

HSC451 Lead teams to support a quality provision

Elements of Competence

- HSC451a** Establish effective working relationships with team members
- HSC451b** Establish and support team members to carry out their work activities, roles and responsibilities effectively
- HSC451c** Assess and provide feedback on individual and team performance

About this unit¹

For this unit you will need to lead teams to enable the best possible delivery of services.

Scope

The scope is here to give you guidance on possible areas to be covered in this unit. The terms in this section give you a list of options linked with items in the performance criteria. You need to provide evidence for any option related to your work area.

Communicate using: the individual's preferred spoken language; the use of signs; symbols; pictures; writing; objects of reference; communication passports; other non verbal forms of communication; human and technological aids to communication.

Key people: family; friends; carers; others with whom the individual has a supportive relationship.

Issues could be: changes; difficulties.

Team members include members in: your work team; multi-disciplinary teams; multi-agency teams.

Your **knowledge and understanding** for this unit will relate to:

- legal requirements and codes of practice applicable to the scope of your work and that of others with whom you work
- your role, and level of responsibility you have within your organisation to manage activities to achieve an optimum service
- the depth and breadth of understanding that will enable you carry out your job role and support others to perform competently
- the need to be able to solve problems and resolve conflicts
- the need to be able to evaluate, assess situations and act appropriately
- systems and processes within your own and across other organisations, and
- the need for you to be able to work in collaboration with individuals², key people and others within and outside your organisation.

¹ The term 'unit' is used in this report to refer to each separate standard within the NOS suite
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Values underpinning the whole of the unit

The values underpinning this unit have been derived from the key purpose statement³, the statement of expectations from carers and people receiving services, relevant service standards and codes of practice for health, social or care in the four UK countries. If you are working with children and young people they can be found in the principles of care unit HSC44. If you are working with adults they can be found in HSC45. To achieve this unit you must demonstrate that you have applied the principles of care outlined in either unit HSC44 or HSC45 in your practice and through your knowledge.

Key Words and Concepts

This section provides explanations and definitions of the key words and concepts used in this unit. In occupational standards it is quite common to find words or phrases used which you will be familiar with, but which, in the detail of the standards, may be used in a very particular way. **Therefore, we would encourage you to read this section carefully before you begin working with the standards and to refer back to this section as required.**

Active support	Working in a way that recognises people have a right to take part in the activities and relationships of everyday life as independently as they can, and so supports them by helping only with what they really cannot do for themselves
Individuals	People requiring health and care services. Where individuals use advocates or interpreters to enable them to express their views, wishes or feelings and to speak on their behalf the term individual within this standard covers individuals and their advocates or interpreters
Others	Other people within and outside your organisation who are necessary for you to fulfil your job role
Rights	The rights that individuals have to: <ul style="list-style-type: none">• be respected• be treated equally and not be discriminated against• be treated as an individual• be treated in a dignified way• privacy• be protected from danger and harm• be cared for in a way they choose• access information about themselves• communicate using their preferred methods of communication and language
Role model	When you illustrate best practice through your own behaviour, attitudes, actions and practice. It allows team members to

² If you are working with children and young people the term "individuals" covers children and young people and "key people" covers parents, families, carers, friends and others with whom the child/young person has a supportive relationship

³ The key purpose identified for those working in health, social or care settings is "to provide an integrated, ethical and inclusive service, which meets agreed needs and outcomes of people requiring health and/or social care"

Team members	emulate your model The worker's team, the multi-disciplinary team, and the broader multi-agency team
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HSC451a Establish effective working relationships with team members

Performance Criteria

You need to,

1. establish working relationships with **team members** that:
 - build trust and confidence in your abilities as a leader and in their abilities to work effectively in their individual roles and as members of the team
 - enable them to confide in you about their own practice, concerns and issues and where practices and procedures need to be challenged or changed
 - enable you to constructively 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 of team members, and areas in need of development
4. praise good working practices from team members
5. develop relationships that ensure the participation of all team members
6. work with the team 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. respond sensitively and fairly to 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 you carry out your own role and responsibilities effectively

HSC451b Establish and support team members to carry out their work activities, roles and responsibilities

Performance Criteria

You need to show that,

1. you work with team members to identify the purpose of working in teams and the particular roles and responsibilities of the team
2. you work with team members to recommend the way work activities for which the team is responsible can best be allocated

3. you support team members to identify and agree work activities, roles and responsibilities that:
 - make the best use of resources and the abilities of team members
 - are consistent with the team's objectives, policies and values of your organisation
4. encourage team members to undertake work activities, roles and responsibilities to meet their personal development needs
5. agree work activities, roles and responsibilities and the limits of their authority with each team member
6. confirm team and individual understanding of, and commitment to, work activities, roles and responsibilities
7. identify and provide support and advice for team members when they are:
 - carrying out their work activities, roles and responsibilities
 - stressed and distressed
 - having difficulty carrying out their work activities, roles and responsibility
8. use organisational procedures and practices to challenge poor practice
9. where team resources are insufficient, reach agreement with relevant people on the prioritisation of objectives or re-allocation of resources
10. inform team members of changes to work activities, roles and responsibilities in ways which minimises the impact on time, cost and inconvenience

HSC451c Assess and provide feedback on individual and team performance

Performance Criteria

You need to,

1. 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**
2. clearly explain:
 - the purpose of monitoring and assessing team and individual performance
 - the criteria that will be used to monitor and assess team and individual performance
3. provide opportunities and support team members to monitor, assess and provide feedback on their own performance
4. seek and collate feedback on team members and your own performance from individuals, key people and others
5. collect sufficient, valid and reliable information to allow you to assess team, and individual, performance objectively
6. ensure your assessments take due account of the personal circumstances of team members and of organisational constraints

7. 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
8. provide constructive feedback to team members that:
 - is clear
 - is based on your objective assessment of their performance and evidence from individuals, key people and others
 - acknowledges their achievements
 - challenges poor practices appropriately and makes constructive suggestions for improving future performance
9. provide opportunities to teams and individuals to respond to feedback

Knowledge Specification for the whole of this unit

Competent practice is a combination of the application of skills and knowledge informed by values and ethics. This specification details the knowledge and understanding required to carry out competent practice in the performance described in this unit.

When using this specification **it is important to read the knowledge requirements in relation to expectations and requirements of your job role.**

You need to show that you know, understand and can apply in practice:

Values

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

Legislation and organisational policy and procedures

8. codes of practice and conduct, and standards and guidance relevant to your setting and the roles, responsibilities, accountability and duties of **others** when leading teams
9. current local, UK legislation and organisational requirements, procedures and practices for:
 - leading teams within your the health and care setting
 - data protection
 - making and dealing with complaints
 - health and safety and dealing with emergencies, accidents and incidents
 - your responsibility for keeping yourself, individuals and others safe
 - employment practices
 - working in integrated ways to promote the individual's well-being
10. key government initiatives which affect the leadership of teams working within your organisation
11. how to access, evaluate and influence organisational and workplace policies, procedures and systems for team working
12. how to access and record information, decisions and judgements about team working, outcomes and issues, electronically and manually
13. policies, procedures, guidance and protocols with the other organisations and professions with whom you work, especially in relation to team working
14. your team objectives, and the organisational policies, procedures and values which have a bearing on the allocation of work within the team
15. the purpose of and arrangements for you to provide and receive supervision and appraisal

Theory and practice

16. how and where to access literature, information and support to inform your practice when leading teams
17. an up to date knowledge of:
 - literature related to best practice when leading teams
 - government reports, inquiries and research about working within and leading teams in the health and care sector
 - government reports, inquiries and research into serious failures where team working did not protect individuals, families, carers and other key people
18. theories of:
 - team working
 - leadership and leadership styles that are effective in your area of work
 - conflicts and dilemmas
 - stress and how it can affect behaviour
 - motivation, in relation to leading teams
 - how power and influence can be used and abused when leading teams
 - how to set up procedures and protocols to support team members
 - methods of multi-disciplinary and multi-organisational working
19. how different philosophies, principles, priorities and codes of practice can affect inter-agency and partnership working

20. methods and techniques for:
 - evaluating own strengths and weaknesses as an open and participatory leader
 - working with external management and governance on ethical and moral dilemmas
 - communicating and inter-acting with individuals, key people and others in individuals' lives and other professionals
21. how to lead and motivate team members to meet the team's objectives and achieve its outcomes
22. 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
23. how to encourage and enable team members to provide suggestions on the allocation of work activities, roles and responsibilities
24. the importance of consulting with team members and achieving consensus and agreement on working practices, activities, roles and responsibilities
25. how to gain the commitment of team members to work activities, roles and responsibilities
26. the types of issues on which team members may need support, advice and guidance
27. how to match work activities, roles and responsibilities with individuals' abilities and development needs
28. the importance of regular meetings to update team members and receive feedback
29. 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
30. the importance of monitoring and assessing the on-going performance of teams and individuals
31. how to monitor and make fair and objective assessments on the performance of teams and individuals
32. the standards against which work should be assessed
33. the information needed to assess the performance of teams and individuals
34. 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