# 451 LEAD TEAMS TO SUPPORT A QUALITY PROVISION

## Unit overview

### Elements of competence

451a        Establish effective working relationships with team members
451b        Establish and support team members to carry out their work activities, roles and responsibilities
451c        Assess and provide feedback on individual and team performance

### About this unit

For this unit you will need to lead teams to enable the best possible delivery of services.

### Scope

The scope is here to give you guidance on possible areas to be covered in this unit.  The terms in this section give you a list of options linked with items in the performance criteria.  You need to provide evidence for any option related to your work area.

**Communicate** using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

**Key people:** family; friends; carers; others with whom the individual has a supportive relationship.

**Issues** could be:  changes; difficulties.

**Team members** include members in: your work team; multi-disciplinary teams; multi-agency teams.

Your **knowledge and understanding** for this unit will relate to legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work; your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service; the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently; the need to be able to solve problems and resolve conflicts; the need to be able to evaluate, assess situations and act appropriately; systems and processes within your own and across other organisations and the need for you to be able to work in collaboration with individuals[1], key people and others within and outside your organisation.

### Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement[2], the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health and social care in the four UK countries.  If you are working with children and young people they can be found in the principles of care unit 44.  If you are working with adults they can be found in unit 45.  To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit 44 or unit 45 in your practice and through your knowledge.

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[1] If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship
[2] The key purpose identified for those working in health and social care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

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## Key words and concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required**.

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|---|---|
| **Active support** | Support that encourages individuals to do as much for themselves as possible to maintain their independence and physical ability and encourages people with disabilities to maximise their own potential and independence |
| **Individuals** | The actual people requiring health and care services.  Where individuals use advocates to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers the individual and their advocate or interpreter |
| **Others** | Other people within and outside your organisation that are necessary for you to fulfil your job role |
| **Rights** | The rights that individuals have to: |

- be respected
- be treated equally and not be discriminated against
- be treated as an individual
- be treated in a dignified way
- privacy
- be protected from danger and harm
- be cared for in a way they choose
- access information about themselves
- communicate using their preferred methods of communication and language

| | |
|---|---|
| **Role model** | When you illustrate best practice through your own behaviour, attitudes, actions and practice.  It allows team members to emulate your model |
| **Team members** | The worker's team, the multi-disciplinary team, and the broader multi-agency team |

# 451 LEAD TEAMS TO SUPPORT A QUALITY PROVISION

## 451a Establish effective working relationships with team members

### Performance criteria

You need to show that:

1   You establish working relationships with **team members** that:
    - builds trust and confidence in your abilities as a leader and their abilities to work effectively in their individual roles and as members of the team
    - enables them to confide in you about their own practice, concerns and issues and where practices and procedures need to be challenged or changed
    - enables you constructively to challenge practices and procedures that need to be improved, changed or eradicated

2   You work with team members to identify their interests, skills and preferences when working individually and in teams

3   You identify the strengths and areas needing development of team members

4   You praise good working practices from team members

5   You develop relationships that ensure the participation of all team members

6   You work with team members to develop working practices that empower team members, do not discriminate and that encourage them to make constructive suggestions about effective practice and practice that needs improvement

7   You sensitively and fairly develop individual and team practice that needs improvement

8   You identify the potential for conflict and deal fairly and appropriately with conflict within the team

9   You seek constructive feedback about your own role within the team

10  Your actions and behaviour provide a **role model** of good practice for team working and leadership

11  You ensure that you carry out your own role and responsibilities effectively

# 451 LEAD TEAMS TO SUPPORT A QUALITY PROVISION

**451b** Establish and support team members to carry out their work activities, roles and responsibilities

## Performance criteria

You need to show that:

1   You work with team members to identify the purpose of working in teams and the roles and responsibilities of the team overall

2   You work with team members to recommend how the work activities for which your team is responsible can best be allocated

3   You support team members to identify and agree work activities, roles and responsibilities that:
    - make the best use of resources and the abilities of team members
    - are consistent with your team's objectives, policies and values of your organisation

4   You encourage team members to undertake work activities, roles and responsibilities to meet their personal development needs

5   You agree with each team member their work activities, roles and responsibilities and the limits of their authority

6   You confirm team and individual understanding of, and commitment to, work activities, roles and responsibilities

7   You identify and provide support and advice for team members when they are:
    - carrying out their work activities, roles and responsibilities
    - stressed and distressed
    - having difficulty carrying out their work activities, roles and responsibility

8   You use organisational procedures and practices to challenge bad practice

9   Where team resources are insufficient, you reach agreement with relevant people on the prioritisation of objectives or re-allocation of resources

10  You inform your team members of changes to work activities, roles and responsibilities in ways which minimises the impact on time, cost and inconvenience

# 451 LEAD TEAMS TO SUPPORT A QUALITY PROVISION

## 451c Assess and provide feedback on individual and team performance

### Performance criteria

You need to show that:

1    You meet regularly with the team and team members individually to review the effectiveness of individual work activities, roles and responsibilities in enhancing the health and well-being of **individuals** and **key people**

2    You clearly explain:
*    the purpose of monitoring and assessing team and individual performance
*    the criteria that will be used to monitor and assess team and individual performance

3    You provide opportunities and support team members to monitor, assess and provide feedback on their own performance

4    You seek and collate feedback on team members and your own performance from individuals, key people and others

5    You collect sufficient, valid and reliable information to allow you to assess team and individual performance objectively

6    Your assessments take due account of the personal circumstances of team members and organisational constraints

7    You provide individual and team feedback in an environment, form and manner that is most likely to maintain and improve performance and which respects team members and the need for confidentiality

8    You provide constructive feedback to team members that:
*    is clear
*    is based on your objective assessment of their performance and evidence from individuals, key people and others
*    acknowledges their achievements
*    challenges bad practices appropriately and makes constructive suggestions for improving future performance

9    You provide opportunities to teams and individuals to respond to feedback

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## Knowledge specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics.  This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.  When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role**.

### Values

1 Legal and organisational requirements on equality, diversity, discrimination, **rights**, confidentiality and sharing of information when leading teams
2 Knowledge and practice that underpin the holistic person-centred approach which enable you and team members to work in ways that:
   - place the individual's preferences and best interests at the centre of everything you do
   - provide **active support** for individuals
   - recognise the uniqueness of individuals and their circumstances
   - empower individuals to take responsibility (as far as they are able and within any restrictions placed upon them), and make and communicate their own decisions about their lives, actions and risks
3 How to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when leading teams
4 How to challenge and support team members to challenge information, documents, systems, structures, procedures and practices that are discriminatory
5 How to promote relationships that respect team members
6 Approaches to ethical leadership and managing diversity
7 How to manage ethical dilemmas and conflicts with team members

### Legislation and organisational policy and procedures

8 Codes of practice and conduct, and standards and guidance relevant to your setting and own and  the roles, responsibilities, accountability and duties of **others** when leading teams
9 Current local, UK and European legislation and organisational requirements, procedures and practices for:
   - leading teams within your the health and care setting
   - data protection
   - making and dealing with complaints
   - health and safety and dealing with emergencies, accidents and incidents
   - your responsibility for keeping yourself, individuals and others safe
   - employment practices
   - working in integrated ways to promote the individual's well-being
10 Key government initiatives which affect the leadership of teams working within your organisation
11 How to access, evaluate and influence organisational and workplace policies, procedures and systems for team working
12 How to access and record information, decisions and judgements about team working, outcomes and issues, electronically and manually

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## Knowledge specification for the whole of this unit (continued)

13   Policies, procedures, guidance and protocols with the other organisations and professions with whom you work, especially in relation to team working
14   Your team objectives, and the organisational policies, procedures and values which have a bearing on the allocation of work within the team
15   The purpose of and arrangements for you to provide and receive supervision and appraisal

**Theory and practice**

16   How and where to access literature, information and support to inform your practice when leading teams
17   An up-to-date knowledge of:
   - literature related to best practice when leading teams
   - government reports, inquiries and research about working within and leading teams in the health and care sector
   - government reports, inquiries and research into serious failures where team working did not protect individuals, families, carers and other key people
18   Theories of:
   - team working
   - leadership and leadership styles that are effective in your area of work
   - conflicts and dilemmas
   - stress and how it can affect behaviour
   - motivation, in relation to leading teams
   - how power and influence can be used and abused when leading teams
   - how to set up procedures and protocols to support team members
   - methods of multi-disciplinary and multi-organisational working
19   How different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working
20   Methods and techniques for:
   - evaluating own strengths and weaknesses as an open and participatory leader
   - working with external management and governance on ethical and moral dilemmas
   - communicating and inter-acting with individuals, key people and others in individuals' lives and other professionals
21   How to lead and motivate team members to meet the team's objectives and achieve its outcomes
22   The importance of allowing the team members the opportunity to provide suggestions on how to improve their work and of you providing constructive suggestions on how performance can be improved
23   How to encourage and enable team members to provide suggestions on the allocation of work activities, roles and responsibilities
24   The importance of consulting with team members and achieving consensus and agreement on working practices, activities, roles and responsibilities
25   How to gain the commitment of team members to work activities, roles and responsibilities
26   The types of issues on which your team members may need support, advice and guidance
27   How to match work activities, roles and responsibilities with individuals' abilities and development needs
28   The importance of regular meetings to update team members and receive feedback
29   How to provide both positive and negative feedback to team members on their performance in a constructive way and in ways that encourage team members to feel that you respect them

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## Knowledge specification for the whole of this unit (continued)

30  The importance of monitoring and assessing the on-going performance of teams and individuals
31  How to monitor and make fair and objective assessments on the performance of teams and individuals
32  The standards against which work should be assessed
33  The information needed to assess the performance of teams and individuals
34  The use of evidence, fact and knowledge-based opinions in records and reports and why it is important to differentiate between these and make clear the source of evidence

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## Evidence requirements for this unit

- Direct observation by assessor and/or an expert witness is required for some of the performance criteria for every element in this unit.
- Prior to commencing the unit you should agree a plan with your assessor regarding the types of evidence to be used.
- You must provide your assessor with evidence for ALL the performance criteria and ALL the knowledge requirements and the relevant parts of the SCOPE as applicable to your workplace.
- The evidence must, at all times, reflect the policies and procedures of the workplaces as linked to current legislation and valued and principles for best practice within the Health and Social Care Sector. This will include the National Service Standards for your area of work or client group.
- All evidence should relate to real work activities for ALL elements of this unit.
- The evidence must, at all times, reflect the policies and procedures of the workplace as linked to current legislation and the values and principles for best practice within the Care Sector. This will include the National Service Standards for your area of work or client group.
- Simulation is NOT permitted for this unit.

**Competences can be demonstrated using a variety of types of evidence from the following:**

- **Work products:** these can be any record that you would normally use within your normal role eg supervision notes, outline of staff development and training plans, minutes of meetings, reports and records, feedback records, communication records, policies and procedures, Etc
- **Assignment/project:** you may have already completed a Project or Assignment (for example from HNC, NC, VRQ, BTec courses, D32, 33, 34, A1 and V1). You could also use evidence of previous in-house training course/programmes you have completed showing professional development.
- **Reflective accounts:** you describe your actions in (a) particular situation(s) and reflect on the reason(s) for you practicing in that way, in relation to team leading and quality provision.
- **Questioning/professional discussion:** you and your assessor may agree on questions to demonstrate your knowledge, to supplement the knowledge demonstrated through observations, products and reflective accounts. These can be oral or written but evidence of this must be recorded.

NB **Confidential records are not required in your portfolio, they can remain where they are normally stored and be checked by your assessor and internal verifier. If they are included they must be anonymised.**