**M&L 5 Lead and manage a team**

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| **Learning Outcome** | **Assessment Criteria** | **Guidelines and range**  **The candidate provides evidence that they understand:** |
| 1. Be able to engage and support team members | 1.1 Explain organisational policies, procedures, values and expectations to team members | Policies and procedures can be defined thus:  ‘A set of policies are principles, rules, and guidelines formulated or adopted by an organization to reach its long-term goals and typically published in a booklet or other form that is widely accessible.  Policies and procedures are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them. Procedures are the specific methods employed to express policies in action in day-to-day operations of the organization. Together, policies and procedures ensure that a point of view held by the governing body of an organization is translated into steps that result in an outcome compatible with that view.’  Ref: <http://www.businessdictionary.com/definition/policies-and-procedures.html>  Organisational values and expectations are the behaviours expected in an organisation and the manner in which employees are expected to carry out their work, and may be set out in a formal ‘Code of Conduct’. |
|  |  | *In this criterion the learner is required to provide evidence that he or she has:*   * *explained how two or more policies and procedures work to team members* * *explained what is meant by ‘values and expectations’ to team members*   *Note that it is not sufficient to merely list policies, procedures, values, expectations.* |
|  | 1.2 Communicate work objectives, priorities and plans in line with operational requirements | Communication of work objectives, priorities and plans to the team is necessary and important in order to ensure team members know what they are doing and when the tasks will be completed, and can prioritise their resources and efforts accordingly. |
|  |  | *In this criterion the learner is required to provide evidence that he or she has correctly communicated two or more work objectives, priorities and plans, using an appropriate method of communication for each, in line with operational requirements.* |
| 1.3 Explain the benefits of encouraging suggestions for improvements to work practices | Encouraging suggestions for improvements to work practices may improve staff morale and job satisfaction in the team, and implementing good suggestions may lead to business benefits such as reduced costs and improved customer satisfaction. |
| *In this criterion the learner is expected to explain the ways in which encouraging suggestions for improvements to work practices might bring two or more benefits for the individual or for the organisation.* |
| 1.4 Provide practical support to team members facing difficulties | For this criterion, ‘practical support to team members facing difficulties’ is taken to mean facing difficulties in the work role.  Providing support to colleagues might include:   * Explaining policies, procedures, task requirements * Helping with their workload * Problem-solving * Obtaining additional resources * Providing encouragement * Providing constructive feedback that focuses on issues and solutions, not personalities or blame |
| *In this criterion the learner is expected to provide evidence that he or she has provided appropriate practical support to two or more team members facing difficulties in their work role.* |
| 1.5 Explain the use of leadership techniques in different circumstances | Leadership techniques, or leadership styles, are approaches to leadership that indicate how a leader behaves and the way in which the functions of leadership are carried out.  An example of an early model of leadership techniques is Lewin’s leadership styles framework that proposes three key leadership styles:   * Autocratic * Democratic * Laissez-faire   There are numerous other models of leadership techniques, although it is generally acknowledged nowadays that there is no single ‘right’ style of leadership and that it is useful to understand a variety of leadership frameworks in order to use a leadership technique appropriate to the particular situation. |
| *In this criterion the learner is expected to explain how an appropriate and correct leadership technique should be used, or has been used, in two or more different circumstances. (It may be helpful to provide examples.)* |
| 1.6 Give recognition for achievements, in  line with organisational policies | For this criterion, ‘recognition for achievements’ is taken to mean recognition of team achievements *or* recognition of a team member’s achievement.  Colleagues want to be appreciated, and recognising their contribution to the achievement of team objectives lets them know that their efforts are noticed and valued.  Praise should be timely, direct, personal and specific, with colleagues being told exactly what they do well and why their contribution is appreciated.  There are numerous ways to recognise an colleague’s contribution, and the praise must be given in a way that is meaningful to the colleague: some colleagues may prefer to be praised in public, for example, whilst others may be more comfortable with being praised in private, and some colleagues will find it more meaningful to have their contribution recognised by a higher-level manager. |
| *In this criterion the learner is required to provide evidence of giving recognition for two or more team achievements or recognition of two or more achievements of a team member in a relevant and appropriate manner that is in line with organisational policies.* |
| 1.7 Explain different ways of motivating people to achieve business performance targets | There are any number of internal and external factors that might stimulate people to be motivated to achieve business performance targets, and two of the most common theories of motivation that attempt to explain how to motivate people are Herzberg's motivation-hygiene theory and Maslow's hierarchy of needs. |
| *In this criterion the learner is required to explain how two or more different methods or techniques can be used in practice to motivate people to achieve business performance targets. (Using examples may make this more relevant.)* |
| 2. Be able to manage team performance | 2.1 Allocate responsibilities making best use of the expertise within the team | When allocating responsibilities for the achievement of a task, it is necessary to make the best use of the expertise within the team so as to ensure that the task is completed as efficiently and as effectively as possible.  The knowledge and skills of team members is known as the ‘skills mix’, and by knowing the skills mix of a team and allocating responsibilities accordingly, team members will be able to focus on what they are best at as well as complementing each other’s skills. |
| *In this criterion the learner is required to provide evidence that he or she has correctly allocated two or more responsibilities for a team task to individuals so as to make the best use of the expertise within the team.* |
| 2.2 Agree with team member(s) Specific, Measurable, Achievable, Realistic and Time-bound objectives (SMART) in line with business needs | Objectives provide focus and clear direction, and should be SMART:   * Specific: Clear, unambiguous, straightforward, understandable * Measurable: Related to quantified or qualitative performance measures * Achievable: With known resources * Realistic: Linked to business needs * Time-bound: Building-in completion date and review dates |
| *In this criterion the learner is required to provide evidence that he or she has agreed two or more correct and appropriate SMART objectives with team member(s) that are fully in line with business needs.* |
| 2.3 Provide individuals with resources to achieve the agreed objectives | Any task undertaken by a team should have a resource plan that identifies all the resources required to complete the task, i.e. labour, equipment and materials, and more complex tasks will require a schedule to be produced showing the quantity of each resource required, who requires it, and when it will be needed. |
| *In this criterion the learner is required to provide evidence of correctly and appropriately providing two or more individuals with the resources they require to achieve agreed objectives.* |
| 2.4 Monitor individuals’ progress, providing support and feedback to help them achieve their objectives | It is important and necessary to measure, or monitor, progress towards objectives with the line manager for a variety of reasons:   * It provides information to see if objectives are being achieved * It enables any adjustments or improvements to the task to be carried out if they are required * Monitoring performance with the line manager will provide valuable information for a ‘two-way’ appraisal or performance review   The criteria used for measuring progress and achievement will depend upon the SMART objectives, and these criteria will need to be agreed with the line manager.  Individuals may need support to help them achieve their objectives, and possible sources of support, including feedback, are outlined for AC1.4 (above). |
| *In this criterion the learner is required to provide evidence of monitoring the progress of two or more individuals whilst providing appropriate support and feedback to help them achieve their objectives.* |
| 2.5 Explain techniques to monitor  individuals’ performance | Techniques to monitor individuals’ performance will depend upon the nature of the business, the role of the individual, and the complexity of the task being monitored, but will invariably involve some collection of data and the checking and comparing of records, such as output figures, materials usage, returns, customer feedback.  This may be formalised in some organisations in Key Performance Indicators (KPIs). |
| *In this criterion the learner is required to explain how two or more relevant techniques are used to monitor individuals’ performance.* |
| 2.6 Report on team performance in line with organisational requirements | Part of a team leader’s role is to keep records and provide the management information required to maintain overall control of the business, and this will include reporting on team performance.  There will usually be requirements that the information is presented is, for example, valid, reliable, timely, fit-for-purpose, accessible, cost-effective and presented in an appropriate format that is understandable by the user. |
| *In this criterion the learner is required to provide evidence that he or she has reported correctly on team performance in line with organisational requirements.* |
| 3 Be able to deal with problems within a team | 3.1 Assess actual and potential problems and their consequences | ‘Actual and potential problems’ is taken here to mean the resolution of problems relating to working relationships with colleagues.  To assess a problem is to examine all aspects of the problem in detail and make a judgement, based on the information available at the time, as to the consequences of that problem if it is not resolved. |
| *In this criterion the learner is required to provide evidence that he or she has assessed two or more actual and potential problems and understands the consequences of those problems if they are not resolved.* |
| 3.2 Report problems beyond the limits of their own competence and authority to the right person | ‘Report problems’ is taken here to mean either problems relating to working relationships with colleagues or problems relating to the team task.  Limits, or level, of authority refers to the different hierarchical management levels in an organisation and the duties and responsibilities assigned to each of those levels, and ‘competence’ refers to proficiency that has been gained through education, training or experience.  In any workplace:   * A problem that lies outside the duties and responsibilities assigned to a role should be reported to a more senior manager whose responsibility that problem is * Individuals need to be aware of their own competence and be prepared to report a problem to the right person if they do not have the necessary knowledge or skills to deal with that problem |
| *In this criterion the learner is required to provide evidence that he or she has reported two or more problems beyond the limits of their own competence and authority to the right person.* |
| 3.3 Take action within the limits of their own authority to resolve or reduce conflict | Conflict may be defined as the internal or external discord that occurs as a result of differences in ideas, values or beliefs of two or more people.  Conflict management is important in order to:   * Maintain morale * Maintain performance standards * Minimise absenteeism * Promote a safe working environment * Maintain group cohesion * etc.   Depending upon the severity and level of conflict, conflict may be resolved or reduced informally, but in some cases it may be necessary to use the organisation’s formal procedures.  If the formal procedures are used, then each procedure should specify the level of authority appropriate to each stage. |
| *In this criterion the learner is required to provide evidence that he or she has taken effective and appropriate action, within the limits of their own authority, to resolve or reduce conflict* |
| 3.4 Adapt practices and processes as circumstances change | Although there may be clear plans and objectives in place for achieving a task, circumstances may change for a variety of reasons.  For example, the task or objectives may themselves need to be redefined for some reason, or perhaps monitoring of the task has identified that actual performance is different from planned performance.  In changing circumstances such as these there may be a need to adapt work practices and/or work processes in order to meet new requirements. |
| *In this criterion the learner is required to provide evidence that he or she has appropriately adapted two or more practices and processes as circumstances change.* |