

Pathways to Management and Leadership

**Level 5: Management and
Leadership**

Unit 502

**Developing, Managing and Leading
Individuals and Teams to Achieve
Success**

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Unit 502: Developing, Managing and Leading Individuals and Teams to Achieve Success

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**Developing, Managing and Leading
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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 qualification — Management and Leadership, so it specifically focuses on the content of the syllabus for Unit 502, Developing, Managing and Leading Individuals and Teams to Achieve Success. This is about the way in which you lead and motivate your team to achieve organisational goals.

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 Level 5 in Management and Leadership, then you will be assessed by your approved centre on your knowledge and understanding of the following learning outcomes:

1. Understand approaches to developing, managing and leading teams
2. Understand approaches to achieving a balance of skills and experience in teams
3. Know techniques for leading individuals and teams to achieve success.

The aims of this workbook

This workbook aims to help you learn how to:

- Develop, manage and lead teams
- Ensure you have the right people in your team
- Use different techniques to motivate people.

This workbook is about how you can acquire the essential management and leadership skills to fulfil this challenging but rewarding role.

Syllabus coverage

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

Unit 502 Developing, Managing and Leading Individuals and Teams to Achieve Success		Addressed within section
Syllabus coverage		
1.1	Evaluate the use of theoretical models for developing, managing and leading teams	1
1.2	Discuss practical approaches for effective team management and leadership	1
1.3	Analyse strategies for managing team leaders	1
1.4	Develop approaches to respond to the challenges of managing and leading multiple and diverse teams	1
2.1	Evaluate techniques for assessing current and future team capabilities and requirements	2
2.2	Analyse a process for recruiting team members	2
2.3	Assess the factors which impact on the selection of learning and development activities for individuals and teams	2
2.4	Examine the use of coaching and mentoring models to support team development	2
3.1	Discuss methods used to monitor and manage individual and team performance	3
3.2	Evaluate good practice for enabling and supporting high performing teams	3
3.3	Analyse motivational techniques used to create high performing teams	3

Getting started

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. As the Unit progresses more complex ideas around team dynamics, coaching in a team setting and critical evaluation of team working are introduced.

How to use the workbook

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 Level 5 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 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 reflecting scenarios and activities in each section of the workbooks are designed to take about 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 Qualification Support Section of ManagementDirect, CMI's online resource portal. 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. You will also find titles for Supporting Resources at the end of each section and Further Reading at the end of the workbook.

Section 1 Understand approaches to developing, managing and leading teams

Learning outcomes and assessment criteria (about 3 hours)

By the end of this and the next section you will understand how to develop teams in complex organisational settings. You will know how to plot a team's development and understand the challenges of managing remote workers. In this section you will be able to:

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 strategic approaches to managing team leaders
1.4	Develop approaches to respond to the challenges of managing and leading multiple and remote teams

Different theoretical models for developing teams. What is a team?

Before setting to evaluate different theoretical models it is important to consider the nature of a 'team'. This word is used to describe a whole selection of different social settings and this can lead to ambiguity over the term. Consider, for example a sports team such as Manchester United or the England Para Olympics team, or perhaps a work-based team working on a short-term project, what about a group of climbers trying to reach the summit of Mount Everest or a gang of road workers resurfacing your local high street – are all of these groups of workers a 'team'? What about an orchestra or a throng of demonstrators chanting slogans? What do they have in common? One immediate thought is the nature of their task and the participant's relationship with each other.

Within management and organisational domains, Shonk's (1992) view has been well received. According to him a team is two or more people who must coordinate their activities to accomplish a common goal – it is the common goal and associated coordination that make the individuals a team. This aspect of accountability clearly appeals to organisations and Katzenbach and Smith's (1993) definition of a team as, 'a small number of people with complementary skills who are committed to a common purpose, set of performance goals, and approach for which they hold themselves mutually accountable' has been widely adopted by organisations. Groups on the other hand, can simply be a number

of individuals who identify themselves as a 'group' - for example a few people waiting at a bus stop or a crowd watching a concert.

Activity

1.1 Define 'a team'

(about 30 minutes)

- Start by imagining you're writing a dictionary. Under the heading 'team' write a definition starting with, 'A team is.....'.
- Pass your definition to a colleague with whom you work with – perhaps use email for this. Ask them for their comments. Do they agree with you or not?

Feedback

- *It's important to be clear on what the difference is between a team and a group as this will affect how you go about developing each sort of grouping. A team needs to:*
 - *have a mutually dependent goal*
 - *collaboratively achieve the goal*
 - *hold themselves accountable as a whole*
 - *consider themselves to be 'a team'.*

Activity

2 Case study Teamwork and Volvo

(about 20 minutes)

In 1974 Volvo built a new car production facility at Kalmar. The Kalmar plant dispensed with the production line system used in car manufacturing since Henry Ford revolutionised the way in which products were made. In a production line each worker has a very small specialised role and once a task is completed the job is passed along to the next operative until the whole unit is assembled. Workers carry out the same task and work at a speed set by the machinery. In the new plant there was a different physical arrangement with large open rooms and windows. Along with the new environment the existing job roles were dispensed with, so all workers became multi-skilled and able to carry out each other's role. Instead of doing a small specialised role, each room was occupied by a team of 15 to 25 workers who were

made jointly responsible for performing, in a specified time, a broadly defined task, such as the electrical wiring, door assembly, fitting upholstery, or installing the exhaust system. The individual teams were free to decide on who did what and when. One immediate benefit was the reduction in shop floor management and the need for foremen quickly became redundant. Once the task was done, the semi-finished car would move on to the next team via a computer-controlled trolley.

The reasoning behind this revolutionary approach was to give the workforce a sense of ownership and a greater responsibility. Volvo also hoped for an improvement in morale along with the associated benefits of a healthier, more engaged workforce. It is not surprising that the Kalmar plant soon had a steady stream of visitors from other manufacturers and academics keen to experience this new Utopia. However, the reaction was less than positive with other car manufacturers particularly scathing about the likely outcomes of the experiment. A Peugeot representative is reported to have said, 'There is no chance whatsoever that the experiment will be emulated. Kalmar's operating costs are 30% higher than those at a conventional plant in France'. Whilst General Motors added 'We have no desire to copy this - our Ohio plant can produce 30,000 cars per year, Kalmar 30,000'. Perhaps more surprising were comments from other car workers who felt this was not a good idea; 'Team work requires constant attention. On an assembly line, I can do a routine job and daydream which takes out the drudgery of work'.

Initially Volvo's experiment did pay off and in 1987, they constructed another plant at Uddevalla. In this plant a team would be responsible for building a complete car. However eventually the teams became embroiled in endless internal debates and friction arose between individual workers. Sadly both plants closed amid rising costs as efficiency fell and by 1995 Volvo was producing cars at Copenhagen using a highly automated traditional assembly line. Rather ironically Volvo are now owned by the American car giant Ford.

Questions:

1. What do you think about Volvo's idea?
2. Was it doomed to failure from the beginning?
3. Could the experiment be repeated today with greater chance of success?

Feedback

Perhaps you could consider their motivation here. Clearly the company wanted to improve profitability and thought the way to do this was via a better motivated workforce. They viewed teamwork as the best way to achieve this - their underpinning belief being that working in teams is 'better' and more productive than working in a Taylorist environment. However, they did not appreciate fully the demands that teamwork places on individuals and processes. It is a fact uncovered by Fredrick Taylor that dividing work into small, specialist functions is a more efficient process – whether it is rewarding for the individuals concerned is a moot point. Perhaps Volvo would have been better advised to try a pilot scheme or to try team working in different parts of the production process first.

Perhaps – but it did at least provoke discussion about the quality of life and work in mechanistic organisations. It is also true that such organisations do now pay much more attention to how workers engage with the business and have made significant changes to working patterns. Perkins Engines – part of the larger Caterpillar group have 'team briefings' for parts of the production line workers and use the term 'team leader' for higher level supervisory staff. The question for you to consider is if these terms are simply window dressing or a true reflection of a change in organisational philosophy.

*The above caveats still apply but teamwork does feature heavily in aspects of manufacturing albeit in a slightly different form to the Volvo model. Wergin's (2003) paper *Teamwork in the Automotive Industry - An Anglo-German Comparison* outlines several different examples of teamwork and how the emphasis on teamwork does ebb and flow.*

The question remains as to what exactly organisations mean by 'teams' and 'teamwork'.

Think clearly about how you view these terms when trying to answer this type of question.

Team models**Belbin's role model approach**

Having considered the definition of a team and an organisational setting for the construct, the next stage is to critically examine some of the tools used to help with teamwork. Professor R Meredith Belbin (1926 -) is a British researcher and management

theorist who is acknowledged as the father of team role theory. As a result of research carried out in the 1970s, he identified eight (later extended to nine) useful roles which are necessary for a successful team. His contribution has gained in significance due to the widespread adoption of team working in the late 1980s and 1990s.

ManagementDirect has a useful document, CMI Thinker 023 - R Meredith Belbin: team building outlining his work. Belbin's work carried out at Henley, UK, identified eight (later nine) different activities that need to take place for a team to work effectively. His major contribution was to link these activities to personality types which suggested that different people suit different roles due to their disposition. In Belbin's own words a team role "describes a pattern of behaviour characteristic of the way in which one team member interacts with another where his performance serves to facilitate the progress of the team as a whole".

BELBIN'S TEAM ROLE	CHARACTERISTICS	WEAKNESSES
Plant	A creative, imaginative individual, who will solve problems with new ideas and contribute original thought.	Ignore the detail and can be a poor communicator.
Resource Investigator	An enthusiastic communicator and skilled negotiator. Energetic and optimistic. Explores opportunities and develops contacts.	Over optimism can lead to a loss of interest as the project progresses.
Coordinator	A confident and controlled communicator who makes a good chairperson. Clarifies goals and keeps the team focused.	Manipulative and exerting excessive control.
Team Worker	Promotes lots of action and demonstrates energy and enthusiasm for the task. Shapes the team's ideas into practical actions.	Insensitive and provocative.
Monitor/Evaluator	An analytical person who sees all the options. Their objective view can save the team from rash decisions.	Fails to inspire others and may lack drive and energy to see the task through to completion.
Team Worker	A cooperative and discerning individual who likes people. They listen, build and support others.	Indecisive when critical decisions need to be made.
Implementor	An organised individual who takes basic ideas and makes them work. Tend to be reliable, sensible, and disciplined.	Reacts slowly to new ideas and gives the impression of inflexibility.
Completer/Finisher	Sees the task through to the end. Can be relied upon to achieve a task to a high standard and on time.	Reluctant to delegate and their worrying can be an annoyance to colleagues.
Specialist	A subject expert with in-depth knowledge of specialism. Driven by dedication to subject area and professional standards.	Focuses too much upon their own specialist subject, prioritising this over the progress of the team.

Figure 1: CMI Model - Belbin's team roles,