All Wales

Corporate Training, Learning and Development Services Framework: NPS-PSU-0031-15

Lot 4: Psychometric assessment, 360 Feedback and Team Development

Courses, programmes and award-winning e-learning interventions

Contents

Psychometric Assessment Tools

As evidence of the breadth of our services we have included examples below of some of the tools we currently use and example clients.

HayGroup Management Style Questionnaire	The Management Style Questionnaire offers a self-assessment of your own management style, enabling you to understand and learn how to develop your style in support of your role and interaction with others.
Example clients include: Jobcentre Plus, Training Development Agency, National Offender Management Service and the Forestry Commission.	

Honey and Mumford Learning Style Questionnaire	The Honey and Mumford Questionnaire identifies that we have preferred ways of learning, and learn better from some activities than others. The tried and tested Learning Styles Questionnaire will help you become a better all-round learner.
Example clients include: Department for Work and Pensions, Jobcentre Plus, Health & Safety Executive, Training Development Agency, National Offender Management Service, Forestry Commission, Sport Wales, Welsh Government, Office for National Statistics and the National Assembly for Wales.	

AQR MTQ48	MTQ48 provides a measurement of an individual's resilience and ability to cope with pressure and change around scales of Challenge, Control, Commitment, and Confidence.
Example clients include: CMEC, North British Tapes, Health Protection Agency and the Forestry Commission.	

HayGroup Influencing Strategies Exercise	The Influence Strategies Exercise (ISE) is designed to help you develop an understanding of nine key influence strategies. You learn what each strategy looks like and when each is most effective. You also as reflect on which strategies you use most/least frequently and identify ways to enhance your use of influence strategies in your role.
Example clients include the Department for Work and Pensions.	

 Myers Briggs Type Indicator	MBTI is an effective personality assessment tool to help individuals become more aware of their motivators and interaction skills within different scenarios. From the MBTI programme, we can deduce each individual personality type and therefore what their strengths are and how to approach different situations to suit their individual preferences.
Example clients include: Newcastle Council, National Offender Management Service, Surrey & Sussex Probation, Forestry Commission, Welsh Government, and Vale Europe.	

 Hogan Development Survey	This survey is designed to identify the "Dark Side" of an individual's personality which may be evident when they are put under pressure or in an uncomfortable situation. This survey can identify tendencies along 11 scales, and is used both to highlight areas for individual development and to develop team efficiency and effectiveness.
Example clients include Tower Hamlets Council.	

 Occupational Personality Questionnaire	The Occupational Personality Questionnaire (OPQ) is the classic measure of behavioural style, developed solely for use in business. It reveals detailed information on 32 personality dimensions for effective performance on key job competencies for operational, graduate, management and leadership roles. OPQ offers a clear, simple framework for assessing job-fit and performance.
Example clients include: Surrey & Sussex Probation, Forestry Commission, Health Protection Agency, Welsh Water, Value Wales, Welsh Government and National Procurement Services.	

 BarOn EQ-i (125)	The BarOn EQ-i® in an emotional intelligence assessment that measures your ability to deal with daily environmental demands and pressures. It helps predict your success in both professional and personal pursuits. The feedback can help you determine what you need to work on to increase your success and happiness at work and in the rest of your life.
Example clients include: Northern British Tapes, Forestry Commission, Health Protection Agency, the National Assembly for Wales, Welsh Government and Bridgend Council.	

Track Survey 360	Track Survey's Empower 360 Feedback system has been developed and refined over the past 12 years to offer a comprehensive range of online 360 services. Empower 360 is highly flexible and configurable and supports all aspects of the 360 process.

Example clients include: National Assembly for Wales, UK Hydrographic Office, Surrey & Sussex Probation, Forestry Commission, Mid and West Wales Fire & Rescue Service, Bridgend Council, CAFCASS, Cardiff Council, Department for Work and Pensions, Environment Agency, Health Protection Agency, Health & Safety Executive and Welsh Government.

Thomas Kilmann Conflict Questionnaire	The TKI is a self-report assessment that allows you to discover whether you might be overusing (a high score) or underusing (a low score) in one or more of these five conflict-handling modes: competing, collaborating, compromising, avoiding, and accommodating.

Example clients include: CMEC, Health & Safety Executive, National Offender Management Service, Oxford City Council, Forestry Commission and Welsh Government.

BELBIN® Belbin Self- Perception and Team Role Inventory	This is a test to gain insight into an individual's role within a team, participants identifying with one or more of the following named roles: Plant, Resource Investigator, Co-ordinator, Shaper, Monitor Evaluator, Team worker, Implementer, Completer Finisher, Specialist. A report is produced which highlights both areas of strength and for development, thus enabling the individuals to perform more effectively as team members.

Example clients include: Newcastle City Council, Health & Safety Executive, Welsh Government and the Office for National Statistics.

Quintax® Quintax Questionnaire	Quintax is a powerful tool used for selecting and developing people at work. It is also extremely effective in career and outplacement counselling, and in coaching settings. Quintax is widely applicable in talent acquisition and management, as it helps the user make good decisions about people resources.

| | Example clients include: Welsh Water, Welsh Government, Wales Audit Office and the National Procurement Services. |

Insights Team Development	Insights is used to improve rapport, relationships and productivity, to enable teams to achieve their collective goals and to confront problems, inspire success and unlock potential.
Example clients include: Welsh Government (e.g. Digital Health and Care team), Benfield Motors.	

Friday Night at the ER	The Friday Night at the ER team-learning game is a simulation tool. The game simulates the challenge of managing a hospital during a typical 24-hour period. The game is used to orient a new team whose members must collaborate to accomplish a shared purpose; introduce people to principles of systems thinking; train people in concepts or tools of process improvement, re-engineering or cross-functional team performance and examine the dynamics of team behaviour and learn how to improve team effectiveness.
Example clients include: Newcastle City Council and the Department for Work and Pensions.	

Psychometric tests measure aspects of an individual which are difficult to predict from interviews, CV's, exam results or biographical data. Psychologists recognise psychometric tests under two main categories - tests of typical ability and tests of maximum ability. Tests of typical ability measure aspects such as personality, motivation, values - elements that describe the ways in which people are unique and differ from one another. Tests of maximum ability measure aspects such as verbal ability, numerical ability and critical thinking - they describe a person's intellectual abilities and relative strengths.

Our specialist consultants have considerable knowledge of the use of psychometric tests and their application within our learning delivery.

Personality Assessment

Personality tests describe an individual's personal characteristics. Well known personality measures include OPQ32, 16PF5, Quintax and MBTI. Many years of research suggests that there are five overarching ways in which people's personality differ from one another. These are known as the 'big five'. Irrespective of the number of scales that are measured, all well researched personality profiles are linked to these factors and their aspects can be correlated to a 'big five' measure. The five main ways in which personalities differ are:

- Extraversion and introversion - the extent to which people are at home in the inner world of ideas or the outer world of people
- Criticality - how people make decisions. Whether they tend to be logical, objective and highly impersonal or base decisions on values and feelings.
- Organisation - whether people are more adaptable and like a flexible, spontaneous approach or whether they are more structured, preferring plans, order and less flexibility.
- Intellectual focus - grounded people tend to work with known facts and look for possibilities and relationships among them, theoretical tend to take a 'top down' approach, looking for possibilities and relationships. Theoretical people tend to be more interested in change.
- Emotional involvement – this shows whether people tend to be calm and generally keep their emotions under control or are more volatile - prone to expressing their emotions and prone to the effects of pressure.

Personality assessment is used for selection and development. As an aid to selection, a personality profile paints a picture of an individual's characteristics which can be used to make behavioural predictions. They are typically used prior to interview and can inform the interview questions. It's important that the profile is explored with each candidate to ensure that it represents them fairly. As personality is a measure of 'typical' performance, it should be considered tentative evidence that is explored with the individual, rather than a definitive view of them. As part of a development programme, personality profiles can be used to help identify strengths and areas for development in relation to a set of criteria such as a competency framework. Personality tests are untimed and are often delivered online through a test publisher's website.

Ability Assessment

Ability tests describe an individual's intellectual abilities. Typical tests include:

- Verbal ability - how effectively individuals comprehend and draw inferences from verbal information. A typical verbal ability test establishes how well candidates make sense of reports which cannot be relied upon to be objective or consistent. The test typically consists of a series of prose passages which include a number of statements intended to convey information or persuade the reader of a point of view. Each passage is accompanied by statements. Candidates have to decide whether these are true, false or whether they

cannot tell based on the data they are presented. Verbal ability is relevant to all tasks that require individuals to create documents, understand other people's arguments and documents and make persuasive arguments during presentations.

- Numerical ability - these test skill at reasoning with numbers. In a typical numerical ability test candidates are presented with information in a variety of formats – text, tables or graphs – and are asked to answer questions in relation to the data. Other numerical tests assess an individual's accuracy at number checking. Some tests allow calculators. Numerical ability is relevant to all tasks that require numeracy including budgeting, forecasting and fee calculation.
- Abstract, inductive or diagrammatic ability - these are tests of skill at finding similarities and differences in groups of patterns. Candidates need to work from 'first principles' and establish the ways in which patterns are similar or different to each other and to group patterns together based on these criteria. Abstract ability is important in seeing the bigger picture and in making links between disparate sets of information. It is often associated with strategic thinking.

Ability tests are typically used for selection and are available for different levels (e.g., graduate, senior manager, supervisory, operational) with a range of benchmark comparison groups (e.g., banking and financial services, public sector, engineering and science). They are sometimes in succession planning and talent mapping exercises where an organisation needs to identify key strengths in the organisation. Ability tests are timed and can be delivered online or at a supervised session. Unlike tests of typical ability, in tests of maximum ability the score reflects how many questions are answered correctly. The results are presented as a percentile or how well the candidate has done in comparison to a range of other people who have taken the test previously. Cognitive ability is consistently found to be predictive of success in organisations and can be better predictors of intellectual ability than exam results.

Concepts of Psychometric Assessment

- Validity and reliability - test publishers must be able to prove that their tests are valid (i.e., they measure what they purport to measure) and reliable (i.e., that they measure their concepts reliably over time). Test publishers have to publish statistical evidence of validity and reliability in their test manuals.
- Fairness - test publishers must also be able to show that the tests can be used fairly - that the results from different groups (such as gender or ethnic groups) aren't going to differ more than would be expected by chance.
- Norming - a basic principle of psychometric assessment is that test results are interpreted by comparison to a relevant norm group. So for example it would be considered unfair to interpret ability test results for young apprentice candidates against a graduate comparison group. All psychometric tests must be able to provide a number of relevant norm groups with which test results can be compared.

- Research - psychometric assessments must also have a thorough grounding in relevant and well defined psychological theory. They must be able to prove links to the theory and also show how they were developed in relation to it.

Training in psychometric test use

Access to all well researched psychometric assessments is controlled. Tests can only be purchased and used by trained and registered users. Training is managed through the British Psychological Society's programme of test qualifications. Organisations have to decide whether to train their own in-house staff or outsource test purchasing and administration to a trained test provider. These qualifications have been re-named but are still generally known by their previous names. There are four levels of qualification:

- Assistant test user (previously called the test administration certificate) - this enables individuals to administer tests under the supervision of an Occupational Psychologist who is registered in their use
- Test user (ability) (previously called Level A) - this enables individuals to purchase, administer and interpret ability tests from any publisher
- Test user (personality) (previously called Level B and B+) - this enables individuals to purchase, administer and interpret one or more personality assessments in which they have trained
- Specialist in test use (previously called Full Level B) - this is a qualification for individuals who want to be able to use a wide range of personality assessments.

Individuals hold these qualifications, not the organisation. Trained test users need to keep log books of test use to prove on-going competence. Trained test users appear on the Register of Qualifications in Test Use (known as the RQTU). Anyone can check that a specialist test supplier is registered and suitably qualified by looking at www.psychtesting.org.uk and clicking on 'The Register'.

Ethics and Duty of Care

Trained psychometric test users learn about the ethics of using psychometric tests and their duty of care to candidates to undertake these tests. These include:

- The importance of informed consent from candidates
- Data protection and the appropriate storage of test results
- Appropriate use and dissemination of test results
- The importance of feedback to candidates and how to deliver it
- How to interpret test results and caution about not over-interpreting the results

Use of Psychometric Tools in Assessment and Development Centres

The following table presents our design and delivery capability in some examples of assessment and development centre clients. Within these client deliveries we utilised a wide range of both online and paper based exercises and tests.

Example Client	Service
Caerphilly Council	• Assessment Centre for Assistant Director of Adult Services
DVLA	• Design and delivery of Assessment and Selection Centres to recruit internal DVLA staff into vacancies ranging from Executive Officers to Senior Managers
Forestry Commission	• Development Centres for 5 cohorts of Middle Managers, resulting in development reports, feedback and ongoing individual development activity
Health & Safety Executive	• BME Career Development Assessment Centres
British Council	• Assessment and talent mapping of their cohort of Graduate Trainees as they take up their first permanent role
Surrey County Council	• Design and delivery: Assessment & Development Centre services - Children's Services
Rutland County Council	• Development Centres for an entire level of management
Value Wales	• Assessment Centres for the selection of procurement trainees
Wales Audit Office	• Assessment Centre for the re-organising and redefining of roles, to assess internal candidates in a fair, open and reliable way
Welsh Government	• Development centres to identify the 'top talent' who could then go on to take part in a Leadership Development Programme (using Action Learning Sets and 360 degree feedback) • Priority Legislation Project Team – Development centre for key skills and attributes to lead priority teams working on legislation. • Leadership and Management Development
Welsh Government DE&T (now BETS)	• Assessment centres for DE&T at a point when they were re-organising and roles were changing. Assessment of both internal and external candidates.
Welsh Water	• Assessment centres to recruit to apprentice, graduate and specialist posts

360 Services

We have significant experience in the management, administration, design and delivery of 360 feedback and coaching programmes. We have included examples in the table below.

Client	Example Service/Course
British Heart Foundation	• 360 degree feedback techniques
Cardiff County Council	• 360 degree feedback
Crown Prosecution Services	• Provision of Accredited Coaching Programme and 1 to 1 coaching for senior managers
Department for Culture, Media and Sport	• 360 degree feedback
Department for Work and Pensions - Leadership Excellence Action Programme for Senior Civil Servants	• Assessment including 360 degree feedback; • Executive coaching; • Developing Senior Leaders to be coaches and mentors;
Department for Work and Pensions: High Potential Programmes for Senior Civil Services	• Individuals complete 360 degree feedback, MBTI, and the Leadership Dimensions Questionnaire. The Leadership Dimensions Questionnaire is an online tool. All information is collected and forwarded to each professional coach, to prepare for the first coaching/feedback session.
Environment Agency	• 360 degree feedback
Essex County Council	• ILM Level 5 Diploma in Coaching and Mentoring
Forestry Commission	• Coaching • 360 degree feedback
Health and Safety Executive	• 360 degree feedback
Health Protection Agency	• Coaching skills for senior managers • 360 degree feedback
Her Majesty's Revenue and Customs	• Executive Coaching for developing leadership capabilities and increasing performance • 360 degree feedback • Delivery of psychometric instruments including: FIRO B, MBTI, KAI, Leadership Behaviour Analysis, NLP, OPQ Levels 1 & 2 amongst others
Her Majesty's Prison Service	• Framework agreement for wide range of organisational development activities including group workshops and activities, 360 degree feedback and psychometric instruments, action learning, large group activities and continuing professional development workshops
Higher Education Academy	• One to one coaching
Jobcentre Plus	• 360 Degree Feedback
Kent County Council	• Coaching Skills for senior management team
London Borough of Tower Hamlets Council	• 360 Degree Feedback

Mid & West Wales Fire and Rescue	• 360 Degree Feedback
National Assembly for Wales	• 360 Degree Feedback
Oxford City Council	• Design, development and delivery of management programme (supervisor to senior level) • Action learning sets • Coaching
Panasonic	• 360 Degree Feedback
Royal Commission on the Ancient and Historical Monuments of Wales	• 360 Degree Feedback
Sunderland City Hospitals	• Provision of Accredited Coaching Programme and 1 to 1 coaching for senior managers
Surrey County Council	• Coaching skills for managers • Development Programme • 360 degree competencies
Surrey & Sussex Probation Trust	• 360 Degree Feedback
Sussex Probation Area	• Coaching Sessions for Middle & Executive Managers • 360 degree feedback service
Tekmar	• 360 Degree Feedback
UK Hydrographic Office	• 360 degree feedback service
Welsh Government	• We have developed and ran development centres in order to identify the 'top talent' within the Welsh Government who could then go on to take part in a Leadership Development Programme - using Action Learning Sets and 360 degree feedback • Design and delivery of coaching workshops and leadership programmes • ILM Levels 3, 5 and 7 in Coaching and Mentoring – 50 participants per year over 3 years
Welsh Language Board	• One to one Director Coaching

Team Development

We have significant experience in the management, administration, design and delivery of team development courses. We have included examples in the table below.

Example Client	Example Course
Affinity Sutton	Team Leading Skills
Arden GEM	Building a Winning Team Manager's Role in Leading a High Performance Team
Big Lottery Fund	Developing and Working Effectively as a Team Building & Working with Effective Teams
Cardiff County Council	Managing and Coaching High Performance Teams
Church of Scotland	Managing Performance & Motivating your Team
Civil Aviation Authority	Team Dynamics
Department for Work & Pensions	Improving Team Performance
European Medicines Agency	Team Work
Fife Council	Team Development Day Team Building
Haringey Council	Coping with Change - Registrars' Team Day Team Building
Health Protection Agency	Senior Management Team Project Team Building
Health & Safety Executive	Team Building Management Team Event
Kent County Council	Communication & Team Working Team Working
Leicestershire County Council	ILM L3 Building a High Performance Team ILM L3 Building a Team ILM L5 Leading Performing Teams Masterclass - Leading a High Performance Team Team Day - Benefits Team
London Borough of Newham	Team Building Managing High Performance Teams
London Borough of Tower Hamlets	Building & Working with Effective Teams
MHRA	Team Building
MoD	Unlocking Team Performance
National Assembly for Wales	CMI L5 Leading High Performance Teams in a Changing Environment Chairing Team Meetings and Briefings
Natural Resource Wales	Team Development Day
Newcastle City Council	Team Building
Newcastle College	Building Motivated Teams (Masterclass)

NHS Blood & Transplant	Team Work
National Institute for Biological Standards and Control	Team Building
National Offender Management Service	MBTI Team Development Workshop
Nottingham City Council	Building & Working with Effective Teams Difficult Conversations for Parking Enforcement Team
Ofgem	Team Building
Office for National Statistics	Team Management CMI L3 - The Winning Team CMI L3 - Managing Team Dynamics
Oxford City Council	Step On - Personal & Team Performance
Parliamentary Ombudsman	MBTI Team Development Workshop
Public Health England	Team Building
Royal Commission on the Ancient and Historical Monuments of Wales	A Winning Team
Research Councils UK	Strategic Procurement Team Away Day Team Building
Royal Mail Group	Leading Teams
Sports Council for Wales	Chairing Team Meetings & Networking Developing your Team through Insights
Staffs & West Midlands Probation	Team Building
Surrey County Council	Team Building
Tekmar	Developing the Team Leading Teams through Change
Vale Wales	Leading a Team in a Changing Environment

Welsh Government	Chairing Team Meetings and Briefings A Winning Team Essential skills to get the most out of Staff and Teams Performance & Potential Map for Team Support staff Team Building Effective dispersed team working Team Development Day Team Building Senior Staff Pathways - Leading a High Performing Team in a Changing Environment Tutorial DHSS Office Team - Team Building Team Day to Health and Transport Team Team Day - Digital Health & Care SCS Building Motivated Teams Masterclass – Building Motivated Teams Essential skills to get the most out of Staff and Teams Essential skills to get the most out of Staff and Teams CAFCASS - Engaging the Team - Senior Managers CAFCASS Team Development Programme Team Development Day Mentoring for Teams
Wales Audit Office	Team Development Day
Welsh Water	Welsh Water - Waste Water Team Event

Team Development Courses

We have included example client course outlines below for a selection of our team development related workshops

Course Title:	**Developing and Working Effectively as a Team**
Duration:	3.5hr
Overview:	Effective teams know that 'we're all in it together' and pull together for a common goal. But what are the ingredients that make a team that stands apart from others and achieve peak performance? This session will explore what every effective team needs to know and do, and give you an insight into their role in creating effective teams.
Designed for:	Anyone wanting to be a member of an effective team
Aim:	To equip you with the necessary skills and knowledge to manage and/or perform your part in an effective team
Objectives:	By the end of this training event you will be able to:

- State the 'formula' for an effective team and describe the foundations on which effective team working relies
- Describe the stages of team development, and how to get to – and stay at – 'Performing'
- Describe the impact of Lencioni's '5 Team Dysfunctions' and discuss how to avoid them
- Demonstrate the ability to adapt own behavioural style to improve working relationships
- Discuss the opportunities within The Fund for developing team skills
- Apply team-working skills and behaviours in a practical exercise

Title:	**Team Development Day**
Duration:	1 day 9.30 am to 4.30 pm
Aim of Day:	To introduce the team to new ways of thinking and working together. To learn about how teams develop, and how team members can communicate and support each other more effectively in achieving results. The day will provide an opportunity to explore some new ideas and methods, and also exchange knowledge, ideas and experiences within the team.
Subject areas:	Team development and team types Problem solving as a team Appreciative Inquiry Working together and effective team communication
Learning Objectives:	By the end of this event you will be able to:

Team development and team types
- Describe how teams develop
- Understand, through self-analysis, what type of team player you are

Problem solving using the six thinking hats method
- Understand the Six Thinking Hats Method
- Organise and participate in a Six Thinking Hats discussion

Appreciative Inquiry
- Understand the Appreciative Inquiry approach
- Describe the four key stages of appreciative inquiry
- Understand where Appreciative Inquiry may be useful within the team in tackling work.

Working together and effective team communication
- Understand ways to communicate more effectively with team colleagues
- Understand the barriers to effective communication

Course Title - Team Dynamics

Aims:

By the end of the workshop, participants should be able to:

- Develop more decisive team leadership and followership
- Recognise how teams can become more effective
- Create in others a positive willingness to engage and collaborate
- Gain personal insight into team strengths and weaknesses
- Use a range of tools and models for measuring the impact of team dynamics
- Utilise a methodology for developing a strong and systematic team-focused project approach.
- Reflect on experience and specifically to relate back to working more effectively in teams.

Objectives:

On completion of the workshop, you should be able to:

- Explain the difference between a working group and a team, the different types of teams and why organisations use them
- Explain the critical success factors for team effectiveness
- Explain the stages of team development and the role of the team leader supporting the team through the transition
- Explain Adair's Action Centred Leadership Model and identify the factors that contribute to or detract from team motivation
- Explain the importance of team cohesion and how it can be enhanced
- List the nine classic team roles and describe their strengths and allowable weaknesses
- Explain the advantages and disadvantages of cooperation and competition within teams
- Explain the role of communication in building trust
- List tips for giving and receiving feedback in a non-confrontational style
- Describe the types of conflict encountered within teams and the steps a team member can take to prevent conflict escalation
- Apply the learning to their own team environment.

Course Title – Team Development

Duration – ½ day

Overall Aims & Purpose

The aim is:

- To bring together a newly formed team of HR Customer Support officers, made up of two teams: Recruitment & Compliance and Employee Services
- To begin the journey of creating excellent HR Customer Support
- For reference, it is also a response to the recommendations, following an earlier grievance proceeding

The purpose of the half-day is to:

- Begin to build a sense of a new team
- To start to address some of the negativity felt, following the restructure and to draw a line under what was
- To encourage team members to engage with the new future, in which members will become multi-skilled and multi-functional, rather than specialists in narrower fields, with a planned transition to a Shared Service centre.

Outcomes

- Start to build a sense of the new team
- Share commitments and ideas on how to make a success of the new structure
- Get to know each other a bit better, so that team members can play to their strengths and support one another to be the best they can at work

Course Title – Communication and Teamworking

Aim:

- To provide the knowledge, understanding and skills to enhance individual contribution to team outcomes, shared goals and a positive team culture.

Learning Outcomes:

By the end of this workshop you will be able to:

- Consider what makes an effective team and explore how individuals within the team can contribute to team success; and consider team member attributes that could present a risk to the team succeeding. Undertake an honest appraisal of own contribution, personal challenges and potential blind spots when working as part of a team.
- Understand the typical stages of team development and what challenges team members may face at each stage. Consider ways to contribute and collaborate during different stages of team development.
- Consider individual team roles/styles/preferences to enable specific strengths of each team role to be identified and to gain greater understanding of possible development areas. Explore and value diversity, appreciate what different skills people bring to the team and encourage tolerance for individual differences/working styles thereby promoting collaborative working and productivity.
- Explore the impact of different communication styles on different people and consider how you can improve the quality of your communication with other team members.
- Explore traditional motivation theories to gain an appreciation of the link between motivation and performance and consider how you can become an advocate of motivation and contribute towards a positive team climate.
- Appreciate the impact of change on different people within the team and how change may affect motivation and team performance. Consider what contribution an effective team member makes during periods of change to support colleagues.
- Complete a learning log and an action plan.

Course Title –   **Team Management for New Managers**

Duration: 1 Day

Overview: The course will cover contemporary ideas of best-practice in team leadership, providing a practical language for participants to identify their own preferred leadership style and a clear route to achieving their full potential as inspirational leaders.

Designed For: Managers and Team Leaders to support the development of their potential as leaders of distinction.

Aim: To enable participants to define and benchmark their leadership style and to take control of developing their full potential as leaders and team motivators.

Objectives: By the end of this training event you will be able to:

- Build an effective team and use resources to best effect in delivering outcomes
- Create a team culture where individuals recognise and celebrate difference
  Create an environment where people willingly work together to achieve team goals
  Describe your own leadership style in terms relating to current best-practice concepts of leadership
- Identify how to take responsibility for reaching your full potential as a leader and motivator of distinction

Method: A series of exercises and activities will be used to reveal best-practice in leadership and team motivation. Participants will be invited to benchmark their own leadership style and to draw up and commit to plans for developing their full leadership potential.

22

E-learning – CPD Awards

Category 8 CPD Award in Leadership and Management – Team Building

8.1	**Building a Team**	Belbin® Nine Team Roles	**P206**
		Tuckman – Stages of Group Development	**P302**
		Dunbar's Number	**P303**
		Fisher Decision Emergence	**P304**
8.2	**Team Motivation**	Herzberg-The Two Factor Theory	**P253**
		The Social Identity Theory (Henri Tayfel)	**P305**
		McGregor's Theory X and Theory Y	**P170**
		Tannenbaum & Schmidt	**P178**
8.3	**Team Communication**	deBono's Six Thinking Hats®	**P162**
		Taking Responsibility	**P158**
		Change – Overcoming Resistance	**P197**
		Conflict-Thomas and Kilmann	**P150**
8.4	**Managing Teams**	The Engaging Manager	**P265**
		John Adair-Action Centred Leadership	**P264**
		Situational Leadership®	**P268**
		The Benefits of Delegation	**P154**

Pearls of Wisdom®

8. Team Building
Eliesha's pearls of wisdom® are snappy, engaging, animated videos that can be used flexibly and easily to deliver skills and knowledge.

No.	Title	Learning outcomes	Descriptor
P264	**Action Centred Leadership**	• Name the three elements of the ACL model • Describe the importance of balancing all three	Introduces a classic model from John Adair, Action Centred Leadership. It looks at the importance of balancing the needs of the Team, Task and Individual.
P206	**Belbin® Team Roles – An Introduction**	• Describe the importance of the right blend of team roles • State the 9 Belbin Team Roles	Introduces the work of Dr Belbin on the dynamics within effective teams. This classic research debunks the myth that the cleverest minds on the subject together make the best teams. Learn the behaviours that make a great team.
P154	**Benefits of Delegation**	• State why delegation is a key skill of an effective manager • Describe the benefits of good delegation for the individual, the manager and the organisation	Looks at the benefits and advantages of good delegation for the delegator, the delegate, the team and the organisation. It explains how developing the delegate and freeing up time for the manager can increase motivation, and how this leads to improved efficiency and effectiveness of the organisation.
P197	**Change - Overcoming Resistance**	• State the four key categories of resistance • Describe approaches to overcome the resistance so commonly faced during change	Suggests that although change is all around us and we are becoming more used to change in our work life, still resistance to change is common. It looks at the reasons for resistance and discusses what a manager can do to overcome them.
P150	**Conflict – Thomas & Kilmann**	• Describe the five conflict resolution styles	Introduces Thomas and Kilmann's five conflict

		• State when to use each of the conflict handling styles	resolution styles. It describes how two dimensions of behaviour: assertiveness and cooperativeness, frame five different modes for responding to conflict situations.
P303	**Dunbar's Number**	• State Dunbar's Number • Describe the significance of the number of team size	Professor Dunbar's research into the human capacity to build and maintain relationships has revealed a number that repeats across human life and throughout history. This video explores the rationale behind the number and examines its potential impact on team size.
P339	**Effective Dispersed Team Working**	• Identify two steps to build the team • State the importance of communication in managing the dispersed team	Looks at how the explosion of communications technology has enabled the creation of geographically dispersed teams, and at the challenge of managing such teams.
P304	**Fisher - Decision Emergence**	• State the names and order of the four steps to Decision Emergence • Describe the team behaviours at each level	Introduces B. Aubrey Fisher's Decision Emergence Theory, which considers the dynamics a team goes through from its initial formation to being able to support each other in making team decisions.
P253	**Herzberg's Two Factor Theory**	• Describe the meaning of hygiene and motivating factors • Identify which of Herzberg's factors are the motivating factors and which are hygiene factors	Discusses Herzberg's 'Two Factor Theory' and what the model means for a manager. It gives examples of hygiene and motivating factors, and explains why the manager should focus on the six motivational factors to support growth and achievement of individuals.
P259	**Kolb Learning Cycle**	• Identify different learning styles and how each fits in Kolb's learning cycle • Recognise your own learning style and the	Contrasts Honey and Mumford's four learning styles and examines the ways we prefer to learn. It provides examples of how to

		learning styles of other team members	delegate tasks to develop or strengthen weaker learning style preferences.
P170	**McGregor's Theory X and Theory Y**	• Outline the different styles of Theory X and Theory Y managers • Describe the behaviours of each style	Introduces the theory of two different management styles - Theory X and Theory Y. Helps you understand each style - and when each is most appropriately adopted in the workplace.
P268	**Situational Leadership®**	• Describe the different leadership styles • Recognise when to adapt your style to the needs of people and different situations	Introduces you to the Situational Leadership model by Paul Hersey and Ken Blanchard. It explains the progression curve from high direction through to low direction and provides you with a practical example of adopting the most appropriate style.
P162	**de Bono's Six Thinking Hats®**	• List the functions of each of the six coloured hats • Recognise how to use Six Thinking Hats® to run successful meetings	Takes you through Edward de Bono's Six Thinking Hats® thinking method, and describes how you can use this method to run effective meetings that make best use of everyone's knowledge, experience and intelligence to keep your meetings focused on key objectives.
P305	**Social Identity Theory**	• List the stages associated with Social Identity Theory • State what is meant by in-groups and outgroups	Introduces Tajfel and Turner's Theory of Social Identify. It explains the natural human trait of grouping things together to explain how we all look to identify with different groups, and our desire for that group to be compared favourably with others groups.
P158	**Taking Responsibility**	• Describe some benefits of taking responsibility and owning your mistakes • Identify the impact of blaming others for your mistakes	Gives you an insight into why taking responsibility is an important part of being an effective leader, and that accepting responsibility is a learned behaviour we can all practice and develop. There

			are some tips on how to create a positive environment at work in which people take responsibility for their actions and progress.
P178	**Tannenbaum and Schmidt's Leadership Continuum**	• Describe the leadership continuum • Identify when to use different leadership styles	Explains Tannenbaum and Schmidt's 'leadership continuum' and how the degree of authority displayed by the leader impacts on the area of freedom experienced by subordinates. There are examples of how using the wrong and right styles, and levels of authority, affect performance
P265	**The Engaging Manager**	• State what is meant by an 'engaging manager' • Identify the behaviours and impact of an engaging manager	Discusses the behaviours and attributes of the engaging manager and demonstrates how engaged employees display discretionary effort and work with colleagues to improve performance.
P281	**The Psychological Contract**	• State what the psychological contract is • What effect the psychological contract has on both employer and employee • Describe the importance of maintaining a positive psychological contract	This video looks at the concept of the psychological contract – the unwritten 'deal' between the employer and employee. It considers what happens when that deal gets broken, and the business and personal benefits of having a positive psychological contract in place
P302	**Tuckman – Stages of Group Development**	• State the levels of performance identified by Tuckman • Describe the performance characteristics of teams in each of the levels	Introduces the classic study on Team Performance levels from Bruce Tuckman. His well-known model explains the team dynamics between the four (and later 5) identified stages of team development. The video also discusses the role of the leader at each level and in supporting the team through the levels.