

UNIVERSITY OF CAMBRIDGE INTERNATIONAL EXAMINATIONS

**Cambridge International Diploma in Management
Professional Level**

Scheme of Work

4247
Managing Teams
Optional Module



UNIVERSITY *of* CAMBRIDGE
International Examinations

MODULE NUMBER (OPTIONAL) 4247: MANAGING TEAMS

BRIEF INTRODUCTION AND MODULE OUTLINE

This optional module deals with the fundamental principles of teams and team building, and aims to develop team leading skills. However, it also covers many of the key people management skills which will be referred to in other modules e.g. leadership, motivation, communication, giving and receiving feedback and managing conflict. From a teaching point of view it may therefore be more appropriately described as a 'Managing People' module as it provides the opportunity to deal with many of the classic managing people subjects.

Assessment Objectives:

1. Build an effective team
2. Establish effective team-working
3. Lead a team effectively
4. Evaluate team performance
5. Show how the effectiveness of teams contributes to the overall efficiency of the organisation

RECOMMENDED PRIOR KNOWLEDGE

No prior knowledge is required, however, before tackling this module, candidates should be encouraged to identify their own role within team(s), and, where possible to gain team building/leading experience. The reason for this is that some of the suggested teaching activities require candidates to draw on their own experiences of teams and also to carry out activities which would be expected of an effective team leader e.g. prepare a team development plan.

Background reading would also help to promote understanding and for some sessions it may be useful to ask candidates to research or read up in advance on a particular topic.

SUGGESTED TEACHING ORDER / SUMMARY SCHEME OF WORK

The Managing Teams module is made up of 5 assessment objectives which follow a logical order from building and developing a team through to leading and evaluating the teams performance. The teaching should follow this logical progression although it will be seen from the more detailed scheme of work that some of the competence criteria and knowledge and skills may be covered in several places and the Module needs careful and detailed planning to ensure that it does not appear too repetitive.

The column headed **Explanation of Competence Criteria** is designed to give an indication of the main content to be covered and should help with this planning detail.

Unit 4, Evaluate Team Performance has close links with the Managing Operations and Managing Quality Modules and it may be appropriate to cover some aspects within these modules.

UNITS / ASSESSMENT OBJECTIVES: SUGGESTED ORDER

1	Build an effective team Looks at the functions and characteristics of teams and how to build a team that will perform effectively.
2	Establish effective team-working Focuses on team roles and team development. It also looks at barriers to effective team work and strategies for overcoming these
3	Lead a team effectively Explores the skills needed for effective team leadership, including leadership styles, communication, motivation and conflict handling.
4	Evaluate team performance The quality models and knowledge from this Unit would be most appropriately taught as part of the Managing Quality and Managing Operations Modules. This unit should focus on evaluating team and individual performance against specified objectives
5	Show how the effectiveness of teams contributes to the overall efficiency of the organisation

LIST OF RESOURCES

There is a wealth of accessible and readable material about teams, managing teams and team roles. Most management / managing people textbooks will include at least one chapter on the subject and there are also many dedicated websites.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Meredith Belbin and John Adair (See CID in Management Reading List). Charles Handy's (1993), *Understanding Organisations* is also extremely relevant to this module. (See CID in Management Reading List)

Candidates will find it useful and interesting to carry out one of the many published team role and/or leadership inventories.

From a teachers perspective Mullin's (2004), *Management and Organisational Behaviour* is an excellent resource (See CID in Management Reading List). It addresses all the topics covered in this and other Modules and contains user friendly tasks and case studies which can be used with candidates. The level is more akin to Higher Professional Level so although it is excellent for teachers, care needs to be taken when using some of the material at Professional Level.

For additional resources and particularly case studies The Times 100 web site is recommended, <http://www.thetimes100.co.uk/> as this allows you to search for case studies which deal with the particular issue you are teaching e.g. team building, conflict, change.

UNIT 1: Build an effective team

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to identify their own role within team (s), and, where possible to gain team building / leading experience.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Meredith Belbin and John Adair (See CID Reading List). Charles Handy's (1993), Understanding Organisations is also extremely relevant to this module. (See CID in Management Reading List)

Outline: Build an effective team looks at the functions and characteristics of teams and how to build a team that will perform effectively.

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
1.1	Identify team functions within an organisation	<ul style="list-style-type: none"> defining and identifying teams 	<p>Ask candidates to identify the team (or cell) structure in their own organisation and to explain the basis on which these teams are formed / identified e.g. structural, product based, physical proximity.</p> <p>Draw on these findings to explain about the different types of teams e.g. formal, informal, short term, self managed.</p> <p>In groups, ask candidates to produce a detailed definition of a team which clearly explains the difference between a group and a team. Discuss. Are the candidates you are teaching a group or a team?</p>
1.2	Identify the characteristics of an effective team	<ul style="list-style-type: none"> characteristics of effective work groups benefits of teams 	<p>Ask candidates to think of one effective and one less effective work team which they are familiar with (they need not be members of these teams). For each team, individuals or small groups should produce a list of the symptoms and causes of the teams performance e.g. symptom – duplication of work, cause – poor role clarification.</p> <p>Use this information to determine the characteristics and benefits of effective teams.</p> <p>Discuss the benefits for individual team members and the team and the organisation.</p>

1.3	Form an effective team	<ul style="list-style-type: none"> • factors to consider when pulling a team together • analyse methods for establishing needs e.g. competency mapping 	<p>Remind candidates of the group and team definitions and the functions of teams in the organisation.</p> <p>Introduce the stages of team development. Tuckman and Jensen: Forming, Storming, Norming, Performing is a good model to use. Focus on the Forming and ask candidates to imagine that they have been asked to put together a new team. Ask them to determine what information they would need to enable them to do this and where they would get the information from e.g. team function / objectives, budget available . What methods and techniques could they use to help them e.g. competency mapping.</p>
1.4	Identify team protocols and agreed codes of conduct	<ul style="list-style-type: none"> • clarifying and communicating team purpose, goals and ways of working 	<p>Use a case study or a scenario based on an organisation with which candidates are familiar to explain how the organisations overall mission statement, objectives and targets must be reflected at team level. Link this to the importance of working together in an agreed manner.</p> <p>Return to the new team exercise and ask candidates to determine the values, key tasks and performance criteria for the team.</p> <p>Discuss how these should be communicated to the team to optimise commitment, motivation, overall performance etc</p>

UNIT 2: Establish effective team working

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to identify their own role within team(s), and, where possible to gain team building/leading experience.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Meredith Belbin and John Adair (See CID in Management Reading List in syllabus). Charles Handy's (1993), Understanding Organisations is also extremely relevant to this module. (See CID in Management Reading List)

Outline: Establish effective team working

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
2.1	Establish and communicate team strengths, strategies and goals	<ul style="list-style-type: none"> clarifying team purpose and roles and communicating these to the team members 	<p>Use a basic model to introduce the concept of team roles e.g. task and maintenance.</p> <p>Issue a challenging group task to be achieved within a fixed time period to help candidates to explore team roles in more detail e.g. paper clip or paper bridge building.</p> <p>Depending upon numbers, either place two groups in competition and you observe or, use one group to do the activity and one to observe. If you have insufficient numbers you could show a video clip of a task being carried out by a work team.</p> <p>Review the roles played by team members and use the exercise to explain Belbin's team roles.</p> <p>Encourage candidates to identify their own preferred team roles – possibly through using Belbin's team inventory.</p>
2.2	Establish and increase the effectiveness of the team	<ul style="list-style-type: none"> team decision making, problem solving etc 	<p>The analysis of Belbin roles or other such inventories can be used to explore efficiency and effectiveness of teams</p>
2.3	Identify barriers to team working and implement strategies for overcoming these	<ul style="list-style-type: none"> barriers, problems and relationships motivational skills and conflict management 	<p>Discuss in more detail the stages of team development and ask candidates to identify the development stage which best describes their own team.</p> <p>Explain how teams can be moved towards the performing stage – and also the barriers to progress. Cover motivation, reward, conflict etc.</p> <p>Based on this, help candidates to produce a team development plan (candidates may need to be issued with an outline plan or proforma to ensure</p>

			that their plan is SMART)
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UNIT 3: Lead a team effectively

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to identify their own role within team(s), and, where possible to gain team building / leading experience.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Meredith Belbin and John Adair (See CID in Management Reading List). Charles Handy's (1993), Understanding Organisations is also extremely relevant to this module. (See CID in Management Reading List)

Outline: Lead a team effectively

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
3.1	Identify and practise strategies for managing the task, the team and the individual	<ul style="list-style-type: none"> • leadership and management • what makes an effective leader • leadership style 	<p>It is important to ensure that candidates can distinguish between leadership and management. This activity will help with this.</p> <p>Ask candidates to work alone and write down the name of someone they consider to be an effective leader and give three reasons for choosing this person/ 3 characteristics. Candidates are likely to have chosen a range of people – associates or friends, past and present world leaders, famous people etc Share these ideas and use this range to fuel a discussion about key leadership issues e.g. characteristics, leadership theories, are leaders born or made?, leadership styles.</p> <p>Use the leadership style continuum to explain the factors which determine the most appropriate style to use for effective team leadership. Encourage candidates to reflect on their own preferred leadership style and its implications for motivation, team effectiveness etc.</p> <p>Action Centred Leadership (John Adair) is an excellent model to use for this module as it pulls together many of the issues raised.</p>

3.2	Encourage participation from team members	<ul style="list-style-type: none"> • motivating and empowering team members to participate 	<p>Many of these aspects will have been covered elsewhere in the module. However, this may be an appropriate point to cover some of them in more detail.</p> <p>Ask candidates to think about what motivates/demotivates them and then relate this to the cycle of motivation.</p> <p>A debate about whether or not money is a motivator often works well</p> <p>Useful background and interest could be added by asking candidates to research and present the ideas of various theorists /schools e.g. Taylor and scientific management, the Hawthorne experiments, socio-technical school.</p>
3.3	Communicate with the team and with other teams within the organisation	<ul style="list-style-type: none"> • organisational communication • communication within the team • managing conflict • giving and receiving feedback 	<p>Remind candidates of where and how the team fits into the organisation</p> <p>Briefly discuss organisational structure, culture, strategies and systems and how they may help or hinder team performance.</p> <p>e.g. does a hierarchical and bureaucratic structure help or hinder relationships between teams.</p> <p>Revisit the leadership style continuum and identify how leaders with different styles would communicate with their teams - and handle conflict</p> <p>Thomas Kilman's conflict model is useful and candidates may find it interesting to complete the Kilman conflict inventory.</p> <p>Communicating and motivating through giving (and receiving) feedback should also be covered.</p> <p>The following activity is a good way to develop these skills. Without explaining why ask 4 candidates to carry out an activity e.g. draw a house . Give each candidate different feedback - no feedback / very positive / very negative / constructive - full feedback sandwich. Ask candidates to discuss and evaluate the value of the feedback given.</p> <p>Candidates could then practise giving/receiving feedback in pairs or trios (with an observer).</p>

UNIT 4: Evaluate team performance

Recommended prior knowledge: No prior knowledge is required, however, before tackling this Unit candidates should be encouraged to identify their own role within team(s), and, where possible to gain team building / leading experience.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Meredith Belbin and John Adair (See CID in Management Reading List). Charles Handy's (1993), *Understanding Organisations* is also extremely relevant to this module. (See CID in Management Reading List)

Outline: Evaluate team performance

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
4.1	Identify team purpose and work objectives	<ul style="list-style-type: none"> clarifying team objectives and targets 	<p><u>All of Unit 4.0</u></p> <p>It is suggested that most of the quality models and knowledge from this Unit are taught through the Managing Quality and Managing Operations Modules.</p> <p>The focus in this Module should be on evaluating individual and team performance against objectives – and on giving feedback on performance (Unit 3).</p> <p>Linked to 1.4, candidates should be given help to prepare a SMART performance plan for their team which clearly shows how performance will be measured, monitored and evaluated.</p> <p>If not dealt with previously this may also be an appropriate point at which to cover performance review/appraisal and strategies for dealing with poor performance. This could include guidance on how to carry out a performance review interview and prepare an individual development plan.</p>
4.2	Set standards of performance for the team	<ul style="list-style-type: none"> setting and measuring performance levels 	
4.3	Monitor and record team performance effectively	<ul style="list-style-type: none"> monitoring and reviewing performance 	
4.4	Practise continuous improvement	<ul style="list-style-type: none"> continuous improvement and development 	

UNIT 5: Show how the effectiveness of teams contributes to the overall efficiency of the organisation

Recommended prior knowledge: No prior knowledge is required.

Candidates should be encouraged to read around the subject and, in particular to look at the work of Meredith Belbin and John Adair (See CID in Management Reading List). Charles Handy's (1993), *Understanding Organisations* is also extremely relevant to this module. (See CID in Management Reading List)

Outline: Show how the effectiveness of teams contributes to the overall efficiency of the organisation

COMPETENCE CRITERIA		EXPLANATION OF COMPETENCE CRITERIA	SUGGESTED TEACHING ACTIVITIES
5.1	Identify the role of the team within the organisation	<ul style="list-style-type: none"> • how teams interact with other teams • team purpose 	<p>Get the candidates to devise a typical organizational structure that contains teams. Ask them to draw links between these teams to show if and how they communicate with each other and if there is inter-dependence.</p> <p>Explain mission, vision and strategic objectives. Use the organizational structure exercise to get candidates to devise team objectives that contribute to the organizational objectives. Again, explore how these inter-relate.</p>
5.2	Establish team contribution to organizational efficiency	<ul style="list-style-type: none"> • quantitative and qualitative measures of efficiency at different levels • how these inter-relate 	<p>Staying with the objectives theme above, ask the candidates to devise indicators for team performance that could be used across all teams.</p> <p>Link work done earlier on measuring team effectiveness to organizational objectives and values. Include quantitative measures that inter-relate.</p> <p>Expand the work done on monitoring and feedback to look at the whole organization through the organizational chart created previously.</p>