Unit 314 Manage team performance

UAN:	**A/506/1821**
Level:	3
Credit value:	4
GLH:	21
Relationship to NOS:	Management & Leadership (2012) National Occupational Standards: • CFAM&LBA7 Promote equality of opportunity, diversity and inclusion
Assessment requirements specified by a sector or regulatory body:	This unit is endorsed by Skills CFA Assessment Strategy Competence units (S/NVQ)
Aim:	This unit aims to develop the knowledge and skills required to manage the performance of a team. Upon completion of this unit, learners will have developed an understanding of the management of team performance. Learners will be able to allocate and assure the quality of work and manage communications within a team.

Learning outcome
The learner will: 1. Understand the management of team performance
Assessment criteria
The learner can: 1.1 explain the use of benchmarks in managing performance 1.2 explain a range of quality management techniques to manage team performance 1.3 describe constraints on the ability to amend priorities and plans

Assessment Guidance
1.1 Benchmarking is the process of taking performance metrics from the team and comparing the results with those of other teams or with industry best practice. 'Gaps' or problems with performance can be identified and performance improvements achieved through investigating causes and identifying the best solutions. Targets for performance improvement can be set and plans implemented to achieve those targets. In this criterion the learner is required to explain the use of benchmarking in managing performance. The explanation should include examples of performance measures that can used as part of this process.

1.2 There are three basic principles that form the basis of a **total quality management system:**

- focus on the customer
- understanding the process
- all employees committed to quality and excellence.

Techniques designed to manage quality are based on those three principles.

Focus on the customer

- customers' (internal and external) needs and expectations are identified.
- performance standards are set that reflect those needs and expectations

Understand the process

- the process of producing the product or service the customer requires is understood and there is a commitment to continuously improve that process

All employees are committed to excellence and quality

- employees are involved and committed to a culture of quality
- communication and team work is effective
- skills are developed.

The organisation's quality management system will set this out in detail and may also be externally accredited.

There are a large number of techniques that can be used to manage quality. A few examples include:

- performance measures and standards
- benchmarking
- process analysis and re-engineering
- continuous improvement
- employee involvement
- Variation Risk Management
- Six Sigma approaches
- etc

In this criterion the learner is required explain a range of quality management techniques and how they could be used in team performance management

1.3 The team leader's ability to manage and improve team performance will be limited by his or her own authority and ability to influence others. There may be restrictions in terms of organisational policy, there may be financial constraints and team members themselves may be reluctant to participate and to accept change.

In this criterion the learner is required to describe constraints that could limit his or her ability to amend priorities and plan.

Learning outcome
The learner will: 2. Be able to allocate and assure the quality of work
Assessment criteria
The learner can: 2.1 Identify the strengths, competences and expertise of team members 2.2 Allocate work on the basis of the strengths, competences and expertise of team members 2.3 Identify areas for improvement in team members' performance outputs and standards 2.4 Amend priorities and plans to take account of changing circumstances 2.5 Recommend changes to systems and processes to improve the quality of work

Assessment Guidance
2.1 The following factors all affect team performance: • clarity of team objectives • how work is allocated • team dynamics – cohesion, working relationships, conflict handling • ability and willingness of team to self –manage • quality of leadership • level of skills • systems and resources available The team leader's understanding of these factors forms a vital part of managing to assure quality. The team leader must be able to identify the competences and skills required of the job and identify the strengths, competences and expertise of team members in terms of those requirements. He or she should also be aware of team members' experience, interest and motivation. Such judgments should be objective, fair and based on specific evidence. They may be incorporated into a team skills matrix or the individual's appraisal. In this criterion the learner is required to provide evidence of identifying the strengths, competences and expertise of team members in relation to their team roles
2.2 Work allocation should be fair and equal and may take into consideration number of factors: • experience and ability • motivation and interest • availability

It is also important to consider what skills need to be developed and to allow opportunities for this. Balancing interesting and boring jobs is important for motivation.

When allocating work the team leader needs to clear instructions, and specific performance requirements including timescales.

In this criterion the learner is required to provide evidence that work has been correctly and appropriately allocated on the basis of the strengths, competences and expertise of team members.

2.3 Monitoring performance of the team against performance measures and standards should highlight any areas where team members' performance does not meet output and standards.

In this criterion the learner is required to provide evidence of identifying areas for improvement in team members' performance outputs and standards.

2.4 On the basis of areas for improvement identified in 2.3. The team leader may need to take corrective action including amending priorities and plans. Alternative approaches may be required to the system or process being used through changing:

- task method
- work allocation
- timescales
- access and use of equipment or supplies
- training

In this criterion the learner needs to provide evidence of how plans and priorities have been amended to take into account changing circumstances.

2.5 As a result of identifying the need for improvement. The team leader should involve the team in applying a simple improvement technique to:

- identify the nature of the problem
- gather information into the causes and solutions to the problem
- decide on the most suitable course of action
- plan and implement the solution
- decide how to monitor the outcome to ensure that the problem has been solve

If outside the team leader's authority to change, these recommendations should be made to the appropriate senior manager.

In this criterion the learners needs to provide evidence of making recommendations for changes in systems and processes as identified in 2.3 and 2.4 to improve the quality of work.

Learning outcome
The learner will: 3. Be able to manage communications within a team
Assessment criteria
The learner can: 3.1 Explain to team members the lines of communication and authority levels 3.2 Communicate individual and team objectives, responsibilities and priorities 3.3 Use communication methods that are appropriate to the topics, audience and timescales 3.4 Provide support to team members when they need it 3.5 Agree with team members a process for providing feedback on work progress and any issues arising 3.6 Review the effectiveness of team communications and make improvements

Assessment Guidance
3.1 Communication plays a key role in effective team performance management in: • gaining commitment through the communication of the organisation's vision and strategy • gaining commitment through communication of the teams objectives, targets and performance requirements • enable empowerment and involvement in performance improvement • enable more effective team working through greater cohesiveness and exchange of ideas amongst team members • enable coaching and mentoring to improve team skills • improve motivation • provide a stronger sense to leadership Organisations will have defined lines of communication with roles, responsibilities and authority levels. This is usually represented in diagrammatic form. In this criterion the learner is required to explain the team's lines of communication and authority levels.
3.2 Effective communication of individual and team objectives, responsibilities and priorities should show the use of effective communication techniques by communicating requirements: • at the right time • clearly and specifically • in language that can be understood by the receiver. Feedback should be sought to ensure that the communication has been understood. Communication may be in writing and/or through team or individual briefing, depending on situation and complexity, and objectives should be SMART.

In this criterion the learner is required to provide evidence of having correctly and appropriately communicated individual and team objectives, responsibilities and priorities.
3.3 There are a number of written and verbal/spoken techniques that can be used. Non-verbal, visual material may also help to clarify the message. The technique to be used will depend on locations, complexity of information, normal company practice and the need for feedback. In this criterion the learner is required to provide evidence of how the communication methods they have used in 3.2 are appropriate to the topic, audience and timescales.
3.4 As part of the managing team performance, the team leader is required to provide support to team members in achieving objectives and performance standards. This could take the form supporting team members to develop skills or to adapt to changes. This is often achieved through coaching or mentoring. Improving the dynamics of the team and listening to team needs are also important. In this criterion the learner is required to provide evidence of providing correct and appropriate support to at least two team members.
3.5 The team leader needs to provide feedback to team members on work progress and other issues. Feedback from team members to the team leader is also required. This process could include the use of written performance data and/or spoken feedback on a one to one, or one full team basis. Feedback given should be objective and based on factual information. Feedback on performance on a regular basis is appreciated by all team members- especially positive feedback - so they know where they stand. In this criterion the learner is required to provide evidence that he or she has agreed with team members a correct and appropriate process for providing feedback on work progress and any issues arising.
3.6 In order to improve performance, the team leader should review the effectiveness of team communications. Opinions of team members and line manager could be useful in doing this. The review should be structured around the criteria for good team communications including: • team members receive all organisational information in line with organisational policy • individual and team objectives, responsibilities and work plans are communicated clearly to the team and at the correct time • communication principles are followed in the presentation of information and appropriate communication techniques are used.

- feedback on work progress is sought and given following good practice guidelines
- communication is used to support team members by answering queries, addressing issues of team dynamics and providing coaching and mentoring support as required.

In this criterion the learner is required to provide evidence of completing a review of the effectiveness of team communications and making improvements.