**MARK SHEET –Improving performance of the work team**

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| **Centre Number :** | |  | | **Centre Name :** | |  | | | |
| **Learner Registration No :** | |  | | **Learner Name:** | |  | | | |
| **INSTRUCTIONS FOR ASSESSMENT AND USE OF MARK SHEET**  Assessment must be conducted with reference to the assessment criteria (AC). In order to pass the unit, every AC must be met.  Assessors will normally award marks for every AC and then total them into a percentage. However, for greater simplicity, there is the option to not use marks at all and merely indicate with a ‘Pass’ or ‘Referral’ in the box (below right). In order to pass the unit every AC must receive a ‘Pass’  **Where marks are awarded according to the degree to which the learner’s evidence in the submission meets each AC, every AC must be met, i.e. receive at least half marks (e.g. min 10/20). Any AC awarded less than the minimum produces an automatic referral for the submission (regardless of the overall mark achieved).**  Sufficiency descriptors are provided as guidance. If 20 marks are available for an AC and the evidence in the submission approximates to the ‘pass’ descriptor, that indicates it should attract 10 marks out of 20, if a ‘good pass’ then ca. 15 out of 20. The descriptors are not comprehensive, and cannot be, as there are many ways in which a submission can exceed or fall short of the requirements. | | | | | | | 1. **Learner named above confirms authenticity of submission.** 2. **ILM uses learners’ submissions – on an anonymous basis – for assessment standardisation.  By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed.**   **However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: □** | | |
| **Learning Outcome / Section 1:** Understand the organisation’s requirements in relation to team performance [40 Marks] | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 1.1   * Outline the organisations requirements of the team in line with company policy | **Referral [ca.3/12]** | | **Pass [6/12]** | | **Good Pass [ca.9/12]** | | |  | |
| * The organisation’s expectations in relation to the team are merely listed with no outline description * There is no reference to any company policy | | * The organisation’s requirements of the team are appropriately and briefly described although the link to relevant organisational policy (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude or behaviour) may not be clear | | * As specified by company policy, the organisation’s requirements in relation to the team (e.g. relating to time-keeping, absenteeism, conduct, level of performance, attitude or behaviour) are explained appropriately and in detail, and perhaps quantified, and not merely outlined * How the requirements of the team are linked to relevant organisational policy is clearly explained and good examples are provided | | |
| / 12  (min. of 6) | Pass or Referral |
| AC 1.2   * Outline the team’s objectives in achieving organisational targets | **Referral [ca.3/12]** | | **Pass [6/12]** | | **Good Pass [ca.9/12]** | | |  | |
| * No team objectives or organisational targets are given * The team objectives and organisational targets are merely listed with no link made between the two | | * The team’s objectives are appropriately briefly described **and**, although limited, there is also some clarification of their contribution to organisational targets | | * Team objectives and/or organisational targets are described in detail, as opposed to merely outlined * The way(s) in which the team’s objectives help to achieve organisational targets are explained with clearly described links between the two * Examples clearly support the explanation of these | | |
| / 12  (min. of 6) | Pass or Referral |

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| AC 1.3   * Explain how the individual performance of team members affects the overall performance of the team | **Referral [ca.4/16]** | **Pass [8/16]** | | **Good Pass [ca.12/16]** |  | |
| * There is no mention of how individual team member performance affects the overall performance of the team or it is merely listed as opposed to explained * The explanation is incorrect, or there is description of individual team member performance but it is not linked to overall performance of the team | * There is explanation of the ways in which the work of individual team members contributes to the overall performance of the team, although it may be limited and the link is not made explicit | | * There is clear, detailed explanation of a variety of ways in which individual team members’ performance affects the overall performance of the team both positively and negatively * Good example(s) are provided |
| / 16  (min. of 8) | Pass or Referral |
| **Assessment comments** (optional): | | | **Verification comments** (optional): | | | |
| **Learning Outcome / Section 2:** Understand how to address underperformance [28 Marks] | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | |
| AC 2.1   * Identify indicators of underperformance in relation to own team | **Referral [ca.2/8]** | **Pass [4/8]** | | **Good Pass [ca.6/8]** |  | |
| * No ways to identify performance concerns in relation to own team are identified * The provided indicators are inappropriate | * Appropriate indicators of underperformance are identified. However they may be brief and lack any measure | | * Appropriate measurable indicators of underperformance that relate to own team are described, perhaps in detail, as opposed to merely identified * The link to team underperformance is made explicit and the important features of the underperformance described * Good examples are provided |
| / 8  (min. of 4) | Pass or Referral |
| AC 2.2   * Explain the possible causes of underperformance | **Referral [ca.3/12]** | **Pass [6/12]** | | **Good Pass [ca.9/12]** |  | |
| * No possible causes of underperformance are given * Possible causes are merely listed as opposed to described * Possible causes of underperformance are incorrect or inappropriate | * A few possible causes of underperformance are identified; they are correct and appropriate and there is some explanation through descriptions of their important features | | * Possible causes of underperformance are fully explained in detail and they are correct and appropriate * The important features of possible causes are described, perhaps with examples (e.g. Interpersonal behaviour and its impact), and the link between cause and effect of underperformance is made explicit |
| / 12  (min. of 6) | Pass or Referral |
| AC 2.3   * List actions that could be taken to rectify underperformance | **Referral [ca.2/8]** | **Pass [4/8]** | | **Good Pass [ca.6/8]** |  | |
| * No actions to rectify the causes of underperformance are given * Actions given are incorrect or inappropriate for rectifying underperformance | * Clear and appropriate actions to rectify the causes of underperformance are listed | | * Clear and appropriate actions to rectify the causes of underperformance are detailed with additional explanation of implementation and supporting examples. The team leader’s authority to address performance problems is perhaps discussed * Clear and appropriate actions are detailed along with an explanation of how and why they would rectify underperformance |
| / 8  (min. of 4) | Pass or Referral |

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| **Assessment comments** (optional): | | | | **Verification comments** (optional): | | | | | | |
| **Learning Outcome / Section 3:** Understand the role of motivation in improving performance [32 Marks] | | | | | | | | | | |
| **Assessment Criteria (AC)** | **Sufficiency Descriptors**  *[Typical standard that , if replicated across the whole submission, would produce a referral, borderline pass or good pass result]* | | | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* | | |
| AC 3.1  Outline a recognised theory of motivation | **Referral [ca.3/12]** | | **Pass [6/12]** | | **Good Pass [ca.9/12]** | | |  | | |
| * A recognised theory of motivation is not outlined * A theory is given but is merely stated with no description or the theory is described incorrectly | | * The key features of a recognised theory of motivation are correctly and briefly described | | * The key features of a recognised theory of motivation are correctly described in detail * The theory of motivation is explained, as opposed to merely described, perhaps with examples given to illustrate | | |
| / 12  (min. of 6) | | Pass or Referral |
| AC 3.2  Describe actions that can be taken to motivate own team and improve performance linked to a theory of motivation | **Referral [ca.5/20]** | | **Pass [10/20]** | | **Good Pass [ca.15/20]** | | |  | | |
| * No actions are given, or only one action is given, to motivate own team to improve performance using a theory of motivation * Actions to motivate own team are merely identified with no description * The actions are inappropriate to motivate and improve performance * The actions are not linked to a motivational theory | | * Actions are given that would motivate own team and improve performance and their link to a theory of motivation is also given. Those actions are appropriately described, although the description may be limited to their key features and the link to theory may be more implicit than explicit | | * Several appropriate actions to motivate own team (e.g. using rewards (behavioural) and positive feedback) to improve performance are fully described and how they are based on an identified theory of motivation is made explicit in some detail * Having identified the theory on which they are based, there is detailed explanation of how and why the actions relate to that theory and would motivate the team to improve performance (e blending personal objectives with organisational objectives) | | |
| / 20  (min. of 10) | | Pass or Referral |
| **Assessment comments** (optional): | | | | **Verification comments** (optional): | | | | | | |
|  | | | | | | **/ 100** | | | **TOTALMARKS** | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | | | | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | | **Signature of QA:**  **Date of QA check:** | | | |