

Higher National Unit Specification

General information for centres

Unit title: Professional Development: Leadership for Performance Improvement

Unit code: DV7T 36

Unit purpose: This Unit is designed to enable candidates to develop the leadership skills required to help them to achieve performance improvement from the teams which they lead. It provides an opportunity for them to reflect on how the role they play as a leader and the interventions they make contribute to the performance of teams and individuals. It also enables candidates to consider how they can use this experience to improve their own future contribution as leaders in a way that will lead to improved performance of teams and team members.

On completion of the Unit candidates should be able to:

- 1 Analyse the role of leadership in influencing individual and team performance.
- 2 Make interventions intended to improve the performance of teams and individuals.
- 3 Critically evaluate own contribution in a leadership role to individual and team performance.

Credit points and level: 2 HN Credits at SCQF level 9: (16 SCQF credit points at SCQF level 9*).

**SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.*

Recommended prior knowledge and skills: Candidates should have well developed communication and inter-personal skills and be able to demonstrate the ability to think analytically. They should be able to use these skills to assess what they and others do and make valid conclusions from these situations.

Core Skills: There are opportunities for developing the Core Skills of Problem Solving at SCQF level 6, Working with Others at SCQF level 6 and Communication at SCQF level 6 in this Unit although there is no automatic certification of Core Skills or Core Skills components.

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

Assessment: This Unit is about learning by reflecting on experience and on how to apply this learning. It is suitable for holistic assessment and could be assessed in a number of ways.

General information for centres (cont)

One possibility is a portfolio approach. Candidates can provide a portfolio of evidence that illustrates their experience of leading a team and how they have used this to make recommendations for the future. The portfolio will probably include several different types of items covering both product and process. These could be personal reflective accounts written by candidates; records of interview(s) between the assessor and candidates; feedback from others involved in the process, such as witness testimony from team members; organisational documents, such as records of appraisal, notes on supervision sessions or performance targets. It could also include tables or charts such as a summary of the Belbin team roles of team members, communication patterns within the team, organigrams and records of output.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Analyse the role of leadership in influencing individual and team performance

Knowledge and/or skills

- ◆ Managers and leaders
- ◆ Organisational and social context of leadership
- ◆ Functions of leadership
- ◆ Models of leadership
- ◆ Influences on leadership behaviour

Evidence Requirements

Evidence Requirements and assessment guidelines for the Unit are given after Outcome 3.

Outcome 2

Make interventions intended to improve the performance of teams and individuals

Knowledge and/or skills

- ◆ Characteristics of successful teams
- ◆ Theories of motivation
- ◆ Methods of intervention: Coaching, appraisal, empowerment

Evidence Requirements

Evidence Requirements and assessment guidelines for the Unit are given after Outcome 3.

Higher National Unit specification: statement of standards (cont)

Unit title: Professional Development: Leadership for Performance Improvement

Outcome 3

Critically evaluate own contribution in a leadership role to individual and team performance

Knowledge and/or skills

- ◆ Criteria for success
- ◆ Measurement of performance
- ◆ Methods of evaluation
- ◆ Influence of the leader on individual and team performance
- ◆ Recommendations to improve individual and team performance
- ◆ Recommendations for future behaviour as a leader

Evidence Requirements

Candidates must provide evidence that covers all the knowledge and/or skills items in all three Outcomes and which shows that, with respect to a team that they lead, they can:

- 1 Analyse their role as leader of the team — this should refer to current levels of performance of the team and each of its members and draw on all aspects of knowledge and/or skills items in Outcome 1 to assess the contribution that candidates make to leading the team (Outcome 1).
- 2 Use the analysis in 1 above to identify current strengths and weaknesses of the team and any problems it faces in terms of achieving its performance targets (Outcome 2).
- 3 Explain the distinction between content and process theories of motivation (Outcome 2).
- 4 Make **four** interventions intended to improve the performance of a team for which they are responsible. At least **one** of these interventions should involve the team as a whole, at least **one** must involve an individual team member and the remaining **two** should involve either or both. Responses should relate to a minimum of **two** methods of intervention in the knowledge and skills items listed under Outcome 2 (Outcome 2).
- 5 Justify each of the interventions in terms of the costs and benefits that it may have for team performance and with reference to alternative methods for intervention (Outcome 2, Outcome 3).
- 6 Assess the performance of the team in terms of its success criteria — this should make use of valid and recognised measures of performance and suitable methods of evaluation (Outcome 3).
- 7 Evaluate the influence that they have had as leader of the team on its performance of that of its members — this should be based on recognised methods of evaluation and make reference to the analysis in 1 and 2 above and to the interventions in 3 and 4 above and to team performance in 5 above (Outcome 1, Outcome 2 and Outcome 3).

Higher National Unit specification: statement of standards (cont)

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- 8 Make recommendations to improve individual and team performance — these should be based on their assessment in 5 above and, for each recommendation, candidates should justify how it will help them to promote high levels of performance (Outcome 3).
- 9 Make recommendations for their future behaviour as a leader — these should be based on their evaluation in 6 above and, for each recommendation, candidates should justify how it will help them to promote high levels of performance (Outcome 3).

The evidence must be presented in a logical and coherent fashion that demonstrates convincingly:

- ◆ that candidates can reflect on their own experience and make valid conclusions from this reflection on the learning that they have achieved
- ◆ that candidates can apply relevant models and theories to their analysis of leading a team to improve performance
- ◆ that candidates can provide a reasoned justification for their analysis, evaluation and conclusions

Assessment guidelines

Candidates should be in a position to lead a team of people in the completion of a significant task. This could be a one-off assignment or part of an on-going responsibility.

A portfolio approach to assessment is likely to be particularly suitable for this Unit. Candidates can gather evidence of their experience of leading a team and analyse and reflect on this experience in a way that will enable them to evaluate the performance of the team and its members and make recommendations on how to improve the future performance of the team and their own contribution as leaders. Candidates can be asked to prepare a portfolio that contains evidence to illustrate:

- ◆ their current role as leader of a team — this could cover things like the factors that influence their behaviour as leaders, their approach to leadership, the functions they fulfil as a leader and so on
- ◆ the current strengths and weaknesses of their team and its effectiveness in reaching performance targets (where the team is new the evidence could look at how effective the team is likely to be)
- ◆ interventions that candidates have made to try to improve the performance of the team and its members
- ◆ the performance of the team in terms of the success criteria established for it
- ◆ their contribution as a leader to the team's performance
- ◆ recommendations they would make to improve the future performance of the team and its members and their own behaviour as a leader

The portfolio is likely to include several different types of items covering both product and process. These could be personal reflective accounts written by candidates; records of interview(s) between the assessor and candidates; feedback from others involved in the process, such as witness testimony from team members; organisational documents, such as records of appraisal, notes on supervision sessions or performance targets. It could also include tables or charts, such as a summary of the Belbin team roles of team members, communication patterns within the team, organigrams and records of output.

Higher National Unit specification: statement of standards (cont)

Unit title: Professional Development: Leadership for Performance Improvement

The items of evidence in a portfolio will vary between candidates as each candidate would select those items of evidence that provide the most telling picture of their contribution as a leader to the overall performance of the team. Candidates do need to demonstrate that they can apply suitable models, such as models of leadership, team role theory and coaching. However, it will be up to candidates to decide which model is most appropriate to their particular situation. The emphasis throughout the portfolio should be on how the candidate's work as a leader affects the level of performance of the team and its members and, in particular, how the candidate can contribute to high levels of performance.

Administrative Information

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Higher National Unit specification: support notes

Unit title: Professional Development: Leadership for Performance Improvement

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

This Unit is intended for candidates in a range of occupational and professional situations who are involved in a process of developing their own personal effectiveness. It focuses specifically on the contribution that they can make as leaders in developing and maintaining high levels of performance in the team for which they are responsible. It is not strictly necessary for candidates to actually be involved with teams that do achieve high performance, but they do need to be able to recognise what they can do to enable high levels of performance to be achieved.

Candidates must, therefore, be in a situation where they can lead a team to accomplish a particular task. It may be a one-off occasion where the team will be disbanded once its objectives are achieved, such as a project management team or it may be on-going where candidates lead a team on a day to day basis. It is possible to accomplish the requirements of the Unit where candidates lead a team for the specific purpose of their own personal development. Whatever the situation, it is important that the team do have clear performance objectives against which candidates can evaluate the performance of the team and its members and their own contribution as a leader. The Unit emphasises high performance and the objectives should allow candidates to make conclusions about high performance. This does not necessarily require the team to achieve high performance or that the objectives have to demand high levels of performance. It is unlikely, however, that a relatively minor task will provide candidates with sufficient scope for the analysis and intervention and making the conclusions that the Unit demands.

It is vital to remember that the Unit is designed as a vehicle for learning. Its purpose is to enable candidates to develop skills that will enable them to achieve high performance from others. It does not assume that candidates already possess these skills and that, as a result, they can demonstrate the achievement of high performance. It is perfectly possible, therefore, for candidates to complete the Unit if the team they lead does not meet fully meet all targets or misses out on some success criteria. In these circumstances, recommendations for the future could involve more substantial changes in future behaviour than might otherwise have been the case.

The Unit can be seen as having three main stages:

- 1 Providing candidates with background material on leadership (Outcome 1) as a result of which they can review their particular approach to leadership and consider what factors may affect how they exercise leadership responsibilities in order to achieve performance improvement.
- 2 Considering the various options available to candidates to make interventions in the work of individuals and teams that will encourage performance improvement (Outcome 2).
- 3 Evaluating the experience of leading a team (Outcome 3) and suggesting ways to improve its performance and devising lessons for candidates' future behaviour as a leader.

Higher National Unit specification: support notes (cont)

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Where candidates lead a team for a one-off project, the team may well disband once the work is concluded. In this situation, recommendations for the future performance of the team may be difficult to make. Candidates may approach this in any way that they consider is suitable in the circumstances, but they must make some recommendations on improving the performance of a team and its members that are firmly grounded in the experience they have had. Two possible approaches could be to:

- 1 Assume that the team will continue (eg for another project) and make recommendations for a future occasion.
- 2 Use the experience to make recommendations for a similar team in the future (such as another project team) — depending on candidates' circumstances this could be a real or a hypothetical situation.

The following notes give additional information on the knowledge and/or skills items for each of the three Outcomes.

Outcome 1

This Outcome enables candidates to consider the principles behind leadership and gives them a context against which to benchmark their own behaviour. It can be used to set the scene for the Unit as a whole.

Managers and leaders: This can explore the work of writers like Kotter and Zaleznik to consider how leadership can be distinguished from management.

Organisational and social context of leadership: Leadership does not take place in a vacuum and candidates should recognise that leadership behaviour is influenced both by the organisation in which the leader operates and the wider social context. The organisational context can cover issues like the firm life cycle; organisational culture; expectations of others such as colleagues, superiors and subordinates; relationships with other teams; networking. The social context includes general socio-cultural factors and particular factors such as gender and attitudes to work.

Functions of leadership: There are various ways of considering these. Some of the functions often identified include developing sense of direction or vision (strategic); defining tasks necessary to achieve objectives and then achieving those objectives (task); maintaining morale and cohesion (interpersonal or maintenance); action centred leadership.

Models of leadership: Trait theories; style theories, such as the Ohio studies, managerial grid, Tannenbaum and Schmidt; transactional leadership; contingency theories, such as Fiedler, path goal theory, Hersey and Blanchard's situational leadership; transformational theories, such as charismatic leadership, emotional intelligence.

Higher National Unit specification: support notes (cont)

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Outcome 2

This is a wide ranging Outcome that covers a number of areas that candidates may use as a basis for interventions that they believe will help to improve the performance of the team they are leading and the individuals who comprise it. Coaching and appraisal (and to some extent empowerment) are direct methods of intervention. The others are more indirect and represent ways of diagnosing a situation from which suitable interventions may be determined. Some notes on each follow. However, it is important to bear in mind that all are inter-connected and are often part and parcel of the requirements for successful leadership considered in Outcome 1.

Characteristics of successful teams: This can be considered from a number of different angles. One way is to review the different perspectives on developing and managing teams. These can be grouped into a number of categories, including the:

- ◆ rational model — this emphasises setting clear objectives, carrying out activities in a logical manner and monitoring progress and performance
- ◆ structured model — this emphasises the way a team is structured and covers team roles (using models like Belbin's), role clarification and negotiation, team organisation and leadership style
- ◆ interpersonal skills model — this covers the way in which team members communicate with each other and work together
- ◆ process model — this emphasises the social processes that effect the way teams work and considers issues like stages of team development and group process like conformity and support as well as the balance between task and process

Theories of motivation: As with approaches to team development, these can provide a means by which leaders can diagnose what is happening within a team and from this identify a suitable intervention. It is more important, therefore, that candidates are aware of the way in which the various theories can be used than that they have a detailed knowledge of a large number of theories of motivation. Candidates should be aware of the distinction between content and process theories and be aware of examples of each such as Maslow, Herzberg and Alderfer on the one hand and expectancy and equity theory on the other. They should also recognise the context of motivation and how it is related to leadership, such as through the use of vision statements.

Methods of intervention: Characteristics of successful teams and theories of motivation suggest possible interventions by the leader, such as setting clear objectives and developing and maintaining suitable methods of monitoring progress. They could include ensuring that the mix of roles within the team is consistent with Belbin's team role theory and so on.

Another possible approach is to consider approaches to performance improvement in teams and the various characteristics proposed in each case. These usually consider factors such as setting challenging goals, determining clear success criteria and managing both the internal framework of the team and its external environment. Another framework is Handy's givens, intervening factors and outcomes that can lead to characteristics for effectiveness, such as clarity of individual and team objectives, appropriate member characteristics and so on. Again, these suggest interventions that a leader could make to encourage performance improvement.

Higher National Unit specification: support notes (cont)

Unit title: Professional Development: Leadership for Performance Improvement

- ◆ *Coaching:* This is a method of helping others to improve their own performance. As such, it may be particularly useful when dealing with individual team members. There are a number of models, such as the coaching cycle and GROW (goal, reality, options, will). Candidates could be introduced to one or more of these approaches so that they are aware how this technique can be used to improve the performance of individuals. It can also be linked to some aspects of Outcome 1, such as Hersey and Blanchard's situational leadership.
- ◆ *Appraisal:* This can cover both formal and informal appraisal. There may be opportunities for candidates to make use of appraisal systems used in their own organisations as a way of reviewing their own performance and that of others. They could thus be involved as appraisers or appraisees.
- ◆ *Empowerment:* This can be seen as closely related to motivation. It, too, has several aspects, but candidates should be aware of the broad idea of allowing group members power and autonomy and how it can be used by leaders to influence the level of performance of the team and its members.

Outcome 3

This Outcome requires candidates to evaluate their contribution as a leader to the performance of their team and the individuals who comprise it. As a result of the evaluation, they are expected to make recommendations on how they can improve the performance of the team and its members. Additionally, they have to make recommendations on how they can develop their behaviour as leaders. In essence, candidates are expected to reflect on what has happened and to draw some conclusions from it about the performance of their team and their own personal learning and development.

A key aspect of evaluation is comparing what was intended with what actually happened. Criteria for success and measurement of performance are thus integral parts of the process of evaluation and reflection.

Criteria for success: Candidates will need to specify beforehand the criteria for success against which the performance of their team will be judged. Any evaluation is likely to be improved if the success criteria cover the team, its individual members and the contribution of the leader. The criteria for success should be consistent with organisational measures of performance. It is possible to confine the success criteria to those determined by the organisation but, if this is done, then candidates must still be able to draw conclusions from the success criteria about team and individual performance and about their contribution as a leader.

Measurement of performance: These could be based on the 4Es – economy, efficiency, effectiveness and equity or on systems such as the balanced scorecard. Ideally, evaluation is likely to require a mix of quantitative and qualitative measures.

Higher National Unit specification: support notes (cont)

Unit title: Professional Development: Leadership for Performance Improvement

Methods of evaluation: These will vary between situations and between candidates. Whichever methods are used, they should help candidates to make a reflective appraisal of what has taken place and give them a basis on which to make recommendations for the future. Candidates could also make use of methods like keeping a reflective diary, maintaining a personal learning journal or reviewing events after they have happened (backwards review). It may be possible to gather information from others through questionnaires or discussions with those who have been able to observe the candidates' actions. These people could be members of the team that candidates lead as well as leaders and members of other teams that are related in some way to candidates' own team. They could include leaders who are part of the candidate's network within an organisation, for example. Candidates may be able to make use of organisational data or procedures (like appraisal) to inform their evaluation.

Influence of the leader on individual and team performance: The evaluation should concentrate on changes in performance as the emphasis of the Unit is on candidates' role in encouraging performance improvement. However, the purpose of looking at performance is to enable candidates to make conclusions on the extent to which their contribution as a leader affected the performance of the team and its members and the manner in which this influence was exercised.

Making recommendations: Candidates should also use their evaluation to reflect on what happened and make recommendations for the future. These cover practical recommendations that may *improve individual and team performance* in the future. They also cover recommendations for their own *future behaviour as a leader* that will allow them to reflect on their experience and learn from it.

Guidance on the delivery and assessment of this Unit

This Unit is one in which candidates are expected to act as a leader of a team, to analyse and reflect on this experience and make recommendations for the future of the team and their behaviour as a leader. The delivery of the Unit should take account of its practical nature. Candidates will have to be in a position to lead a team although they do not have to be doing this on an on-going basis. It would be possible for candidates to gather evidence for the Unit by undertaking a one-off task, such as a specific project for which they were allocated a project team. This could be done as part of a development programme, for example. The Unit is ideally suited, therefore, to candidates with employment experience and delivery should take account of the occupational and professional background of candidates.

Candidates are expected to gather evidence by leading a team in a task with a clear set of performance objectives. Delivery of the Unit is thus largely about facilitating candidates through this process and helping them to take advantage of opportunities to produce and gather suitable evidence.

Candidates may require some input particularly for the underpinning knowledge in Outcomes 1 and 2. This could be done at the outset of the Unit. At the same time, candidates can decide on and make any arrangements for the leadership task that they intend to carry out.

Higher National Unit specification: support notes (cont)

Unit title: Professional Development: Leadership for Performance Improvement

It is possible that some candidates may be conversant with the underpinning knowledge through previous study or training. For this reason, it may be helpful to begin by encouraging candidates to make a plan for the completion of the Unit. Part of the plan could involve identifying gaps in knowledge. The delivery programme could then be developed on the basis of this information. A number of options are available, including formal inputs by the deliverer, using distance learning material, setting small scale research projects for candidates, encouraging candidates with prior knowledge to pass it on to others and so on.

It is likely that this type of delivery will take place in the early stages of the Unit. Thereafter, candidates can concentrate on applying their underpinning knowledge to the process of leading their team. They will require support during this period and suitable arrangements to provide this should be made. This could involve regular meetings with candidates both individually and as a group. In some cases, candidates may benefit from clear guidance and advice, perhaps on what might constitute a suitable intervention. Candidates may also need support if performance targets or other success criteria are not being met. Where performance or other targets are not met, candidates may need reassurance that this will not prevent them succeeding in this Unit as long as they use the experience to learn lessons that will lead to success and performance improvement in the future.

Candidates will also benefit from advice on assessment. The Unit takes a holistic approach to assessment and all three Outcomes are closely connected to each other. Candidates should be able to generate evidence during all phases of the Unit and could be encouraged to make notes and retain records of events as they proceed.

There are no specific guidelines on what evidence candidates should present for the Unit, but it is likely that it will include items covering both product and process, such as the following:

- ◆ a narrative linking the various pieces of evidence together
- ◆ personal reflective accounts
- ◆ witness testimony from others involved in the process
- ◆ other feedback eg from a line manager on changes in candidates' performance
- ◆ records of interviews between candidates and their assessor
- ◆ notes on interventions with the team, such as team briefings
- ◆ notes on interventions with team members, such as supervision sessions or other meetings
- ◆ organisational documents or other records, such as appraisal forms, e-mails, official correspondence, organigrams where the candidates' team fits in the organisational structure
- ◆ products of reflection, such as a chart showing Belbin's team roles
- ◆ diagrams showing how a model like situational leadership can be applied to candidates' experience of leadership

Candidates also have a choice in how to present their evidence and, again, will benefit from advice. One possibility is to present the evidence in a portfolio. If this approach is taken, portfolios should be presented as a coherent logical whole rather than a collection of disparate items of evidence. Essentially, they are a record of a learning journey that the candidate has taken.

Higher National Unit specification: support notes (cont)

Unit title: Professional Development: Leadership for Performance Improvement

Another option is to use an extended reflective essay covering all parts of the Unit. As long as the evidence requirements are met, this can take any format with which candidates feel comfortable. It could include appendices, for example on organisation structure, communication patterns within the team and/or notes of meetings, but the style of essay may mean that they are not necessary.

Opportunities for developing Core Skills

The Unit provides candidates with the opportunity to develop the Core Skill of Problem Solving at SCQF level 6, particularly in the areas of critical thinking and evaluating. Critical thinking can be developed through candidates' effective management of information for decision making, as well as applying appropriate strategies for leading those in their team. The evaluation can be developed through candidates providing an evaluation of their own contribution to individual and team performance as a leader.

The Unit also provides candidates with the opportunities to develop the Core Skills components of Written Communication at SCQF level 6 and Oral Communication at SCQF level 6. Written Communication can be partly developed through reading complex information and the use of a portfolio. Candidates will also evaluate their own contribution to the leadership of their team, which may come in a written form. If candidates present their evaluation orally or through a medium such as video, audio diary, etc, then they will have the opportunity to develop Oral Communication in terms of conveying an evaluation of their learning experience in a structured way. Candidates will also have opportunities throughout the Unit to develop Oral Communication in their interaction with others through processes such as coaching, appraisal or empowerment.

Components of Working with Others may also be developed at SCQF level 6 through candidates making interventions intended to improve the performance of their team. This would also involve an evaluation of candidates' personal contribution to the development of effective team working.

Open learning

This Unit requires candidates to take responsibility for their own learning and, as such, could be delivered by Open Learning. It would be necessary to make arrangements to ensure that candidates had access to relevant material to enable them to assimilate the underpinning knowledge and understanding. Candidates may also need access to guidance and support before, during and after their involvement as leaders of a team. This can be a challenging task and candidates may need considerable support during the time when they are directly involved in the leadership process.

Candidates with disabilities and/or additional support needs

The additional support needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative Outcomes for Units. For information on these, please refer to the SQA document *Guidance on Alternative Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs*, which is available on SQA's website: www.sqa.org.uk.

General information for candidates

Unit title: Professional Development: Leadership for Performance Improvement

The Unit is designed to enable you to evaluate your own experiential learning and consider how to apply it to your future role as a leader. It aims to enable you to develop the skills you will need to achieve performance improvement from those you lead. You will be required to lead a team in the completion of a significant task that will involve you in making interventions to help the team achieve the performance targets set for it. If you have current experience as a team leader you may be able to use the on-going work of your team as the basis for this Unit. If not, you will need to make arrangements to lead a team in a specified task that is significant for the organisation concerned, such as a specific project. You will be required to make recommendations that would result in improved future performance of the team (or a team in similar circumstances). You will also have to make recommendations on how you can develop your own future behaviour as a leader to achieve performance improvement. These recommendations require you to analyse and reflect on your experience and what you have learned from it.

The assessment for the Unit requires you to produce evidence of your experience of leading a team. You will be expected to analyse and reflect on this experience in a way that will enable you to evaluate the performance of the team and its members, making recommendations on how to improve the future performance of the team and your own contribution as a leader.

Overall, your evidence should illustrate:

- ◆ your role as leader of a team — this could cover things like the factors that influence your behaviour as a leader, your approach to leadership, the functions you fulfil as a leader and so on
- ◆ the current strengths and weaknesses of your team and its effectiveness in reaching performance targets (where your team is new your evidence could look at how effective the team is likely to be)
- ◆ interventions that you make to try to improve the performance of the team and its members
- ◆ the performance of the team in terms of the success criteria established for it
- ◆ your contribution as a leader to the team's performance
- ◆ recommendations you would make to improve the future performance of the team and its members and your own behaviour as a leader

There are no hard and fast guidelines on how you should present this evidence or what items of evidence you should include in it. However, your evidence is likely to consist of a number of different items relating to both the product and the process of your work as a leader.

Some examples of items of evidence that you might provide are:

- ◆ a narrative linking the various pieces of evidence together
- ◆ personal reflective accounts
- ◆ witness testimony from others involved in the process
- ◆ other feedback eg from a line manager on changes in your performance
- ◆ records of interviews between you and your assessor
- ◆ notes on interventions with the team, such as team briefings
- ◆ notes on interventions with team members, such as supervision sessions or other meetings
- ◆ organisational documents or other records, such as appraisal forms, e-mails, official correspondence, organigrams where your team fits in the organisational structure

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- ◆ products of reflection, such as a chart showing Belbin's team roles
- ◆ diagrams showing how a model like situational leadership can be applied to your experience of leadership

You will succeed in this Unit if you present comprehensive evidence that demonstrates that you can analyse, evaluate and make recommendations relating to the learning you have gained from acting as a leader aiming to achieve performance improvement.