CMI HTQ UNIT 549

Assessment Brief:
Developing, Managing and Leading Teams ● V1.0

CMI Chartered Management Institute

KEY INFORMATION FOR LEARNERS

Overview of assessment tasks

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and Assessment Criteria for **CMI HTQ Unit 549: Developing, Managing and Leading Teams.** Each of the Assessment Criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

● Please read the **CMI HTQ Unit 549** specification thoroughly as only the content related to the achievement of the Assessment Criteria will be assessed.

● Research the topics being assessed. Suggested reading/web resources are provided in the **CMI HTQ Unit 549** specification. Your tutor may signpost you to relevant resources. Additionally, you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk

● Please read the definitions of the command verbs used in the Assessment Criteria (for example evaluate, discuss, analyse) at https://www.managers.org.uk/wp-content/uploads/2020/03/Command-Verb-Definitions.pdf

Completing the assessment brief

● The assessment brief contains a series of tasks which are clearly referenced to the relevant Assessment Criteria.

● Refer to the Assessment Guidance Table at the end of the assessment brief which outlines the requirements for a Pass or Refer.

● Evidence for assessment must be presented in the Assessment Booklet or other suitable format.

● If work based evidence is used, such as plans or documentation (which has been referred to within the main text, it should be included in the 'Work Based Evidence' section in the Assessment Booklet.

● Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by CMI.

● Work based evidence, where included, must not exceed SIX (6) pages. All evidence should be combined within the Assessment Booklet.

● Any assessment templates that have been created to support this unit are located in the Assessment Booklet.

● The Assessment Booklet must be completed in a professional manner (for example applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.

● The Assessment Booklet must be saved as a word document (.doc or .docx) and not in a PDF format.

● An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified. Please refer to Reference and Citations Study guide at https://www.managers.org.uk/~/media/Files/PDF/Study%20Support/References-and-Citations.pdf

● Finally, you must complete and sign the Learner Statement of Authenticity (an electronic signature is accepted)

Learner support

For information regarding policies and procedures for assessment (for example reasonable adjustments, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 5 Diploma in Operational Management syllabus.

ASSESSMENT BRIEF: HTQ UNIT 549 - DEVELOPING, MANAGING AND LEADING TEAMS

Assessment brief CMI HTQ Unit 549 has been designed to enable learners to evidence their ability to develop, manage and lead a high performing team. The assessment focuses on the theoretical and practical approaches to developing, leading, and managing teams as well as the knowledge, skills and behaviours required to evaluate team capabilities, analyse recruitment processes, staff selection and learning and development activities.

On successful completion of the assessment the Operations or Departmental Manager will appreciate how individuals and teams can be supported, motivated and inspired to exceed expectations.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI HTQ Unit 549** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment Criteria	L5 ODM KSB	Guideline word count
1	Write a **report** titled: *Approaches to developing, managing and leading different teams*	LO1 Understand approaches to developing, managing and leading teams	1.1 Evaluate the use of leadership styles and theoretical models for developing, managing and leading teams	K1 K9 B3	Approx. 1500 words
			1.2 Analyse strategies for managing team leaders		
			1.3 Develop approaches to respond to the challenges of managing and leading multiple and remote teams		
2	Write a **briefing paper titled:** *Methods that can be used to monitor, manage and improve individual and team performance*	LO2 Understand approaches to achieving a balance of skills and experience in teams	2.1 Assess the factors which impact on the selection of learning and development activities for individuals and teams	K10 B3	Approx. 1500 words
			2.2 Examine the use of coaching and mentoring models to support team development		
			2.3 Analyse motivational techniques used to create high performing teams		
3	Write a **good practice guide** titled: *Approaches to achieving a balance of skills and experience in a team*	LO3 Know techniques for leading individuals and teams to achieve success	3.1 Analyse a process for recruiting team members	K12 B3	Approx. 1000 words
			3.2 Discuss methods used to monitor and manage individual and team performance		

4	Write a **report** titled: *Skills and approaches in managing talent and performance*	LO4 Be able to apply your skills in managing talent and performance	4.1 Discuss practical approaches for effective team management and leadership	S9 S12 S18 B3 B5	Approx. 1500 words
			4.2 Evaluate techniques for assessing current and future team capabilities and requirements		
			4.3 Evaluate good practices for enabling and supporting high performing teams		

Guideline word count

The written word, whether generated and/or recorded, is expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of written work for this unit should be broadly comparable to a word count of **5500** words within a margin of +/-10%. The unit also includes additional work in the form of work based evidence. Excessive use of word count is not grounds for referral, however, the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from the written word count: Index or contents pages, headings and subheadings, diagrams, charts and graphs, bibliography.

If you require further guidance on assessment, please ask your centre to refer to CMI's Quality Assurance Handbook.

APPROACHES TO DEVELOPING, MANAGING AND LEADING TEAMS

Understanding approaches to developing, managing and leading teams is an essential management skill. Operational or departmental managers must have a thorough understanding of theoretical models for developing, managing and leading teams to be effective in their role. This needs to be complemented by the ability to practically apply theoretical approaches in the workplace, specifically when managing team leaders and multiple and remote teams.

TASK 1

Write a **report** titled: *'Approaches to developing, managing and leading different types of teams'*

The **report** should be in 4 (FOUR) parts:

1. **Evaluate the use of different leadership styles for developing, managing and leading teams** (AC1.1)
2. **Evaluate different Models used to develop, manage and lead teams** AC1.1)
3. **Analyse strategies for managing team leaders** (AC1.2)
4. **Develop approaches to address the challenges of managing and leading multiple and remote teams** (AC1.3)

Guidance for completion of Task 1

- *Your report should be a structured document communicated or presented in a written form. It should be organised in a narrative, graphic or tabular form and refer to a specific activity, project, situation, period of time, event or topic.*

- *It is recommended that all CMI Assessment Criteria for this task are clearly addressed within the main body, conclusion and recommendations sections of your report. It is also good practice to indicate where the Assessment Criteria have been addressed.*

- *Your report should include appropriate sub headings to organise the content. You may choose to include tables and diagrams (as appropriate, but avoid over-reliance on these visual aids)) to support your discussion. Ensure all tables and diagrams are clearly labelled and indicate their sources.*

- *Your discussion should be underpinned with relevant theoretical principles and references to relevant models and frameworks.*

- *You may use well-chosen work-based examples from your own organisation or an organisation you have researched and are familiar with.*

- *Please refer to the indicative content for the Assessment Criteria (AC) outlined in the unit specification.*

- *Word limit will be 1500 words (+/- 10% at the Learners discretion) excluding tables, graphs, figures, references and annexes.*

APPROACHES TO ACHIEVING A BALANCE OF SKILLS AND EXPERIENCE IN TEAMS

Organisational success is realised when teams achieve their objectives. This assessment task has been written to enable operational or departmental managers to evidence their understanding of how to evaluate team capabilities, the recruitment processes for achieving a balanced team, and the learning and development activities (including coaching and mentoring) which support team success.

TASK 2

Write a **briefing paper** titled: '*Methods that can be used to monitor, manage and improve individual and team performance*'

The **briefing paper** should be in 4 (FOUR) parts:

1. **An outline of the factors that impact on the selection of learning and development activities for individuals** (AC2.1)
2. **Assessment of the impact of the factors on the selection of learning and development activities for teams** (AC2.1)
3. **Examine the use of coaching and mentoring models to support team development** (AC2.2)
4. **Analyse motivational techniques that can be used to create high performing teams** (AC2.3)

Guidance for completion of Task 2

- *Your briefing paper should summarise the facts pertaining to a particular issue or problem, and should include a suggested course of action.*

- *Your briefing paper should include appropriate sub headings to organise the content. You may choose to include tables and diagrams (as appropriate, but avoid over-reliance on these visual aids)) that can be included to support your discussion. Ensure all tables and diagrams are clearly labelled and indicate their sources.*

- *Your discussion should be underpinned with relevant theoretical principles and references to relevant models and frameworks.*

- *You may use well-chosen work-based examples from your own organisation or an organisation you have researched and are familiar with.*

- *Please refer to the indicative content for the Assessment Criteria (AC) outlined in the unit specification.*

- *Word limit will be 1500 words (+/- 10% at the Learners discretion) excluding tables, graphs, figures, references and annexes.*

TECHNIQUES FOR LEADING INDIVIDUALS AND TEAMS TO ACHIEVE SUCCESS

The ability to develop a high performing team is an aspiration that can be achieved if the foundation for monitoring and managing individual and team performance is in place.

This assessment task will enable operational or departmental managers to discuss methods for monitoring and managing team performance and evidence how good practice approaches and motivational techniques can be used to optimise team performance.

TASK 3

Write a **good practice guide** titled: '*Approaches to achieving a balance of skills and experience in a team*'

The **good practice guide** should be in 2 (TWO) parts:

1. **Analyse the processes used to recruit team members** (AC3.1)
2. **Discuss methods used to monitor and manage individual and team performance** (AC3.2)

Guidance for completion of Task 3

- *Your good practice guide should be a structured document that is produced with the purpose of supporting individuals to develop their practice in a particular area or topic.*

- *Your good practice guide should include appropriate sub headings to organise the content. You may choose to include tables and diagrams (as appropriate, but avoid over-reliance on these visual aids)) that can be included to support your discussion. Ensure all tables and diagrams are clearly labelled and indicate their source*

- *Your discussion should be underpinned with relevant theoretical principles and references to relevant models and frameworks.*

- *You may use well-chosen work-based examples from your own organisation or an organisation you have researched and are familiar with.*

- *Please refer to the indicative content for the Assessment Criteria (AC) outlined in the unit specification.*

- *Word limit will be 1000 words (+/- 10% at the Learners discretion) excluding tables, graphs, figures, references and annexes.*

DEVELOPING, MANAGING AND LEADING TEAMS

The ability to lead individuals and teams to success is arguably the most important skill an operational or departmental manager can possess.

TASK 4

Write a **report** titled: '*Skills and approaches in managing talent and performance*'

Your **report** should be based on the approaches used within your own organisation or an organisation that you have researched and are familiar with. (Work based examples can be used to demonstrate competence in your skills.)

The report should be in 3 (THREE) parts.

1. **Discuss practical approaches used for effective team management and leadership** (AC4.1)
2. **Outline the skills and techniques required to meet current and future needs and evaluate techniques for assessing these within a team** (AC4.2)
3. **Evaluate good practice used to enable and support high performing teams** (A4.3)

Guidance for completion of Task 4

- *Your report should be a structured document communicated or presented in written form. It should be organised in a narrative, graphic or tabular form and refer to a specific period, event or topic.*

- *It is recommended that all CMI Assessment Criteria for this task are clearly addressed within the main body, conclusion and recommendations sections of your report. It is also good practice to indicate where the Assessment Criteria have been addressed.*

- *Your report should include appropriate sub headings to organise the content. You may choose to include tables and diagrams (as appropriate, but avoid over-reliance on these visual aids)) that can be included to support your discussion. Ensure all tables and diagrams are clearly labelled and indicate their sources.*

- *Your discussion should be underpinned with relevant theoretical principles and references to relevant models and frameworks.*

- *You may use well-chosen work-based examples from your own organisation or an organisation you have researched and familiar with..*

- *Please refer to the indicative content for the Assessment Criteria (AC) outlined in the unit specification.*

- *Word limit will be 1500 words (+/- 10% at the Learners discretion) excluding tables, graphs, figures, references and annexes.*

Refer	Pass
- Not all Assessment Criteria have been met - No examples were used or the examples given do not match the requirements of the Assessment Criteria - Evidence is - - Unclear - Technically incorrect or inaccurate - Biassed - Includes unprofessional language - Poorly structured and presented - Lacks sufficient detail to show understanding of the topic - The application of different theories or approaches is incorrect, unclear or inappropriate - Evidence is not directly attributable to the learner - Evidence of plagiarism, collusion, cheating - External sources of information are not acknowledged - Work based evidence does not meet the requirements of the Assessment Criteria and the occupational standard, and are current (within the period of the technical education or apprenticeship programme)	- All Assessment Criteria have been met - Examples given are well chosen and match the requirements of the Assessment Criteria - Evidence is - - Well written and presented - Contains a breadth of examples - Accurate - Current - Authentic - Inclusive - Coherent - Credible - Technically correct - Evidence shows understanding of different theories or approaches, is clear and appropriate - Evidence used from external sources has been correctly cited and referenced - Evidence is directly attributable to the learner - Work based evidence does meet the requirements of the Assessment Criteria and the occupational standard, and are current (within the period of the technical education or apprenticeship programme)