. A Strategic Development Plan produced by the Library is the vital first step in thinking about the possibilities for providing services that are realistic and useful for users in the future. The Plan will show that the library staff is not satisfied with the services that are available now.

When the decision has been made about the changes they must be implemented. Implementation is achieved through flexibility in the attitudes of staff, not by force.

The stages in planning changes in services for the Library or for a department are:

1. Analyse the existing situation and consider reasons for changes;
2. Consider and analyse the needs of users and how they may change;
3. Consider the objectives and purpose of the Library or department or service;
4. Consider the alternatives and discuss them with staff who will be effected;
5. Choose the most appropriate solution after advice from staff groups.

When the decision has been made about the changes they must be implemented. Implementation is achieved through flexibility in the attitudes of staff, not by force.

The stages in implementation are:

1. Explaining to everyone the problem and the solution that has been decided;
2. Explaining the way in which the changes will be made;
3. Creating a team to implement the changes;
4. Retraining staff who will be involved;
5. Making the change to the new system or service;
6. Ensuring that the changes are permanent;
7. Measuring the effects in comparison with former system or service.

Resistance to new ideas is certain because the unknown is frightening. Resistance may take the form of: avoidance; hostility; underproduction; or absenteeism.

It is important to involve staff in discussion of the reasons for changes and the solutions to be adopted. Staff must be given time to adjust to the idea of the change. Staff who receive clear and early information about the ways in which a change will effect the Library or department and themselves will react more positively than those with little or late information. **Bad news is better than no news.**

Uncertainty about skills and ability in a changed situation will cause resistance. Retraining is important and must not be neglected. The longer staff have been using the old system or service the more important it is to give training in the new skills needed.

Participation in deciding and implementing changes gives knowledge and improves morale by providing a sense of control. This will lessen resistance.

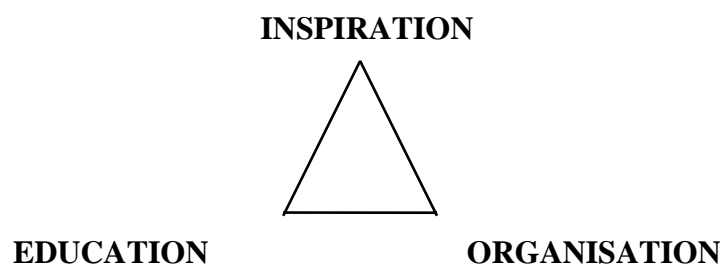
4. PERSONAL STYLES: Leadership & Teamwork

The concept of leadership

For libraries in periods of transition, **the role of their leaders has emerged as crucial.** The arrival of a new director has provided not only an opportunity for change, but also an impetus to the process and a direction to policy. Equally, the loss of a director, or the departure of other key post holders at times creates a loss of momentum. For this reason, **leadership should not come from only one person. Policies and processes need to be institutionalised.**

One small organisation had the same leader for over 15 years. When he left, staff found they could not take decisions, resolve conflicts or set priorities because all these tasks had been the responsibility of one person. There was no basic leadership infrastructure to support them.

At the very simplest level, these three key qualities can be shown in a triangle.



Components of Leadership

Some people combine all three elements to a marked extent and, again, examples will come quickly to mind. Peter the Great and Napoleon both reorganised the way the State was structured and sponsored education. If such attributes are considered essential, one may either seek one individual who possesses them in combination, or others who possess them collectively and should work together. This matter will be reconsidered in our subsequent discussion of the difference between leadership and management.

Power and Authority

Power means force, orders. Authority means people will do what you want because of the value of what you say, not because of the position you have.

coercion power = the power to punish
connection power = who they know
charisma authority = personal characteristics

Using power, authority and influence is one characteristic of leadership.

A leader cannot avoid the exercise of authority any more than he/she can avoid the responsibility for what happens to his organisation.... In fact it is a major function of the top executive to take on his/her own shoulders the responsibility for resolving the uncertainties that are always involved in important decisions.

LEADERSHIP

A relationship through which one person influences the behaviour of other people.

The most effective leader is the one whose followers don't know they are being led.

Leaders cause change. Everything else is management.

n.b.

Leadership does not necessarily take place within the formal hierarchical structure of the organisation.

Leaders have energy and commitment. Flexibility.

Shared leadership = staff participation in the determination of what the library will become as well as participating in the implementation and management of that future.

Leadership attributes and needs:

- visionary potential
- ability to enlist others
- confidence and encouraging trust
- risk-taking potential
- empowering skills.

These are developed in staff by:

- participation in task forces/committees
- co-ordinator positions
- promotion/reward systems
- organisation design/reorganisation
- projects/acting positions/job rotation/Internships
- formal staff development programmes
- strategic planning process. A system-wide strategic planning process

is an excellent example of a formal mechanism that creates the learning climate for two of the leadership skills: developing visionary potential, and developing the ability to enlist others.

Staff need to know how to build teams and how to motivate them.

Staff are usually in charge of processes or sites, not objectives or user needs.

It is quite possible for staff to be overworked and under stretched at the same time.

Functions of leadership:

to prepare and explain an organisational (and personal) vision;

to encourage staff to grow, develop, be creative;

to be an example of organisational values and beliefs;

to encourage a belief in the purpose of the organisation.

Leaders are needed for many kinds of work groups and often emerge informally.

Informal leaders sometimes have greater influence than those formally appointed as leaders.

leaders make planning and change **wanted**,

managers make it **happen**, and

administrators)

librarians)

support staff)

make it work.

DOWN WITH MANAGEMENT!

People don't want to be managed. They want to be led.

Whoever heard of a world manager? World leader, yes.

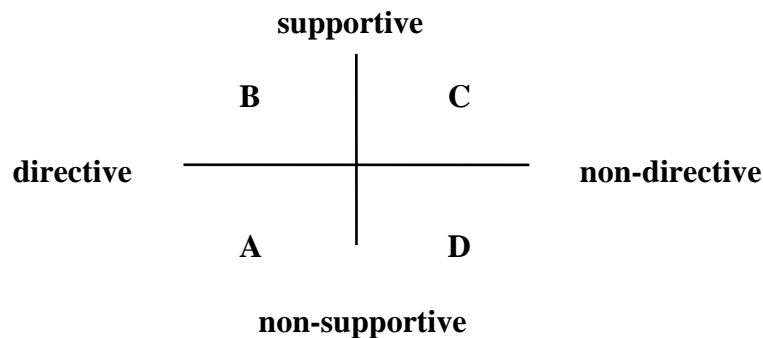
Educational leader. Political leader. Religious leader. Business leader.

They lead, they don't manage.

If you want to manage somebody, manage yourself.

Do that well and you'll be ready to stop managing, and start leading.

It is useful to think of managing people in *four ways*, with various degrees of **directiveness** and **supportiveness**:



Approaches to management

The first approach, quadrant **A**, may consist in testing the collaborator: “go and do this, and this”. The risk is that, if this continues and is applied indiscriminately, the atmosphere may become like that of an army or even a prison!

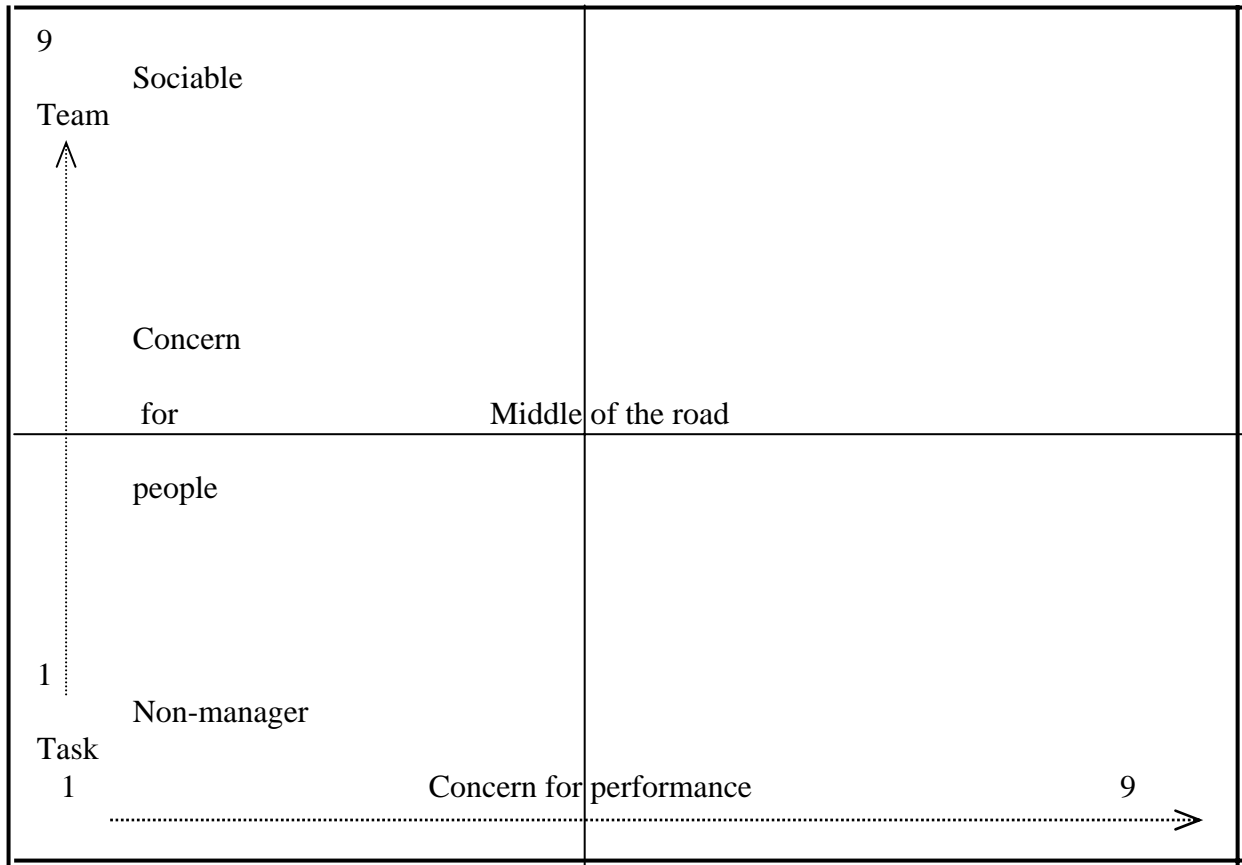
In quadrant **B**, the training, educative function of managers comes in: “go and do this and this. You might consult this book about the first task; for the second take it in the following steps and be careful about factors x and y. Come to see me if you have problems”.

In quadrant **C**, the supervisor and staff manager become more like counsellors. The initiative about contact moves to staff members as they become clearer about what they should do and confident about doing it. They take more responsibility and seek support when they need it.

There are some who claim that quadrant **D** represents maturity in management - the need for supervision, monitoring, control has disappeared because collaborators can manage themselves. Perhaps. But there will be times when they need guidance (quadrant C) and when, with new duties, or changes in operations, such as using IT for teaching, they will need further training (quadrant B). There is also a risk in quadrant D that the manager will abdicate responsibility and, perhaps to be an absentee or reclusive manager, claim that the staff member should be mature enough to self-manage.

Leadership styles:

1. Task manager, who is concerned almost totally with performance, keeping interpersonal variables out of the work as much as possible.
2. Team manager, who looks for commitment from people while retaining a high concern for performance.
3. Middle of the road manager, makes a balance between performance and the morale and motivation of staff.
4. Sociable manager, who is more concerned with establishing group harmony than with performance.
5. Non-manager, who does as little as possible in either direction.



DECISION-MAKING

Tell people - Appropriate when the task is important and there is little room for manoeuvre.

Sell to people - Appropriate when both task and commitment are important, and there is some room for manoeuvre.

Delegate to people - Appropriate when the options are wide open and when commitment and staff development are most important.

Decide together - Appropriate when there is room for manoeuvre, and when time-scales are not so important. Also when information is lacking and commitment is needed. Cements relationships.

TEAMWORK

The sense of belonging, interpersonal contact and the 'social' aspect of work, all of which have been shown to improve the motivation of staff, can be increased by designing jobs so that people work in teams.

Group: any kind of mutual or common relation, or a certain degree of similarity.

Team: a number of persons associated in some joint action; ... hence, a group collaborating in the professional work or in some enterprise or assignment.

A group in which the individuals have a common aim and in which the jobs and skills of each member fit in with those of the others.

Teams can be used both to achieve organisational goals for the library and to satisfy the individual needs of staff. The library will tend to see team management as a means of distributing and controlling work, solving problems, making decisions, improving communication, increasing commitment and resolving conflict. This is a 'top-down' view that could be seen as a management plan to achieve greater productivity.

Individual library staff may see the team more as a means of satisfying social needs, giving them a greater 'sense of belonging' at work. This 'bottom-up' view could be seen as an excuse for simply socialising. But staff who are well motivated have a real sense of wishing to share in the team effort to achieve common and agreed objectives. There may sometimes be tension between the two views.

Teams may be:

Horizontal - members come from one level in the structure.

Vertical - members come from more than one level.

They may be:

Temporary - for a special task or project.

Permanent e.g. teams responsible for a particular aspect of the service.

They may be:

Manager-led.

Self-managing

Benefits of Teamwork:

1. Teams may be given a goal which is more understandable than the corporate goal. i.e. the team is focussing on a part of the whole.
2. Teams can quickly develop 'ownership' of their goal.
3. Teams can make better and quicker decisions than individuals alone.
4. Teams can be more creative than individuals. (Mixture of ideas and experiences).
5. Teams help in development of the individual.
6. Teams enable many staff (at all levels) to be involved in decision-making and problem-solving.
7. Participation of many staff leads to greater commitment to the goals of the organisation.

Teams have to be designed for maximum effectiveness, just as jobs have to be designed, or redesigned. A team with a strong-minded person in it, who is not willing to consider alternative views, will not be productive because one person makes all the decisions and it does not function as a team.

The size of the team has a big impact on effectiveness. 5-7 members may be most effective.

Research has shown that:

In groups with less than five members:

- There are fewer people to share tasks.

- There are more personal discussions.

- There is more participation.

In groups with more than seven members:

- There are fewer opportunities to participate.

- There are more member inhibitions.

- There is more chance of domination by aggressive members.

- There is more of a tendency to split into sub-groups.

A team goes through several stages:

Forming - the team meets and decides roles and objectives;

Storming - the team becomes relaxed so that conflicts can be expressed and solved;

Norming - the team starts to establish standards and norms of working, habits become established;

Performing - the team begins to work effectively.

No member should be more important than any other, but it is often useful if someone is responsible for the mechanics of the team's work. This person can be a **chairperson**.

EXERCISE