

Ofqual unit number Y/616/3198

RQF level 5

Guided learning hours 27

Total unit time 60

Credits 6

**Barred combinations** This unit is a barred combinations with CMI units 503, 505,511 and 526

**Aims of unit** The ability to lead individuals and teams to success is arguably the most important skill a manager can possess. This unit focuses on the essential management and leadership skills required to fulfil this challenging but rewarding role. The unit opens by focusing on the theoretical and practical approaches to developing, leading, and managing teams (remote or multi-disciplinary). The manager will look at techniques to assess current and future team capabilities, including the role of recruitment, selection and staff development which supports this. On successful completion of the unit, the manager will not only know the principles of managing individuals and teams, but they will understand approaches for supporting, motivating and inspiring teams and individuals to exceed expectations.

**Key words** Theoretical models, practical approaches, team leaders, multi-disciplinary and remote teams, team capabilities, recruitment, learning and development, coaching and mentoring, motivation, good practice, high performing teams.

#### Learning outcome 1

**Understand approaches to developing, managing and leading teams**

#### Assessment criteria

- 1.1 Evaluate the use of **theoretical models** for developing, managing and leading teams
- 1.2 Discuss **practical approaches** for effective team management and leadership
- 1.3 Analyse **strategies** for managing team leaders
- 1.4 Develop approaches to respond to the **challenges** of managing and leading multiple and remote teams

Indicative content
<p>1.1 <b>Theoretical models</b> may include but are not limited to differences between a group and a team, team types, Team Roles (Belbin, 1981), Team Management Wheel (Margerison and McCann, 1990), Model of Team Development (Tuckman, c.1965), Tannenbaum and Schmidt Leadership Continuum (1958), Blake and Mouton Managerial Grid (c.1950s), psychometric assessment tools (e.g. Myers-Briggs Type Indicator, 1943), Drivers of Employee Engagement (Robinson, Perryman and Hayday, 2004), Speed of Trust (Covey, 2008), Conflict Mode Instrument (Thomas and Kilman, 1974), Emotional Intelligence (Goleman, 1995).</p> <p>1.2 <b>Practical approaches</b> refer to communicate organisational vision and goals and how these apply to the department and teams, and may include but are not limited to empowerment, delegation, collective ownership, conflict handling, creating a trusting environment, building resilience, taking responsibility versus blame culture, collaboration, fairness and parity, work allocation, cultural awareness, individual and team development.</p> <p>1.3 <b>Strategies</b> may include but are not limited to delegation, monitoring performance, setting targets, support and guidance, supervision and meetings, learning and development.</p> <p>1.4 <b>Challenges</b> may include but are not limited to use of communication (methods, types, times, frequency, availability, interpretation of communication used), access to business support, building and developing relationships, performance review, workload, conflict handling, quality and productivity, currency of working practice, time management, trust, morale, accountability, authority and autonomy, Five Dysfunctions of a Team (Lencioni, 2005).</p>

Learning outcome 2
Understand approaches to achieving a balance of skills and experience in teams
Assessment criteria
<p>2.1 Evaluate <b>techniques</b> for assessing current and future team capabilities and requirements</p> <p>2.2 Analyse a <b>process</b> for recruiting team members</p> <p>2.3 Assess the <b>factors</b> which impact on the selection of <b>learning and development activities</b> for individuals and teams</p> <p>2.4 Examine the <b>use</b> of coaching and mentoring <b>models</b> to support team development</p>
Indicative content
<p>2.1 <b>Techniques</b> refer to identifying strengths and enabling development within the workplace and may include but are not limited to analysis of skills and experience (individuals and teams) against current organisational requirements (e.g. aims and objectives), identification of future organisational need (e.g. organisational strategy, projects, plans, production plans), skills matrix, capability assessment, structured performance reviews, identification of skills and experience gaps.</p> <p>2.2 <b>Process</b> refers to individual and team and may include but is not limited to review staff requirements, consultation, formulate job and person specification, labour market research, compliance with legal and organisational requirements, create plan, approaches to attracting talent (e.g. advertising, recommendation, head hunting, internal recruitment, secondment, social networks), short list, interview, security checks, offer.</p> <p>2.3 <b>Factors</b> may include but are not limited to budget/funding, physical location of team members, time, availability of suitable provider, shift patterns, compliance (including legal and industry specific regulation relating to the sector in which the organisation operates), return on investment, strategic objectives and priorities, learning styles, range of training needs.</p>

**Learning and development** activities refer to talent management models and processes and develop, build and motivate teams and may include but are not limited to formal and informal, social and collaborative learning, on and off the job, face to face, blended or online learning, group or individual learning, coaching and mentoring, secondments and temporary promotion/role change, self-directed/distance learning, job shadowing, team building activities, communities of practice.

**2.4 Use** may include but is not limited to skills and talent development, embedding organisational culture and attitudes to diversity, personal support, enhancing/improving performance, career development, retention, engagement, empowerment, job satisfaction, develop and share good practice, management of change, communication, relationship development, reflective management, self-management.

**Models** may include but are not limited to the concept of the manager as coach (Rogers, Gilbert and Whittleworth, 2012), coaching and mentoring models (e.g. GROW Model (Whitmore, 1992), ACHIEVE Coaching Model (Dembkowski and Eldridge, 2003), ARROW (Somers, 2006), CLEAR (Hawkins, 2012)), Cognitive Behavioural Coaching (CBC), Heron's Six Categories of Intervention (1999), OSCAR (Gilbert and Whittleworth, 2002), RAM (Bee and Bee, 2007), STEPPA (McLeod, 2003), Alfred & Garvey's Three Stage Process (2006) storytelling.

### Learning outcome 3

#### Know techniques for leading individuals and teams to achieve success

#### Assessment criteria

3.1 Discuss **methods** used to monitor and manage individual and team performance

3.2 Evaluate **good practice** for enabling and supporting high performing teams

3.3 Analyse **motivational techniques** used to create high performing teams

#### Indicative content

3.1 **Methods** refer to performance management techniques and may include but are not limited to HR systems and processes, internal and external quality standards, audit, qualitative measures (e.g. customer feedback, opinions, views, reviews) and quantitative measures (e.g. SMART objectives, key performance indicators (KPIs), scorecards (e.g. Balanced Scorecard, Kaplan and Norton, 1992), error rates, output, benchmarks and targets), service level agreements (SLAs), speed of response, structured performance reviews, 180°/360° feedback, disciplinary procedures.

3.2 **Good practice** refers to manage talent and performance and may include but are not limited to feedback, constructive criticism, action planning including PIPS (performance improvement plans), training, coaching or mentoring, formal performance management processes, rewards, incentives, recognition and praise, Psychological Contract (Rousseau, 1989)

3.3 **Motivational techniques** refers to how to work collaboratively with others, motivate and improve performance, give constructive feedback and challenge where necessary, enabling development within the workplace and may include but are not limited to set stretch goals and objectives, create energy and enthusiasm, inspire others, conflict resolution, increased cooperation, communicating shared purpose, vision and direction, building trust, incentives and rewards, Vroom's Expectancy Theory (1964), Motivation and Management Systems (Likert, 1967).

#### Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to write an **account** or **assignment** on approaches to leading, managing and developing individuals and teams.
2. The learner may be asked to respond to a **scenario** based on how they would lead, manage and develop individuals and teams.
3. Learners may write a **report** based on the principles of leading, managing and developing high performing individuals and teams.
4. The learner may draw upon their **own experience** of leading, managing and developing individuals and teams within their own organisation. They may present work based evidence accompanied by reports/reflective accounts to meet each assessment criteria.

#### **Further guidance**

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

### **Relationship with other frameworks and occupational standards**

This unit is mapped to the following requirements of the Apprenticeship Standard for Operations/Departmental Manager ST0385/01:

#### *D. Leading People*

- D2 How to lead multiple and remote teams and manage team leaders
- D3 How to motivate and improve performance
- D4 How to support people using coaching and mentoring models
- D7 Support the development of people through coaching and mentoring and the management of change
- D8 Communicate organisational vision and goals and how these to apply to the department and teams
- D9 Support development through coaching and mentoring
- D10 Enable and support high performance working

#### *E. Managing People*

- E1 How to manage multiple teams
- E2 How to develop high performing teams
- E3 Performance management techniques
- E4 Talent management models
- E5 How to recruit people
- E6 How to manage and develop people
- E7 Manage talent and performance
- E8 Develop, build and motivate teams by identifying their strengths and enabling development within the workplace

#### *G. Communication*

- G8 Give constructive feedback and challenge where necessary

This unit is aligned to the following National Occupational Standards (NOS) for Management and Leadership (2012):

- CFAM&LBA2 - Provide leadership for your area of responsibility
- CFAM&LBA3 – Lead your team
- CFAM&LDB1 – Build teams
- CFAM&LDB2 – Allocate work to team members

## Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect

### Checklists

- Checklist 89 Coaching for Improved Performance

### Relevant Theories, Frameworks and Models

- Dembkowski and Eldridge (2003) ACHIEVE coaching model
- Somers (2006) ARROW coaching model
- Hawkins (2012) CLEAR coaching model
- Cognitive Behavioural Coaching (CBC)
- Whitmore (1992) GROW Model
- Bee and Bee (2007) RAM coaching model
- McLeod (2003) STEPPA coaching model
- Belbin (1981) Team Roles
- Blake and Moulton (c.1950s) Managerial Grid
- Covey (2008) Speed of Trust
- Alfred & Garvey (2006) Three Stage Process
- Gilbert and Whittleworth (2002) OSCAR
- Goleman (1995) Emotional Intelligence
- Heron (1999) Six Categories of Intervention
- Kaplan and Norton (1992) Balanced Scorecard
- Lencioni (2005) Five Dysfunctions of a Team
- Likert (1967) Motivation and Management Systems
- Margerison and McCann (1990) Team Management Wheel
- Myers Briggs Type Indicator (1943) Myers Briggs
- Robinson, Perryman and Hayday (2004), Drivers of Employee Engagement
- Rousseau (1989) Psychological Contract
- Rogers, Gilbert and Whittleworth (2012) The Concept of the Manager as a Coach
- Tannenbaum and Schmidt (1958) Leadership Continuum
- Thomas and Kilman (1974) Conflict Mode Instrument
- Tuckman (c.1965) Model of Team Development
- Vroom (1964) Expectancy Theory

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

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