

Unit 11: Lead and Manage a Team within a Health and Social Care or Children and Young People's Setting

Unit code:	LM1c
Unit reference number:	H/602/3171
QCF level:	6
Credit value:	7
Guided learning hours:	46

Unit summary

The purpose of this unit is to assess the learner's knowledge, understanding and skills required to lead and manage a team in a health and social care or children and young people's setting.

Forbidden combination

This unit must not be taken with Unit 31: Understand how to Manage a Team (LM1a, D/602/3170).

Assessment requirements

This unit must be assessed in accordance with Skills for Care and Development's QCF Assessment Principles.

Learning outcomes 2, 3, 4, 5 and 6 must be assessed in the work setting.

Assessment methodology

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Content

1 **Understand the features of effective team performance within a health and social care or children and young people's setting**

Team performance: Syer and Connolly Cycle of developing team working skills; Tuckman's team dynamics; induction; retention of staff; allocation of workloads; Belbin's team roles

Challenges: challenges experienced by developing teams – new members, induction, recruitment and appointment, establishing team objectives/goals, establishing team roles; challenges experienced by established teams – resistance to change, practice becomes routine; methods of overcoming challenges – listening to team members, shared responsibilities, delegating roles and responsibilities, changing workload

Management styles: Mintzberg; situational leadership; leading by example; leading by direction; democratic; laissez-faire; autocratic; consultative

Maintaining trust and accountability: use of supervision, team meetings, shared goals, delegation and allocation of roles and responsibilities; analysing methods used eg comparing outcomes to objectives/goals

Conflict: causes of conflict eg workload, lack of communication, perceived lack of appreciation, personal grievances; addressing conflict eg gathering and sharing information, listening to team members, agreeing problems, reaching consensus, building trust

2 **Be able to support a positive culture within the team for a health and social care or children and young people's setting**

Positive culture: shared methods of working; communication; values and beliefs; closer working methods between organisations; valuing contribution from others; inclusiveness and openness

Own practice: sharing information; communicating; listening to others; making sure team works to common goal/objectives

Systems and processes: shared records; team meetings; supervisions and appraisals; induction and staff training

Creative and innovative methods of working: strengths and weaknesses eg problems with inter-agency working; potential issues eg communication problems, time, shared notes; advantages eg dynamic approach, person-centred care, integrated workforce agenda, urgency and priorities, co-working arrangements, rota systems, challenging routine practices

3 Be able to support a shared vision within the team for a health and social care or children and young people's setting

Vision and strategic direction: transformational leadership; shared values; empowerment; developing other people; openness; honesty; strategic planning

Communication: through meetings; supervision and appraisals; open channels of communication; verbal; written; relationship with others

Working with others: others eg carers, significant others, other professionals, people who use services; effective communication eg listening to others, allowing input into team decisions, establishing agreed goals/objectives; motivating staff eg praise, encouragement, recognition of achievement, providing clear goals, providing learning and development opportunities

Evaluation methods: audits; reports; self-assessment of teams; team performance; feedback from individuals, families, other professionals,

4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting

Team objectives: shared goals; agreed plans; access to information for all team

Skills, interests, knowledge and expertise: Honey and Mumford; use of supervision; staff development opportunities; utilisation of staff in work allocation

Planning process: involvement of individual; family; team; external agencies; agreeing plan; implementation; obtaining feedback

Sharing skills and knowledge: through mentoring; shadowing; supervision and appraisals; team meetings; effective and open communication

Agreeing roles and responsibilities: based on individual strengths; expertise; knowledge; needs of the team; needs of the service user; through meetings; supervision and appraisals

5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting

Set personal objectives: based upon learning needs and staff development, through supervision and appraisals; comparing skills and requirements; setting SMART objectives (specific, measurable, achievable, realistic, time); realistic number of objectives

Opportunities for development and growth: personal and professional development; Continuing Professional Development; advancement of career; development of roles within the team; growth and expansion of the team

Advice and support: mentoring; shadowing; supervision and appraisal; personal development plans

Solution-focused approach: effective communication; methods to overcome challenges eg communication, participation, involvement, training, extra resources, agreement, reviewing, allocation of responsibilities, revising plans, reassessing priorities; effective use of resources, effective use of time, effective use of personnel

6 Be able to manage team performance in a health and social care or children and young people's setting

Monitor and evaluate processes: through observation of practices; outcomes compared against objectives; feedback from service users, families, external agencies, team members

Feedback to individual: eg one-to-one meetings, supervision and appraisals, using positive and negative critique, self-assessment, reflection

Feedback to teams: types eg verbal, written, informal and formal, meetings, use of reports and audits, positive and negative critique, ensuring shared responsibility

Recognition of achievements: positive reinforcement, recognition, praise, encouragement

Performance not meeting requirements: use of constructive criticism; identifying limitation or gaps in performance; use of mentoring; supervision; identifying personal training needs; staff development; encouraging self-reflection and self-critiquing; engaging in continuous professional development

Learning outcomes and assessment criteria

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
1 Understand the features of effective team performance within a health and social care or children and young people's setting	<p>1.1 Explain the features of effective team performance</p> <p>1.2 Identify the challenges experienced by developing teams</p> <p>1.3 Identify the challenges experienced by established teams</p> <p>1.4 Explain how challenges to effective team performance can be overcome</p> <p>1.5 Analyse how different management styles may influence outcomes of team performance</p> <p>1.6 Analyse methods of developing and maintaining: - trust - accountability</p> <p>1.7 Compare methods of addressing conflict within a team</p>			
2 Be able to support a positive culture within the team for a health and social care or children and young people's setting	<p>2.1 Identify the components of a positive culture within own team</p> <p>2.2 Demonstrate how own practice supports a positive culture in the team</p> <p>2.3 Use systems and processes to support a positive culture in the team</p> <p>2.4 Encourage creative and innovative ways of working within the team</p>			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
3 Be able to support a shared vision within the team for a health and social care or children and young people's setting	3.1 Identify the factors that influence the vision and strategic direction of the team 3.2 Communicate the vision and strategic direction to team members 3.3 Work with others to promote a shared vision within the team 3.4 Evaluate how the vision and strategic direction of the team influences team practice			
4 Be able to develop a plan with team members to meet agreed objectives for a health and social care or children and young people's setting	4.1 Identify team objectives 4.2 Analyse how the skills, interests, knowledge and expertise within the team can meet agreed objectives 4.3 Facilitate team members to actively participate in the planning process 4.4 Encourage sharing of skills and knowledge between team members 4.5 Agree roles and responsibilities with team members			
5 Be able to support individual team members to work towards agreed objectives in a health and social care or children and young people's setting	5.1 Set personal work objectives with team members based on agreed objectives 5.2 Work with team members to identify opportunities for development and growth 5.3 Provide advice and support to team members to make the most of identified development opportunities. 5.4 Use a solution-focused approach to support team members to address identified challenges			

Learning outcomes	Assessment criteria	Evidence type	Portfolio reference	Date
<p>6 Be able to manage team performance in a health and social care or children and young people's setting</p>	<p>6.1 Monitor and evaluate progress towards agreed objectives</p> <p>6.2 Provide feedback on performance to:</p> <ul style="list-style-type: none"> - the individual - the team <p>6.3 Provide recognition when individual and team objectives have been achieved</p> <p>6.4 Explain how team members are managed when performance does not meet requirements</p>			

Learner name: _____ Date: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____
(if sampled)