FIFTH EDITION

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Building the Team

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FIFTH EDITION

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Series preface

Whether you are a tutor/trainer or studying management development to further your career, Super Series provides an exciting and flexible resource to help you to achieve your goals. The fifth edition is completely new and up-to-date, and has been structured to perfectly match the Institute of Leadership & Management (ILM)'s new unit-based qualifications for first line managers. It also harmonizes with the 2004 national occupational standards in management and leadership, providing an invaluable resource for S/NVQs at Level 3 in Management.

Super Series is equally valuable for anyone tutoring or studying any management programmes at this level, whether leading to a qualification or not. Individual workbooks also support short programmes, which may be recognized by ILM as Endorsed or Development Awards, or provide the ideal way to undertake CPD activities.

For learners, coping with all the pressures of today's world, Super Series offers you the flexibility to study at your own pace to fit around your professional and other commitments. You don't need a PC or to attend classes at a specific time – choose when and where to study to suit yourself! And you will always have the complete workbook as a quick reference just when you need it.

For tutors/trainers, Super Series provides an invaluable guide to what needs to be covered, and in what depth. It also allows learners who miss occasional sessions to 'catch up' by dipping into the series.

Super Series provides unrivalled support for all those involved in first line management and supervision.

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Unit specification

Title:	Building the team	Unit Ref:	M3.11
Level:	3		
Credit value:	1		

Learning outcomes *The learner* will	Assessment criteria *The learner* can *(in an organization with which the learner is familiar)*	
1. Understand how to develop and maintain trust at work	1.1	Explain behaviours which could develop and maintain trust at work
	1.2	Explain why confidentiality is important in building and maintaining trust in the team
2. Know how to build the team	2.1	Give *one* example of a group and *one* example of a team within the workplace. Justify the classification of examples given
	2.2	Briefly describe the stages of an established model of group formation
	2.3	Explain how a manager could benefit from knowing team members' preferred team roles

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Workbook introduction

1 ILM Super Series study links

This workbook addresses the issues of *Building the Team*. Should you wish to extend your study to other Super Series workbooks covering related or different subject areas, you will find a comprehensive list at the back of this book.

2 Links to ILM qualifications

This workbook relates to the learning outcomes of Unit M3.11 Building the team from the ILM Level 3 Award, Certificate and Diploma in First Line Management.

3 Links to S/NVQs in management

This workbook relates to the following Units of the Management Standards which are used in S/NVQs in Management, as well as a range of other S/NVQs:

B6. Provide leadership in your area of responsibility
D6. Allocate and monitor the progress and quality of work in your area of responsibility

4 Workbook objectives

> 'Working as a team means flexibility of treatment and people always give their best when they believe they are valued as individuals. Nobody wants to be the same as anyone else. We all start with different basic ideas and it is weaving these ideas together into a dynamic whole which makes for the successful team.'
>
> John Harvey-Jones (1995), *All Together Now*, Mandarin

Every team is a collection of unique human beings each with a contribution to make. Getting the most from the team means combining the talents of all the members in a way that is best fitted to achieving the common task. This must be done while bearing in mind individual needs and ambitions.

In this workbook we will look at the characteristics of work teams, their problems, strengths and weaknesses, and what goes on in them. Most importantly, we will try to find ways of improving the efficiency and effectiveness of teams.

Session A begins by defining the words 'team' and 'work team'. Then we list and compare the different kinds of work teams. The session continues with the subjects of needs and responsibilities: what do people get out of working in a team, what do they need to make it work, and what are they answerable for?

The next session is concerned with behaviour. It covers the stages of team development, the roles people take on in teams, and the norms they are expected to conform to. Next, the question is asked: 'Why do teams fail?'

The third session is about leading and developing teams. We look at maintaining trust and respect, cohesiveness, conflict, and psychometric testing.

4.1 Objectives

When you have completed this workbook you will be better able to:

- assess the needs, responsibilities and motivations of your work team;
- deal with the problems that arise from the way in which people in work teams relate to each other;
- recognize and influence the stages of team development;
- improve the performance of your work team.
- describe the types of structure which form the basis of relationships in organizations;
- develop qualities and skills that will promote positive team relationships.

5 Activity planner

You may want to look at the following Activities now, so that you can start collecting material as soon as possible:

Activity 18 on page 45 in which you are asked to explain how you go about consulting with team members, keeping them informed, honouring your commitments and holding the team's respect.

Activity 19 on page 47 asks you about your approaches to conflict.

Activity 40 on page 88 asks you to review your personal qualities in building a positive environment for your team.

All these Activities may provide the basis of evidence for your S/NVQ portfolio. All Portfolio activities and the Work-based assignment are signposted with this icon.

The icon states the elements to which the Portfolio activities and Work-based assignment relate.

The Work-based assignment (on page 109) suggests that you provide a description and an analysis of a team you lead or belong to. You may want to prepare for it in advance.

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