

# Pathways to Management and Leadership

Level 3: First Line Management

Unit 3005

Developing Individuals and Teams

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### Unit 3005: Developing Individuals and Teams

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# Developing Individuals and Teams

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# About this workbook

## The unit

The main purpose of this workbook is to support you as you study for the Chartered Management Institute Level 3 – First Line Management, so it specifically focuses on the content of the syllabus for Unit 3005, *Developing Individuals and Teams*, and is about identifying the development opportunities of individuals and teams to meet team and organisational objectives.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare for future assessment. If you are studying towards the Level 3, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes:

1. understand the factors involved in leading a team to achieve agreed objectives
2. understand the current competencies of individuals and teams
3. know how to develop the competencies of individuals and teams.

The content may also assist you with some aspects of Unit 3001, *Personal Development as a First Line Manager*, and Unit 3008, *Improving Team Performance*.

Two ideas explored in detail in the workbook for Unit 3002, *Resource Planning*, are very useful in this subject area, and brief summary extracts of those ideas are included as appendices to this workbook for reference.

## The aims of this workbook

This workbook aims to help you learn how to:

- assist others with their development
- identify and provide development opportunities
- plan the work of your team
- lead your team to achieve those work plans
- monitor and record progress and success.

This workbook, then, is about helping you to lead and develop your team and the individuals within it, to meet objectives.

## Syllabus coverage

The table below shows which sections of the workbook address each assessment criteria of the qualification syllabus.

Unit 3005: Developing Individuals and Teams Syllabus coverage	Addressed within section
1.1 Describe the principles underlying leadership of individuals and teams	1, 4, 5
1.2 Identify the links between individuals, teams and organisational objectives	1, 4, 5
1.3 Explain the methods of communicating individual and team objectives	3, 4, 5
2.1 Describe the methods of conducting an individual and team competence reviews	4, 5
2.2 Identify the links between current competencies and the team and organisational objectives	1, 4, 5
2.3 Identify the activities to support the development of current competencies of the team to current and future team and organisational objectives	1, 2, 3, 5
3.1 Identify development opportunities for individuals and teams	2, 3, 5
3.2 Describe the methods of agreeing development opportunities with individuals and teams	2, 3, 4, 5
3.3 Identify processes to measure and review individual and team development objectives	1, 2, 4, 5

## Getting started

In the workplace, everyone needs to know clearly what is expected of them, and how their work will be judged. As a first-line manager, you need to be involved in the planning of the work of the team. The plan may give rise to some development needs for the team as a whole, or specific people within the team.

Often, members of your team will need support to deal with an aspect of their job, and you may need to provide some training or development activity to improve or enhance their performance.

Planning and development are key activities in leading your team.



## How to use the workbooks

The workbooks provide ideas from writers and thinkers in the management and leadership field. They offer opportunities for you to investigate and apply these ideas within your working environment and job-role.

### Structure

Each workbook is divided into sections that together cover the knowledge and understanding required for that unit of the Level 3 in First Line Management. Each section starts with a clear set of objectives that identify the background knowledge to be covered, and the management skills in the workplace that enable you to demonstrate this knowledge. You do not have to complete the sections in the order they appear in the workbook, but you should try to cover them all to make sure that your work on the unit is complete. There are self-assessment questions at the end of each section that allow you to check your progress. You may want to discuss your answers to the self-assessment questions with your line manager or a colleague.

### Activities

Throughout the workbooks there are activities for you to complete. These activities are designed to help you to develop yourself as a manager. Space is provided within the activities for you to enter your own thoughts or findings. Feedback is then provided to confirm your input or to offer more ideas for you to consider.

To get the best from the workbooks, you should try to complete each activity fully before moving on. However, if the answer is obvious to you because the issue is one you have encountered previously, then you might just note some bullet points that you can then compare quickly against the feedback. You may sometimes find it difficult to write your complete response to an activity in the space provided. Don't worry about this – just keep a separate notebook handy, which you can use and refer to as needed.

Try not to look at the feedback section before completing an activity. You might like to try covering up the feedback with a postcard or piece of paper while you are working through an activity.

### Timings

Timings are suggested for each section and activity, although it is important that **you** decide how much time to spend on an activity. Some activities may occupy only a few moments' thought, while others may be of particular interest and so you might decide to spend half an hour or more exploring the issues. This is fine – the purpose of the activities is to help you reflect on what you are doing, and to help you identify ways of enhancing your effectiveness. It is always worth writing something though, even if it's brief – the act of writing will

reinforce your learning much more effectively than just referring to the feedback.

### Scenarios

There are scenarios and examples throughout each workbook to illustrate key points in real workplace settings. The scenarios cover a wide range of employment sectors. As you work through, you might like to think of similar examples from your own experience.

### Planning your work

The reading and reflection, scenarios and activities in each section of the workbooks are designed to take around two hours to complete (although some may take longer). This is a useful indicator of the minimum length of time that you should aim to set aside for a study session. Try to find a quiet place where you will not be interrupted and where you can keep your workbooks, notes and papers reasonably tidy. You may also like to think about the time of day when you work best – are you a 'morning person' who likes to get things done at the start of the day, or do you work better in the evening when there may be fewer disturbances?

### Preparing for assessment

Further information on assessment is available in the Student Guide produced as part of the *Pathways to Management and Leadership* series. If you have any further questions about assessment procedures, it is important that you resolve these with your tutor or centre co-ordinator as soon as possible.

### Further reading

Suggestions for further reading and links to management information are available on the Student Resource Centre section of the Institute website at [www.managers.org.uk/students](http://www.managers.org.uk/students). Alternatively, email [mic.enquiries@managers.org.uk](mailto:mic.enquiries@managers.org.uk) or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

# Section 1 The need for team development

Learning outcomes (about 2 hours)

By the end of this section you should be able to:

- 1.1 describe the principles underlying leadership of individuals and teams
- 1.2 identify the links between individuals, teams and organisational objectives
- 2.2 identify the links between current competencies and the team and organisational objectives
- 2.3 identify the activities to support the development of current competencies of the team to current and future team and organisational objectives
- 3.3 identify processes to measure and review individual and team development objectives.

## People: your greatest resource

The most important resource available to any organisation is its people. They take up by far the greatest slice of an organisation's costs and they deliver its services. Without people, there is no organisation. The behaviour of some organisations shows they don't recognise this: they service their vehicles, and update the technology and equipment they use, but pay far less attention to the development needs of the people who work for them.

The fact is that any organisation needs all its productive resources – especially its people – to be in the optimum shape to deliver success. The promotion of relevant skills and attitudes in a wide range of areas is the key to this.

Promoting the skills and attitudes your organisation needs is not as complex and difficult as it might at first seem, and one of the aims of this workbook is to equip you with the knowledge and understanding that will help you to do this. Your role as a manager is crucial. You are the first point of contact for the people your organisation relies on for results.

In order to make a constructive and successful contribution, you will need to know about workplace processes such as the standard 'training cycle', and initiatives such as Investors in People. These underline the importance of making sure that all training and development is for the right purpose: to help deliver the organisation's objectives.

In the organisational framework, there is a chain that links vision, mission, objectives, strategy and tactics, and their implementation. It is as good a place as any to start an

exploration of your role in the development of people, because it shows how their training and development fits into the drive for success at all levels.

## The organisational framework

Appropriate training and development has a positive impact on the performance of the individuals in your team. This, in turn, affects the way your department works to achieve its part of the organisation's objectives. This positive effect carries on right up to the achievement of corporate goals and aims.

### Who matters most?

The chief executive of a housing association knows that her organisation depends on giving effective service to a range of people: tenants, purchasers, members of the general public, and others. One day, she considered the question: 'Am I, the chief executive, more important to the success of the association than our receptionist?' She concluded that it depended on whether she was thinking about the short term or the long term.

Taking a view of the long term, the chief executive has a number of vital skills: for example, in:

- helping determine policy
- setting strategy
- clarifying the organisation's vision and the way forward.

However, these are not the sorts of thing that are noticed by people on a day-to-day basis. So, although they are vital to the long-term success of the organisation, it may be able to do without them for a while, and it may be some time before any negative effects become apparent. Long-term vision is essential, but the immediate (short-term) success or failure of any organisation depends on the people who represent it to the public. It is their performance that is seen by the greatest number of people, and by which 'outsiders' will judge whether or not the organisation is effective.

## Activity

## Activity 1.1

(about 5 minutes)

What are your contact points with:

- your local council?
  
- your doctor's surgery?
  
- a local electrical retail organisation?
  
- a national chain of restaurants or cafes?

## Feedback

*Your answers probably mirror what most people would say. Your contact points with the local council are likely to be refuse collectors, social services staff, building inspectors, environmental health officers and/or teachers.*

*For the doctor's surgery, you probably noted the receptionist, and of course the doctor or practice nurse. (Note, though, that the surgery is quite likely to be judged by the performance of whoever answers the phone.)*

*Contact points at electrical retailers are not representatives from the board of directors or even the regional sales manager – they are the individuals you meet face to face when you want to buy a new DVD player, a flat-screen TV or some other appliance. The same is true for restaurants and cafes – it's the person who shows you to your table, waiters and waitresses, and even the car park attendant, with whom you have direct contact.*

*Ask anyone the name of the managing director of a national chain of shops and you'll probably get a blank look, because in terms of day-to-day activity, this person doesn't actually matter to the individual customer or, to a certain extent, to the staff either. What matters are the skills of the people with whom the shoppers do have contact, and these tend to be those 'on the ground', doing the job in the front line.*

*This example emphasises that the success of any organisation – manufacturing, retail, service or public sector – depends on everyone doing their job competently. This is where training and development come in. Chief executives will attend seminars*

*and residential courses, but the training and development needs of workers lower down the organisational hierarchy should not be neglected.*

*Like a well-oiled machine, a successful organisation needs everyone, working together and in their individual roles, to combine in order to deliver its aims and objectives. Any chain is only as strong as its weakest link, so there has to be equal treatment for all in terms of appropriate training and development.*

### Investors in People (IiP)

Investors in People is an initiative that has really taken root. It is a process whereby an organisation can invite accredited external assessors to assess their organisation against the national Investors in People Standards. If successful, the organisation receives the Investors in People award, in recognition of their achievement.

*Developed in 1990 by a partnership of leading businesses and national organisations, the Standard helps organisations to improve performance and realise objectives through the management and development of their people. Since it was developed the Standard has been reviewed every three years to ensure that it remains relevant, accessible and attractive to all. Investors in People UK was formed in 1993 to take national ownership of the Standard, protect its integrity and ensure its successful promotion and development ([investorsinpeople.co.uk](http://investorsinpeople.co.uk)).*

It provides the sort of formula that many organisations are seeking in their search for an effective approach to training and development.

Rosemary Thomson, in *Managing People* (2002), says:

*Investors in People... was launched... in an attempt to persuade employers to take an interest in training and developing their employees. In order to qualify as Investors in People organisations have to:*

*make a public commitment from the top to develop all employees to achieve their business objectives*

*review regularly the training and development needs of all employees and take action to train and develop staff on recruitment and throughout their employment*

*evaluate their investment in training and development to assess achievement and improve future effectiveness.*

She goes on to give the following examples.

*For some organisations the good practice encouraged by Investors in People was already part of their policy;*

*companies such as Distillers and Vintners of Essex and Nissan Motor Manufacturing (UK) claimed that they only needed to make a few alterations to current practice in order to comply with Investors in People standards. Many others have failed to meet the very high standards demanded by the initiative.*

In other words, many effective organisations already have systems and procedures in place that mirror the Investors in People standards.

If you are able to, you should at this point visit the Investors in People website, where they have full information about the IIP Standards, and some useful diagnostic tools that you can use to help to identify strengths and weaknesses in your operations.

The ten principles are based broadly around Deming’s Plan-Do-Check-Review cycle, and focus upon developing strategies, taking action to improve performance, and evaluating the impact of the performance.

**Activity**

**Activity 1.2 (about 10 minutes)**

Think about how your organisation matches up to the outline Investors in People approach. Look at the focal points listed below, and identify the systems and processes in place at your organisation that are likely to gain a positive assessment, and those that would not. Make notes in the table below.

<b>Our strategies:</b> Business Learning & Development People Management Leadership & Management	<b>Taking Action:</b> Management Effectiveness Recognition & reward Involvement & empowerment Learning & development	<b>Evaluating Impact:</b> Performance measurement Continuous improvement

**Feedback**

*It may not be easy to form an opinion based on a brief outline of the Investors in People principles, but you were probably able to identify some gaps that need to be addressed. Here are some examples.*

- *Does your top management have a clear vision and purpose, supported by performance improvement processes?*
- *Is everyone clear about what their contribution (through their work and their approach) is to the organisation's successful achievement of its goals and objectives?*
- *Is there a system – probably some form of appraisal scheme – where people's performance and contribution can be discussed, and the training and development that they need to make their contribution more efficient, effective or safe are identified with them?*
- *Are these needs formed into training and development plans for individuals, groups, departments and the whole organisation, taking into account available resources?*
- *Does the training and development actually happen, once it has been agreed and prioritised?*
- *Is there some form of evaluation to assess whether the training and development achieved what it set out to in contributing to the organisation's goals?*

**The manager's role and responsibility**

So, what is your part in all this? Well, it's right at the heart of the matter. The ultimate success of your organisation depends on you and your colleagues making an effective contribution.

**Activity****Activity 1.3****(about 10 minutes)**

Take your own job description and see what it says about training or development (it may not use exactly those words, but might talk about activities such as coaching, induction and support instead). Now answer the questions below.

What specifically does it indicate about your part in the training and development of others?

What responsibility do other people have for any training and development of your team?



**Feedback**

*Naturally, job descriptions vary, but in most managers' roles there is a specified responsibility for developing and training the people in the team – and probably the team itself too – to raise and maintain standards and output.*

*Others will be involved, certainly, but if you think that it is all down to someone else, like:*

- *the training manager and their department*
- *HR or personnel*
- *the employees themselves*
- *your boss*

*then think again!*

*One difficulty is that job descriptions sometimes make no clear reference to these or similar points (especially when they have not been updated for some time). In such a situation, you may be unlucky enough to hear the age-old cry, 'I'm not doing that because it isn't in my job description.'*

*This throwback to the days of inflexible working practices and tight lines of demarcation has no place in today's modern organisational environment. That is why the National Occupational Standards for Management and Leadership emphasise that a manager's role includes the development of the team and the individuals in it.*

Another issue can be the blurred use of the two different words – *training* and *development*. The manager's role is generally more about developing people than it is about training them, although both can apply. There is a growing bank of materials that can be used for training. As it says in the introduction to *Ready Made Activities for Developing Your Staff* (Taylor and Bishop):

*All managers and supervisors are trainers, of course, by definition. Most, though, would see the training they do as mainly one-to-one coaching or mentoring.*

## Activity

## Activity 1.4

(about 5 minutes)

Write down your ideas about the differences between *training* and *development*. Start by trying to define each term individually and then draw conclusions about the key differences.

Training is...

Development is...

The key differences are...

## Feedback

*The differences can be hard to untangle, but you may have focused on the way that each is delivered or managed.*

*Among other things, training can often take a traditional approach in which it:*

- *is linked to courses with a start and an end... 'the training course starts on Monday and ends on Thursday'*
- *deals with a topic or a skill that is to be passed on to an individual or group that needs it*
- *is done by one person to another... 'I trained her/him'*
- *needs a trainer to pass on knowledge and techniques (you can learn on your own and could be self-taught, but it is difficult to be self-trained)*
- *can relate more to 'hard' skills, such as task activity, than to the 'soft' skills of personal issues, attitudes and attributes (although of course 'soft' skills areas are also used significantly in some sectors)*
- *can centre on theoretical knowledge and understanding*
- *is prepared (by the trainer) as a series of inputs to meet set objectives laid down by an 'expert'.*

*Development, on the other hand, is usually:*

- *a continuous process – it started when you were born and will go on for as long as you do*
- *something that comes from and is managed by people for themselves, once it gets going*