

Unit 26: Understanding how to Manage a Team

Unit reference number: T/616/7405

Level: 4

Unit type: Optional

Credit value: 5

Guided learning hours: 39

Unit summary

An effective team is one where there is a positive and supportive culture. In care settings, it is expected that the team has a shared vision and that they can work well together to meet agreed objectives.

In this unit, you will gain the knowledge and understanding needed to be able to manage team performance and development. You will analyse conflict and its effect on team performance, and review approaches to practice when supporting a shared purpose. By comparing models and stages of team development, you will learn to evaluate your own role in team participation, exploring the ways in which you can show support to others, overcome barriers and establish trust and accountability. You will further your understanding that team working means respecting and supporting the work of your colleagues and taking responsibility for your own work.

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 the attributes of effective team performance	1.1 Discuss the key features of effective team performance 1.2 Compare the models used to link individual roles and development with team performance
2 Understand how to support team development	2.1 Analyse the stages of team development 2.2 Discuss barriers to success and how these can be overcome 2.3 Analyse the effect group norms may have on team development 2.4 Differentiate between beneficial conflict and destructive conflict in teams 2.5 Evaluate methods of dealing with conflict within a team 2.6 Compare methods of developing and establishing trust and accountability within a team
3 Understand how to promote shared purpose within a team	3.1 Evaluate ways of promoting a shared vision within a team 3.2 Review approaches that encourage sharing of skills and knowledge between team members in line with agreed ways of working

Learning outcomes	Assessment criteria
<p>4 Understand how to promote a 'no-blame culture' within a team</p>	<p>4.1 Define the meaning of a 'no-blame culture'</p> <p>4.2 Evaluate the benefits of a 'no-blame culture'</p> <p>4.3 Describe how systems and processes can be used to support a no-blame culture</p> <p>4.4 Summarise strategies for managing risks associated with a no-blame culture</p>
<p>5 Understand different styles of leadership and management</p>	<p>5.1 Compare different styles of leadership and management</p> <p>5.2 Reflect on adjustments to own leadership and management style that may be required in different circumstances</p>

Content

What needs to be learned

Learning outcome 1: Understand the attributes of effective team performance

Aspects of team performance

- Collaboration.
- Cohesive environment.
- Working towards common goals.
- Respect and dignity.
- Understanding of roles and responsibilities.
- Competence in carrying out performance.
- Delegation and structure.
- Motivation and inspirational leadership.
- Encouraging innovation and creativity.
- Strong leadership.
- Continuing professional development.
- Meeting targets.

Models contributing to effective team performance

- Theories and models:
 - Syer and Connolly cycle of developing team working skills
 - Tuckman's team dynamics
 - Belbin's team roles
 - GROW model

Learning outcome 2: Understand how to support team development

Stages of team development

- Tuckman:
 - forming
 - storming
 - norming
 - performing
 - adjourning.
- Leigh and Maynard:
 - starting
 - sorting
 - stabilising
 - striving
 - succeeding
 - stopping.

What needs to be learned

Barriers and conflict in team development

- Communication styles, methods and needs of individuals.
- Planning.
- Training, e.g. level of training, training needs.
- Skills, e.g. competence level of teams.
- Experience of team members to carry out tasks.
- Budgets, e.g. restrictions on finances.
- Changes in the workplace, e.g. management, management styles, roles and responsibilities, policies and procedures, work environment.

Group norms

- Group size.
- Social psychology.
- Status in group.
- Personality traits.
- Perceptions.
- Expectations.
- Conflict and rivalry.
- Personality clash.
- Workloads.
- Beneficial conflict, e.g. creates discussion, activates, goals and targets are achieved.
- Destructive conflict, e.g. creates tension, negative environment which impacts on productivity, goals and targets.

Methods of dealing with conflict

- Conflict management models, e.g. Thomas-Kilmann Conflict Mode Instrument (TKI), Rahim theory of managing organisational conflict.
- Addressing conflict.
- Gathering and sharing information.
- Listening to team members.
- Agreeing problems.
- Reaching consensus.
- Building trust.

Trust and accountability

- Use of supervision.
- Team meetings.
- Shared goals.
- Delegation and allocation of roles and responsibilities.
- Analysing methods used, e.g. comparing outcomes to objectives/goals.

What needs to be learned

Learning outcome 3: Understand how to promote shared purpose within a team

Promoting a shared vision

- Shared methods of working.
- Communicating ideas, opinions to develop shared understanding.
- Aligning values and beliefs.
- Closer working methods between organisations and departments.
- Valuing contribution from others.
- Inclusive practice.
- Sharing of information.
- Listening to others.
- Making sure the team works to a common goal/objective.

Systems and processes

- Shared records.
- Team meetings.
- Supervision and appraisals.
- Staff training.

Skills and knowledge

- Establishing specific skills and knowledge of individuals.
- Using strengths in areas of task completion.
- Methods of encouraging team members to engage in collaborative enterprise, e.g. inclusive practice.
- Giving responsibility.
- Stimulating and motivating collaborative enterprise.
- Celebrating success.

Learning outcome 4: Understand how to promote a 'no-blame culture' within a team

No-blame culture'

- Definition of blame culture, e.g. person or group held responsible or unwilling to take responsibility for errors.
- Blame culture is focused on the past, develops stagnation, impasse.
- No-blame culture, e.g. focused on the future, allows growth and learning.
- Situations that create blame, e.g. adverse working conditions, mismanagement, team members not understanding roles and responsibilities, misalignment between skills and knowledge against task to be achieved.
- Acknowledgement of problems or potential problems.
- Creates an open dialogue in supportive environment.

What needs to be learned

- Listening support.
- Appropriate communication skills for different individuals.
- Understand antecedents, results.
- Mediation, e.g. hearing all sides of an issue, obtains/provides a balanced view.
- Adherence to policy and procedure.
- Collaborative and co-operative approach.
- Ability to explore not define.
- Resolve rather than blame.
- Promote rather than demote.
- Support the emotional health of individuals.
- Lessons learned.
- Reflection and review rather than justify.
- Moving forward.

Benefits of no-blame culture

- Cohesive team.
- Individuals feel listened to and heard.
- Creation of a safer working environment.
- Increases productivity.
- Increases staff motivation, retention.
- Professionalism of organisation from individuals outside.
- Team members more likely to report minor issues.
- Allows open discourse.

Systems and strategies for supporting no-blame culture

- Procedures in the work setting.
- Clearly communicating procedures to all team members.
- Establishing line of management and accountability.
- Recording policies and procedures.
- Quality assurance measures.
- Incentives.
- Risk assessments.
- Training.
- Creating environments where team members are confident about sharing ideas, reporting issues.
- Management systems and approaches that engender positive team working.
- Regular meetings, one-to-one appraisals mitigating against risk factors.

What needs to be learned

Learning outcome 5: Understand different styles of leadership and management

Theoretical definitions of forms of leadership

- Transformational leadership, to include Burns, Bass.
- Transactional leadership, to include Weber, Bass.
- Charismatic leadership, to include Conger and Kanungo, Shamire, House and Arthur.
- Contingency theory, to include Fiedler.
- Emotional leadership styles, e.g. Goleman et al's six styles (visionary, coaching, affiliative, democratic, pacesetter, commanding).
- Commonly used models, e.g. Adair's action-centred leadership, Fielder's contingency model, Vroom and Yetton's contingency model.

Management theories and concepts

- Management theory, e.g. Mintzberg.
- Management roles:
 - Fayolism
 - scientific management
 - Mintzberg's 10 management roles.
- Concepts:
 - contingency theory
 - Theory X and Y
 - systems theory
 - chaos theory
- Implemented to increase organisational productivity and service can be combined.

Information for tutors

Suggested resources

Books

Calpin P J, Langridge E, Morgan B, Platts R, Rowe J and Scragg T – Diploma in Leadership for Health and Social Care Level 5 (Nelson Thornes, 2012)

ISBN 9781408518106

Liraz M – How to Improve Your Leadership and Management Skills – Effective Strategies for Business Managers (Liraz Publishing, 2013, Kindle edition)

ASIN B00EA0Q3PW

Thomas A – Leadership and Management in Health and Social Care: NVQ Level 4 (Heinemann, 2008) ISBN 9780435500207 Websites

www.belbin.com	Resources on team role theory and management courses.
www.businessballs.com	Learning and development resource for people and organisations.
www.skillsforcare.org.uk	Sector Skills Council for the UK Care Sector – sets the standards and qualifications for social care workers.

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.