

Unit 320 workbook:

Team Development and Resource Management



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Introduction	3
Section 1: Leadership styles and cross-team working	4
Leadership styles	4
Facilitation of cross-team working	13
Section 2: Coaching to support people and improve performance	22
Benefits of coaching	23
Coaching techniques and models	25
The manager's coaching skills	30
How coaching can be used to improve performance	32
Section 3: Managing change	37
Positive and negative impacts of change within a team	37
Techniques to support a team through change	41
Section 4: Managing resources in a team	47
Different types of resources	47
Organising, prioritising and allocating work to team members	52

Introduction

This workbook will provide learners with knowledge of how to effectively support and develop individuals and teams in achieving objectives and improving performance. Learners will also explore managing resources and change.

This workbook has been written to support the knowledge elements of Unit 320: Team Development and Resource Management of the ILM Level 3 Diploma for Team Leaders. These workbooks as a whole also support the knowledge elements of the Level 3 apprenticeship standard.

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Section 1: Leadership styles and cross-team working



Introduction

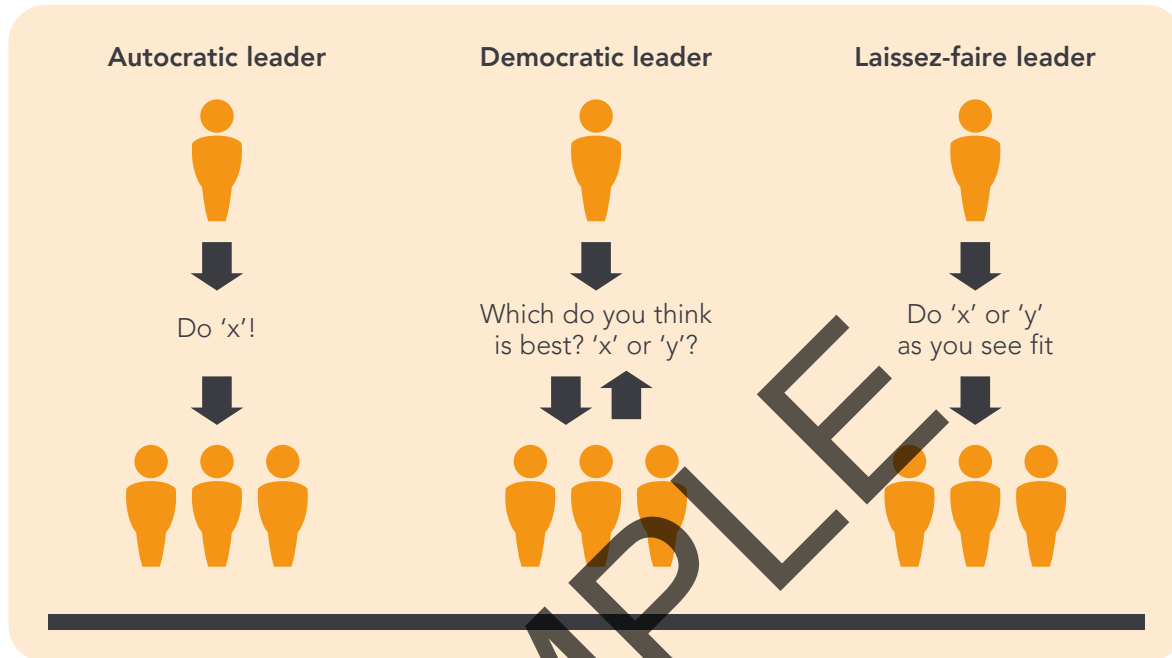
Effective teams need adaptive leaders who are able to adapt to the needs of the individuals and the team as a whole. This section will explore how different leadership styles can be used and the importance of a leader facilitating cross-team working.

Leadership styles

There are many theories and discussions about leadership styles. One management theorist, **Kurt Lewin**, identified the following leadership styles:

- **Autocratic** – these people expect others to do things their way only. They do not consult with others and insist on having their own way. They make decisions based on the needs of the task, not the people. This can be useful if there is a crisis or a situation that needs quick, assertive leadership – e.g. for inexperienced team members who need close supervision or in an emergency. However, the style can be very demotivating and frustrating to experienced and skilled staff.
- **Democratic** – these leaders allow other people to be involved in the decision-making process. They are consultative and value the opinions of others, and they are influenced by what other people want. They are concerned with building relationships with their team members and are keen to encourage team members to discuss ideas and suggestions. This can make for a very engaging and easy-going working environment, although it can be frustrating if the leader is timid about making final decisions.
- **Laissez-faire** – these leaders trust their team's capabilities and are willing to stand back and let the team get on with the tasks. They have minimal input and involvement. They let the team make the majority of the day-to-day decisions and implement the work processes. This can be very motivating for team members, and the leader is able to step back and take an overview of the whole operation, moving in to take action only when required. This style works with experienced and well-motivated team members, but is not appropriate for unskilled or unmotivated staff.

Section 1: Leadership styles and cross-team working



Hersey and Blanchard's Situational Leadership Model

This model illustrates the leadership style needed to develop a team, based on the amount of direction and support they need. It is based on four types of leadership style:

Style 1 – Directing leaders

The leader defines the role, makes the decisions and supervises team members closely. Communication is largely one-way.

Style 2 – Coaching leaders

The leader still defines the tasks but asks for suggestions and ideas from the team members. Decisions are still the leader's responsibility, but communication is much more two-way.

Style 3 – Supporting leaders

The leader passes day-to-day decisions, such as task allocation, to the team members. The leader facilitates discussions, and takes part, but control is passed to team members.

Style 4 – Delegating leaders

By now, the team is largely self-managing. The leader is still involved with making decisions and solving problems, but the team members have control and decide when and how the leader will be involved.

Section 1: Leadership styles and cross-team working

high	Supporting Style 3	Coaching Style 2
Providing Supportive Behaviour – listening, providing support and encouragement and facilitating involvement	Delegating Style 4	Directive Style 1
low	low – Providing Directive Behaviour – high Clearly telling people what to do, where to do it, closely supervising performance	

Effective leaders can move between the styles, depending on the development level of the person or team they are leading. These range from D1, low competence and low commitment, to D4, high competence and high commitment.

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Putting knowledge into practice – Activity 1: Think about managers and leaders that you have met and seen in action. This can be at work, in a previous job, in a business that you know, or from a relevant TV programme or movie you have seen. Make a few notes about their leadership style and how you would feel (or do feel) working for them.

Points to consider could include: your motivation; your confidence; your willingness to engage and contribute ideas and suggestions; respect for the manager and confidence in their ability to lead.

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Putting knowledge into practice – Activity 2: Look at the notes about the different leadership styles and use them to answer the following:

Which of the leadership styles do you use (or see other leaders using) most and why?

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Give examples of how you have used (or how you could use) at least two of these styles to improve the performance of a team and individuals.

Strengths, weaknesses and suitability of different leadership styles

The art of good leadership is to select the style that is best for the situation. Successful leaders know which style is best for each situation and they amend their behaviour after careful analysis of themselves, their team members, the organisation and other outside factors.

Some of the factors to consider are:

- **the type of work** – is it a specialist or generalist task for example?
- **time and resource constraints** – is it urgent, do I have enough resource either in people or material?
- **individual or team style** – does the style fit with the individual and team, is it the most appropriate style for the best results and the organisational culture and environment? (See Section 4.)

For example, if a manager is usually laissez-faire, they will let their team get on with the tasks, knowing that the team members will ask for help or guidance if required. However, if there is an emergency in the workplace, such as a machine breaking down and becoming dangerous, they need to become autocratic so that they can call out instructions and take quick control of the situation.

The same manager might be democratic in other situations. For example, in a team meeting, they might let the team members discuss and choose who will do which task, instead of allocating work and telling them what they are going to do. This democratic approach can increase the team member's confidence and involvement, but it can also diminish respect for the manager if it happens too often.

Section 1: Leadership styles and cross-team working

The following table lists some strengths and weaknesses of autocratic, democratic and laissez-faire leadership styles. It also give some examples of situations when each style would be suitable:

Leadership style	Strengths	Weaknesses	Examples of situations when style would be suitable
Autocratic – the manager does it their way without consultation	<ul style="list-style-type: none"> Focuses on the task and achievement Assertive and confident Quick delivery of instructions Can inspire people to follow Can stop arguments and excessive discussion Team members can concentrate on their tasks, knowing someone else is trouble-shooting for them 	<ul style="list-style-type: none"> Not focused on people Can be demotivating and frustrating for experienced staff People can lose trust if decisions are wrong People can resent being treated as subordinate or incapable of taking initiative 	<ul style="list-style-type: none"> When quick decisions are needed – e.g. by a referee during a football match In a crisis – e.g. police officers responding to a fight in the street For inexperienced team members – e.g. when training, especially when people's health and safety might be at risk When close monitoring is needed – e.g. when monitoring and managing the quality of the team's output When a team has to follow a single vision – e.g. a director on a film set needs to get all the actors and crew to work together on a scene When the team's task has to fit in with other people's objectives and deadlines – e.g. military units working together on a time-critical exercise
Democratic – the manager consults the team and builds relationships	<ul style="list-style-type: none"> Focuses on people Inclusive with shared vision and accountability Easy-going work environment Consultative and values other people's input and suggestions New ideas and suggestions are welcomed and shared easily 	<ul style="list-style-type: none"> Can take a long time to make a decision Leader can be too timid Leader can be influenced too much by others 	<ul style="list-style-type: none"> When agreement of others is needed – e.g. when agreeing team objectives and deadlines When delegating to others – e.g. to gain their input and agreement to take responsibility for a task When developing ideas – e.g. in brain storming or mind mapping sessions at the beginning of a project When people's different knowledge and skills are needed – e.g. on a committee when people have different responsibilities that need to come together

Section 1: Leadership styles and cross-team working

Leadership style	Strengths	Weaknesses	Examples of situations when style would be suitable
<p>Laissez-faire – the manager stands back and lets the team get on with tasks and make the majority of decisions</p>	<p>Leader has minimal input regarding day-to-day tasks</p> <p>Useful when tasks are repetitive and routine</p> <p>Leader has time to step back and take broad overview</p> <p>Team members take ownership and responsibility for their tasks and actions</p> <p>Team members develop their own initiative and skills</p> <p>Suitable for experienced and well-motivated team members</p>	<p>People can be slow to react to instructions</p> <p>Hard to get team members to change how they usually operate</p> <p>Leader can lose respect if they stand back too much and appear lazy, disengaged or disinterested</p> <p>Inappropriate for new, unskilled or under-motivated team members</p> <p>Inefficient when there are problems or disagreements</p>	<p>In an established work environment where everyday tasks are the same or similar – e.g. in a shop or pub when the routines are usually the same each day</p> <p>When the team members take ownership of their tasks – e.g. when they work to high standards consistently with minimal input from the leader</p> <p>When the leader has many other tasks to do – e.g. long-term strategy and planning whilst the team get on with the everyday tasks</p> <p>When delegating and encouraging team members' career development – e.g. letting a trainee supervisor take on new responsibilities during a shift</p> <p>When creativity and imagination are needed – e.g. letting a team of designers get on with their individual projects</p>

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Putting knowledge into practice – Activity 3: Make some notes about which leadership style you would use in the following situations, and why:

You are a new shift manager in a food factory working with an experienced team. You are tasked to run the shift and get attendance reports for the month sorted out.

Your team has been asked to help another team to meet an important deadline in two weeks' time. If your team does help out, there will be plenty of evening overtime, and 50% will have to work on one of their days off.

You and your team work in an office on the second floor. There is smoke coming into your part of the building and the fire alarms are sounding.

The link below takes you to an ILM video:

[Adapting your Leadership Style](#)

Facilitation of cross-team working

We will now look at cross-team working. This involves cross-team collaboration, where teams with different functions work together on a project, as well as individuals who move across to other teams. We will consider:

- benefits of working as a team
- cross-team working
- benefits and challenges of cross-team working
- building relationships across teams to achieve organisational objectives

Benefits of working as a team

When people work together, there can be benefits for the individual team members, teams and the organisation. For a team to work effectively, they have to develop productive and positive working relationships that are based on:

- **clear lines of communication** – so that people know where to go to ask questions, or report and discuss issues
- **openness** – giving and receiving correct and appropriate information
- **mutual trust and respect** – where everyone listens to each other, and acknowledges feelings and opinions

For individual team members

Individuals can benefit from, for example:

- **feeling proud to be associated with a successful and effective team** – e.g. a sense of belonging and job satisfaction
- **feeling supported when tackling tasks or learning new skills** – e.g. being able to develop their skills and stretch their talents with the help of others
- **feeling secure and confident** – e.g. from knowing that they are delivering high-quality goods and services
- **other team members' knowledge, skills and experience** – e.g. making the whole team more successful
- **opportunities for creativity and career development** – e.g. from team members supporting each other and being innovative
- **increased motivation** – e.g. to stay on a good team and help it to succeed by doing their best
- **feeling valued** – e.g. knowing that their input is important and that their opinions matter

Section 1: Leadership styles and cross-team working

For teams

Teams can benefit from, for example:

- **working towards shared objectives** – e.g. working together effectively towards agreed, shared goals
- **team members who are flexible and able to do several tasks** – e.g. multi-skilled team members who can be moved around between tasks or cover for each other's holidays or periods of sickness
- **a balanced and supported environment** – e.g. from being a happy team where the members support each other and tackle objectives and problems together
- **bringing together expertise of team members for the benefit of the whole team** – e.g. having people with different strengths and attributes

For the organisation

For an organisation, the benefits of effective team working can be considerable, for example:

- **successful achievement of organisational objectives** – e.g. to meet or exceed sales or production targets
- **access to a wide range of talents and strengths within the workforce** – e.g. pooling different talents that work together well to achieve major goals
- **good internal communications** – e.g. where team members and different teams communicate well with each other to improve operational productivity
- **increased efficiency and less duplication of work** – e.g. where teams understand each other's tasks and needs, then work together to streamline their operations
- **a more flexible workforce** – e.g. where team members can cover for each other and perform a variety of tasks to maintain consistency and continuity
- **better relationships with customers** – e.g. from offering consistently high-quality customer service
- **better relationships with others connected to the organisation** – e.g. from having a reputation for being a reliable, consistent and smooth-running operation

Cross-team working

As an extension of teamwork, some organisations also have cross-team working. This is based on collaboration between different teams and is a useful way of working when there is a shared project or objective. The number of people involved in cross-team working will depend on the scale of the collaboration. Some teams with different functions work together all the time. For example, in a car manufacturing company, functional teams that work together all the time could include separate teams who:

- build the bodywork of the cars
- install the engines
- install the electronics and trim
- do the paint finishing

Each team's work is very dependent on input from other teams, so they need to liaise on a regular basis about subjects that include, for example:

- **the speed of production** – so that the cars flow steadily from one team to the next without any delays, backlogs or excessive waiting times
- **quality** – so that all the teams work to a recognised standard
- **problem-solving** – so that they have agreed procedures on what to do when things go wrong to minimise the knock-on effect on other teams

Sometimes, different functional teams only come together for a specific project. For example, a wedding planning company works with over a hundred different suppliers and brings together different teams for each event. The requirements are unique for each couple and they can choose from several suppliers for each function, including, for example:

- venue
- catering
- waiting and bar service
- floristry
- music and entertainment
- table and room decoration

The wedding planner then has to bring together the different functional teams to work together just for the one wedding. Some of the supplier teams may know each other, and work together from time to time, but each wedding will be different.

Section 1: Leadership styles and cross-team working

In cross-team working, it can help to smooth the process by having some individuals move from one team to the other. This can be on a temporary or permanent basis. It can help to ease problems by having an expert on hand to answer queries and help solve problems. For example, in the car manufacturing company, a paintwork specialist could work with the bodywork team to help them to prepare the metal to a suitable standard to accept the paint well. This would be particularly useful when:

- **a new procedure or product is introduced** – e.g. they need to work out new methods together when designing the quality standards for a new model
- **there have been quality issues** – e.g. to make sure that adjustments and improvements are effective

Moving individuals from one team to another can also be of great benefit to their career development and working relationships. For example, in a large hotel or restaurant, kitchen team members and front of house team members rely on each other to deliver excellent products and service to the guests. To really appreciate what the other team does and needs, it can be useful and enlightening to work with them for a short while.

Benefits and challenges of effective cross-team working

Cross-team working on any scale can be complicated as there are a number of variables that have to be considered. Relationships need to be carefully managed as a range of skills, knowledge, experience, expectations and goals are brought together to achieve a shared objective.

In a hospital, for example, difficult and complicated tasks are performed by several different teams working together. The staff are interdependent and no team could run the hospital on its own for long. For example:

- the surgeons need the operating theatres to be fully cleaned and maintained by the facilities management team
- the surgeons also need a fully qualified team of nurses, doctors and technicians to work with them
- high-quality, sterile equipment used in theatre needs to be ordered, stored and managed by a procurement team
- patients need to be prepared, processed and cared for by ward and outpatient clinic staff
- some emergency patients need to be brought in by the ambulance service and may have been treated by a paramedic at the scene
- staff on the occupational health team may help to rehabilitate the patient after surgery
- social workers may be involved with getting support and care for the patient once they have been discharged

Section 1: Leadership styles and cross-team working

When teams work together, sophisticated and complex tasks can be coordinated and performed to provide an effective service. The organisation skills and input are considerable, but they are necessary if complicated, cross-functional activities are to take place and be successful.

Benefits of cross-team working include, for example:

- **having a shared purpose and capacity to achieve complex and difficult objectives** – that could not be done by one team on their own
- **opportunities to discuss shared goals** – and how to achieve objectives together
- **improved relationships between different teams** – from enhanced understanding of each team's issues and expectations
- **diverse and flexible team members** – who can perform a variety of tasks, work on more than one team and enhance their career development potential
- **good internal communication** – from establishing joint procedures and keeping each other informed at every stage
- **consistent standards of quality and output** – from collaboration about standards and how to achieve excellence
- **a broader team spirit** – bringing different teams together and reducing friction between them

Challenges of cross-team working include, for example:

- **conflict** – e.g. unease between individuals or teams when they cannot agree about objectives or standards; when one team's problems have a knock-on effect on the other team
- **conflicts of interest** – e.g. when teams have incompatible goals or standards; when one team focuses on quality and takes its time, while another focuses on fast production
- **practical difficulties** – e.g. when working together becomes difficult or impossible due to management, logistical or time-management issues
- **lack of shared understanding** – e.g. due to lack of preparation, information or briefing time
- **stress and anxiety** – e.g. when working on another team is in addition to normal duties and becomes too much to cope with; when team members think that arrangements are unnecessary or unreasonable; when tasks are allocated unfairly

When planning and managing cross-team working, managers need to think very carefully about the different aspects of each situation or project, making sure that individuals are not stretched too far in the quest for achieving organisational objectives. They need to employ excellent organisational skills and be able to stand back to gain an overview of the whole situation.

Building relationships across teams to achieve organisational objectives

Good communication is important when building relationships across teams to achieve organisational objectives. It can be very difficult to 'get everyone onside', especially if some team members are, for example:

- resistant to change
- worried about their job security
- sceptical about the organisation in general
- sceptical about particular managers or strategies

This is especially true if they have experienced failures in the workplace and lack faith in the organisation's leaders and managers.

However, good, clear communication will assist greatly when a manager needs to develop relationships with other teams. Collective and collaborative decisions that are agreed by all the teams concerned are more powerful and much more likely to be successful, rather than decisions that are imposed by one team's manager. Therefore managers need to:

Establish a command structure

This is needed so that everyone knows how to escalate problems to the right people and cascade information down to all concerned. The manager in charge of building relationships might have to work with, for example:

- team leaders from different teams
- managers from other teams – who may be senior, junior or the same level as them
- groups of team members from different teams
- a mixture of employee teams, outside contractors and suppliers – e.g. a hotel's own waiting and bar staff plus freelance teams of florists and musicians
- internal and external teams – e.g. the organisation's own planning team and the local council's planning team

Clear lines of communication, authority and responsibility need to be established at the beginning of the relationship-building process.

Involve the teams in agreeing goals and objectives

Collaboration is the best way to go forward as it will:

- enable team members to share their values and vision
- develop a joint team spirit
- develop mutual trust, honesty and respect

Effective collaboration is achieved through effective communication.

Use appropriate communication techniques for messages

Effective communication is usually simple and to the point. Managers need to:

- use appropriate language – so that everyone can understand without feeling that they are being ‘talked down to’; avoiding jargon that only some people will understand
- use the right method of communication – such as emails for general information, but private meetings and face-to-face discussions for sensitive or personal matters
- present information that is clear, concise and at the right level of detail
- speak and write clearly – to minimise misunderstanding
- use good listening skills and eye contact
- allow people to respond and listen to what is being said
- be prepared to discuss issues
- check that everyone has understood the information

Lead by example

Managers need to demonstrate professional and supportive behaviours at all times. By developing an atmosphere of professionalism and mutual support, members of all the teams are encouraged to perform well and to enjoy the shared tasks, and to commit to the common purpose and cross-team working.



Putting knowledge into practice – Activity 4: How could you facilitate cross-team working to achieve one specific objective for a team?

Think of a situation where you work with other teams to achieve an objective (e.g. reduce waste by 10%). Which other teams in your organisation would you need to work with? How would you facilitate this?

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