

## SFJCPS7.4

### Build and manage teams



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#### Overview

This standard is about building a team and managing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively.

The standard is recommended for any manager who is required to lead a team.

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#### Performance criteria

*You must be able to:*

- P1 clearly articulate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required
- P2 identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose
- P3 identify team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team
- P4 use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team
- P5 agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress
- P6 help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other
- P7 provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust
- P8 allow time for the team to develop through its stages of growth
- P9 help the team seize opportunities presented by changes in the team composition and support the introduction of new team members
- P10 encourage team members to share problems with each other and solve these creatively together
- P11 encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole
- P12 review the performance of the team at appropriate points and evaluate how well its purpose is being achieved
- P13 celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose
- P14 disband the team if and when its purpose has been achieved and it is no longer required for other purposes

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### Knowledge and understanding

*You need to know and understand:*

#### General knowledge and understanding

- K1 the principles of effective communication and how to apply them
- K2 how to maximise communication when managing remote teams using communications technology (including instant messaging, virtual meetings, conference calls and internet/intranet forums for sharing knowledge)
- K3 how to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose
- K4 the importance of selecting team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so
- K5 the importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided
- K6 how to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other
- K7 the importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust
- K8 how to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust
- K9 the importance of encouraging open communication between team members, and how to do so
- K10 how to provide feedback to team members to enhance the performance of fellow team members and the team as a whole
- K11 the importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so
- K12 the importance of celebrating team and individual successes together and commiserating together when things go wrong
- K13 ways of refocusing the team's energy on achieving its purpose

#### Industry/sector specific knowledge and understanding

*You need to know and understand:*

- K14 Industry/sector requirements for building and managing teams

#### Context specific knowledge and understanding

*You need to know and understand:*

- K15 the purpose of the team and what has to be achieved
- K16 the required mix of expertise, knowledge and skills to achieve the team purpose

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### Additional Information

#### Behaviours

- 1 You present information clearly, concisely, accurately and in ways that promote
- 2 You keep people informed of plans and developments.
- 3 You encourage and support others to make best use of their abilities.
- 4 You clearly agree what is expected of others and hold them to account.
- 5 You check individuals' commitment to their roles in a specific course of action.
- 6 You create a sense of common purpose.
- 7 You articulate a vision that generates excitement, enthusiasm and commitment.
- 8 You identify and work with people and organisations that can provide support for your work.
- 9 You work to develop an atmosphere of professionalism and mutual support.
- 10 You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

#### Skills

Acting assertively  
Communicating  
Decision-making  
Evaluating  
Involving others  
Leadership  
Monitoring  
Motivating  
Obtaining feedback  
Problem-solving  
Setting objectives  
Valuing and supporting others

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<b>Originating organisation</b>	MSC
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<b>Relevant occupations</b>	Health, Public Services and Care; Public Services; Managers and Senior Officials; Corporate Managers and Senior Officials
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<b>Suite</b>	Commissioning in the Public Sector
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<b>Key words</b>	Management, Leadership, Teams, Objectives, Monitoring, Motivating, Evaluating
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