

Leading in Supported Accommodation

Session 6



Today

- Forming and leading your teams
- Reflection on training



Teams- how they form and how to get the best out of them

Let's start with the why ?

Why do we have to have a team? Any thoughts ?

- The purpose of creating teams is to provide a framework that will increase the ability of staff to participate in planning, problem-solving, and decision-making to better support the children , young people ,each other and the organisation. Increased participation promotes:
 - A better understanding of decisions
 - More support for and participation in implementation plans
 - Increased contribution to problem-solving and decision making
 - More ownership of decisions, processes, and changes
 - More ability and willingness to participate in performance evaluation and improvement



SEVEN DEFINING FACTORS OF A TEAM:

Team members:

- Share a **common goal and approach**.
- Are **small in number**.
- Work **together**.
- Are **mutually accountable** for delivering the **TEAM goals**.
- Are **interdependent**; possess complementary skills and abilities.
- **Interact**; the quality of interaction will have a direct bearing on results.
- Include **collaboration/partnership** with other team members **as a core responsibility**.

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DEFINITION OF A 'TEAM'

- A team is a **small group** of people with **complementary skills and abilities** who are committed to a **common purpose, performance goal and approach** for which **they are mutually accountable**.
- – from *The Wisdom of Teams*, by Jon R Katzenbach and Douglas K Smith.



WHEN IS 'TEAM' NEEDED?

West's Six Parameters

- **Completeness** – The task should be whole, not simply putting the studs on the car wheels, but assembling the whole transmission system plus the wheels.
- **Varied Demands** – The task should require a range of skills that are held or best developed by a number of different individuals.
- **Significance** – The task should contribute significantly to organizational goals.
- **Learning Opportunities** – The task should provide team members with opportunities to enhance their knowledge and skills.
- **Developmental Possibilities** – The task can be developed to offer more challenges to team members over a period of time.
- **Autonomy** – The task allows the team members a **sufficient** amount of say over the team decisions. *(The definition of "sufficient" is extremely important.)*



How do teams form- Tuckman and Jenness

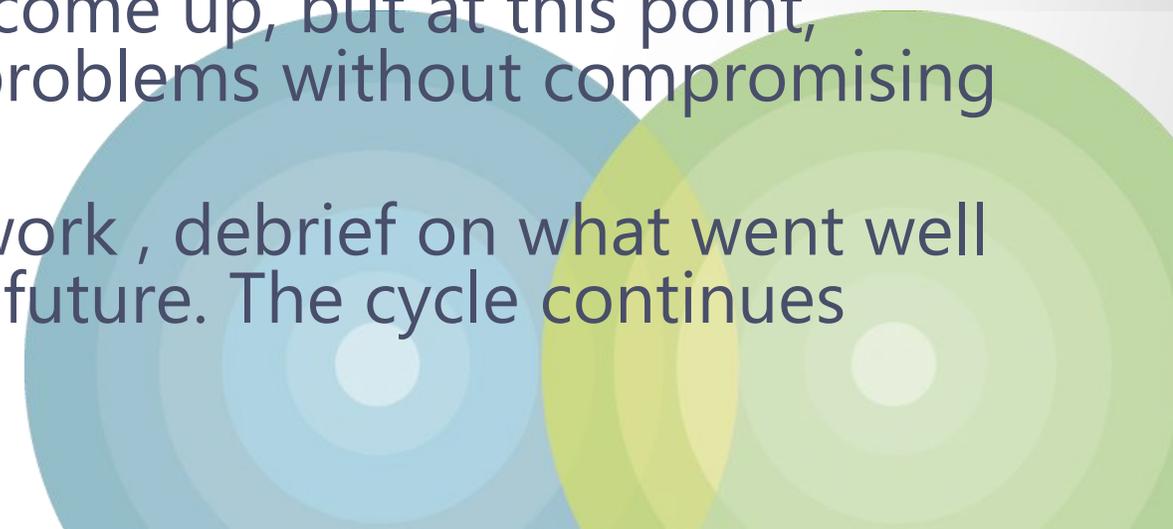
(1965 and 1974)

- **Forming:** This is where team members first meet/ new members join etc. It's important for managers to facilitate the knowledge of each person's skills and background.
- Team members are also given information about their roles , responsibilities day to day and longer term and the opportunity to organise their responsibilities.
- **Storming:** At this stage, team members openly share ideas and use this as an opportunity to stand out and be accepted by their peers. Managers help teams in this stage by having a plan in place to manage competition among team members, make communication easier, and make sure the work stays on track.



Tuckman and Jensen cont'd

- **Norming:** By now, teams have worked out how to work together. There's no more internal competition, and responsibilities and goals are clear. Each person works more efficiently because he or she has learned how to share their ideas and listen to feedback while working toward a common goal.
- **Performing:** There's a high level of cohesion and trust between team members. Teams are functioning at peak efficiency with less oversight from managers. Issues still come up, but at this point, teams have strategies for resolving problems without compromising timelines and progress.
- **Adjourning:** Teams complete their work, debrief on what went well and what could be improved for the future. The cycle continues



TUCKMAN'S STAGES OF GROUP DEVELOPMENT

Forming

Team acquaints and establishes ground rules. Formalities are preserved and members are treated as strangers.



Storming

Members start to communicate their feelings but still view themselves as individuals rather than part of the team. They resist control by group leaders and show hostility.



Norming

People feel part of the team and realize that they can achieve work if they accept other viewpoints.



Performing

The team works in an open and trusting atmosphere where flexibility is the key and hierarchy is of little importance.



Adjourning

The team conducts an assessment of the year and implements a plan for transitioning roles and recognizing members' contributions.



What stage is your team going through now?
Which leadership approach will be most effective at
each stage?

10 minutes

MANAGING TEAM DYNAMICS

Forming

- Direct the team and establish clear objectives

Storming

- Establish process and structure, address conflict, support, remain positive and firm

Norming

- Step back and let the team take responsibility for progress - team building and development activities

Performing

- Delegate, apply a light touch

Adjourning

- Support the team to move on

The problems ? Why staff may challenge

- Relationship with Manager
- Lack of support or capacity
- Unclear lines of accountability
- Not clear about expectations
- No systems or structure for wider participation
- Too many parameters



Delegate effectively.....

- As a leader it's often difficult to let go and easy to fall into the trap of "*doing everything yourself.*" It is important to challenge this mind-set.
- Learning the art of delegation will not only raise team performance but also give you the time to focus on more strategic issues. It is also a great way of developing your team.
- Start by **looking at your own job.** What tasks could you pass on to others which would help them to develop?
- **Match the task** you want to delegate to the interest and development needs of your team members.
- Explain the **outcome** of the task and the key outcomes, but always ask the other person for ideas on how they can proceed.
- Provide **support** (this can also be from other team members) and arrange times to check in and review progress.
- Finally **provide feedback** and recognition so that the individual feels valued for the work they have done.

Tackle poor performance issues.....

- If you don't tackle poor performance early it will impact on the rest of the team's motivation. It is important not to put off a difficult conversation. To make this easier:
- **Talk to the person**, and make them aware of the situation. Ask questions empathetically to understand if there are underlying reasons.
- **Be clear and specific** with the feedback and avoid layering it with emotion.
- **Focus on times** when performance was really good.
- **Ask questions** and explore solutions together.
- **Support and encourage**, but be clear about your expectations and time lines for improvement.
- **Set clear objectives and goals** and monitor progress.
- **Hold regular review meetings**. Have a series of them in place to ensure you are tracking progress together.

The 3 Vital Questions

1. Where are you putting your *focus*?
 - Are you focused on problems or outcomes?
2. How are you *relating*?
 - How are relating to others, your experience, and yourself?
 - Are you producing or perpetuating drama or empowering others and yourself to be more resourceful, resilient and innovative?
3. What *actions* are you taking?
 - Are you merely reacting to the problems of the moment or taking creative action (including problem-solving) in service to improve/drive/understand outcomes?

Looking after yourself

- Where is your support coming from?
- How do you get impartial feedback on your performance?
- How do you evidence your impact and learning?



Reflection

Take a minute to think about any actions you might take forward from this training?

Any recommendations?

