BF5 Lead teams to provide a quality provision

OVERVIEW

For this standard you will need to lead teams to enable the best possible provision of services. This includes establishing effective working relationships with team members, establishing and supporting team members to carry out their work activities, roles and responsibilities and assessing and providing feedback on individual and team performance.Users of this standard will need to ensure that practice reflects up to date information and policies.Version No 1

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

1. 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
2. current local, national and European legislation and organisational requirements, procedures and practices for:
    1. leading teams within your the health and care setting
    2. data protection
    3. making and dealing with complaints
    4. health and safety and dealing with emergencies, accidents and incidents
    5. your responsibility for keeping yourself, individuals and others safe
    6. employment practices
    7. working in integrated ways to promote the individual's well-being
3. key government initiatives which affect the leadership of teams working within your organisation
4. how to access, evaluate and influence organisational and workplace policies, procedures and systems for team working
5. how to access and record information, decisions and judgements about team working, outcomes and issues, electronically and manually
6. policies, procedures, guidance and protocols with the other organisations and professions with whom you work, especially in relation to team working
7. your team objectives, and the organisational policies, procedures and values which have a bearing on the allocation of work within the team
8. the purpose of and arrangements for you to provide and receive supervision and appraisal
9. how and where to access literature, information and support to inform your practice when leading teams

10.literature related to best practice when leading teams

11.government reports, inquiries and research about working within and leading teams in the health and care sector

12.government reports, inquiries and research into serious failures where team working did not protect individuals, families, carers and other key people

13.theories of:
1.team working
2.leadership and leadership styles that are effective in your area of work
3.conflicts and dilemmas
4.stress and how it can affect behaviour
5.motivation, in relation to leading teams
6.how power and influence can be used and abused when leading teams
7.how to set up procedures and protocols to support team members
8.methods of multi-disciplinary and multi-organisational working

14.how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working

15.methods and techniques for:
1.evaluating own strengths and weaknesses as an open and participatory leader
2.working with external management and governance on ethical and moral dilemmas
3.communicating and inter-acting with individuals, key people and others in individuals' lives and other professionals

16.how to lead and motivate team members to meet the team's objectives and achieve its outcomes

17.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

18.how to encourage and enable team members to provide suggestions on the allocation of work activities, roles and responsibilities

19.the importance of consulting with team members and achieving consensus and agreement on working practices, activities, roles and responsibilities

20.how to gain the commitment of team members to work activities, roles and responsibilities

21.the types of issues on which your team members may need support, advice and guidance

22.how to match work activities, roles and responsibilities with individuals' abilities and development needs

23.the importance of regular meetings to update team members and receive feedback

24.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

25.the importance of monitoring and assessing the on-going performance of teams and individuals

26.how to monitor and make fair and objective assessments on the performance of teams and individuals

27.the standards against which work should be assessed

28.the information needed to assess the performance of teams and individuals

29.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

30.legal and organisational requirements on equality, diversity, discrimination, rights, confidentiality and sharing of information when leading teams

31. knowledge and practice that underpin the holistic person-centred approach which enable you and team members to work in ways that:
    1. place the individual's preferences and best interests at the centre of everything you do
    2. provide active support for individuals
    3. recognise the uniqueness of individuals and their circumstances
    4. 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
32. how to manage ethical dilemmas and conflicts for individuals, those who use services and staff/colleagues when leading teams
33. how to challenge and support team members to challenge information, documents, systems, structures, procedures and practices that are discriminatory
34. how to promote relationships that respect team members
35. approaches to ethical leadership and managing diversity
36. how to manage ethical dilemmas and conflicts with team members

PERFORMANCE CRITERIA

You must be able to do the following:

1. establish working relationships with team members that:
    1. build 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
    2. enable them to confide in you about their own practice, concerns and issues and where practices and procedures need to be challenged or changed
    3. enable you constructively to challenge practices and procedures that need to be improved, changed or eradicated
2. work with team members to identify their interests, skills and preferences when working individually and in teams
3. identify the strengths and areas needing development of team members
4. praise good working practices from team members
5. develop relationships that ensure the participation of all team members
6. 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. sensitively and fairly develop individual and team practice that needs improvement
8. identify the potential for conflict and deal fairly and appropriately with conflict within the team
9. seek constructive feedback about your own role within the team
10. ensure your actions and behaviour provide a role model of good practice for team working and leadership
11. ensure that you carry out your own role and responsibilities effectively.
12. work with team members to identify the purpose of working in teams and the roles and responsibilities of the team overall
13. work with team members to recommend how the work activities for which your team is responsible can best be allocated

14. support team members to identify and agree work activities, roles and responsibilities that:
    1. make the best use of resources and the abilities of team members
    2. are consistent with your team's objectives, policies and values of your organisation
15. encourage team members to undertake work activities, roles and responsibilities to meet their personal development needs
16. agree with each team member their work activities, roles and responsibilities and the limits of their authority
17. confirm team and individual understanding of, and commitment to, work activities, roles and responsibilities
18. identify and provide support and advice for team members when they are:
    1. carrying out their work activities, roles and responsibilities
    2. stressed and distressed
    3. having difficulty carrying out their work activities, roles and responsibility
19. use organisational procedures and practices to challenge bad practice
20. where team resources are insufficient, you reach agreement with relevant people on the prioritisation of objectives or re-allocation of resources
21. inform your team members of changes to work activities, roles and responsibilities in ways which minimises the impact on time, cost and inconvenience.
22. 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
23. clearly explain:
    1. the purpose of monitoring and assessing team and individual performance
    2. the criteria that will be used to monitor and assess team and individual performance
24. provide opportunities and support team members to monitor, assess and provide feedback on their own performance
25. seek and collate feedback on team members and your own performance from individuals, key people and others
26. collect sufficient, valid and reliable information to allow you to assess team and individual performance objectively
27. ensure your assessments take due account of the personal circumstances of team members and organisational constraints
28. 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
29. provide constructive feedback to team members that:
    1. is clear
    2. is based on your objective assessment of their performance and evidence from individuals, key people and others
    3. acknowledges their achievements
    4. challenges bad practices appropriately and makes constructive suggestions for improving future performance
30. provide opportunities to teams and individuals to respond to feedback

ADDITIONAL INFORMATION

This National Occupational Standard was developed by Skills for Health. This standard also appears in the Health and Social Care Standards.This standard links with the following dimension within the NHS Knowledge and Skills Framework (October 2004):Dimension: Core 5 Quality