

<p>519 Developing and Leading Team to Achieve Organisational Goals and Objectives</p>	<p>Additional Notes to guide on Unit 8607-519</p> <p>Note – Section 1 is focused on the organisation and leadership within it to achieve organisational goals and objectives</p> <p>Section 2 is focused on own ability to develop and lead teams to achieve those organisational goals and objectives.</p> <ul style="list-style-type: none"> • Refer to the ILM assessment verbs. • Provide a brief introduction for context of role. • Use appendices sparingly ensure you put the key points in your main body of work • Reference all academic work cited.
<p>AC 1.1 Assess the effectiveness of own organisation in measuring team performance against organisational goals and objectives</p>	<p>Learners will look to undertake an assessment which can be thought of in terms of 'Is this to the required standard' it will focus on impact or outcomes.</p> <p>Firstly, the effectiveness of your organisation in setting objectives and then measuring performance against the organisational goals and objectives is assessed.</p> <p>The learner may wish to explain this in a broader organisational context e.g. vision or mission, use of scorecards and their measurements, then narrow the focus down to own specific area/departmental objectives.</p> <p>However, this is not an <i>assessment</i> of the effectiveness of these systems. To achieve a pass here first identify what characteristics should feature in effective measurement of team performance, then use these criteria to measure the current practices of your organisation.</p> <p>Do you have any internal or external audits for benchmarking? If so, what does it tell you and how does this aid effectiveness in the organisation?</p> <p>Do you complete any surveys to generate information on standards and how well the organisation performs against them? Consider process, capacity, learning and growth.</p> <p>It is useful to relate to strategic objectives and operational goals/plans with examples at a department or team level.</p> <p>Consider how does the individual know what is expected of them? How is individual/team performance measured? How well are objectives met within the organisation?</p>

	<p>What is the impact? Do you have target setting and performance indicators? If so, are they focused, appropriate, balanced, robust, integrated, cost effective? Quantify if possible. What systems are currently used? How do you judge this and what criteria have you used to assess against?</p> <p>The criteria for assessment here could be based for example on Quality, Financial, Customers/stakeholder metrics. KPI's e.g. Learner experience, Service or Service improvement, Engagement & Collaboration, Surveys. If no metrics are found to be applicable, then this could be based on the service provided or internal process e.g. quality and efficiency of services and key business processes. Qualitative measures may also be considered e.g. improved satisfaction with service provided, reduction in queries etc.</p> <p>Theory may be used here e.g. Locke & Latham (2002) Goal setting, SMART principles.</p> <p>It is useful to consider metrics in terms of outcomes and some are harder to measure than others.</p> <p>A summary conclusion should be provided in terms of an overall judgement on the organisations effectiveness to measure team performance.</p> <p>Avoid description, whenever possible use data/objective evidence to support this if able to do so in relation to performance KPI's, standards, benchmarking Note these are examples only.</p> <p>Focus must be given to the ILM assessment verb "ASSESS" and the specific context of the assessment criteria.</p>
<p>AC 1.2 Evaluate the role of leadership in helping teams to achieve organisational goals and objectives</p>	<p>Relevant theoretical Leadership & Management models, concepts and approaches should be evaluated here, this will include application to organisational practice in the wider context of leadership roles. It is important to consider how the role helps to achieve organisational goals and objectives. You may have leadership competency or frameworks or values that can also be compared against here.</p> <p>Theory may include Transformational Leadership, Goleman, Emotional intelligence, Kouzes & Posner (2012) and this should be linked to the organisation vision and leadership competence or expected behaviours. Rock's SCARF Model (2008). Team effectiveness (Hackman)</p>

	<p>Demonstrate your understanding here. Consider how well the theory and practice work together? How important is it to have clear goals and objectives? Could this be better, if so, how? How does the leader aid this?</p> <p>A summary conclusion should be provided as to the role of leadership in helping teams to achieve organisational goals and objectives. You may make recommendations.</p> <p>Consider what are the outcomes and impact? How well does the leadership role help the team to achieve goals and objectives currently? What could be improved, if anything? What should leaders stop doing, keep doing or do more of?</p> <p>It is important that the learner evaluates here and does not describe.</p> <p>Focus here must be given to the ILM assessment verb “EVALUATE” and the specific context of the assessment criteria.</p>
<p>AC2.1 Critically review own ability to develop and lead teams to achieve organisational goals and objectives</p>	<p>Learners will base this critical review on their own abilities to develop and lead teams to achieve organisational goals and objectives.</p> <p>This should include relevant theory and application, use of examples is required to demonstrate what you do and how this helps the team achieve both its organisational goals and objectives.</p> <p>Theory: Marchington & Wilkinson, Blake & Moulton Grid, High Performing Teams, use of 360 feedback, PDR, Self-Survey.</p> <p>Consider how you will investigate your own abilities here to develop and lead teams to achieve. Use self-assessment tools and gain feedback to provide a wider evidence base that is objective rather than reflective.</p> <p>A summary conclusion should be provided and must be a balanced view with a focus on own ability to achieve organisational goals and objectives.</p> <p>Consider what does this feedback tell me? What is my impact on others, the team or the organisation? What do I need to improve if anything? How does this compare to what the theory outlines? What skills can I develop further? What should I keep doing that works well? Am I effective or not?</p>

	<p>Focus must be given to the ILM assessment verb “CRITICAL REVIEW”.</p>
<p>AC2.2 Implement changes to own leadership style in order to more effectively develop and lead teams</p>	<p>This AC requires explicit evidence based upon the critical review carried out in AC2.1 that you have implemented changes to your own leadership style to more effectively develop and lead teams.</p> <p>A table format or plan will be included, this will show what you have done to implement change to your own leadership style. Consider use of SMART objectives that can be linked to your organisational strategy or metrics, deadlines and impact of the actions you have taken so far. You may include review dates for monitoring and will clearly show the criteria by which you have measured your own success.</p> <p>It is useful to provide some context in the main body of work around this plan or the approaches you have taken. Examples will be useful for this.</p> <p>Consider what impact have these changes made to your own leadership? What have you influenced in terms of helping the team achieve both its organisational goals and objectives?</p> <p>Consider what are you going to keep doing, stop doing? What is the priority? This may involve more delegation, increased use of a different leadership style e.g. Coaching, or, addressing any difficulties identified within your team. What fresh way of doing things can you instigate?</p> <p>Evidence may be in the form of feedback from others on your changed leadership style or approach, email audits linked to impact on KPIs, Appraisal, meeting extracts. These can be put in appendices but should be clearly discussed in the main body of work.</p> <p>Note these are examples only.</p> <p>Focus must be given to the ILM assessment verb “IMPLEMENT” and the specific context of the assessment criteria.</p>
	<p>This information is for guidance only and ILMA does not prescribe any particular model, theory or specific methodology to Centre's. The interpretation and application to meet these AC's rests with the Centre/Tutor/Learner and will be in the context of the delivery and organisational approach used. As a result,</p>

	<p>no guarantee can be provided that your learners will pass the assessment as a result of this guidance.</p>
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