**MARK SHEET – Leading and motivating a team effectively**

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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:** Know how to communicate the organisations vision and strategy to the team | | | | | | | | | | |
| **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** | |
| AC 1.1  Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | |  | |
| * An explanation of the importance of the team having a common sense of purpose is not given or**,** if given**,** the supporting of the overall vision and strategy of the organisation is not included * The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation is merely stated, as opposed to explained or, if explained, is incorrect, inappropriate or minimal | | * The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation is correctly and appropriately explained although the explanation may be limited and the link to organisational vision may be more implicit than explicit | | | * A thorough and detailed explanation is given of the importance of the team having a common sense of purpose and its link to the overall vision and strategy of the organisation is made explicitly clear | | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.2  Explain the role that communication plays in establishing a common sense of purpose | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | | **Assessor feedback on AC** | |
| * The role that communication plays in establishing a common sense of purpose is not explained or is merely outlined as opposed to explained * The role that communication plays in establishing a common sense of purpose is explained **but** the explanation is incorrect or minimal | | * The role that communication plays in establishing a common sense of purpose is explained although the explanation may be limited | | | * A thorough and detailed explanation is given of the role that communication plays in establishing a common sense of purpose and an outline of how**,** in contrast, inappropriate communication may damage a common sense of purpose | | |  | |
| / 16  (min. of 8) | Pass or Referral |
| AC 1.3  Assess the effectiveness of own communication skills on the basis of the above | **Referral [ca. 3/12]** | | **Pass [6/12]** | | | **Good Pass [ca. 9/12]** | | | **Assessor feedback on AC** | |
| * Own communication skills in establishing a common sense of purpose are not assessed against appropriate criteria or are merely listed or described | | * Own communication skills in establishing a common sense of purpose are assessed against appropriate criteria although the criteria may be limited | | | * Own communication skills in establishing a common sense of purpose are thoroughly assessed in detail against a range of appropriate criteria and a judgement on self is made | | |  | |
| / 12  (min. of 6) | Pass or Referral |
| **Section comments** (optional): | | | | | **Verification comments** (optional): | | | | | |
| **Learning Outcome / Section 2:** Know how to motivate and develop the team | | | | | | | | | | |
| **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** | |
| AC 2.1  Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals | **Referral [ca. 4/16]** | | **Pass [8/16]** | | | **Good Pass [ca. 12/16]** | | |  | |
| * The main motivational factors in a work context are merely stated as opposed to described The main motivational factors in a work context are described **but** the description does not apply to different situations and teams and individuals and/or the description is incorrect, inappropriate or minimal | | * The main motivational factors in a work context are described, although the description may be limited, **and** * the description applies to different situations and teams and individuals although the emphasis placed on each of these factors may be imbalanced | | | * A thorough and detailed description of a range of the main motivational factors in a work context is given which clearly applies to different situations and teams and individuals * Examples may be provided to enhance the description given | | |
| / 16  (min. of 8) | Pass or Referral |

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| AC 2.2  Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | |
| * The importance of a leader being able to motivate teams and individuals is merely stated as opposed to explained * An explanation of the importance of a leader being able to motivate teams and individuals is given but does not explain how their commitment to objectives might be gained and/or the explanation is incorrect or minimal | | * The importance of a leader being able to motivate teams and individuals and gain their commitment to objectives is explained although the explanation may be limited | | * A thorough and detailed explanation of the importance of a leader being able to motivate both teams and individuals, outlining the different approach to teams and individuals, and gain their commitment to objectives is given **and** * an outline of how, in contrast, a leader’s disregard of the importance motivation could undermine the gaining of team or individual commitment to objectives | |  | |
| / 20  (min. of 10) | Pass or Referral |
| AC 2.3  Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary | **Referral [ca. 5/20]** | | **Pass [10/20]** | | **Good Pass [ca. 15/20]** | | **Assessor feedback on AC** | |
| * An explanation of the role that the leader plays in both supporting and developing the team and its members is merely stated as opposed to explained, or if explained, is incorrect, inappropriate or minimal * No more than one practical example of when this will be necessary is given | | * A correct and appropriate explanation of the role that the leader plays in both supporting and developing the team and its members is given although the explanation may be limited * At least two practical examples of when this will be necessary is are given | | * A thorough and detailed explanation of the role that the leader plays in both supporting and developing both the team and its members is given and is supported by several practical and relevant examples of when this will be necessary | |  | |
| / 20  (min. of 10) | Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | | | |
|  | | | | | | **/ 100**  **TOTAL MARKS** | | |
| **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:** | |