Unit 28: Set objectives and provide support for team members

Unit reference number: M/600/9600

QCF level: 3

Credit value: 5

Guided learning hours: 35

Unit summary

This unit will ensure that learners are able to identify the requirements of a team based on its objectives, develop a team to fulfil those objectives, support team development and manage a team through a project. It also ensures that the learner understands how to disband a team.

Evidence requirements

To pass the unit, learners must meet all of the assessment criteria.

Assessment methodology

This unit is assessed using evidence from the workplace, ie observable performance, physical products of work (such as reports, plans, correspondence etc), witness testimony, discussion and questioning etc.

Simulation is not allowed.

Learning outcomes and assessment criteria

Learners can enter the types of evidence they are presenting for assessment and the submission date against each assessment criterion. Alternatively, centre documentation should be used to record this information.

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
1	Be able to communicate a team's purpose and objectives to team members	1.1	Describe the purpose of a team			
		1.2	Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound)			
		1.3	Communicate the team's purpose and objectives to its members.			
2	Be able to develop a plan with team members showing how tea objectives will be met	2.1	Discuss with team members how team objectives will be met			
		2.2	Ensure team members participate in the planning process and think creatively			
		2.3	Develop plans to meet team objectives			
		2.4	Set SMART personal work objectives with team members.			

Learning outcomes		Assessment criteria		Evidence type	Portfolio reference	Date
3	Be able to support team members identifying opportunities and providing support	3.1	Identify opportunities and difficulties faced by team members			
		3.2	Discuss identified opportunities and difficulties with team members			
		3.3	Provide advice and support to team members to overcome identified difficulties and challenges			
		3.4	Provide advice and support to team members to make the most of identified opportunities.			
4	Be able to monitor and evaluate progress and recognise individual and team achievement	4.1	Monitor and evaluate individual and team activities and progress			
		4.2	Provide recognition when individual and team objectives have been achieved.			

Learner name: _____

Learner signature: _____ Date: _____

Assessor signature: _____ Date: _____

Internal verifier signature: _____ Date: _____

(*if sampled*) Date: _____

Unit content

1 **Be able to communicate a team's purpose and objectives to team members**

Purpose of a team: purpose eg project management, organisation functional grouping, specialist, task orientated, change driver, sharing good practice; sharing eg range of skills and expertise, ideas, coordination, mutual support, sources of information, understanding of business activities and processes, decision making and problem solving, consistent messages communicated to customers and stakeholders, Belbin team roles

Set team objectives: types of objectives eg process, impact, outcome, importance of setting team objectives that link with organisational objectives, allowing team members to contribute to objective setting to ensure engagement and buy-in, agree a manageable number of objectives, encourages prioritising of activities, sharing roles and responsibilities, specific targets, measurable outcomes, timescale

Communicate the team's purpose: know and use different communication methods depending on the context eg team briefings, regular team meetings, one-to-one meetings with team members, email updates, informal discussions, encourage team members to ask questions or suggest solutions; sharing purpose and objectives eg justifying targets, negotiating roles and responsibilities, agreeing outcomes and timescales

2 **Be able to develop a plan with team members showing how tea objectives will be met**

Discuss how team objectives will be met: ways eg recognising and negotiating individual roles and responsibilities, identifying individual strengths and experience, encourage ownership of individual objectives within the limits of team member's knowledge and skills, empower, develop and motivate team, listen to team members' ideas and act on them where appropriate, encourage creativity and innovation, acknowledge difficulties and challenges and discuss how these will be resolved, negotiate and follow appropriate timescale and method of monitoring

Ensure team participation and creativity: approaches eg allocation of specific roles and responsibilities within team, make effective use of individual strengths, share problem solving activities, get team members to present their ideas and listen to what they say, brainstorming to involve all team members, use of fishbone diagrams and other tools for further analysis and identifying underlying issues, model and encourage respectful working relationships, recognise and manage conflict and competition in the team sensitively

Develop plans: ways eg identifying specific objectives, negotiate roles and responsibilities, agree resources, agree appropriate working methods, work backwards from overall aim and objectives, agree stages and timelines for these, agree day-to-day responsibility for each stage, decide reporting and monitoring processes, negotiate milestones, agree on quality measures and assurance, agree frequency and structure of team meetings and review points and recording progress and outcomes

Set personal work objectives: ways eg identify desired outcome and timescale, agree individual roles and responsibilities, negotiate responsibility to other team members, set objectives jointly with team member to ensure understanding and commitment, agree manageable number, ensure team member understands how success will be measured, agree any development needed to enable team member to succeed, know role of objectives within performance management systems used in organisations, identify personal and professional benefits

3   **Be able to support team members identifying opportunities and providing support**

Identify opportunities and difficulties: opportunities eg hold regular meetings where individuals can express concerns and ideas, working with others, shared responsibilities, range of experience, collaborative working, working to strengths, specialist knowledge; difficulties eg challenges that can impact on the work of team members, potential for conflict at work including individual and group conflict, lack of confidence, unclear on individual roles and responsibilities, dominant team member(s), poor communication skills, inexperienced, no shared objective

Discuss opportunities and difficulties: opportunities eg working to strengths, personal and professional development, working with others, problem solving, gaining experience; difficulties eg flagging up potential difficulties, frequent and constructive feedback, ensure privacy when discussing sensitive issues, praise achievement and effort, share and celebrate success with whole team, have staff suggest improvements in ways of working, get team members to take the lead where they have relevant knowledge and expertise

Advice and support to overcome difficulties: when and how to use coaching and mentoring techniques eg Humphrey and Stokes' Pinnacle Performance Model for Effective Leadership, use of questioning to identify solutions and actions, encourage commitment to actions identified, avoid blame and recriminations, recognise where challenges are also opportunities, refer difficulties to others when appropriate, encourage others to provide support; know when to be directive eg when team member lacks the skills or knowledge to identify solutions, when prompt action is required, when health, safety, legality or policy may be compromised

Advice and support to make the most of opportunities: know when and how to use coaching and mentoring techniques eg identifying opportunities, advantages to the individual, supporting the team member to set appropriate goals and assess progress, use listening and questioning techniques to help team member take ownership of their own development and recognise opportunities, be aware of development opportunities inside and outside the organisation and evaluate these, encourage autonomy within sphere of competence, use praise and encouragement to develop confidence, link opportunities to career progression where appropriate

4 **Be able to monitor and evaluate progress and recognise individual and team achievement**

Monitor and evaluate individual and team activities and progress: ways eg establish and agree review points with team members, ensure that individual responsibilities are clear and team members know when and how to report, ensure reporting systems are not overly complex or time consuming, use project management techniques, set success criteria at the outset so that impact can be measured, ensure team members contribute to evaluation, agree and disseminate lessons learnt

Provide recognition: ways eg 'Medal and Mission', praise, recognise individual and team achievements and progress, reward for targets achieved, record achievements, use regular team meetings for team members to report on achievements, communicate exceptional achievements to others including senior staff, use formal means for notable achievements, use performance management/appraisals to note success and achievements, celebrate team successes

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