



# Unit 17: Team Development

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## Delivery guidance

This unit introduces the theories behind the development of effective teams within the hospitality industry. It will help learners to understand the types of team used throughout the hospitality industry, how these teams are formed and how they develop into effective and cohesive units. This unit will also help learners to understand team dynamics and how they can manage these to reduce the chances of conflict.

They will plan the activities of a team, lead a team to complete a practical activity and evaluate the performance of the team following the activity.

To complete this unit, learners will need access to a range of research materials, which could include sources of information and tools on the internet, journals or magazines, and books.

You could use a range of delivery methods in this unit, such as:

- discussions, e.g. class and small group discussions on the theories of team development
- individual or group presentations, e.g. different types of conflict within a team
- case studies, e.g. to illustrate how team development theories can be applied in the workplace
- videos, e.g. to illustrate team building techniques.

Learners will benefit from the involvement of local hospitality businesses so they can gain an insight into how the businesses work. You could involve local employers by:

- inviting them as guest speakers
- asking them to be present for learner presentations
- asking them to contribute to case study material
- asking them to provide work experience for learners
- asking them to provide business materials as exemplars
- asking them to act as mentors for your learners.

## Approaching the unit

Learning aim A introduces learners to the different types of team used in the hospitality industry and their strengths and weaknesses. It allows learners to investigate the characteristics of effective teams and the benefits these teams bring to individual businesses. Learners should have the opportunity to practise writing reports that consider all of this theory. You could also use presentations, case studies and videos to deliver the content.

Learning aim B examines team building theory and the development of an effective hospitality team. Encourage learners to take part in team building activities so they can compare the theories to real-life team building outcomes. Learners can practise their team building and communication techniques to gain an understanding of the causes of conflict that can threaten the effectiveness of teams.

Learning aim C is practical in nature and allows learners to develop their skills and apply the theories learnt, in planning, monitoring and evaluating the work of teams in practical situations. You could use role play and practice activities to allow learners to practise prior to assessment.

**Assessment model**

| Learning aim   | Key content areas  | Recommended assessment approach  |
|--|--|--|
| <b>A</b> Examine the benefits of teams in a hospitality business setting                               | <b>A1</b> The difference between a group and a team<br><b>A2</b> Types and purposes of business teams<br><b>A3</b> Characteristics and benefits of an effective team | A report that examines teams in hospitality business settings. It should consider types of teams and their purpose, and the benefits of these teams to the businesses.               |
| <b>B</b> Investigate techniques and theories used for the development of an effective hospitality team | <b>B1</b> Team building techniques<br><b>B2</b> Theories of team development<br><b>B3</b> Causes of team conflict  | A report that examines the effectiveness of a real team in a hospitality business setting. It should reflect on team theories and make recommendations for improvements to the team. |
| <b>C</b> Plan and evaluate the work of hospitality teams   | <b>C1</b> Planning and evaluating the work of hospitality teams<br><b>C2</b> Monitoring, supporting and developing team performance                                  | Evidence of planning, supervising and evaluating the work of a team.   |



## **Assessment guidance**

This unit is internally assessed. The recommended assessment is three assignments, one for each of the learning aims.

An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers. All learners must independently generate individual evidence that can be authenticated.

For learning aim A, learners have to present evidence that examines teams in hospitality business settings. It is most likely that this will be in the form of a report. Learners should consider the characteristics of different types of team as well as the purpose of the teams. They should also evaluate the benefits of these teams to the businesses in question.

For learning aim B, learners will present a report that examines the techniques and theories used in the development of effective teams. The report will consider team roles. Learners should provide an insight into the causes of conflict within teams and suggest how the theories and techniques they have discussed could help to reduce this conflict or improve the team.

For learning aim C, learners are required to plan, supervise and evaluate the work of teams in practical situations. This learning aim can be linked to any of the practical activities carried out for other units. Learners must provide evidence of planning the work of teams, monitor this work as it takes place and finally, evaluate the team performance.

## Getting started

This provides you with a starting place for one way of delivering the unit, based around the recommended assessment approach in the specification.

### Unit 17: Team Development

#### Introduction

Begin by providing an overview of the unit; what your learners will study and how they will be assessed. This delivery guide assumes that learners have no prior knowledge of planning and monitoring the work of teams, but you could find out if this is the case before beginning.

#### Learning aim A: Examine the benefits of teams in a hospitality business setting

- Use a presentation to introduce learners to the learning aim including:
  - the definitions of a group and a team
  - the different types of team in hospitality organisations
  - the advantages and disadvantages of each type of team
  - the size of teams
  - the structure of teams
  - the role of the supervisor in the development of teams
  - the purpose of teams.
- Ask learners to think about different types of team in hospitality businesses; prompt discussion if necessary, by giving an example. Expand the discussion to consider other industry sectors if learners are struggling to identify examples within hospitality businesses. Record examples and discuss.
- Use a presentation to confirm the range of types of team and define each of the following:
  - temporary
  - permanent
  - functional
  - multifunctional.
- Discuss (and record – learners could produce a report to summarise the discussion) the uses of each type of team within the hospitality industry and the advantages and disadvantages of each one.
- Have a class discussion about the differences between formal and informal teams. Capture learners' ideas about the differences on a flip chart. State that a formal team is one that has been formed by the organisation, while informal teams are teams that have been formed naturally by individuals who share common bonds. Ask learners when informal teams are used or should be used.
- Discuss the importance of team size. Use a presentation to explain that the size of a team depends on what an organisation is trying to achieve. Theorists suggest that five is the optimum number of members for a team, but in practice this is not usually possible.
- Ask learners what they think is the purpose of teams and discuss their ideas. Discuss the importance of functional teams to a business. This could be a good time to ask learners to research the benefits of teams to an organisation. A useful video that covers this and helps to define teams is available on YouTube: search for 'the importance of teams at the workplace Brandon'.
- Discuss learners' findings about the benefits of teams. Ensure the discussion covers the following points:

- contribution to the productivity and effectiveness of the business
  - development of a common purpose
  - clarification of roles
  - reduction of alienation
  - sharing of expertise
  - identification and development of talent
  - increased motivation
  - fostering innovation
  - stretching people's talents.
- If applicable, ask learners to give examples of benefits from their own workplaces, or from other situations when they have been part of a team. Use a football team or other sporting team to help illustrate these benefits.
  - Put learners into pairs and use a case study to help them to recognise the characteristics of effective teams compared with less effective teams. Learners can share their findings with the class. Alternatively, this could be a practice written exercise which they complete individually.
  - Use a presentation to confirm learning and to help discuss each of the characteristics of an effective team (learners may not find the characteristics easy to identify). Define each of the following characteristics and ask learners how each one can be achieved in the workplace:
    - sense of purpose
    - prioritisation of team goal
    - members have clear roles
    - clear lines of authority and decision making
    - conflict dealt with openly
    - personal traits appreciated and utilised
    - group norms set for working together
    - success shared and celebrated
    - trained and skilled members
    - good interpersonal relationships
    - all team members have opportunities to contribute.

If applicable, learners can give examples from their own workplaces or from other situations when they have been part of a team.

- Summarise the learning aim and check knowledge through a quiz or written test.
- Learners could produce a written report on the different types of team or the characteristics of teams to check learning and to practise their writing skills.
- Issue the assignment brief and learners can start to plan their report for learning aim A.

### **Learning aim B: Investigate techniques and theories used for the development of an effective hospitality team**

- Start by introducing learners to the topics and explaining how the learning aim will be assessed.
- A good introduction to team building is to deliver a practical session where learners take part in team building games. These games can be delivered in the classroom or externally; search online for '50 team building games that your employees would love' for some ideas.
- Learners should keep notes during the activity so they can provide a written evaluation of their own and others' contributions to the tasks. Design a worksheet mapped to Belbin's team role

characteristics and Tuckman's theory; yes/no responses would work best. These worksheets will be used later in the delivery of this learning aim.

- Introduce team building theory using a series of presentations, starting with Tuckman's stages of team development. Do not limit delivery to the stages of team development; also include typical 'behaviours' of teams at each stage. This will help learners to understand the model.
- Use a short case study or a series of short case studies to allow learners to determine the stages of team development and any issues that might arise at each stage.
- Give a presentation to introduce Belbin's team role theory. Explain how Belbin identified individual team roles and identified the behavioural strengths and weaknesses of each of these roles.
- Learners could carry out the Belbin Self-Perception Inventory to determine their individual roles. This can be found by searching online for 'the latest generation of Belbin assessments and reports'.
- Discuss the results of the Self-Perception Inventory activity to see if learners agree with the outcomes. Discuss how each role can contribute to a balanced team and why it is important that a team is made up of different 'types' of team role.
- A good video is available on YouTube (search 'how do Belbin roles work in teams?'), which uses famous fictional teams to explain the theory. Another useful video (search 'how Belbin roles work in Game of Thrones') explains the spread of roles within a group using Game of Thrones as an example.
- Ask learners to reflect on their evaluation of how they and their peers worked within the team building activities. Are they able to recognise some of the theories in their own and others' contributions to the tasks? An extension activity could involve learners trying to apply the two theories to their team activities to make improvements. They could prepare a short presentation to share their thoughts.
- Use a presentation to introduce Bell and Hart's eight causes of conflict and discuss the causes presented in the model. Then consider how to prevent conflict. A useful video from Brighton School of Management is available on YouTube (search for 'Eight causes of conflict'); this will help you to explain this theory.
- Ask learners to think about the other causes of conflict in a team, discuss them and record their ideas on a flip chart. Separate the responses into workplace and individual conflict. Use a presentation to fully describe:
  - non-compliance with rules and policies
  - misunderstandings
  - competition/rivalry.
- Ask learners if they have experienced conflict and, if so, to also think about how the conflict made them feel. A video on conflict resolution from Gregg Learning is available on YouTube (search 'HR basics: workplace conflict'); this can help to conclude this topic.
- Use a presentation to introduce learners to the concept of team building techniques. Starting with purpose and goals, introduce learners to writing SMART goals that can be used in practical activities. In small groups or pairs, learners practise writing SMART goals, for example, for a basic practical task such as making a cheese sandwich or a pot of tea. Ask learners to carry out these activities using only the SMART instructions and then to evaluate the effectiveness of each example.
- Discuss the importance of having clear team goals and also individual goals. Learners could consider a practical activity or role play in which they will be taking part, and set individual goals for team members. Ask learners how they would communicate the goals they have set and lead

a discussion to consider their ideas. They can practise setting and communicating individual and team goals. Learners should then evaluate which methods worked well and which did not.

- Show examples of mission/vision statements from hospitality organisations. While these are used at organisational level, they are a good example of how goals are communicated to the organisation's teams. YouTube has a useful video which includes examples from hospitality and from other well-known brands (search 'Yash Vision and Mission Statement of Companies').
- Using a case study based on a specific well-known hospitality organisation, ask learners how they think mission/vision statements can help teams to achieve goals. Are they sufficient or do teams need further guidance? A good video for explaining mission/vision statements and also SMART objectives is available from 365 Careers on YouTube ('The mission, vision and values statements').
- Discuss the use of feedback and the part it plays in creating cohesive teams. Ask learners to reflect on situations in which they have received feedback and how this made them feel. Use a case study or scenario to allow learners to write feedback in response to the scenario. Learners then practise giving their feedback to their peers. If possible, video these interactions so learners can use the footage to recommend improvements when writing and giving feedback.
- Use a presentation to link feedback to the use of rewards. Explain that sometimes feedback is the reward for good work. Discuss other ways that team members can be acknowledged and recognised for team and individual success. Ask learners to think about motivational theory and how individuals are motivated. (This is covered in Unit 4; if this unit has not yet been delivered, briefly introduce intrinsic and extrinsic motivation now). Link this to ideas about rewards and recognition.
- Guest speakers could talk about teams. Learners could ask questions about teams and how they are successfully developed. The speaker could explain how they prevent and defuse conflict situations within teams, giving examples of different sources of conflict. They could lead discussions about how these situations could be dealt with, for example, a team member not taking a fair share of the team's workload.
- Summarise the learning aim and check knowledge through a quiz or written test.
- Learners could produce a written evaluation of the theories explored to check their learning and to practise their writing skills.
- Issue the assignment brief and learners can start to plan their report for learning aim B.

### **Learning aim C: Plan and evaluate the work of hospitality teams**

- Start this learning aim by introducing learners to the topic and explaining how the learning aim will be assessed.
- Discuss the concept of planning the work of hospitality teams, its purpose and the processes involved. Provide learners with a job description relevant to their programme and ask them to compare their current skills with those required by the job described. Discuss their findings and explain that this is a simple skills audit.
- Use a presentation to explain the use of skills audits in the workplace and outline how they inform training requirements, the allocation of work roles and the planning of daily and weekly rotas.
- Introduce learners to the concept of establishing and using standards. Give learners a task such as answering the telephone and ask them to produce a set of standards for this task. Learners can then present their standards for discussion.
- As a class, discuss the wider use of standards in the workplace.
- Use a presentation to explain how standards are used when supervising the work of hospitality teams and how these standards feed into the monitoring of individual and team performance.

- Refer to the teaching on goal setting and discuss the setting of goals within the organisation.
- Use a presentation to introduce learners to the basic analytical tools of PESTLE and SWOT. Explain that PESTLE analyses the external business environment and SWOT the internal business environment. Explain how elements of both the external and internal environment can threaten planning and objective-setting processes.
- Expand the mnemonic PESTLE into its component parts: political, economic, social, technological, legal, environmental. Use a class discussion to investigate how individual PESTLE factors can affect the external business environment. Encourage learners to draw from local, national and international factors that can have either a positive or a negative impact on business. Use a presentation and/or a series of newspaper clippings to illustrate the discussion. Explain how PESTLE factors in other countries can impact hospitality businesses in your country, for example, terrorism in one country can divert tourists to another. This discussion is likely to be generic rather than applied.
- Use a case study to allow learners to undertake a basic SWOT analysis. Focus on weaknesses with which learners will be familiar, such as staffing and working patterns; this will allow them to think about solutions.
- Use a series of presentations to explain to learners how they could monitor, support and evaluate team performance. Start by introducing coaching and mentoring: explain their purpose and describe how they are carried out. This unit does not require learners to carry out coaching and mentoring activities for assessment purposes.
- Move on to explain monitoring and reviewing team performance. Refer to the use of standards in setting performance indicators. Explain how performance must be measured against standards on a regular basis to ensure that individuals are performing as needed and expected.
- Use a role play activity to allow learners to identify underperformance; perhaps use the telephone answering activity previously completed and refer to the standards produced for that activity. Some learners can perform the task as detailed and some can underperform on the task. Ask learners to identify and provide feedback to the learners who underperformed. This activity can be observed by 'assessors' and peers who can give feedback that learners use to review their performance. Each learner should undertake the activity.
- Discuss how to correct underperformance, including feedback, appraisals, review of work allocation and adaptation or reallocation of tasks.
- Use a presentation to aid a discussion about the purpose and process of support and development of team members who are performing below target.
- Learners must have plenty of opportunities to work in teams and/or groups, agreeing objectives and using team-working skills to achieve these objectives in addition to the learning for this unit. You should ensure that everyone has a chance to lead a team for part of a practice activity, as well as being a team member. This can be linked to the practical units of the learners' programme.
- Summarise the learning aim and check knowledge through a quiz or written test.
- Issue the assignment brief and learners can start to plan their involvement in a team activity for learning aim C. This can be linked to practical activities for other units to provide context.



## **Details of links to other BTEC units and qualifications, and to other relevant units/qualifications**

- Unit 1: The Hospitality Industry
- Unit 4: The Principles of Leadership and Supervision

## **Resources**

In addition to the resources listed below, publishers are likely to produce Pearson-endorsed textbooks that support this unit of the BTEC Nationals in Hospitality and Catering. Check the Pearson website (<http://qualifications.pearson.com/endorsed-resources>) for more information as titles achieve endorsement.

### **Websites**

Belbin – free information on Belbin’s Team Roles and answers to frequently asked questions relating to the Belbin methodology

BusinessBalls – free materials, articles and ideas relating to team roles and leadership

Business Case Studies – the Times 100 has economics and business case studies on topics such as teamwork; the site also has a selection of theory notes aimed at learners

Mind Tools – free materials on team management, including Tuckman’s model and Bell and Hart’s eight causes of conflict

Team Technology – free team building articles on the basics of team building and other team-related themes

tutor2U – this site gives resources and revision materials, plus links to other sources of information

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