STUDENT GUIDE

LEVEL 2 CERTIFICATE IN
TEAM LEADING
(KNOWLEDGE) (09878)

STUDENT GUIDE
INTRODUCTION

You are about to start an OCR Level 2 Certificate in Team Leading (Knowledge). We wish you every success and hope that this will be one of many OCR qualifications which you take throughout your life.

This guide has been designed to give you information about:
- the aims and structure of your qualification
- the people who will be involved in your qualification and what they will do
- the assessment process you will go through in order to gain your qualification
- the evidence you have to collect to show you can meet the required standards
- any extra forms you will use to help you

ARE YOU STUDYING THIS QUALIFICATION AS PART OF AN INTERMEDIATE APPRENTICESHIP FRAMEWORK?

The framework describes the qualifications that an apprentice has to achieve to successfully complete an Apprenticeship.

The components in this Intermediate Apprenticeship are:

COMPETENCE	TECHNICAL KNOWLEDGE	KEY SKILLS/ FUNCTIONAL SKILLS/ ESSENTIAL SKILLS WALES	EMPLOYMENT RIGHTS AND RESPONSIBILITIES	PERSONAL LEARNING AND THINKING SKILLS
Level 2 NVQ Certificate in Team Leading	Level 2 Certificate in Team Leading	Maths Level 1 English Level 1 ICT Level 1	Embedded in Knowledge Based Element	The Personal Learning and Thinking skills has been mapped to the units of the knowledge and competence qualifications. Personal Learning and Thinking Skills not applicable in Wales.

This qualification satisfies the technical knowledge part required to complete an Intermediate Apprenticeship in Team Leading.

ABOUT THIS QUALIFICATION

This qualification is aimed at individuals who have responsibility for the work of others, as they lead a team. It is suitable for people who are entering a management role, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership for a team, encouraging innovation, allocating and checking work.

QUALIFICATION AIMS

This qualification aims to develop an individual's knowledge and understanding across a range of team leading and management concepts that are relevant to entry level managers and team leaders.

QUALIFICATION STRUCTURE

This qualification is made up of smaller units which can be selected according to your requirements. All of the units provide details of how they relate to the National Occupational Standards. There are two types of units:

- **Mandatory units** – this covers core information for the qualification and must be completed
- **Optional units** – you will be able to choose from a number of optional units. You will receive help to choose the best optional units to match your job or interests.

Each unit has:

- **a unit aim** - this explains what the unit is all about and relates the unit content to typical tasks you may carry out
- **learning outcomes** - these set out what you are expected to know, understand or be able to do as a result of the learning process
- **assessment criteria** - these detail the requirements that you will be assessed against in order to evidence the learning outcomes.
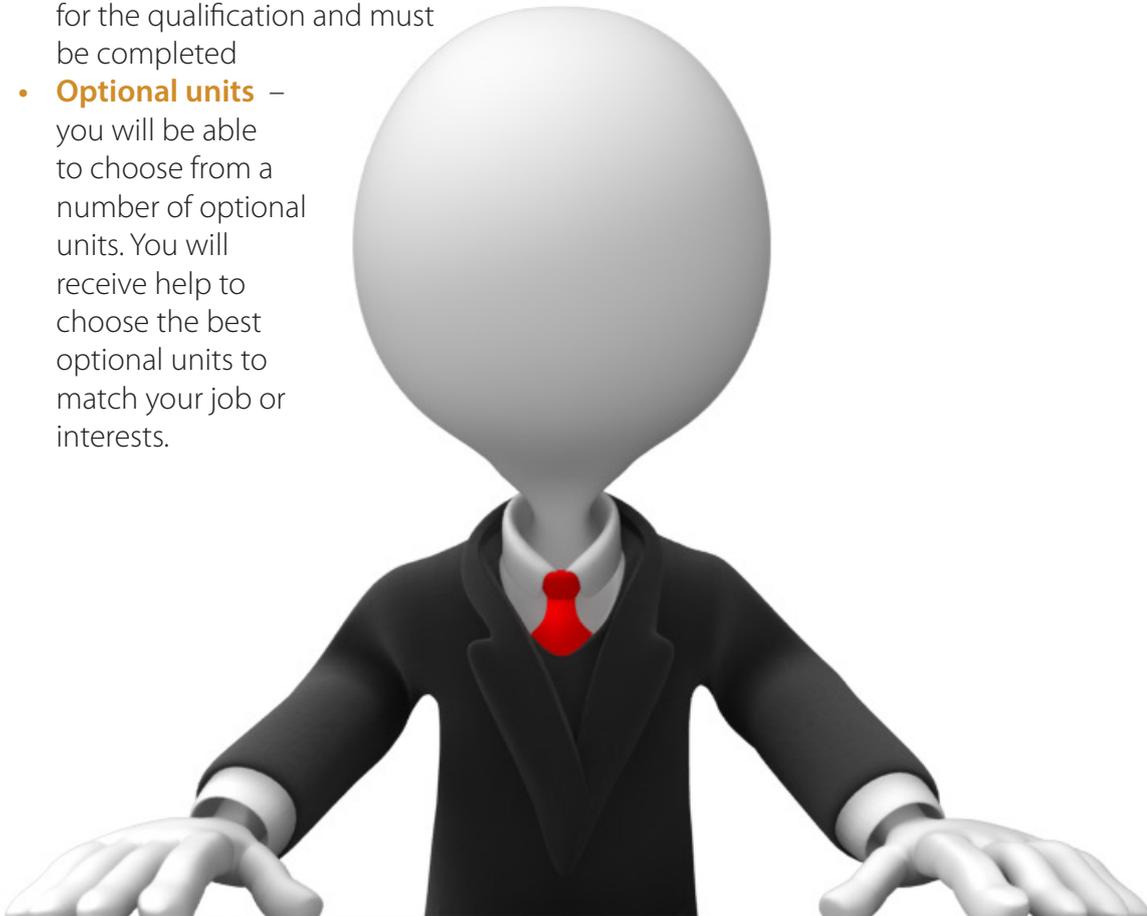
WHO WILL BE INVOLVED IN YOUR QUALIFICATION

Assessment of your qualification is carried out at your centre. Your centre may be your place of work, a college, training agency or combination of these. The people involved in the assessment process are listed below.

An **assessor** (this may be your manager at work) will:
- Help you plan and organise your workload and evidence
- Ask questions and provide feedback
- Examine your portfolio of evidence
- Assess your knowledge and understanding
- Judge when you meet the required standard

An **internal verifier**:
- is employed by your centre to maintain the quality of assessment within the centre
- will visit your place of work to see you being assessed and may wish to speak with you
- will check the assessment of your portfolio of evidence
- will check your assessor is following correct assessment procedures.

An **external verifier**:
- is contracted by OCR to ensure that your centre meets the required standard
- will make visits to your centre to observe assessment and examine evidence in portfolios
- may wish to speak with you as part of this process
- will check the centre is following the correct assessment and verification procedures.

Witnesses
These are normally people in your workplace who regularly see you doing your job and know how your job should be done. As you plan your assessment with your assessor you will be asked to think about who these people are. They may be your supervisor or line manager.
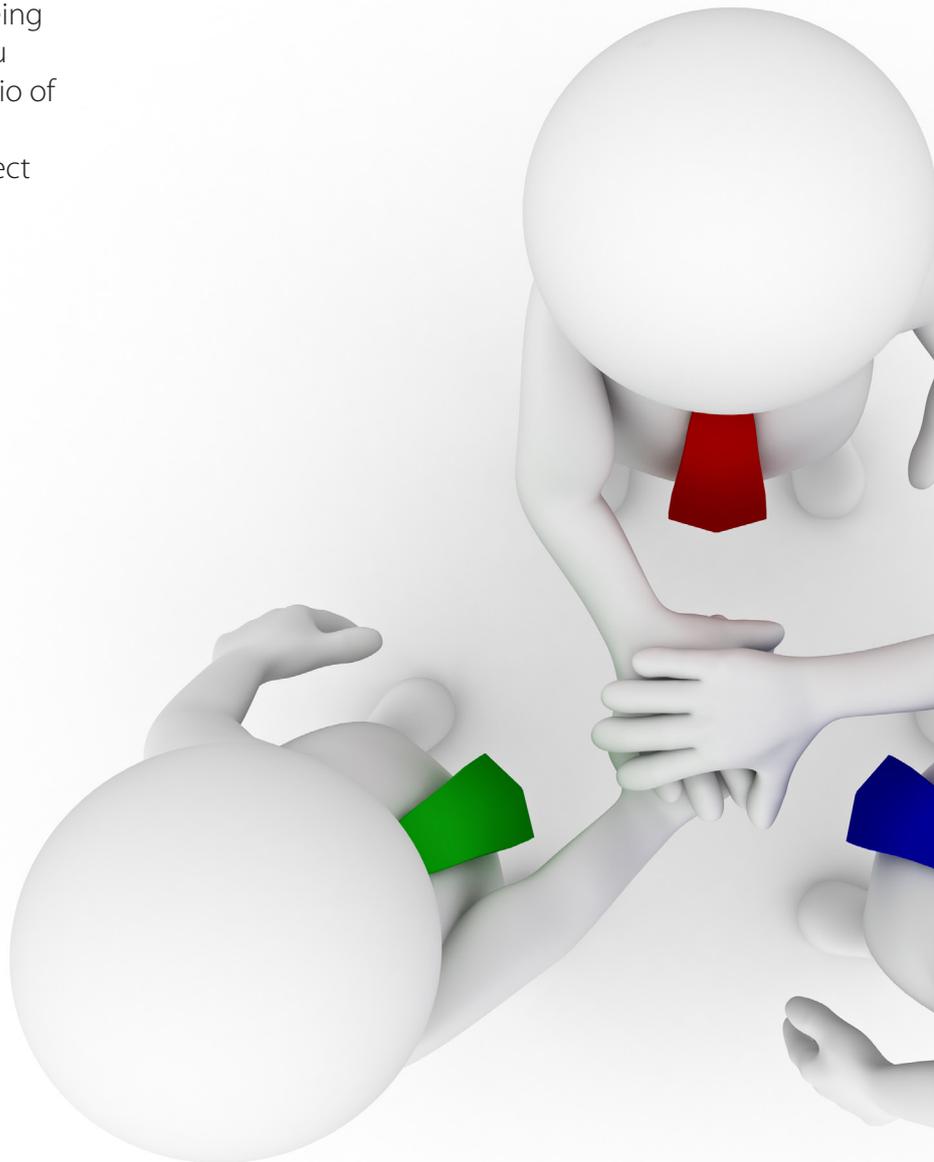
ASSESSMENT

In order for you to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge, understanding and skills requirements for each criterion are fully addressed.

When your assessor is satisfied that you have met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

INITIAL ASSESSMENT

Before you begin this qualification, you must have received some form of initial assessment. Initial assessment determines your starting point. It identifies any competence or knowledge you already have, and also shows where there are any gaps in your knowledge. Initial assessment is undertaken to help plan your progress through this qualification because it allows your assessor to help you understand the best place to start collecting evidence. It will also identify units which you might have difficulty finishing.

Your assessor will spend time with you at the start of your programme making sure that you:
• are taking the right level of qualification
• understand which mandatory units you have to take
• have chosen the optional units you want to take
• understand what you need to know or learn to gain the qualification
• understand what you have to do to collect evidence to meet the required standard
• agree an assessment plan
• agree and sign a learning contract.

ASSESSMENT PLANNING

Your assessor will agree a number of issues with you including:
• finding the best source of evidence to use for particular units
• finding the best way of assessing you
• confirming the best times, dates and places for the assessments to take place.

Your assessors will make a note of their assessment planning and regularly give you feedback.

With your assessor you will make and agree an assessment plan. This will show:
• the units the plan covers
• when you will be observed
• where you will be observed
• what you will be doing
• what evidence you will produce.

Your assessor will be looking to find tasks which will produce evidence for more than one unit. You may be able to produce evidence for more than one unit at a time.

The assessment plan is very important as it will help you prepare for the assessment. You may need to agree with other people when you are to be assessed, especially if you work in a team. You must let your supervisor or manager know so that, as far as possible, your work does not change on the day the assessment is planned.

Each time you prepare with your assessor for an assessment in your workplace, you will make an assessment plan. You will review, update and amend your plan many times as you progress through your qualification. This is called the assessment planning cycle.

ASSESSMENT EVIDENCE

There are various assessment methods that can be used as evidence for this qualification. These will be explained in more detail in the next section of this logbook.

ASSESSMENT FEEDBACK

Your assessor will give you specific feedback on your performance after assessment. You will also meet regularly to review your progress and evidence, and update your assessment plan.

ASSESSMENT DECISIONS

When you think you have completed a unit, your assessor will make the final assessment decision. Remember that you must provide enough evidence to meet all the criteria in every unit you are claiming.

You must meet all of the learning outcomes, assessment criteria and evidence requirements.

If you have not yet met all of the requirements, you and your assessor will return to the assessment planning cycle and decide how you can collect further evidence.
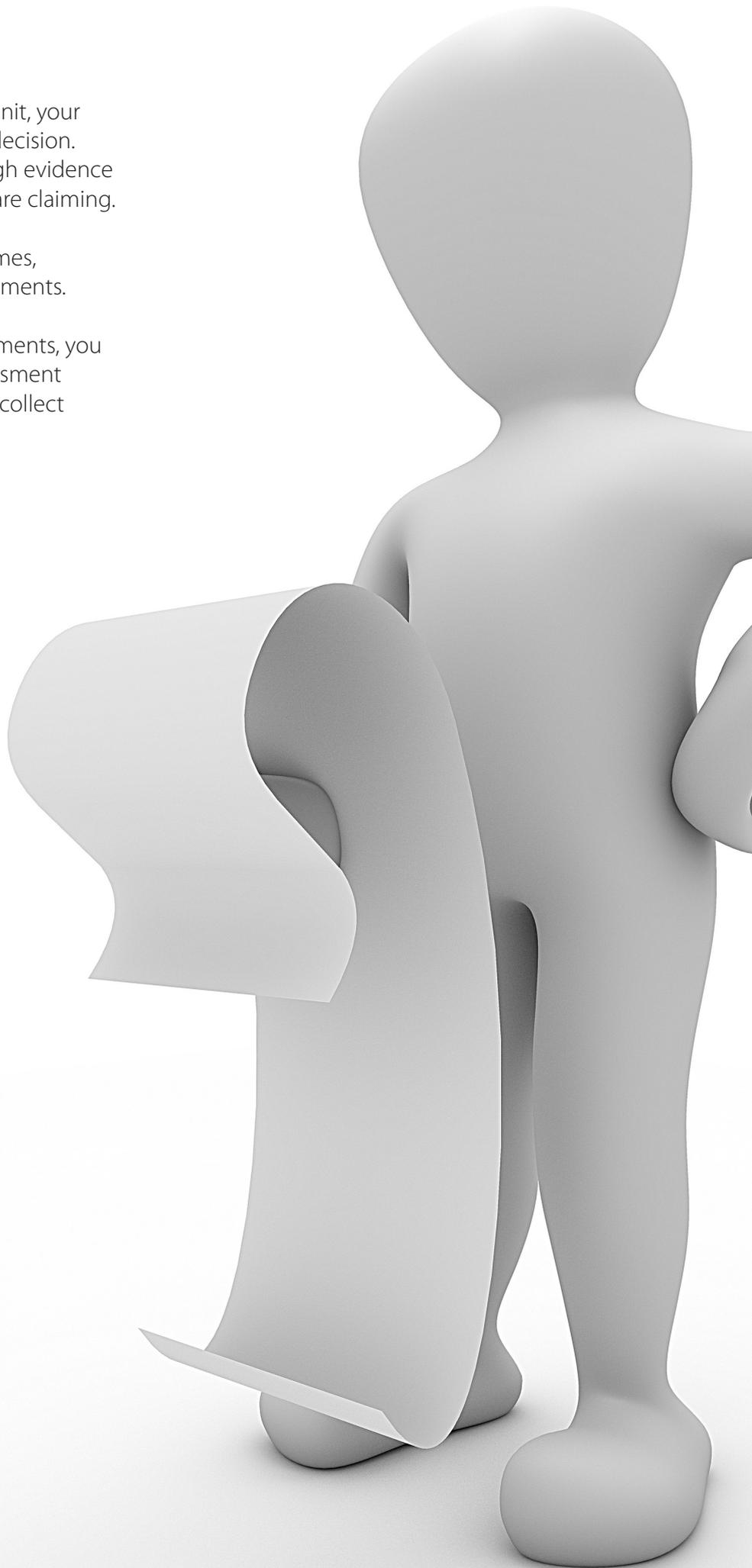
RECORDING EVIDENCE

It has been agreed that the following assessment methods are most suitable for this qualification:
• direct observation of practice by an assessor
• or by the expert witness for occupational specific units
• examination of evidence by an assessor
• questioning by an assessor
• inference of knowledge from direct observation
• professional discussion with an assessor.

In some situations, the assessor may speak to you to provide evidence of your performance and knowledge (see Professional discussion).

DIRECT OBSERVATION OF PRACTICE

Direct observation is where the assessor watches what you are doing. They check your practice against the assessment criteria to determine if you are meeting the given standard.

You and your assessor should plan direct observations of practice together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor must also give you feedback on your practice and the decision made.

EXAMINATION OF EVIDENCE

This is where the assessor reviews the evidence you have produced to see if it meets the assessment criteria.

Evidence can:
• be a reflection of how you carried out a process
• be the product of your work
• be a product relating to your competence.For example

The process that you carry out could be recorded

in an observation or witness testimony. It is the assessor's responsibility to determine if the evidence you submit for assessment meets the requirements of the qualification.

Your work could be: notebook entries, completed forms, computer records, statements obtained, or reports completed. After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor must also give you feedback on your evidence and the decision made.

QUESTIONING

Your assessor may question you or your witness for the assessment of these qualifications.

Questioning is normally an ongoing part of the assessment process, and is necessary to:
test your knowledge of facts and procedures
check if you understand principles and theories
collect information on the type and purpose of the processes you have gone through.

Your assessor will record assessment decisions after they have questioned you. They will record enough information to justify the decisions they make. This does not mean that assessors will record, word for word, the questions put to you and the answers you give. However, assessors will record enough information about what they asked and how you replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm your performance over a period of time.

PROFESSIONAL DISCUSSION

Professional discussion is a structured, planned and in depth discussion recorded by your assessor. It allows you to demonstrate your skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor will guide the discussion by using open questioning, active listening and knowledge of the requirements of the assessment criteria.

WITNESS STATEMENTS/TESTIMONIES

Witness testimonies can be used as evidence of your performance. Such testimonies can be made verbally to the assessor or can be written in a short note.
If a witness provides a written statement they need to include the following information:
• your name
• the date, time and venue of the activity carried out
• a description of the activities you performed
• the date of writing the testimony
• a description of the witness' relationship to you
• their signature and job title
• their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what you did. The assessor will then judge whether the activities meet the requirements. It is not acceptable for you to produce written witness testimonies for witnesses to sign.

SIMULATION

Sometimes it is not possible to do the activities that are set down in the assessment criteria. For example the assessment criteria may state that you need to evacuate a burning building. It may be that you never have to do this activity in real life. So for these types of activities simulation may be used.

Your assessor will know which assessment criteria can be evidenced through simulation.

Examples of where simulation may be used include: where performance is critical but events occur infrequently and yet a high degree of confidence is needed that you would act appropriately where performance is critical, happens frequently but where there is risk of harm to you in a real situation as a supplementary form of evidence.

Where simulations are used they must replicate working activities in a realistic workplace environment.

COPYRIGHT AND PLAGIARISM

Assessors must be confident that the work they mark is your own work. This does not mean that you must be supervised throughout the completion of all work but the assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of your work.

Students must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to you being disqualified. It is therefore important you understand that work you submit must be your own. You may refer to research, quotations or evidence but you must list your sources.

YOUR PORTFOLIO

We have looked at the different types of evidence you might produce for your qualification. In this section we will look at how you should record your evidence.

THE PORTFOLIO

A portfolio is a well-organised collection of your evidence for your qualification. It can be any shape or size, depending on the type of evidence you want to have assessed. It can be paper based or in an electronic format.

Your centre will help you to decide which will be the best option for you when you start your qualification.

The portfolio belongs to you and it is your responsibility to keep it safe and secure. If the portfolio is lost or damaged you may have to reproduce some evidence, which may delay your progress towards your qualification. Your centre may arrange to store the portfolio for you if you decide this is the best way to keep it safe.

Sometimes your centre will need to store the portfolio so it can be checked by the internal and external verifiers. When you have completed your portfolio, the centre will usually keep it until the external verifier has visited. The portfolio will then be returned to you.

BUILDING A PORTFOLIO

It is your responsibility to collect your evidence and build a portfolio. Although your centre will help you to do this, it is up to you to make sure you agree a way of organising evidence that you are happy with.

Your portfolio must show how the evidence you have collected covers the standards. It should be clearly logged and referenced, so that your assessor and verifiers can check it easily. You must show you have covered all of the learning outcomes and assessment criteria requirements in the qualification units.

We recommend that you use a simple referencing system for your evidence. You will often find that one piece of evidence can be used for more than one unit. In these cases, you should clearly cross-reference the evidence to the units and elements it covers, indicating specific assessment criteria.

There may be some evidence that you cannot put into your portfolio because it is too bulky, or because it is confidential. In these cases, you should make a note in your portfolio to explain where the evidence can be found.

PORTFOLIO CONTENTS

Whether you have an electronic or paper-based portfolio, it will need to contain the following information:

Introductory section:
- your personal and contact details
- your centre contact details
- the name and scheme code for your qualification
- your OCR candidate number (you get this when the centre registers you with OCR for this qualification)
- your curriculum vitae, job description or personal statement
- names and contact details of staff involved assessing and verifying your qualification
- names and contact details of witnesses.

Assessment section:
- a summary of your achievements
- an evidence log or locator to reference your evidence to the standards
- your assessment plans and reviews including
  - your assessment feedback
  - assessment decisions.

Evidence section:
- index of evidence

- your pieces of evidence
- evidence assessment records such as records of observations and professional discussions
- records of questions and your answers
- unit progress and sign off record.

RECORDING FORMS

There is a set of OCR Recording Forms you can use to help you build your portfolio. There are also completed examples to refer to, and blank forms which you can photocopy as required. Your centre has access to these on the OCR website.

MANAGEMENT AND LEADERSHIP JOB ROLES

The Level 2 qualifications are ideal for those who are entering into management, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills in any sector. They may already have a basic competence in a supervisory role and require recognition for a wider range of abilities.

JOB ROLES INCLUDE:

- Team leader
- Section leader
- Floor manager
- Helpdesk manager
- Trainee supervisor
- Team co-ordinator
- Supervisor

PROGRESSION:

Apprentices, with support and opportunities in the workplace, can progress onto the Level 3 Advanced Apprenticeship in Management. Alternatively, apprentices could progress on to other OCR Level 3 qualifications in a range of sectors, including Business and Administration, Information Technology, Customer Services or Retail.

With additional training, apprentices could progress to roles such as first line managers, section managers, assistant managers or trainee managers.

Intermediate Apprenticeship Level 2 Certificate in

Team Leading

To achieve this qualification, candidates must achieve a total of 13 credits made up as follows:

10 credits from Group A (mandatory), all of which are at Level 2.
3 credits from Group B (optional units)

The following table contains the groups of mandatory and optional units.

OCR Unit No	Sector Unit No	Unit Title	Unit Reference No (URN)	Credit value	Level
Group A Mandatory units					
1	21	Developing working relationships with team members	D/602/0401	3	2
2	22	Key principles of team leading	D/602/0379	4	2
3	23	Managing personal development	Y/602/0400	3	2

OCR Unit No	Sector Unit No	Unit Title	Unit Reference No (URN)	Credit value	Level
Group B Optional units					
4	24	Developing a team	H/602/0402	3	2
5	31	Gaining results from your team	F/602/0407	3	3

UNIT 21 D/602/0401

DEVELOPING WORKING RELATIONSHIPS WITH TEAM MEMBERS

THIS IS A MANDATORY UNIT

This unit provides you with the knowledge and understanding to develop productive working relationships within teams to ensure a clear focus to achieve their objectives.

The unit is divided into three outcomes:

1. Know the characteristics of productive working relationships between a team leader and team members
2. Know how to develop working relationships with team members
3. Understand how to maintain working relationships with team members.
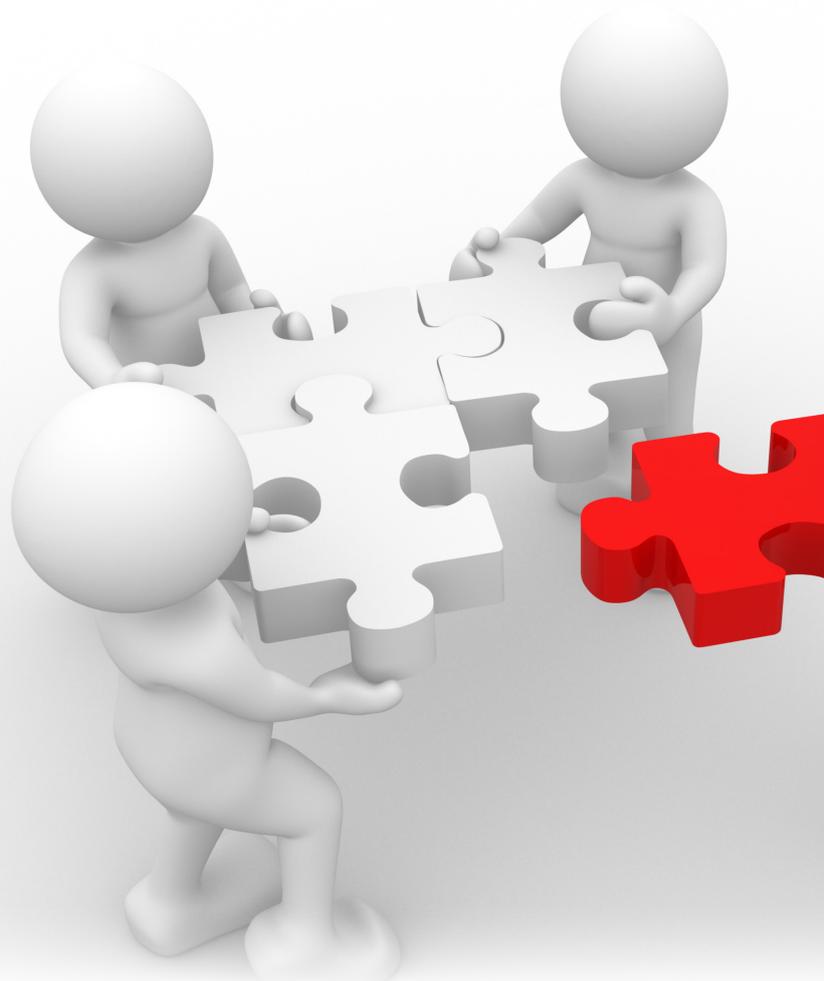
UNIT 21 D/602/0401

DEVELOPING WORKING RELATIONSHIPS WITH TEAM MEMBERS

**Learning Outcome 1 - Know the characteristics of productive working relationships between a team leader and team members**

Assessment criteria. I can:

1.1   Describe the features of productive working relationships

1.2   Identify the benefits of productive working relationships

Learning outcome 2 - Know how to develop working relationships with team members

Assessment criteria. I can:

2.1   Describe how to behave in a professional way when working with team members

2.2   Describe how to successfully communicate knowledge and information to team members

2.3   Select the most appropriate methods for communication

2.4   Select the most appropriate techniques for communication
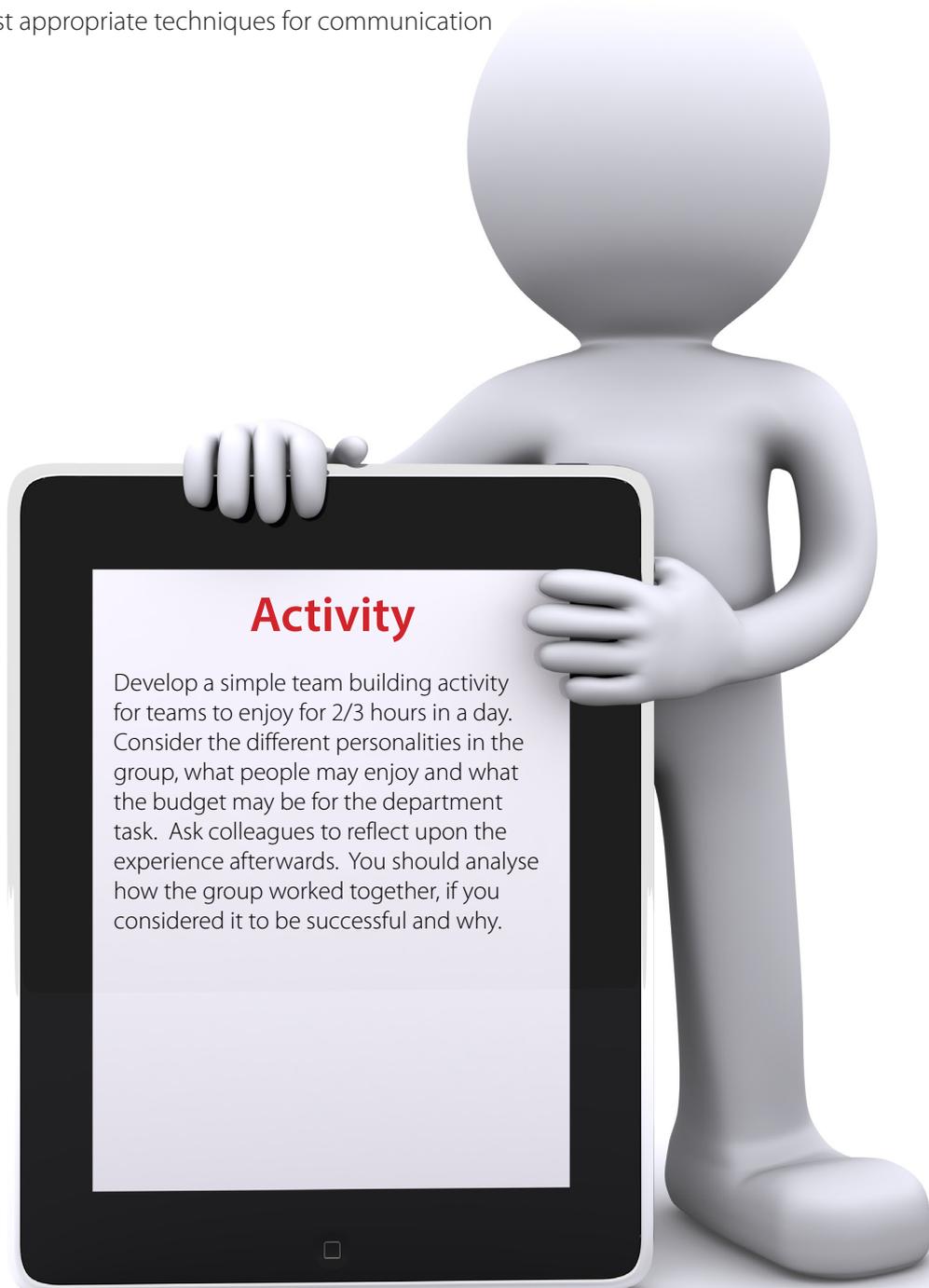
Activity

Develop a simple team building activity for teams to enjoy for 2/3 hours in a day. Consider the different personalities in the group, what people may enjoy and what the budget may be for the department task. Ask colleagues to reflect upon the experience afterwards. You should analyse how the group worked together, if you considered it to be successful and why.

Learning Outcome 3 - Understand how to maintain working relationships with team members

Assessment criteria. I can:

3.1   Describe the importance of adopting a positive approach when dealing with team members

3.2   Compare ways of resolving work related difficulties that arise with teams

Did you know?

James Innnes wrote 'It is generally accepted that a happier workforce, one where good relationships are in place, is a more productive workforce. Good relationships are built on a culture of cooperation where each individual is working towards the achievement of shared aims and objectives'.

Adapted from The CV Centre, © Copyright James Innes.
www.cvcentre.co.uk/ working-relationships.htm

Key terms/words

Productive working relationships: Considering peoples strengths and personalities is key when trying to form productive working relationships.

Professional manner: Remaining professional whilst in work is important to an organisation. You may not always agree with colleagues but putting across any points in a 'business like' manner will enable your views to be understood by others.

Team members: Working in a team can be an excellent way of gaining confidence and developing new skills. Being aware of all team members and including everyone is important to any successful group work.

Maintaining working relationships: Ensuring that you consider everyone in a team will make you approachable and enable you to continue to develop relationships in a positive manner, moving you forward in an organisation. Good feedback from colleagues will see that your strengths are recognised by others and enhance your reputation within the business.

Points to note

Working in teams can be challenging as people are very different. The key to successful team working is understanding each other and working to colleagues strengths.

If tensions do arise, deal with them as soon as possible as this can affect team morale. A good leader will be aware of any issues quickly and solve them in a professional manner so that the team can achieve the common objectives and goals.

UNIT 22 (D/602/0379)

KEY PRINCIPLES OF TEAM LEADING

THIS IS A MANDATORY UNIT

The aim of this unit is to provide you with the knowledge and understanding of the role of a team leader and the processes involved in leading a team.

The unit is divided into four outcomes:

1. Know the role of a team leader within a team
2. Know how to approach key issues in team leading
3. Know how to organise the work of a team
4. Know how to support team development.

UNIT 22 (D/602/0379)

KEY PRINCIPLES OF TEAM LEADING

Learning outcome 1 - Know the role of a team leader within a team

Assessment criteria. I can:

1.1   Describe the attributes of a team leader

1.2   Outline the responsibilities of a team leader

1.3   Outline the differences between a group and a team

1.4   Describe different roles in a team

Learning outcome 2 - Know how to approach key issues in team leading

Assessment criteria. I can:

2.1   Identify the responsibilities of a team leader under health and safety legislation

2.2   Outline the importance of good communications skills in team integration

2.3   Identify ways of monitoring conflict in a team

Activity

Consider the leadership qualities that you have shown in the past and write these down with examples. What other skills would you like to possess in the future? How could you learn these skills? Reflect on what team activities you have completed both inside and outside of work and the roles that you have played in those teams.
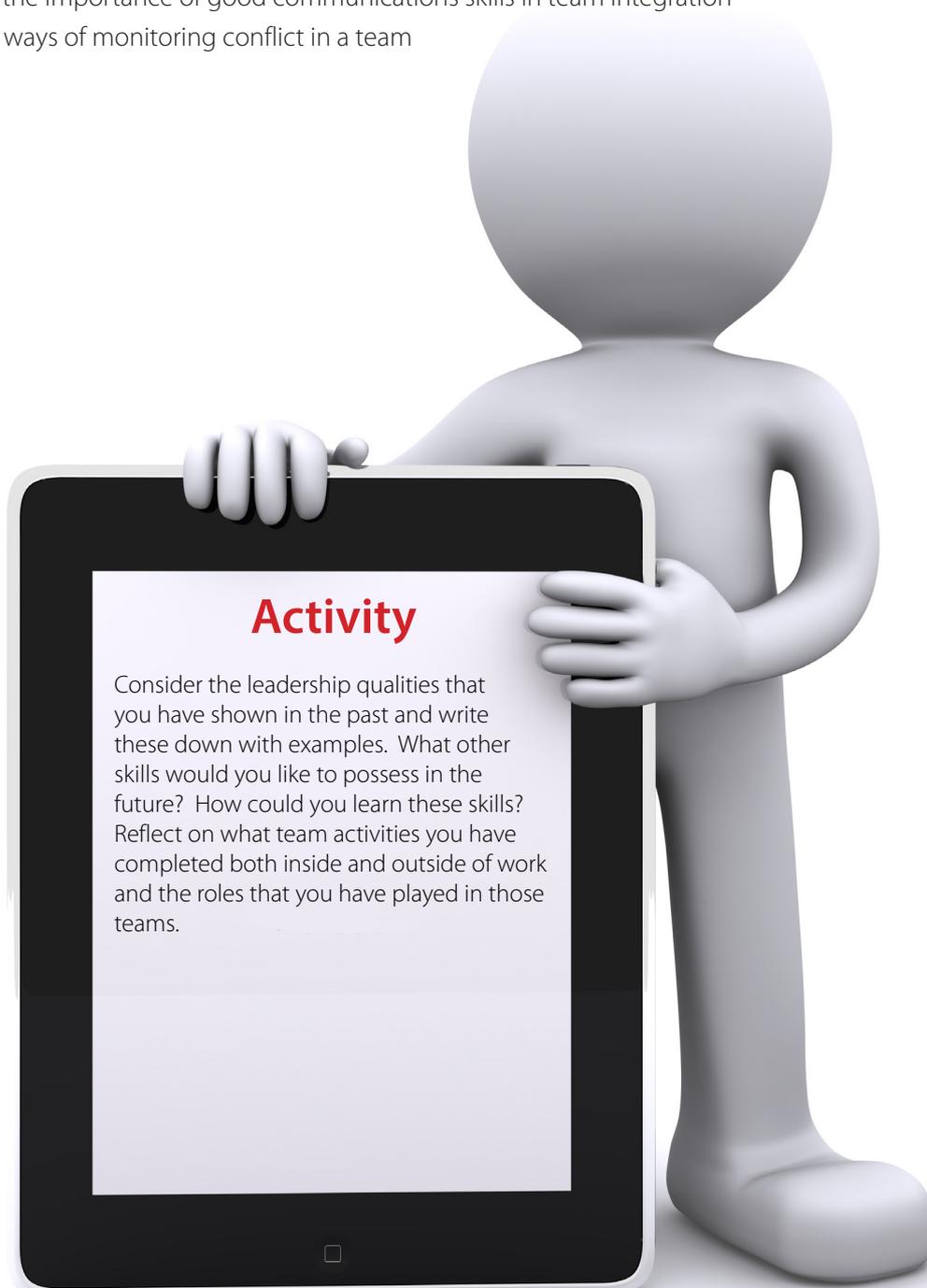
Learning Outcome 3 - Know how to organise the work of a team

Assessment criteria. I can:

3.1   Outline methods of planning work with teams

3.2   Describe how to set objectives for team members

3.3   Outline methods of monitoring and reviewing the performance of a team

Learning Outcome 4 - Know how to support team development

Assessment criteria. I can:

4.1   Identify the stages of team development

4.2   Describe ways of encouraging participation from team members

4.3   Identify ways of improving team performance

Did you know?

Great Team Leaders, Great Teachers and Inspiring Parents guide, mentor and inspire their wards effectively, efficiently, effortlessly and with effervescence. There is a lot of goodwill, confidence, enjoyment, happiness, peace and productivity around these great people.

Adapted from Top 10 Qualities of Great Team Leaders, © Copyright Naseem Mariam.
www.webpronews.com/top-qualities-of-great-team-leaders-2003-08

Key terms/words

Team Leader: A team leader should lead by example and show all the traits of what they expect from their team. Communicating successfully between all members will ensure that the team is working towards the same aims.

Key issues: A team leader will need to identify the most important factors (key issues) in a project that may take extra time and effort from certain members. Identifying these in advance will show your organisational skills and gain respect from other colleagues, resulting in a successful outcome.

Health and Safety: Researching and understanding the most recent health and safety legislation in the work place is important and identifying any potential risks will show your awareness to your team. Being responsible for others is paramount in any organisation.

Supporting team developments: In any new team situation supporting how colleagues work together and identifying improved methods will enhance the outcome of the work produced. Research into team psychology and team building skills will enable you to mould the team to gain the desired outcomes.

Points to note

When leading, it is important to be aware of the processes that teams go through when completing projects. Considering all members and being a role model to others will help reach the desired goal.

Approachability is important when guiding, so that you are aware of any issues so that you can deal with them as soon as possible, so they do not escalate.

Inspiring others will create a good team spirit.

UNIT 23 (Y/602/0400)

MANAGING PERSONAL DEVELOPMENT

THIS IS A MANDATORY UNIT

This unit provides you with the knowledge and understanding of the importance of planning development activities to meet the skills and knowledge needs of your own job role and to improve work performance.

The unit is divided into three outcomes:

1. Know how to assess own development needs
2. Understand ways to improve own performance
3. Know how to prepare a personal development plan.

UNIT 23 (Y/602/0400)

MANAGING PERSONAL DEVELOPMENT

Learning outcome 1 - Know how to assess own development needs

Assessment criteria. I can:

1.1   Outline the knowledge required for a given job role

1.2   Identify the skills required for a given job role

1.3   Describe how to conduct a skills audit

Learning outcome 2 - Understand ways to improve own performance

Assessment criteria. I can:

2.1   Compare the benefit of different development activities

2.2   Describe the importance of using feedback

Activity

Create a Professional Development Portfolio to place in it any development activities that you complete whilst in work, to refer to in the future. These will be very useful when updating your Curriculum Vitae and for appraisal or review meetings you may have with your manager.
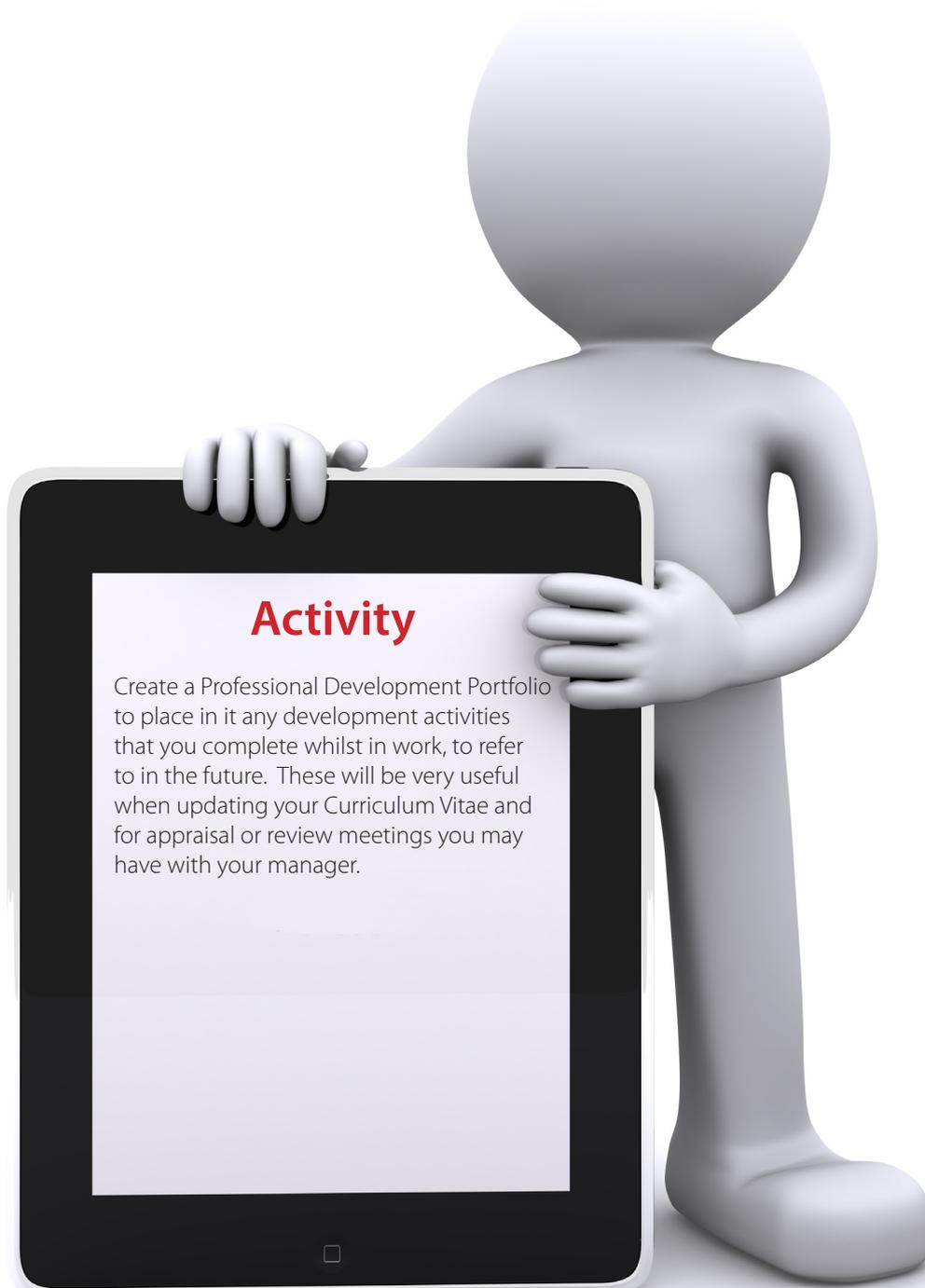
Learning Outcome 3 - Know how to prepare a personal development plan

Assessment criteria. I can:

3.1   Describe how to prepare a personal development plan

3.2   Describe the importance of setting work objectives

3.3   Outline the importance of setting personal objectives

Did you know?

Des Squire wrote about approaches to skills audits and stated: "Learning at work involves many different learning processes. The outcomes of learning may be viewed by the employee as knowledge or skills development. This knowledge may, over time, be incorporated into company routines and procedures through a cycle of continuous improvement and knowledge creation. The goal of on-going training at work is to enhance and upgrade the knowledge of the employee while at the same time empower the employee in terms of specific positions or progression and succession planning."

Adapted from Should we change our approach to Skills Audits and their objectives? © Copyright Des Squire.

www.skills-universe.com/group/trainingmanagers/forum/topics/should-we-change-our-approach-to-skills-audits-and-their

Key terms/words

Development activities: Within specific job roles there will be tasks that you may be required to complete that you find challenging and training may be required. By completing such activities you will then grow within your job role, whilst enhancing your skills and knowledge.

Skills audit: Businesses use an audit to clarify where specific training is required from individuals. This could be on an individual or group basis depending on the need within the organisation.

Personal development plan: Providing evidence of you enhancing your skills and knowledge within your chosen career, will give yourself opportunities to develop within the organisation.

Points to note

Developing skills and knowledge at work is continuous and the organisation should support your learning. Taking control of your development and researching training will enable you to gain more from the business. Managing your career will empower you to be the best you can be at work.
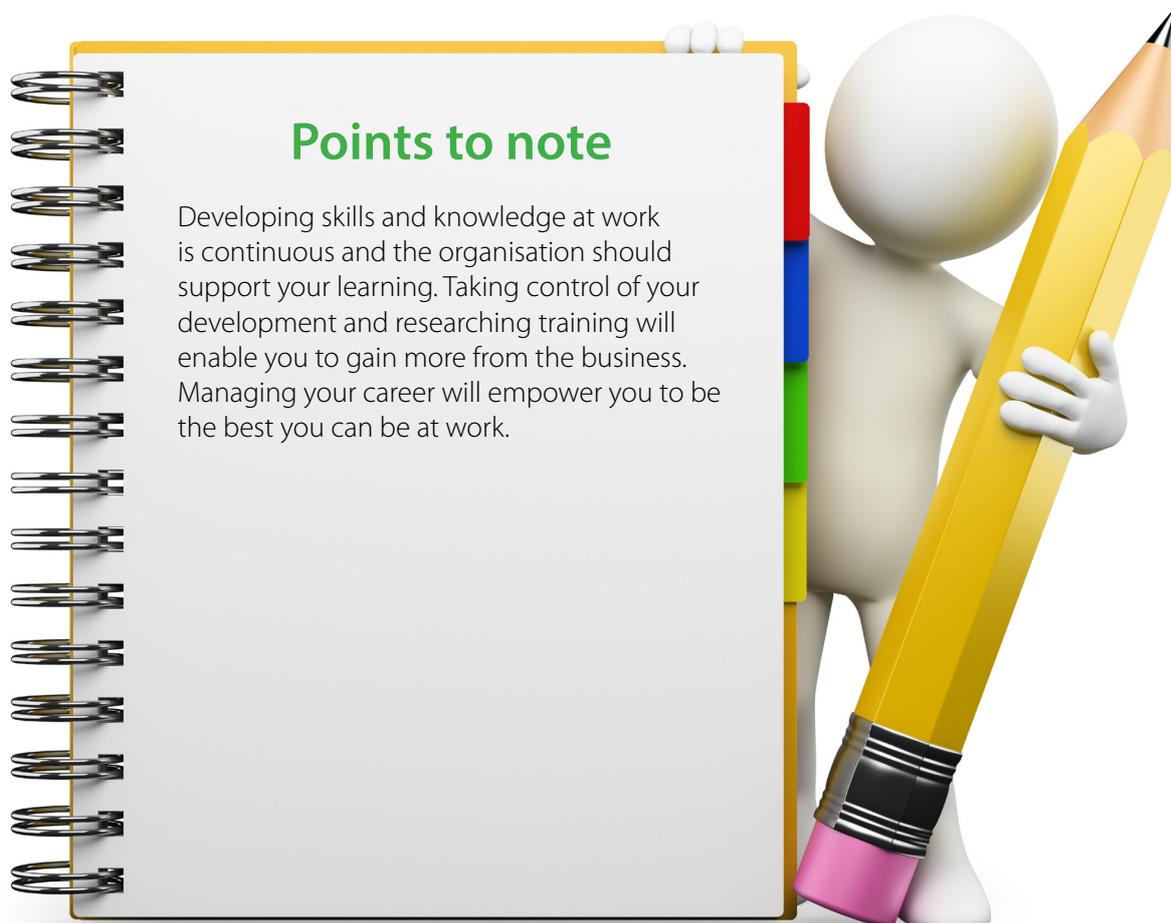
UNIT 24 H/602/0402

DEVELOPING A TEAM

THIS IS AN OPTIONAL UNIT

This unit aims to provide the learner with the knowledge of key team theories and the ways in which organisations and teams work towards creating equality of opportunity, diversity and inclusion for all team members.

The unit is divided into three outcomes:

1. Know the importance of key team theories in team development
2. Know how to integrate new team members
3. Know how organisations work towards equality, diversity and inclusion for team members.

UNIT 24 (H/602/0402)

DEVELOPING A TEAM

Learning outcome 1 - Know the importance of key team theories in team development

Assessment criteria. I can:

1.1   Identify team roles

1.2   List team developmental stages

1.3   Outline how theories could apply in case studies

Learning outcome 2 - Know how to integrate new team members

Assessment criteria. I can:

2.1   Outline the purpose of having a diverse team

2.2   Identify barriers facing new team members

2.3   Describe processes for integrating new team members

Activity

Research the main team theories and complete an analysis of these theories on yourself when you have been part of a team. You will then be able to identify which of these will be most useful to use on your team in the future.
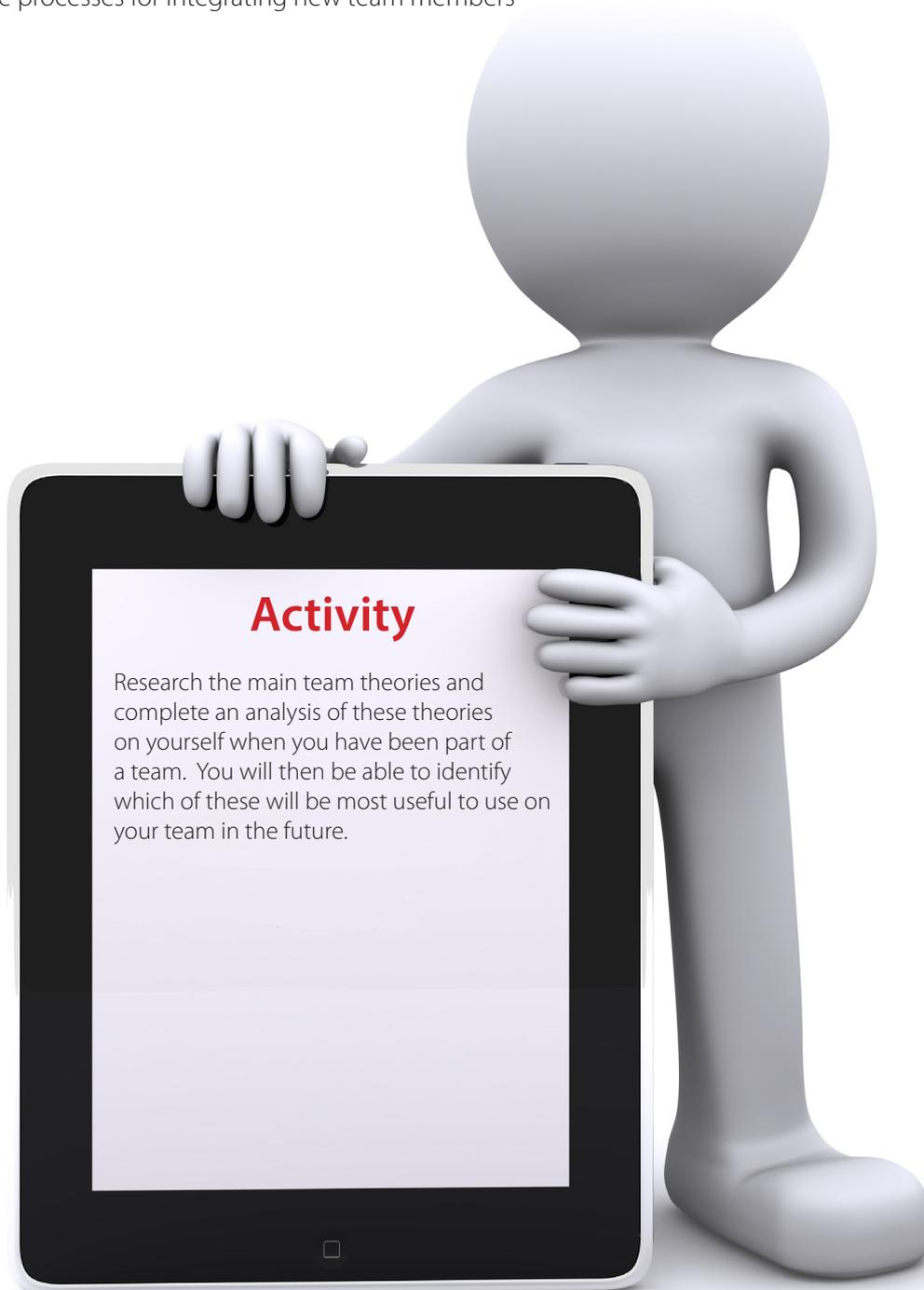
Learning Outcome 3 - Know how organisations work towards equality, diversity and inclusion for team members

Assessment criteria. I can:

3.1   Identify the effects of relevant legislation on equality, diversity and inclusion

3.2   Outline organisational processes designed to enhance equality, diversity and inclusion

Did you know?

When a team is performing at its best, you'll usually find that each team member has clear responsibilities. You'll also see that every role needed to achieve the team's goal is being performed fully and well.

Adapted from Belbin's Team Roles,
© Copyright MindTools.
www.mindtools.com/pages/article/newLDR_83.htm
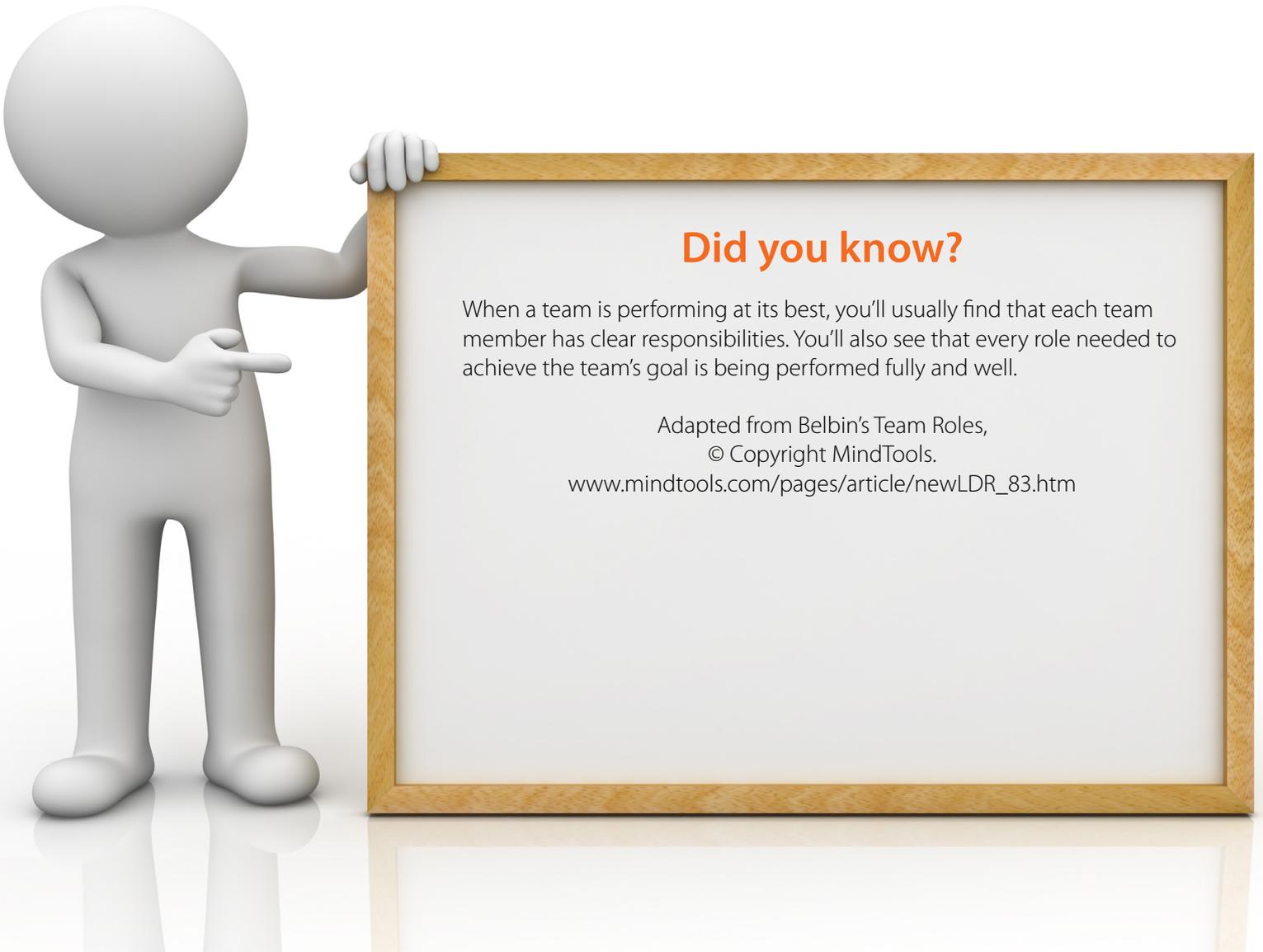
Key terms/words

Team Theories: There are many theorists over the years that have studied teams. Being aware of all these theories will help you understand the workings of groups and how to get the best out of teams for a given goal.

Equality: Ensuring that all team members are treated the same so that everyone works towards the same goals.

Diversity: Having a range of abilities of skills and knowledge in a team situation will enhance the group by having different qualities.

Inclusion: Including all members in any group discussions will ensure that everyone has a say in any important decisions, so everyone feels included and has a voice.

Points to note

Understanding how successful teams work together will enable you to strive for the best results from your team.

Playing to people's strengths rather than weaknesses will help a team develop and giving colleagues opportunities to enhance their skills will empower the group to succeed.
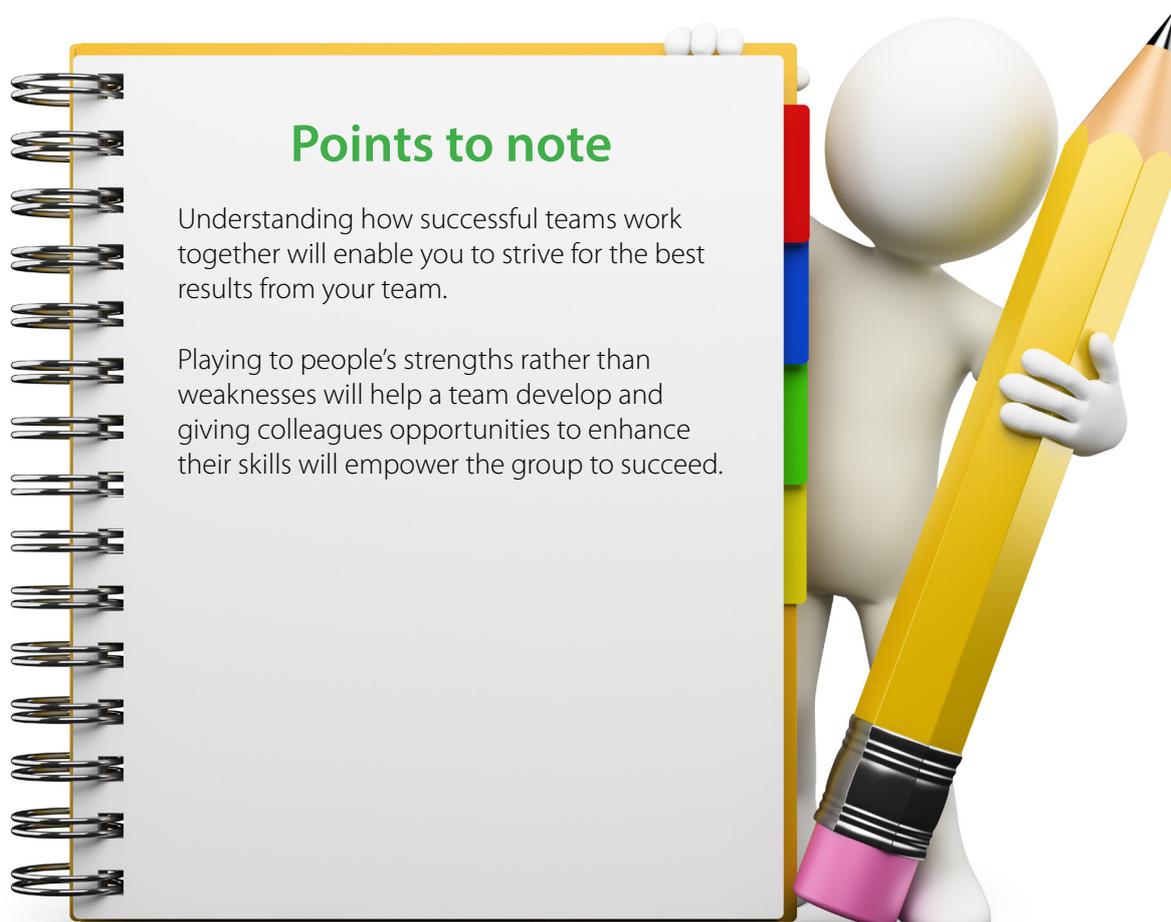
UNIT 34 (H/601/7645)

GAINING RESULTS FROM YOUR TEAM

THIS IS AN OPTIONAL UNIT

This unit provides you with the knowledge and understanding of the importance of teams achieving their goals to support an organisation in achieving its aims and objectives.

The unit is divided into three outcomes:

1. Understand how to monitor the performance of a team and its members
2. Know how to support individuals to improve their performance within a team
3. Understand how to deal with conflict within a team.

UNIT 31 (F/602/0407)

GAINING RESULTS FROM YOUR TEAM

Learning outcome 1 - Understand how to monitor the performance of a team and its members

Assessment criteria. I can:

1.1   Explain how the work performance of teams and individuals can be monitored

1.2   Explain how the results of performance monitoring can be used to establish how team objectives have been met

1.3   Explain how the results of performance monitoring can be used to improve team performance

Learning outcome 2 - Know how to support individuals to improve their performance within a team

Assessment criteria. I can:

2.1   Outline how to use performance monitoring information to improve the performance of individuals within a team

2.2   Describe how to provide feedback to individual team members to ensure work objectives are achieved

2.3   Identify the techniques that can be used to support individuals to perform more effectively within a team

Activity

Set yourself some realistic goals with accurate time scales for you to meet with regard to a project that you are currently working on. Once completed, re visit the original set goals and analyse if they were actually realistic. This should then give you the confidence to the set goals for your teams, in order to gain the results that you require.

Learning Outcome 3 - Understand how to deal with conflict within a team

Assessment criteria. I can:

3.1   Describe the issues that could cause conflict in teams

3.2   Evaluate the techniques that can be used to reduce conflict in teams

3.3   Explain how legislation affects the process of dealing with conflicts in teams

Did you know?

Henry Ford wrote: Coming together is a beginning, keeping together is progress and working together is success.

Adapted from quotationsbook, © Copyright Henry Ford.
http://quotationsbook.com/quote/38418/

Key terms/words

Monitoring teams: Being aware of the progress of your team is paramount in ensuring success for everyone. If you are aware of the targets that have been met successfully and any issues surrounding the delays, then action plans can be put into place to support colleagues.

Improving performance: If your team is striving for success, certain areas of skills or knowledge may need to be improved. Through recognising any weaknesses, teams can then try to improve together, resulting in the achievement of a common goal.

Techniques: Individuals and teams work in different ways, using a variety of tasks to explain activities. This will enable the team to achieve the results that you want.

Conflicts: A group of individuals may not always agree with decisions made. This therefore may cause an atmosphere within the team. If this is the case then the conflicts need to be addressed as soon as possible so that the team do not lose sight of the aims.

Points to note

When monitoring teams you need to ensure that you do this in a way in which the team members do not feel 'checked upon' or 'undermined' by you as the leader. You need to be approachable, so if any issues occur they can be dealt with as soon as possible, so the goals can still be achieved.

Trusting colleagues is important for all teamwork.
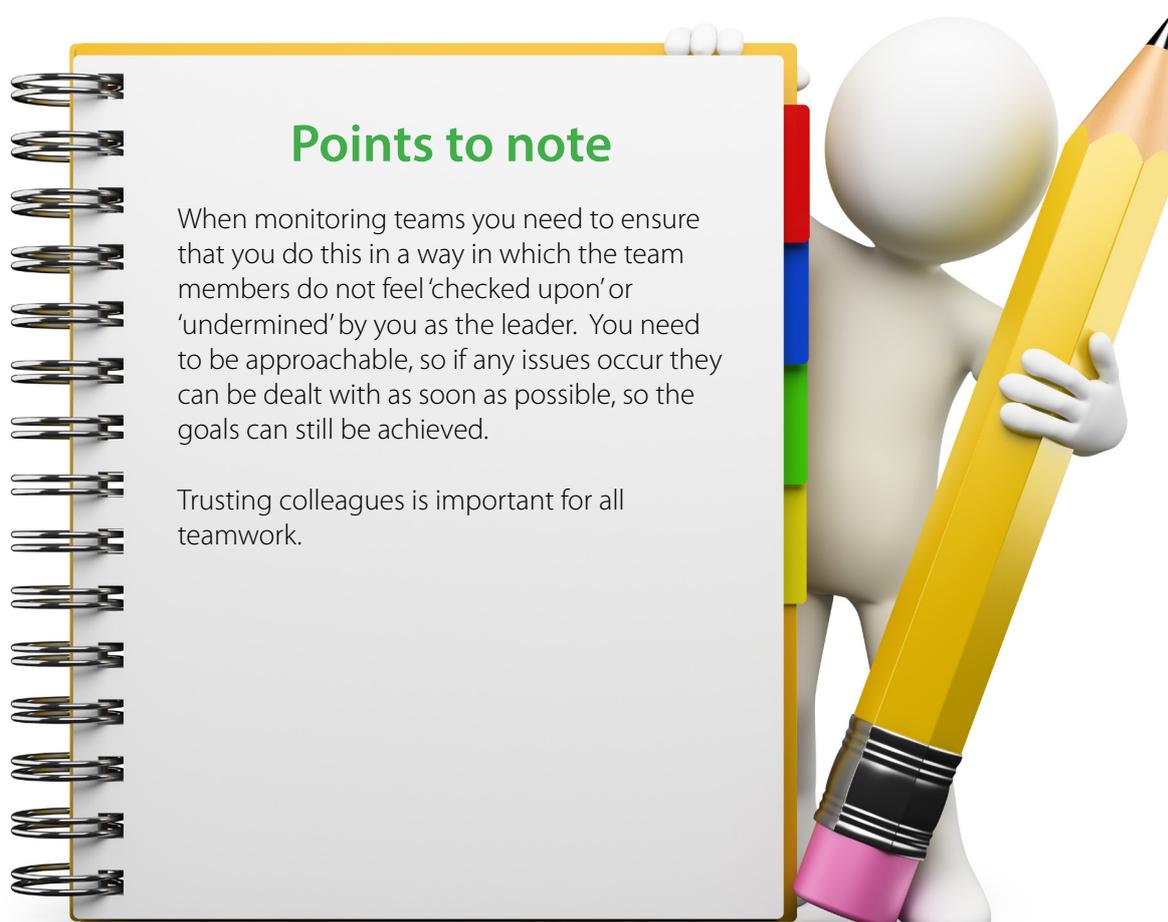
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