Unit: 25   Principles of Team Leading in Care Settings

Unit reference number:	J/616/7361
Level:	2
Unit type:	Optional
Credit value:	5
Guided learning hours:	37

Unit summary

Teams that work collaboratively towards shared objectives promote a positive image and demonstrate professionalism in any organisation. Possessing teamworking skills is an essential aspect of work within care settings to ensure the health and wellbeing of individuals.

In this unit, to increase your ability to become a successful team leader, you will learn about the principles that underpin team leading. You will investigate the ways in which different styles of leadership are applied to working practice and develop your understanding of how this supports team development. You will move on to explore the dynamics of teams, including key theories on the roles that team members play and how they evolve over time. You will consider how to lead the work of teams, steering them through change in the workplace. In the final part of the unit, you will explore team motivation and your role in encouraging others to work in a collaborative environment.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria outline the requirements the learner is expected to meet to achieve the unit.

Learning outcomes	Assessment criteria
1 Understand leadership styles in care settings	1.1 Describe characteristics of effective leaders
	1.2 Describe different leadership styles
	1.3 Describe ways in which leaders can motivate their teams
	1.4 Explain the benefits of effective leadership for organisations
2 Understand team dynamics	2.1 Explain the purpose of different types of team
	2.2 Describe the states of team development and behaviour
	2.3 Explain the concept of team role theory
	2.4 Explain how the principle of team role theory is used in team building and leadership
	2.5 Explain typical sources of conflict within a team and how they could be managed
3 Know about techniques used to lead the work of teams	3.1 Summarise the factors to be taken into account when setting targets
	3.2 Describe a range of techniques to monitor the flow of work of a team
	3.3 Describe techniques to identify and solve problems within a team
4 Know how the impact of change affects teams	4.1 Describe typical reasons for organisational change
	4.2 Explain the importance of accepting change positively
	4.3 Explain the potential impact to a team of negative responses to change
	4.4 Explain how to implement change within a team

Learning outcomes	Assessment criteria
5 Understand team motivation	5.1 Explain the meaning of the term motivation
	5.2 Explain factors that affect the level of motivation of team members
	5.3 Describe techniques that can be used to motivate team members
	5.4 Explain how having motivated staff affects an organisation

Content

What needs to be learned
Learning outcome 1: Understand leadership styles in care settings

Characteristics

- Adaptable.
- Self-confident.
- Proactive.
- Reliable.
- Ambitious.
- Motivational.
- Inspirational (have vision).
- Honesty and integrity.
- Decisive (ability to take control, delegate).
- Works well under pressure.

Leadership styles

- Lewin's leadership styles framework:
  - o authoritarian (autocratic)
  - o participative (democratic)
  - o delegate (laissez-faire).
- Goleman's leadership styles:
  - o visionary
  - o coaching.
  - o affiliative (facilitative)
  - o democratic
  - o pacesetting
  - o commanding.
- Other forms of leadership, e.g. transformational, team, cross-cultural, transactional, coaching, charismatic.

Methods of motivating teams

- Sharing vision and values.
- Valuing and respecting individuals.
- Giving positive, constructive feedback and recognition.
- Offering minimal criticism.
- Fostering innovation.
- Providing choices, collaboration, engagement in decision making.
- Enabling social capital.
- Stretching talents.
- Managing aspirations.

What needs to be learned

Benefits of team leadership in promoting care settings

- Meeting setting's needs.
- Promoting best practice and provision.
- Creating a positive image for individuals, professionals and outside agencies and organisations.
- Enabling profit margins.
- Financial benefits.
- Recruitment and retention (staff motivation).

Learning outcome 2: Understand team dynamics

Teams

- Temporary (assist permanent team members, dissolved when task complete).
- Permanent (ongoing task performance, not dissolved when task complete, move to different tasks).
- Committee (set tasks, permanent or temporary, have common interests/background).
- Virtual (teams connected via ICT).
- Self-managed (work together, no supervisory leader).
- Other team types, e.g. interdependent, task force, organisational, cross-functional.

Team development

- Tuckman's stages of team development.
- Forming (depending on leader for direction, individual roles in infancy).
- Storming (team members compete for positions within team).
- Norming (team members accept their roles and responsibilities and co-operate).
- Performing (positive team functioning, shared vision, leader delegates).
- Transforming (positive if the team is moving on to a new project, state of mourning if completion).

Belbin's team role theory

- Action-oriented roles (AOR):
  - Shaper (SH) (good at motivating others and keeping the team on target, can be aggressive or behave badly while trying to keep team on target)
  - Implementer (IMP) (practical and efficient in planning work, can be inflexible if alternative, more effective plans are put forward by other team members)
  - Completer-Finisher (CF) (high standards and good at evaluating teamwork, can be too picky.

What needs to be learned

- People-oriented roles (POR):
  - Resource Investigator (RI) (strong competitor with sector knowledge, can become forgetful and distracted from the purpose)
  - Co-ordinator (CO) (focused on team goals and good at delegation, may delegate too much work away from themselves)
  - Team worker (TW) (flexible and good at supporting team dynamics, can struggle to make decisions when facing opposition from other team members).
- Thought-oriented roles (TOR):
  - Plant (PL) (highly creative and good at problem solving, unconventional, forgetful)
  - Monitor-Evaluator (ME) (logical and impartial, too critical and slow)
  - Specialist (SP) (in-depth knowledge of a specific area, may not see the bigger picture or be able to work flexibly in different areas).

How team role theory is used in work practice

- Defining team roles and responsibilities to suit needs of task:
  - aligning skills, knowledge, experience to task orientation and group membership
  - defining specific roles required for task completion
  - delegating responsibility based on skills, knowledge, experience
  - building collaborative teamworking for strategic endeavours
  - designating leaders based on traits, personalities, strengths
  - agreeing modes of working and reporting
  - identifying and addressing possible tensions.

Managing conflict within teams

- Sources using Bell and Hart's eight causes of conflict:
  - resources
  - working styles
  - perceptions
  - goals
  - pressures
  - roles
  - personal values
  - unpredictable policies.
- Managing conflict:
  - negotiation
  - open communications (active listening, empathy, supportive, directive, valuing and respecting opinions, non-judgemental)
  - understanding personality types in managing conflict
  - understanding of individual members' personality, traits, behaviours
  - setting clear objectives
  - clarity of information (explaining written information)
  - consistency (application of policies, intervention, approach to individual team members).

What needs to be learned
Learning outcome 3: Know about techniques used to lead the work of teams

Factors when setting targets

- Performance measurements:
  - measurements for individuals, teams to show how their individual work contributes to the organisation's goals
  - to check output is in line with expectations in terms of quality, quantity and meeting objectives and deadlines
  - individual or team development (ensuring needs are met in line with performance targets)
  - resources (physical, human and budgetary)
  - team factors (experience, skills, previous achievements, aspirations, developmental needs, workload).
- SMART targets (specific, measurable, achievable, realistic, time-bound).

Techniques to monitor work flow

- Project management techniques:
  - set team and individual performance and learning objectives
  - monitor deadlines
  - monitor work and project milestones
  - progress reporting
  - Gantt charts to monitor project schedules.
- Performance management techniques.
- Key performance indicators (KPIs).
- Benchmarking against successful teams or projects.
- Work measurement.
- Setting and monitoring milestones.

Identifying and solving problems in team working

- Issues (cohesion, loss of team members, demotivation, conflict within the team, weak leadership, inappropriate leadership style, poor planning, lack of productivity, stress, personal issues).
- Identifying problems, e.g. through observation, appraisal, formal and informal meetings, KPIs, absence, quality of work.
- Solving issues (team briefings, one-to-one meetings, team review, succession planning, goal setting, reward, coaching, team planning).

What needs to be learned
Learning outcome 4: Know how the impact of change affects teams

Organisational change

- Organisational change examples.
- Reasons for change.

Importance of accepting change positively

- Accepting change positively (understanding of requirements, maintaining quality of work, identifying benefits of change).
- Maintaining positive approach (effective implementation of change, supporting team members, optimism, maintaining output, encouraging team development).

Impact on a team of negative responses to change

- Negative responses, e.g. resistance to change, reduced motivation, productivity, loss of team members.
- Impact, e.g. failure to meet business needs, stress, finance, lack of job security and job satisfaction.

Implementing change within a team

- Challenging resistance, e.g. communicating reasons, consulting, supporting team members, sharing vision, setting positive examples, linking to individual goals, allowing staff to participate in decisions, empowerment.
- Implementing change, e.g. brainstorming, retraining, participative planning, setting milestones and deadlines, engaging in 'blue-sky thinking', involvement in change process.

What needs to be learned
Learning outcome 5: Understand team motivation

Motivation

- Drive to behave in a certain way, decisions to start and complete activities, enthusiasm, willingness to engage, incentive to complete.

Factors affecting team members motivation to contribute to team objectives

- Shared vision and values.
- Feelings of value.
- Feedback, e.g. criticism, praise, celebration, recognition.
- Creativity, innovation.
- Level of support.
- Workload.
- Pay and working conditions.

Techniques to motivate teams

- Individual and group meetings.
- Incentives (financial, praise, recognition, celebrating success).
- Feedback.
- Equality of treatment.
- Positive role modelling.
- Encouraging innovation.

Effects of having motivated staff

- Improvements, e.g. better care of individuals, work output, organisational performance, reputation, retention of staff, recruitment.

Information for tutors

Suggested resources

Books

Leigh A and Maynard M – *Leading your Team (2nd revised edition)* (Nicholas Brealey Publishing, 2004) ISBN 9781857883046

Owen J – *How to Lead (3rd edition)* (Pearson Education Limited, 2011) ISBN 9780273769712

Watkins B, Bithell B, Griffiths and Parton N – *NVQ/SVQ Level 2 Team Leading Candidate Handbook* (Heinemann, 2012) ISBN 9780435077853

Websites

www.totaljobs.com/careers-advice/job-profile/	Website providing information for different jobs
www.skillsyouneed.com/leadership-skills.html	Information about leadership skills

Assessment

This guidance should be read in conjunction with the associated qualification specification for this unit.

This unit is internally assessed. To pass this unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria, and the requirements of the assessment strategy.

To ensure that the assessment tasks and activities enable learners to produce valid, sufficient, authentic and appropriate evidence that meets the assessment criteria, centres should follow the guidance given in *Section 8 Assessment* of the associated qualification specification and meet the requirements from the assessment strategy given below.

Wherever possible, centres should adopt an holistic approach to assessing the units in the qualification. This gives the assessment process greater rigour and minimises repetition, time and the burden of assessment on all parties involved in the process.

Unit assessment requirements

This unit must be assessed in accordance with the assessment strategy (principles) in *Annexe A* of the associated qualification specification.

Assessment of all learning outcomes (knowledge) may take place in or outside of a real work environment.