

# Pathways to Management and Leadership

Level 5: Management and  
Leadership

Unit 5003V1

Managing Team and Individual Performance

## Pathways to Management and Leadership

### Unit 5003V1: Managing Team and Individual Performance

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# Managing Team and Individual Performance

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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 5 in Management and Leadership qualifications, so it specifically focuses on the content of the syllabus for Unit *5003V1 Managing Team and Individual Performance*.

This workbook provides underpinning knowledge and develops understanding to improve your skills as well as to prepare you for future assessment. If you are studying for the Level 5 in Management and Leadership qualifications, then you will be assessed by your approved centre on 'your knowledge and understanding of' the following learning outcomes.

1. Be able to identify and agree performance objectives for your team and individuals.
2. Be able to assess performance against objectives and provide feedback.
3. Be able to provide advice, guidance and support to improve performance.
4. Be able to apply the organisation's disciplinary and grievance procedures.

## The aims of this workbook

This workbook aims to help you learn how to:

- agree objectives and allocate work to your team
- ensure you develop an environment of trust and support
- assess performance and provide feedback
- manage conflict within the workplace
- handle poor performance.

## Syllabus coverage

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

Unit 5003V1 syllabus coverage	Addressed within section:
<b>Performance Management</b>	
1.1 Explain the links between individual, team and organisational objectives	1
1.2 Identify the selection of individual and team objectives for agreement	1
1.3 Identify areas of individual and team responsibility in achieving objectives	1
1.4 Identify the need to create an environment of trust and support with others	1, 2
2.1 Evaluate individual and team performance against objectives	3
2.2 Examine methods of feedback to individuals and teams in relation to their performance against agreed objectives	2, 3
2.3 Examine the causes of conflict and strategies to minimise or prevent conflict	4
2.4 Explain recording systems for performance assessment for individuals or teams	3
3.1 Examine how the performance improvement cycle can support an individual and the team to improve upon their performance	5
3.2 Discuss the indicators of poor performance	5
3.3 Evaluate a range of methods that support performance improvement	5
4.1 Discuss the organisation's disciplinary and grievance procedures	5
4.2 Examine the role of the manager in implementing both a disciplinary and grievance procedure	5
4.3 Summarise key aspects of legislation that apply to an organisation's disciplinary and grievance procedures	5



## Getting started

Actively managing the performance of your team is an essential part of any manager's role. It is a process that, when properly undertaken, will provide enormous benefits for team members, the team as a whole and the manager.

Performance management can be used to look forward and to look back.

When looking forward, it can be used to identify objectives and make sure that each member of staff is very clear about:

- what has to be achieved
- the schedule
- the standards they should meet
- the resources they can use.

When looking back, it can be used to identify and agree:

- which objectives have been achieved, and which have not
- which standards have been met, and which have not
- which schedules have been adhered to, and which have been delayed
- which work plans (including methods of working) have been successful, and which have not
- which priorities were correctly ranked and achieved, and which were not
- which resources were actually used, and which additional resources (if any) would have been useful.

However, individual teams don't work in isolation. They are always part of the wider organisation. Therefore, the objectives they work to achieve have to contribute to the overall objectives and goals of your organisation – that is, they have to be aligned with the wider organisation.

This workbook starts by exploring how to identify and agree performance objectives, what organisational alignment means in practice, and how your team fits into the bigger picture. It then looks at what's involved in actively managing the performance of your team, including how to develop an environment of trust, how to assess performance, how to deal with any conflict that occurs and finally how to handle poor performance.

## 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 Chartered Management Institute Level 5 in Management and Leadership. 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 these 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 via ManagementDirect through the Study Support section of the Institute's website at <http://mde.managers.org.uk/members>. Alternatively, email [ask@managers.org.uk](mailto:ask@managers.org.uk) or telephone 01536 207400. You will also find titles for further reading in the Bibliography at the end of this workbook.

SAMPLE MATERIAL

# Section 1 Identify and agree performance objectives

Time required: about 2 hours

## Learning outcomes

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

- 1.1 Explain the links between individual, team and organisational objectives
- 1.2 Identify the selection of individual and team objectives for agreement
- 1.3 Identify areas of individual and team responsibility in achieving objectives
- 1.4 Identify the need to create an environment of trust and support with others

The Chartered Management Institute has produced a useful checklist on setting objectives:

- Checklist (052): Setting objectives.

## The difference between a group and a team

A high-performance team is much more than a group of people who happen to work for the same organisation. It's a team that:

- works together as a cohesive unit
- takes pride in the team
- performs well.

Some examples of high-performance teams are:

- orchestras, television, theatre, opera and dance company teams
- radio, television and newspaper journalist teams
- hospital, fire brigade, paramedic and police teams.

Each of these teams is closely aligned towards achieving a very specific objective, for example:

- broadcast the news at 10pm
- publish a 32-page newspaper every day, Monday to Friday
- perform *Madam Butterfly* to a live audience every night for a week
- resuscitate an unconscious patient
- put out a fire.

Alignment to a common goal or objective alone is not sufficient to produce high performance. Teams that consistently produce results and work well together also exhibit a number of additional qualities.

**Activity****Activity 1.1****(about 20 minutes)**

The following table shows the characteristics of a high-performing team, compared with the characteristics of a group of people who work together.

For each characteristic mark an 'X' on the scale where you think your team best fits. For example, if you think your team strongly exhibits the characteristics of a high-performing team you should mark your 'X' underneath 1; if you think your team is somewhere between the two extremes, mark your 'X' around 5 on the scale.

SAMPLE MATER

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Key characteristics of a high-performing team		Key characteristics of a group of people who happen to work together
<p>People in my team:</p>	<p>1 2 3 4 5 6 7 8 9 10</p>	<p>People in my team:</p>
<p>1. Work co-operatively, invariably putting the needs of the team and the team's objective at the top of their priority list.</p>	<p>_____</p>	<p>1. Work independently, often to their own agenda, invariably putting their own needs first.</p>
<p>2. Are prepared to do whatever it takes to achieve the team's objective. In practice, this may mean that responsibility is shared equally, or that some people take on extra tasks and have to go the extra mile for the good of the team.</p>	<p>_____</p>	<p>2. Are reluctant to accept additional responsibility on the basis that they are not:</p> <ul style="list-style-type: none"> <li>■ prepared to carry the can if things go wrong</li> <li>■ paid to undertake additional or complex tasks</li> <li>■ willing to sacrifice the time or the energy.</li> </ul>
<p>3. Make a real effort to build strong relationships with other team members, and consciously work towards a climate where they are able to:</p> <ul style="list-style-type: none"> <li>■ communicate openly and honestly, e.g. discuss feelings, ideas, opinions, problems, successes</li> <li>■ ask team members for support, feedback, advice and guidance</li> <li>■ admit mistakes and share concerns</li> <li>■ respect the individual contribution each team member makes to the team.</li> </ul>	<p>_____</p>	<p>3. Have difficulty trusting other team members and feel that they have to:</p> <ul style="list-style-type: none"> <li>■ watch their backs</li> <li>■ be careful about what they say</li> <li>■ avoid disclosing any information that could be used against them, either personally or professionally</li> <li>■ avoid admitting any mistakes or errors of judgement.</li> </ul>

SAMMA

Key characteristics of a high-performing team		Key characteristics of a group of people who happen to work together
People in my team:	1 2 3 4 5 6 7 8 9 10	People in my team:
4. Forge even stronger links when problems occur, saying things like: <ul style="list-style-type: none"> <li>■ ‘We’ve done it before, we can do it again!’</li> <li>■ ‘How can we make this work?’</li> <li>■ ‘There has to be a way ... and we’ll find it’.</li> </ul>	_____	4. Step out of the team when serious problems occur, saying things like: <ul style="list-style-type: none"> <li>■ ‘I never thought it would work!’</li> <li>■ ‘It was bad planning, right from the start ...’</li> <li>■ ‘I’m going to put this behind me and get on with the important stuff.’</li> </ul>
5. Support the team leader wholeheartedly, and are prepared to take decisions or act in the leader’s absence.	_____	5. Are critical of the group leader, but are unwilling to make decisions or take the initiative without the leader’s direction and supervision.
6. When team members disagree, there is an open and honest exchange of views and opinions. People actively seek a win/win outcome or say: ‘Privately – within the team – I may disagree with you, but I’ll support you in public’ or ‘OK – let’s agree to disagree ... and get on with the job.’ They: <ul style="list-style-type: none"> <li>■ ask team members for support, feedback, advice and guidance</li> <li>■ admit mistakes and share concerns</li> <li>■ respect the individual contribution each team member makes to the team.</li> </ul>	_____	6. Are unable to deal with disagreements in a constructive way. Jealousy, impatience, intolerance, gossip, rumour-mongering and back-biting are fairly usual.



SAMPLE MATERIAL

Key characteristics of a high-performing team	1 2 3 4 5 6 7 8 9 10	Key characteristics of a group of people who happen to work together
People in my team:  7. Are prepared to take responsibility for the well-being, progress and development of the team. ■ 'There has to be a way ... and we'll find it.'  8. Express loyalty to the team through words and actions – because the team is important to them.	1 2 3 4 5 6 7 8 9 10  _____  _____	People in my team:  7. Are unwilling to take any responsibility for the progress or development of the group.  8. Do not feel that they owe any loyalty to the group or the individual people within the group.

**Feedback**

*The results of the activity will give you an indication as to the degree to which the people you manage are working as a team. Generally, where scores are on the left-hand side of the continuum this represents teams that perform well together and consistently achieve and exceed their targets. However, your answers will reflect your perceptions of your team and you may find it useful to use the activity with team members during a team meeting to find out their perceptions.*

In the remainder of this section we focus on developing a high-performance team by ensuring alignment to a common purpose.

## Organisational alignment

Every organisation needs a statement about why it exists. Often referred to as a mission, it should set out clearly what the organisation aims to achieve.

*To help people maintain independence and dignity in their own homes and communities, particularly in later life.*

Women's Royal Voluntary Service (WRVS, UK charity)

### *Vision*

- *To be the standard against which others are measured*

### *Mission*

- *To make aspirational quality accessible to all*

### *Values*

- *Quality, value, service, innovation and trust*

Marks & Spencer

The mission sets the overall direction and all activities should contribute towards the mission. In the case of the WRVS, it would mean that it could not become involved in supporting drug-dependent teenagers. It could not consider diversifying into that area as it would be completely contrary to their mission. Similarly, Marks & Spencer would dismiss opportunities for lowering prices if it meant lowering quality in any way.

Once the overall direction is set, it is then the role of the various operating businesses or units to contribute towards the corporate mission and objectives, as shown in Fig. 1.1.