



## QUALIFI ASSESSMENT DOCUMENT

### Qualifi Level 7 Diploma in Strategic Management and Leadership

#### Assignment brief – Unit 702 Manage Team Performance to Support Strategy

<b>Qualification</b>	Manage Team Performance to Support Strategy
<b>Unit Reference</b>	Y/506/9067
<b>Qualification Reference (RQF)</b>	601/5335/0
<b>No of Credits</b>	15 Credits

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## **INTRODUCTION**

Prior to attempting this coursework assignment, Learners must familiarise themselves with the following policies:

- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement
- Centre Specification Can be found at <https://qualifi.net/qualifi-level-7-diploma-in-strategic-management-and-leadership/>

The aim of this unit is to allow learners to explore how team performance can be evaluated and optimised to realise strategic objectives. Learners will further be introduced to, and encouraged to discuss, some of the management models, concepts and ideas which could be used to help you set departmental, project, team and their own objectives.

## **ASSIGNMENT GUIDELINES**

All work must be submitted in a single electronic document (.doc/.docx file). The assignment must be the Learner's own work and not copies of theories or models. Direct quotes should be kept to a minimum and shown in inverted commas. Models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used.

## **PLAGIARISM AND COLLUSION**

In submitting the assignment Learner's must complete a statement of authenticity confirming that the work submitted for all tasks is their own. The statement should also include the word count. Plagiarism and collusion are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence.

## **APPENDICES**

Separate Appendices should not be used. Any use of tables, graphs, diagrams, Gantt chart and flowcharts etc. that support the main report should be incorporated into the back of the assignment report that is submitted. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

## CONFIDENTIALITY

Where a Learner is using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion. Where confidentiality is an issue, Learners are advised to anonymise their assignment report so that it cannot be attributed to that particular organisation.

## WORD COUNT POLICY

Learners must comply with the required word count, within a margin of +10%. These rules exclude the index (if used), headings and information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

## REFERENCING

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Marks are not awarded for the use of English; however the learner must express ideas clearly and ensure that appropriate terminology is used to convey accuracy in meaning.

## SUBMISSION OF ASSIGNMENTS

All work must be submitted in a single electronic document (.doc/.docx file) in your Learning Portal or to submit to the Assessor/Centre Administrator.

## MARKING AND GRADES

Qualifi uses a standard marking rubric for all assignments, and you can find the details at the end of this document. Unless stated elsewhere, Learners must answer all questions in this document.

<b>Unit Title</b>	Manage Team Performance to Support Strategy
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<b>No of Credits</b>	15 Credits

## LEARNING OUTCOMES AND ASSESSMENT CRITERIA

<b>Learning Outcomes</b>	<b>Assessment Criteria</b>
When awarded credit for this unit, a learner will:	Assessment of this learning outcome will require a learner to demonstrate that they can:
1. Be able to set performance targets for teams to meet strategic objectives	1.1 Critically assess the links between team performance and strategic objectives 1.2 Critically evaluate tools and techniques available to set team performance targets 1.3 Critically evaluate the value of team performance tools to measure future team performance
2. Be able to agree team performance targets to contribute to meeting strategic objectives	2.1 Analyse how to determine required performance targets within teams against current performance 2.2 Address the need for individual commitment to team performance in achievement of strategic objectives 2.3 Critically evaluate the application of delegation, mentoring and coaching to the achievement of the strategic objectives 2.4 Critically evaluate a team performance plan to meet strategic objectives
3. Be able to monitor actions and activities defined to improve team performance	3.1 Identify tools and methodologies to assess the process for monitoring team performance and initiate changes where necessary 3.2 Evaluate team performance against agreed objectives of the plan and address problematic performances 3.3 Critically evaluate the impact of the team performance in contributing to meeting strategy
4. Be able to apply influencing skills to respond to the dynamics and politics of personal interactions	4.1 Determine influencing methodologies that can gain the commitment of individuals to strategy 4.2 Critically discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to strategy

## ASSIGNMENT TASKS

Learners may use their own employment context, or that of another organisation with which they are very familiar, as the basis for their assignment. However, in the case that they are not able to do so, please use the below scenario:

### Scenario

You are a senior manager in a business unit of a medium sized enterprise, with functional management and organisational leadership responsibilities. You are responsible for all aspects of the performance management of your team and its contribution towards the achievement of business goals.

### Task 1: FORMATIVE TASK - Team Performance and Strategic Objectives

You are responsible for the induction process for a new colleague. Produce a memorandum for them, in which you explain how the performance of teams in your organisation is measured against the organisation's strategic objectives. Your answer must include the following:

- An outline of the organisation's strategic objectives (LO1.1)
- Identify and explain the various methods used to assess how well a team meets these objectives (LO 1.2)
- An evaluation of the sophistication of these methods as tools for performance evaluation (LO 1.3)

#### Formatting:

- 450-550 words
- Justified alignment
- Single-spaced
- 12pt Times New Roman font
- Use an appropriate referencing system for footnotes and citations

## Task 2: SUMMATIVE - Evaluating a Team Performance Plan

Undertake an evaluation of a performance plan for a team within your organisation. Your answer must contain the following:

- An outline of the plan with respect to the organisation's strategic objectives, and the means by which performance is measured (LO 2.1, 2.2, 3.1, 4.1, 4.2)
- Identify and explain potential strengths and weaknesses of the plan, including actions intended to improve performance (LO 2.3)
- A judgment about the overall effectiveness of the plan, including discussion of securing commitment of individuals to strategic objectives. (LO 2.4, 3.1, 3.2)

### Formatting:

- 950-1100 words
- Justified alignment
- Single-spaced
- 12pt Times New Roman font
- Use an appropriate referencing system for footnotes and citations

## Mark Scheme

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Criteria	80+	70	60	50	40	30	0
<b>Content (alignment with assessment criteria)</b>	Extensive evaluation and synthesis of ideas; includes substantial original thinking	Comprehensive critical evaluation and synthesis of ideas; includes coherent original thinking	Adequate evaluation and synthesis of key ideas beyond basic descriptions; Includes original thinking	Describes main ideas with evidence of evaluation; Includes some original thinking	Describes some of the main ideas but omits some concepts; limited evidence of evaluation; confused original thinking	Largely incomplete description of main issues; misses key concepts; no original thinking	Inadequate information or containing information not relevant to the topic
<b>Application of Theory and Literature</b>	In-depth, detailed and relevant application of theory; expertly integrates literature to support ideas and concept	Clear and relevant application of theory; fully integrates literature to support ideas and concepts	Appropriate application of theory; integrates literature to support ideas and concepts	Adequate application of theory; uses literature to support ideas and concepts	Limited application of theory; refers to literature but may not use it consistently	Confused application of theory; does not use literature for support	Little or no evidence of application of theory and relevant literature
<b>Knowledge and Understanding</b>	Extensive depth of understanding and exploration beyond key principles and concepts	Comprehensive knowledge and depth of understanding key principles and concepts	Sound understanding of principles and concepts	Basic Knowledge and understanding of key concepts and principles	Limited and superficial knowledge and understanding of key concepts and principles	Confused or inadequate knowledge and understanding of key concepts and principles	Little or no evidence of knowledge or understanding of key concepts and principles
<b>Presentation and Writing Skills</b>	Logical, coherent and polished presentation exceeding expectations at this level; free from errors in mechanics and syntax	Logical, coherent presentation demonstrating mastery; free from errors in mechanics and syntax	Logical structure to presentation; makes few errors in mechanics and syntax which do not prohibit meaning	Orderly presentation; minor errors in mechanics and syntax	Somewhat weak presentation; errors in mechanics and syntax may interfere with meaning	Confused presentation; errors in mechanics and syntax often interfere with meaning	Illogical presentation lacking cohesion; contains significant errors that interfere with meaning
<b>Referencing</b>	Advanced use of in-text citation and references	Mastery of in-text citation and referencing	Appropriate use of in-text citation and referencing	Adequate use of in-text citation and referencing	Limited use of in-text citation and referencing	Inadequate use of citation and referencing	Little or no evidence of appropriate referencing or use of sources

## Instructor's Comments

## MARKING DIRECTIONS:

1. For each of the criteria listed in the first column, circle one box in the corresponding column to the right which best reflects the student's work on this particular assessment activity (e.g., project, presentation, essay).
2. Provide specific feedback to a student about each of the criteria scores he/she earned by writing comments and suggestions for improvement in the last row titled "Instructor's comments."
3. To arrive at a mark, total the boxes and divide by 5 to arrive at a final mark

### Example:

Criteria	Score
Content	70
Application of Theory and Literature	70
Knowledge and Understanding	60
Presentation/Writing Skills	80
Referencing	80
<b>Total Score: (360 / 5)</b>	<b>72</b>

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