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| **unit 3008v1** |  |
| Assignment Brief: Improving team performance. |

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| **»** | **introduction** |
| This unit assesses your knowledge, understanding and skills application in the areas of the impact of individuals’ performance on teams, recognising performance behaviours and implementing improvement measures. The tasks set out below are designed to enable you to demonstrate that you meet all of the learning outcomes and assessment criteria for the unit. |
| **»** | **scenario** |
| Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:-You are the first line manager, leading a team of 6 staff. Your organisation operates a performance management system and regularly reviews and sets targets for all employees. |
| **»** | **task 1** |
| Writing in the role of a first line manager, list some of the different types of performance issues you might encounter, and describe how you might go about identifying these. Use your own experience to provide practical examples where appropriate. For each of the issues identified, outline where the limits of your responsibility would start and end. Guideline word count: 350 - 400 words**A.C. 1.1 - Describe the manager’s role in identifying performance issues in the team****A.C. 1.3 - Identify the limits of responsibility for dealing with individual and team performance** |
| **»** | **task 2** |
| Describe some of the tools and techniques that are available to help you assess how individuals are performing their job roles, including their associated behaviour, and how the team as a whole is performing. Identify formal and informal examples and indicate how you might use them, describing your approach. Use real life examples to assist, where possible. Guideline word count: 500 - 550 words **A.C. 1.2 - Describe how to evaluate individual and team performance and behaviours****A.C. 2.1 - Identify the range of approaches available** |
| **»** | **task 3** |
| You have a team member whose performance is unsatisfactory. Outline some examples of the different methods of help and support available to improve the individual’s performance, and when and how these might be applied. Explain how you would prepare for and conduct a performance counselling session with your team member. Explain why it is important to maintain confidentiality, and what actions you would take to ensure this happens in practice. Guideline word count: 500 - 550 words**A.C. 2.2 - Describe the different methods available in providing help and support in order to improve performance of an individual****A.C. 2.3 - Explain how to conduct a performance counselling session for an individual****A.C. 2.4 - Explain the importance of maintaining confidentiality** |
| **»** | **task 4** |
| Produce an example of an action plan for a team member who needs to improve his/her performance. (You may use an example from your workplace if you wish.) Suggest what support services you could draw on and how you might use them. Explain how you would go about making sure that the plan was achieved, and why it is important to keep records of what actions actually take place and the outcomes of these actions. Guideline word count: 550 - 600 words**A.C. 3.1 - Agree with a team member an action plan to address a performance issue****A.C. 3.2 - Explain the range of support services available****A.C. 3.3 - Explain how to ensure that the desired outcomes are achieved****A.C. 3.6 - Identify why records of action plan achievements and actions taken are required**

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| **»** | **task 5** |
| Give examples of the types of situations when a) disciplinary and b) grievance procedures may be used. Explain your role in these situations as a first line manager. Use real life examples if possible. Guideline word count: 350 - 400 words**A.C. 3.4 - Explain the circumstances when disciplinary and grievance procedures may be invoked****A.C. 3.5 - Explain the first line manager’s role in a disciplinary and grievance situation** |

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