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| Title: | | **Improving performance of the work team** | | |
| Level: | | 2 | | |
| Credit value: | | 1 | | |
| Unit guided learning hours | | 6 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1 Understand the organisation’s requirements in relation to team performance | | | 1.1  1.2  1.3 | Outline the organisations requirements of the team in line with company policy  Outline the teams objectives in achieving organisational targets  Explain how the individual performance of team members affects the overall performance of the team |
| 2 Understand how to address underperformance | | | 2.1  2.2  2.3 | Identify indicators of underperformance in relation to own team  Explain the possible causes of underperformance  List actions that could be taken to rectify underperformance |
| 3 Understand the role of motivation in improving performance | | | 3.1  3.2 | Outline a recognised theory of motivation  Describe actions that can be taken to motivate own team and improve performance linked to a theory of motivation |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop an understanding of the organisational goals of the team and how to motivate team members to achieve these | |
| Unit expiry date | | | 31/03/2017 | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to MSC 2004 NOS: B5, D1, D5 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration (CfA) | |
| Equivalencies agreed for the unit (if required) | | | n/a | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 |  Organisational employment policies, eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour in relation to team member performance at work | | | |
| 2 |  Ways to identify areas of concern or under-performance   Extent of team leader’s authority to address performance problems within organisation’s policies and procedures   Interpersonal behaviour and its impact | | | |
| 3 |  Simple motivation models at work   Blending personal objectives with organisational objectives   Using rewards (behavioural) and positive feedback to optimise performance | | | |