



Learning Session:

Managing a Team

Learning Objectives

At the end of the session you will:

- understand what a team is and what qualities good teams possess.
- have looked at the way that teams develop and how you can influence them.
- have identified different behaviours in a team and how to combine these effectively.
- understand why you need to monitor and give feedback to team members.



Learning Session:

Managing a Team

Learning Links

The learning objectives in this session link to the following units:

- Managers Induction Standards (Refreshed 2012):
 - Standard 4: Using person-centred practice to achieve positive outcomes: HSC451

Managing a Team

Many health and social care services are not delivered by a single individual worker working alone. Rather they are delivered by a number of workers whose effectiveness will be enhanced if they work together as a team. This Individual Learning Session is aimed at those who manage a team of health and social care workers. It introduces some of the aspects of team working that you can influence and looks at ways that you can do so.

Introduction:

No individual can possess the best skills in all aspects of managing the delivery of support services. Whilst some are excellent at one aspect, others will excel at a different aspect. It is only as workers come together as a team, each bringing their different qualities and abilities that we can begin to reach excellence in the services we offer. These obvious truths lie at the heart of the need for good team-working.

On numerous occasions I have heard a manager being told they were lucky in the team they had to manage. On each occasion, I have been reminded of a comment reported to have been made by the great South African golfer, Gary Player who when accused of being a 'lucky' golfer is said to have replied, "Yes, and the more I practise, the luckier I get", and so it is with team-work. Good teams do not develop by chance. It takes more than luck to keep a good team achieving day in day out. Amongst the things it takes are knowledge, understanding, skill and effort on the part of the manager of the team. This Individual Learning Session is about developing your knowledge, understanding and skill of team-work.



The learning session is in four parts:**1. Basic Understanding**

Covers what a team is, what makes a good team and when team working is the right option.

2. Developing a Team

Looks at a number of different phases in the life of a team and how you, as the team leader or manager, can support the team in each phase.

3. Working as a Team.

Whilst a team is a group of people, a group is not necessarily a team. Rather a team is a group of people working together towards a common goal.

4. Behaviour in Teams

Considers the different behaviours a team demonstrates and sees how considering these helps you in the context of your team.

5. Monitoring and Evaluating Team Activity

Enables you to understand the importance of monitoring performance and giving appropriate feedback to team members.



Part 1 – Basic Understanding

What is a team?

As a starting point it is important to ensure that we all mean the same thing when we talk of “a team” and of “team-working”.

It is useful to know how to spell the word TEAM – remember, there is no “I” in TEAM!

This learning session will focus on the staff for whom you have day-to-day contact and manage at an operational level, staff to whom you are the line manager or have functional responsibility such as volunteers.



Activity

Spend five minutes thinking about what a team is and what makes it work?

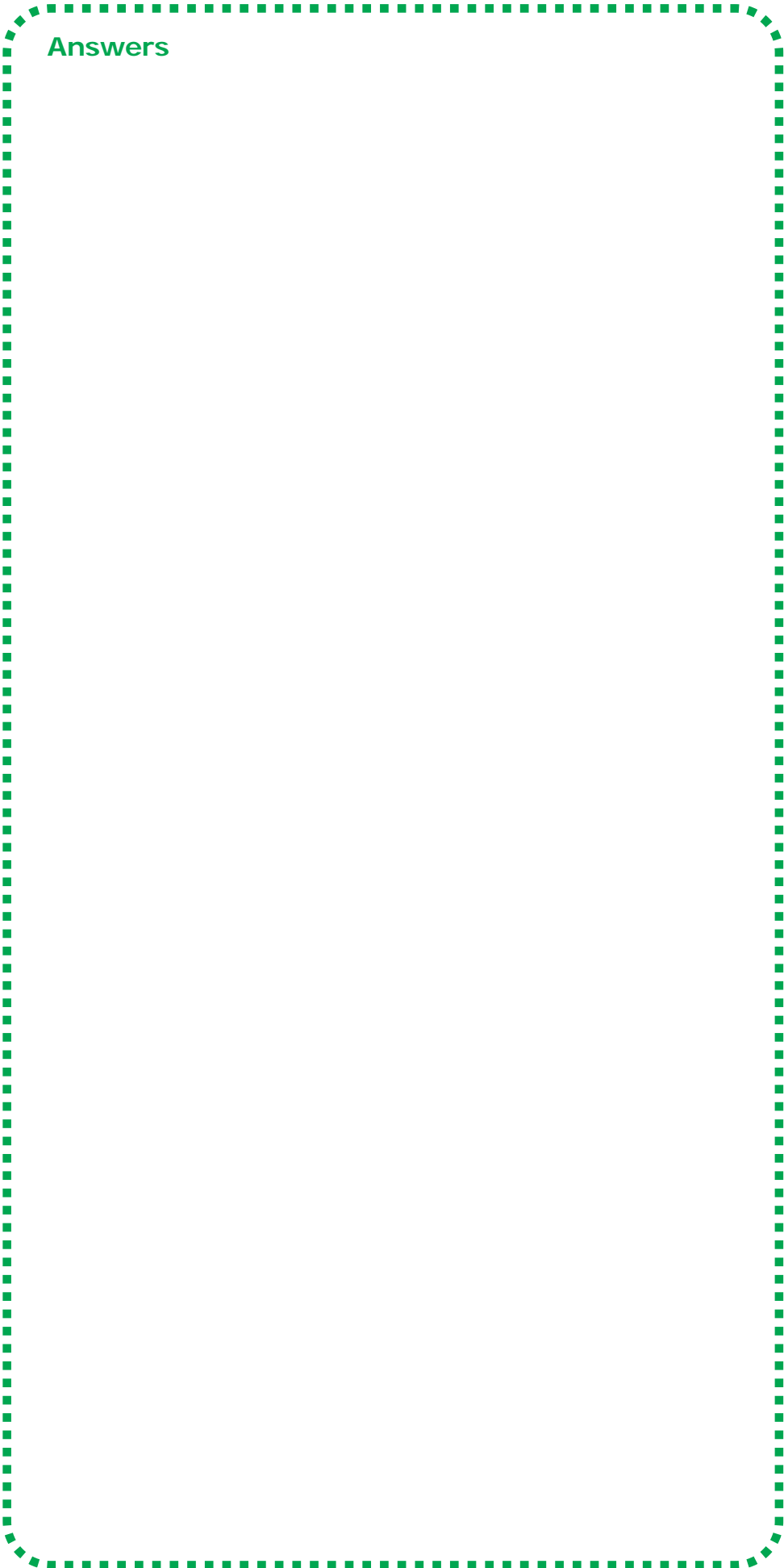
Who are the members of your team? You may find it helpful to make a list.

Start with the day-to-day staff, multidisciplinary members, senior managers, volunteers, etc. The list could be very long.

Answers



Answers



Team objectives

To operate as a successful team you will need to know where you are heading and how you are going to get there. Written plans and objectives are your way of identifying the specific goals that you all want to aim for and achieve. There should be agreed criteria within a realistic time-frame, utilising the resources that you have. You may already have heard of 'SMARTER' objectives,

SMARTER being the mnemonic for:

Specific
Measurable
Achievable
Realistic
Timely
Evaluate
Review

If your objectives are not smart then it may be worthwhile developing **SMARTER** objectives with your team and writing them up.

It is important to make sure all of the current team are aware of the team's objectives and ideally contribute in some way to the ideas and structure of them. New team members should have an opportunity to read through them and comment on the plans, knowing that in the future they will have the opportunity to review the plans at a team meeting when their contribution will become even more valuable.



Read up on the documents such as 'Key Themes', 'Best Value', 'National Service framework' reports or similar to identify where your team's plans fit into the bigger picture of the organisation.

If you have a regular newsletter does it identify individual team achievements within the organisation? Are you able to contribute to it? Is recognition given for team or individual achievements within the organisation?

Recognition of achievement is good to boost the morale of the individual and the team. Think how you felt the last time someone said to you 'well done'!

Don't forget that team members can support each other and by cooperation and praise for achievement given regularly and sincerely then team spirit will be positive. Be a good role model.

Positive energy produces positive working practices.



Activity

Find out how your team plans/goals/objectives fit into the organisational objectives.

Answers



Answers



Activity

What makes the difference between a good team and a poor team. Think of a good team that you have heard about, been part of or come across. This maybe related to work.

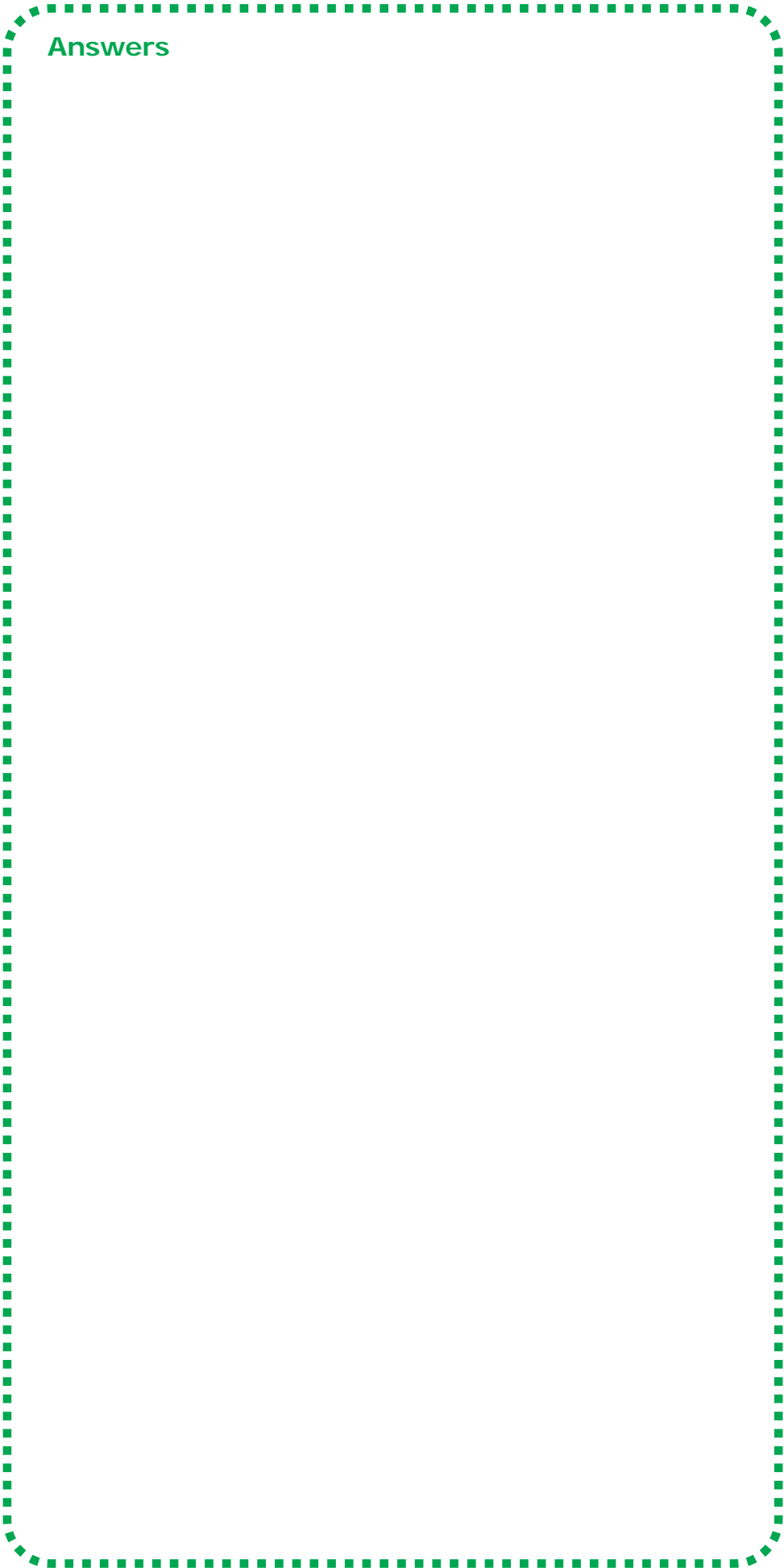
Try to answer the following question:

What are/were the characteristics that make you/others regard this as a good team?

Answers



Answers



The seven most common features reported of good teams are:

- Unity of purpose
- Good interaction and communication
- Cohesiveness
- Common standards
- Good individual skills/range of skills
- Good accepted leadership
- Success

The last one may seem strange and rather obvious. Of course it is a feature of a good team that it succeeds but there is slightly more to it than that. Good teams build on that success. As their success is recognised it enables them to develop a confidence and an enthusiasm that in turn leads to more success that in turn builds confidence and so on. Do not underestimate the importance of both achieving a success and having that success recognised in developing a good team.

If building and maintaining a team is going to take effort why is it worth making that effort?

Team working has a number of benefits. These seem to fall into two groups:

1. Benefits to the organisation and the service it offers
2. Benefits to the individual team members

1. Benefits to the organisation and the service it offers

These include helping to:

- deal with complex tasks - beyond the capabilities of individuals.
- provide continuity - when members leave or are unavailable.
- improve communication and consistency amongst the team members.
- share ideas, skills and expertise.
- provide a support mechanism and a learning environment.
- improve decision-making and problem-solving.
- facilitate change.



2. Benefits to the individual team members

These include helping to:

- develop interpersonal relationships.
- develop and maintain self-image and status.
- reinforce shared beliefs and values.
- meet the need for security and the support of others.
- enhance opportunities for growth and learning.

Team working is less useful when:

- there is a need for individuals to act spontaneously or quickly.
- there is a need for individual creativity.
- there is an authoritarian style of management - however benign that authority may perceive itself to be.
- there is little or no commonality about the objectives of the work.
- workers work separately, on different aspects of the work and rarely come together. Having the same manager is not enough of a reason for a group to spend time trying to be a team - as it depends on sharing common objectives.



Part 2 – Developing a Team

The Phases of Team Development

It is rare to get the opportunity to select your own team and develop it from the beginning. Most managers 'inherit' a team and the team changes over a period of time along with changes in organisational priorities and individual team members' requirements.

Many would say that the most valuable attribute of a manager will be the ability to communicate effectively with all team members. You will need to communicate face-to-face most of the time, formally and informally, in writing and on occasions to give information in different formats; i.e. electronically, in graphs, numerical data, statistics etc. Developing a successful team will depend on the ability of the management team to communicate effectively at all stages of development.

Five main phases of a team's development can be identified. As a mnemonic these have the initial letters 'A', 'B', 'C', 'D', and 'E' respectively:

A – Arriving

B – Battling

C – Co-operating

D – Delivering

E – Enduring

A – Arriving The team is at a stage where the members are relatively new to each other. Much time is spent getting to know each other and how each member works. As a result people may be guarded in what they say and take few risks. If this phase isn't handled appropriately the team may break down into small groups or pairs and attendance at events such as team meetings is likely to fall off.

B - Battling The team is in a stage where they are able to disagree with each other. But as yet the team hasn't established its ways of working and its common ground. The result is that every meeting can feel like a battle as personal agendas and styles are for the first time openly stated and almost inevitably, challenged. Failure to handle this phase appropriately can lead to more effort being spent getting your own way, preventing



others getting their own way and scoring points off each other, rather than on working out the best way to deliver the service for the service user/patient.

C – Cooperating The team begins to establish common ground, acceptable areas for disagreement and agreed ways to air those disagreements. These require the development of mutual understanding and respect amongst different team members and a willingness to compromise on personal agendas. For the first time, team members begin to accept that their differences can bring something to the team, rather than wanting all team members to be the same and to do the same thing. Common aims and objectives are agreed and as these are established the team can start to look at how these can be achieved and what each person can bring to help in their achievement.

D – Delivering The team succeeds in achieving many of its aims and objectives. Relationships are strengthened by the common experience of succeeding. New challenges within the work are welcomed rather than threatening the team.

E - Enduring The best teams are those that can maintain their ability to perform on a continuing basis. Three common aspects that could cause a team to fail to endure are:

Change – Changes in personnel, manager, roles, expectations - all need to be taken account of. The team needs to adapt and continually develop, making space for new members if they are to continue to deliver. Dangers include that the team becomes complacent about its ability, new ideas are frowned upon and alternative ways of working are rejected because they involve change to current practice.

Loss of Focus – A danger that threatens a team's ability to endure is that the team becomes more important than meeting objectives. Being part of the team is pleasant, comfortable and it becomes the centre of the team members' working life rather than the services and the service users/patients that it provides for.

Not Letting Go – The final failure for many teams is not knowing when to let go either of tasks or of members. New inappropriate tasks are taken on to justify the team's continuation. Members continually look back to good times or skilled members who have left.



No team will be completely in one or another phase, most will exhibit features of two, three or even all five. Nor do the five necessarily occur in the order 'A', 'B', 'C', 'D', and 'E' - teams move back and forth through the phases often revisiting a phase they have been through previously. However, many teams will show a dominant phase which has the most effect on their performance and it is important that, as manager/team leader, you are able to help them deal with this phase positively and in a productive way which moves them closer to delivering as a team.

In each of these phases there are things that the manager or team leader can do to help the team. Spend a few minutes thinking about what you could do to help the team when they are in each of the dominant phases:

A – Arriving

B – Battling

C – Co-operating

D – Delivering

E – Enduring





Activity

As a team manager or as a team member, spend a few minutes thinking about what you could do to help the team when they are in each of the dominant phases:

A – Arriving

B – Battling

C – Co-operating

D – Delivering

E – Enduring

Answers



Answers



Part 3 – Working a Team

Your team may currently be in a number of phases of team development. However this does not detract from the fact that the team has a number of objectives/tasks to complete on a daily basis, in order to achieve measurable outcomes or goals.

Goals must have a priority order and daily events in a supportive environment do not always run smoothly. How often have you planned a day during the drive in to work, only to find that due to staff shortages, a seriously ill service user/patient, or a major equipment fault that your plans and priorities had to change immediately as you arrived?

Emergencies obviously have to be dealt with first. Allocation of work needs to be reorganised when staff are off unexpectedly, tasks have to be completed using other safe methods, or alternatives need to be identified and implemented short-term.

How do you do this? Experienced managers have a wealth of experience to call on whereas less experienced managers may ask for help from other managers. Other managers can utilise their team members knowledge, skills and abilities to identify successful solutions to the immediate problems. In a good team this will occur almost spontaneously, with very little impact on daily events. In a poor performing team, a manager will need to give instructions to each team member and may have to deal with the conflict that arises from dissatisfied members or those who are unwilling to cooperate and be flexible, thus causing additional difficulties.

How do you allocate work?

Do you give orders out at the beginning of a shift; do you post up a list of tasks to be done; do you discuss preferences at a 'handover meeting' with staff before the shift begins?

How you communicate and share ideas regarding the expectations of staff members at the beginning of a shift may influence the outcomes for the day, even the week's work.

At the next staff meeting discuss how they would like to be allocated work. What methods do they perceive as being respectful to their skills and knowledge and what methods make them feel devalued.



Think about whether you had seen their perspective on these matters when you have had this discussion with them. If you have been in post for a while, or have had recent changes of staff members; this can often refocus your approach to communicating with team members and make you more effective in the future.

Part 4 – Behaviour in Teams



A list of some of the behaviours we use in teams is given below. They are split between 10 behaviours under the heading Task Processes – that focus on the work; and another 10 behaviours - People Processes – that focus on the people in the team. For any team to be successful it needs a balance of these two groupings and it needs individuals to demonstrate each of these behaviours in a positive and productive way. The emphasis/degree to which different individuals demonstrate each behaviour will vary – some will regularly be more supportive of others, while some team members will more frequently come up with new ideas and suggestions etc. What is important is that as a whole, the team is able to exhibit the whole range of behaviours. You could use it to evaluate your own and other people's patterns of behaviour, so you can judge for yourself the effectiveness of these behaviours in your team. Too much emphasis on People Processes can lead to a team never getting round to delivering the service. Too much emphasis on Task Processes can lead to some team members feeling hurt or ignored.

Task Processes:

1. **Opening:** Setting an agenda or topic for consideration – the emphasis being on the task in hand
2. **Seeking Information:** Asking for information, views, etc.
3. **Proposing:** Suggesting new courses of actions, solutions
4. **Giving Information:** Giving information, views, etc.
5. **Building:** Developing proposals put forward
6. **Supporting:** Agreeing with others
7. **Disagreeing:** Task focussed, i.e. disagreeing with other people's views, ideas, suggestions
8. **Testing understanding:** Reflecting back what has been said in order to clarify and make certain all understand
9. **Deciding:** Taking the step from suggested actions to agreed ways forward
10. **Summarising:** Summarising what has been said

People Processes:

1. Attacking: Conflicts with others on a personal rather than a task basis.
2. Defending: Responding to attacks that seem to have a personal rather than a task basis.
3. Bringing in: Including others, asking opinions etc
4. Shutting out: Excluding others by comments that ignore previous contributions or start a new tack to the discussion.
5. Relieving tension: Joking, changing the subject, suggesting drinks breaks etc.
6. Trying to be 'top dog' etc
7. Seeking recognition: Wanting recognition, approval, etc
8. Giving recognition: giving recognition, approval, etc.
9. Seeking affection: Wanting warmth, friendliness, sympathy.
10. Giving affection: Giving friendship, warmth, sympathy.



Activity

Review the team you manage looking for the balance of “team processes” and “people processes” behaviours, the range of behaviours demonstrated and then how positively and productively each is used.

Answers



Part 5 - Monitoring and Evaluating Team Activity



Activity

How do you monitor and evaluate your team's activity?

Answers





Information gathering can be divided into two main sections, qualitative and quantitative information. Qualitative information relates to the distinguishing features of the information. Quantitative information is that which is measurable in numbers.

Most forms of information collected for monitoring teams will be a combination of both qualitative and quantitative data. You will need to know what the purpose of the information you require will be used for, how it will be stored and who has access to the information (Check Data Protection Act learning session if required).

When you have collected and organised the information, you will need to analyse it and give results to those who require it. This may be in the form of a written report, graphical statistics, verbal presentation to other staff or individual/group feedback to team members. Your presentation skills will need to be relevant and of good quality to ensure credibility for the time spent collecting and collating the information, which can often be perceived as 'time wasting' by other team members.

Feedback to individuals should be constructive and positive when possible. It is a skill in itself, being able to give feedback without alienating the recipient, particularly if it contains negative aspects.

- The rules of giving feedback can make the experience more positive by enabling the recipient to have their say first.
- Always give praise before criticism and limit what you are going to cover if there are a number of negative aspects.
- Be specific, rather than vague and concentrate on the aspects which can be changed.
- Give the recipient time to think and respond, using reflective questions to make sure they understand the issues.
- Listen and look (non-verbal clues) at how feedback is received to identify a lack of understanding, disagreement, distancing from the issues etc.
- Always try to end on a positive note, with an exchange of views to demonstrate respect for the recipient's views.



Activity

Discuss with team members previous experiences of receiving feedback regarding their work and what aspects made them feel valued and what aspects made them feel devalued.

Answers



This insight should help you to reflect on how you would like to be perceived as a manager giving feedback to staff. You may have memories of your own to add in your reflections, you may want to share these with your staff.

Summary:

In this Individual Learning Session you have:

- identified what a good team is, what makes a good team and when team-working is valuable or not
- been introduced to the five phases of team development:

A – Arriving
B – Battling
C – Co-operating
D – Delivering
E – Enduring

and considered how you can support your team during each of these phases

- looked at a range of behaviours within a framework of Team and People Processes which can be used to support a team.
- Looked at monitoring and giving feedback to team members as a necessary role of a team leader.

Remember the mnemonic for the word **TEAM**

Together

Everyone

Achieves

More

Good teamwork is successful team work.

Reading List:

Ainsworth, M. Millership, A and Smith N. 2002. **Managing Performance, Managing People.**

Aspatore Books Staff. 2006. **Managing the Human Resources Team: Leading HR Executives on Motivating Team Members, Creating an Effective Work Environment, and Achieving a Vision (Inside the Minds)**

Belbin, R. M. 2003. **Management Teams: Why They Succeed or Fail.** Oxford Heinemann

Belbin, R. M. 2001 **Managing Without Power**

Brounstein, M. 2002 **Managing Teams for Dummies (For Dummies (Lifestyles Paperback))**

Flynn, N. 2007. **Public Sector Management.** Sage Publications

Green, S. and Ashman, C. 2004.
Managing People and Teams (Managing in the Early Years)

Hannagan, T. 2006. **Management: Concepts and Practices and Business Environment.** Longman.

Jones, R. A. D. 2007. **Project Management Survival: A Practical Guide to Leading, Managing and Delivering Challenging Projects**

Kanu, F. D. 2005. **Stop Telling. Start Leading! The Art of Managing People by Asking Questions**

Lewis, J. P. 2002. **Working Together: 12 Principles for Achieving Excellence in Managing Projects, Teams, and Organizations**

Maginn, M. 2004. **Managing in Times of Change: 24 Tools for Managers, Individuals, and Teams** (The Mcgraw-Hill Professional Education)

Social care governance: A practice workbook. 2007. Social Care Institute for Excellence (SCIE).

Assignment (This assignment should take about 45-55 minutes)

- 1) Using either your own team or a fictitious one as source material, produce an action plan to enable them to move more completely into the delivery phase, or to stay in it if this is the dominant phase.
- 2) Describe briefly how you allocate work to team members and why?
- 3) Explain briefly why is it important to monitor and evaluate team working?

Use examples from your current work practice to enable you to meet important criteria for C10 & C13 units.

Answers



Answers



Answers Section

Suggested answers from page 3

It is likely that your answer covers three aspects:

- 1) A team is a **group of people working together towards a common goal.**

One or two people do not make a team nor does a crowd of hundreds or thousands.

- 2) A team **must work together**
Not just come across each other occasionally, nor work individually in the same place. There must be some element of working together.

- 3) A team has **common objectives**
Team-working must be directed at achieving the same outcome or goal.

This leads to the most common definition of a team:

'A team is a group of people who must work together to achieve common objectives.'

Your list may include the following and many others;

- Supervision
- Appraisal
- Audits
- Service user/patient feedback
- Audit of statistical data
- Review of complaints
- Questionnaires
- Surveys
- Research

Suggested answers from page 15

Your answers might include the following:

A – Arriving

In this phase as the manager you might:

- Arrange social events to enable people to get to know each other more
- Begin team meetings with coffee and sandwiches and a 15 - 30 minutes period pre-meeting time when people are chatting.
- Spend time in the meeting on 'getting to know you' sessions – getting people to talk about their background, what brought them to this job etc.
- Ensure team meetings are short, frequent events rather than infrequent, irregular ones.
- Encourage small groups/pairs to take on small tasks together to get used to working together on things.

B – Battling

In this phase as the manager you might:

- find tasks for people to work in small groups. Groupings have an investment in the outcome rather than it being seen as the preserve of one group only.
- Set goals that are relatively easy to achieve in order to emphasise success.
- Structure the team meeting agenda carefully, with particular emphasis on an early item which stresses success and agreement and which can become a model for later more contentious items.
Tip – one way to ensure this, is to make 'item one' a report back that you give on something on work practice, which you can offer praise for.
- Spend time in the meeting on identifying common ground and establishing agreed ways of working. Most disagreements are about ways of delivering the service rather than about the overall objective, so keep reminding people of these as a basic area of agreement.
- Chair team meetings in a way that keeps to the timetable for the meeting – not allowing a single discussion/ disagreement to dominate.
- Acknowledge and deal with the differences openly rather than letting them continue as an unacknowledged, on-going block to the team's development.

C – Co-operating

In this phase as the manager you might:

- Confirm and reiterate the agreed ways of working etc. that are beginning to develop.
- Move on to developing strategies to actually deliver any agreed objectives.
- Start to acknowledge and openly value the differences that people bring in skills, areas of interest and knowledge etc. and look for practical ways to use these differences for the benefit of the team.
- Openly acknowledge and reward success, ensuring that all people involved in any success are recognised.

D – Delivering

In this phase as the manager you might:

- Encourage small groups/pairs to take on increasingly complex or important tasks in order to continue development.
- Emphasise learning and development opportunities which encourage people to think of the next stage in their development and career.
- Set challenging goals that are designed to stretch and develop staff and which produce excellence in the service offered.

E – Enduring

In this phase as the manager you might:

- Openly plan and welcome changes – including ‘celebrating’ it as a mark of success, when people leave either to go onto further learning or because of promotion.
- Encourage staff to visit other services partly to talk about what your service is doing well and partly to keep looking for fresh, new ideas which you can incorporate into your service.
- Encourage staff to go to more national learning and development conferences to try to bring in the broader picture of where and how services might change.
- Review the broad objectives – to what degree have they been met? What still needs to be done? In what way should new objectives be set?
- Be willing to accept the end of a team when its job is done. End with a celebration rather than with a drawn out death which detracts from the successes.