

# **ALDP - Lance Corporal**

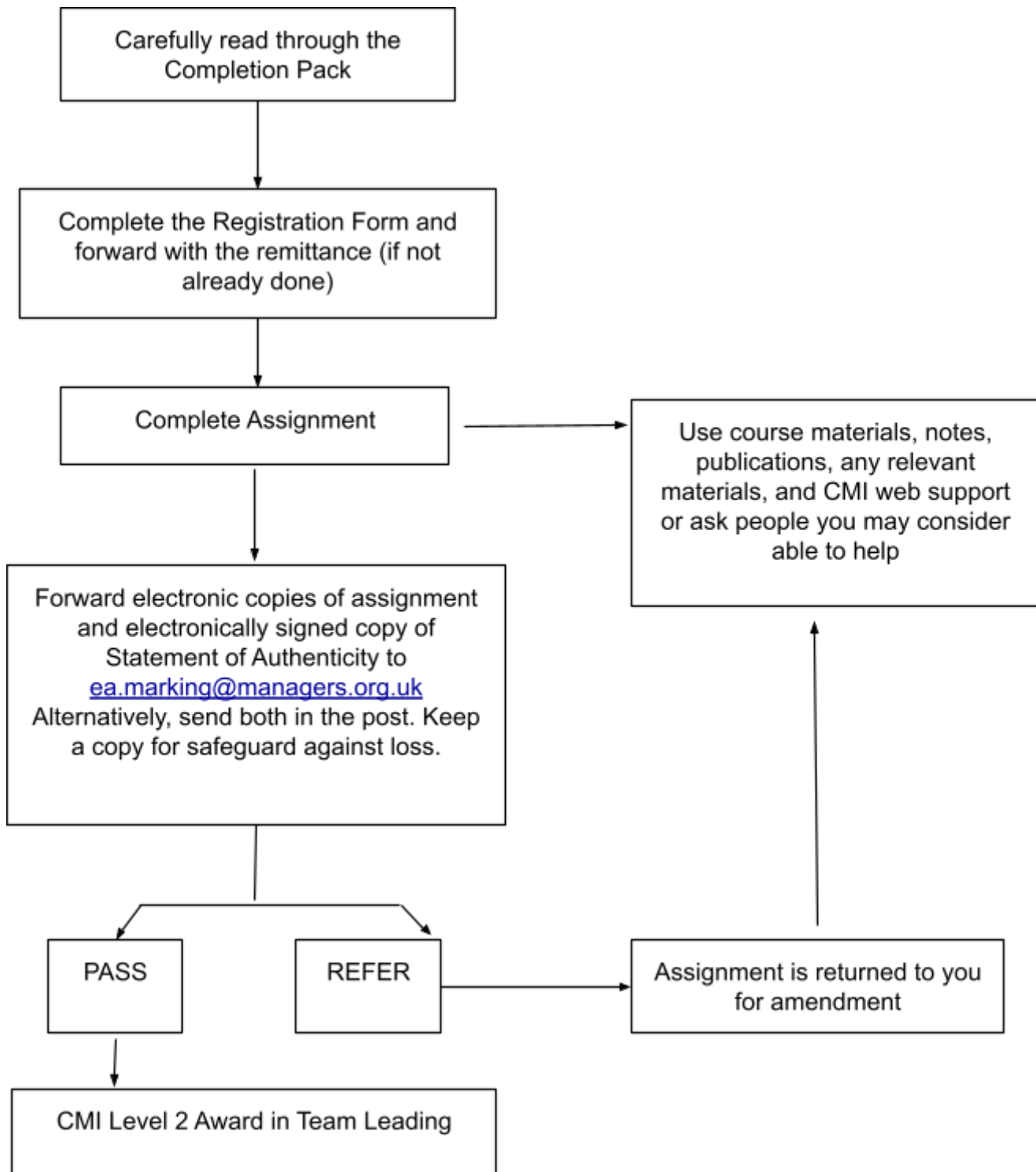
Completion Pack October 2024  
Version 5

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## CONTENTS

Completion Process Overview	03
Introduction	04
Support for Gaining CMI Qualification	05
Unit Completion	06
Qualification Registration	06
Submission of Assignment	06
Assessment Guidance for Learners	07
Assessment Guidance	07
Plagiarism & Collusion	07
Appendices	08
Confidentiality	08
Word Count Policy	08
Reference & Professionalism	08
Instructions & Information for Learners	08
Assignment Briefs	10
Statement of Authenticity	15
Qualification Unit 2008V1	16
Qualification Unit 2002V1	19

## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 2 Award in Team Leading.

- The CMI Level 2 Award in Team Leading comprising units that total 50 TQT/minimum of 5 credits.
- The CMI Level 2 Award in Team Leading can be achieved by completing and submitting one of the following assignments (2008V1 or 2002V1) for external assessment.

**To acquire the CMI Level 2 Award in Team Leading, you must complete and submit the following assignment (2008V1 or 2002V1), comprising a number of tasks, and contained in this completion pack.**

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

### Qualification Registration Duration

Qualification Structure	Period of Registration
Award	Up to 12 Months
Certificate	Up to 36 Months
Diploma	Up to 36 Months
Extended Diploma	Up to 36 Months

**It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).**

**There are no refunds for lapsed candidates.**

## SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?

1. Click [here](#) to set your password
2. Follow the on-screen instructions
3. Click [here](#) to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support:

Unit 2008V1

- Opening Screen - Click on Qualification Support\* for Level 2 Award in Team Leading
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 2008V1
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Unit 2002V1

- Opening Screen - Click on Qualification Support\* for Level 2 Award in Team Leading
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 2002V1
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

\*If you do not have a link to Qualification Support please contact the team (see below)

### Unsure about anything?

Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or [mod.qualifications@managers.org.uk](mailto:mod.qualifications@managers.org.uk)

## UNIT COMPLETION REQUIREMENTS

You are required to complete one unit assignment to obtain the 'standalone' CMI Level 2 Award in Team Leading.

Guidance on completing the assignment and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

CMI Level 2 Award in Team Leading	Credits	Actions
Unit 2008V1 - Being a team leader	5	<ul style="list-style-type: none"><li>• Register for the Qualification</li><li>• Complete assignment(s)</li><li>• Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity</li><li>• Keep a copy for safeguard against loss</li></ul>
Unit 2002V1 - Communicating with a team	5	

## QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 2 Award in Team Leading

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs\_P123456\_Unit\_number\_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,  
Awarding Body,  
Management House,  
Cottingham Road,  
Corby,  
Northamptonshire NN17 1TT.

**PASS:** If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

**REFERRAL:** If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed one further re-submission (i.e. 2 in total).

**Following two Referrals for your assignment, a Resubmission Fee of £20 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk) or call 01536 207496 option 1.**

## ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

## ASSESSMENT GUIDANCE

### *Submission directly to CMI EA Marking*

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any 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, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

## PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including 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. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

## APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. 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 learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

## WORD COUNT POLICY

In total, it is required that your assignment should be between 1500-2000 words. Learners must comply with the required word count, within a margin of  $\pm 10\%$ . These rules exclude the index (if used), headings, 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.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

## REFERENCING & PROFESSIONALISM

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. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

## INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include

what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, learner number, the unit number, your Centre name – Britannia Royal Naval College - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

### UNIT 2008V1

#### Assignment Brief: Being a team leader.

Click [here](#) to download the Assignment Brief.

### INTRODUCTION

This unit assesses the knowledge, understanding and the skills application in the area of being an effective team leader.

The tasks set out below are designed to enable you to demonstrate that you meet all of the learning outcomes and assessment criteria for this unit.

### SCENARIO

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

You are the team leader, leading a team of 6 to 8 staff. You have been in post for 6 months and are about to speak to your manager about your role. He has asked you to consider some points for your discussion.

### TASK 1

Identify the requirements your organisation has in order to respect the cultures and views of a diverse workforce. You should provide examples of how you, as a team leader, respect the views and cultures within your organisation.

Guideline word count: 150 - 200 words

**A.C. 1.1 - Identify the organisational requirements for respecting the cultures and views of others**

### TASK 2

Describe the levels of authority and responsibility you have as a team leader in your organisation and explain how this affects the completion and achievement of tasks within the team.

Using examples identify how you ensure that you, as a team leader, demonstrate the attributes of integrity, fairness and consistency in actions and decision making when achieving tasks with your team.

Guideline word count: 450- 550 words

**A.C. 1.2 - Describe the levels of authority and responsibility of the team leader in the organisation**

**A.C. 1.3 - Explain the impact of team leadership on task achievement**

**A.C. 1.4 - Identify the role of the team leader in maintaining integrity, fairness and consistency in actions and decision making**

### **TASK 3**

Describe action-centred leadership and use examples to show how this operates within your organisation.

Guideline word count: 200- 250 words

**A.C. 2.3 - Describe action-centred leadership**

### **TASK 4**

Identify the key features of two different leadership styles indicating your preferred leadership style. Using examples, explain how your style of leadership adapts to different situations and why this is important. Consider your current leadership style and identify areas for development which could enable you to be more effective as a team leader.

Guideline word count: 350 - 500 words

**A.C. 2.1 - Identify leadership styles**

**A.C. 2.2 - Identify opportunities for the team leader to develop leadership style**

**A.C. 2.4 - Explain how and why leadership styles are adapted in different situations**

### **TASK 5**

Using examples identify what you do, as a team leader, to encourage trust and respect within your team. Identify what you do, as the team leader, to motivate your team. Describe the practical things do you do to develop your team's understanding of its shared purpose

Guideline word count: 350 - 500 words

**A.C. 3.1 - Identify how to establish a culture of mutual trust and respect with the team**

**A.C. 3.2 - Identify what motivates team members**

**A.C. 3.3 - Describe how the team leader develops the team's understanding of its shared purpose**

### Assignment Brief: Communicating with a team.

Click [here](#) to download the Assignment Brief.

## INTRODUCTION

This unit assesses the knowledge, understanding and the skills application in the area of the importance of effective team communications to a team leader.

The tasks set out below are designed to enable you to demonstrate that you meet all of the learning outcomes and assessment criteria for this unit.

## SCENARIO

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

You are the team leader, leading a team of 6 to 10 staff. As part of the organisation's communication strategy part of your role is to run regular team briefings.

## TASK 1

As a team leader you will be required to communicate with your colleagues and team members on a daily basis. Explain the principles of effective communication that help you decide how you might communicate different messages.

Using three examples of different types of communication explain how and why these are used in different circumstances. Describe how you identify and reduce or remove any barriers to effective communication when communicating with your team; explaining what these barriers are.

Guideline word count: 1,000 - 1,100 words

**A.C. 1.1 - Explain the principles of effective communication**

**A.C. 1.2 - Describe methods that can be used to communicate with a team**

**A.C. 1.3 - Explain potential barriers when communicating with a team**

**A.C. 1.4 - Describe methods of reducing potential barriers to communication**

**A.C. 1.5 - Describe methods of removing potential barriers to communication**

## TASK 2

Discuss how you use your team briefings to include work objectives and explain how you plan to ensure that all team briefings are effective.

Identify two examples of the different ways in which you might brief your team on work objectives and why each of these is effective.

Guideline word count: 400 - 450 words

**A.C. 2.1 - Discuss the links between team briefings and work objectives**

**A.C. 2.2 - Identify methods of team briefings available to the team leader**

**A.C. 2.3 - Explain how to plan for a team briefing**

### **TASK 3**

Explain how you decide what to include in a team briefing and how you structure it to ensure that you involve members of the team. Describe two ways in which you encourage involvement.

Evaluate the outcome of a team briefing that has taken place against its objectives. Consider how well the meeting was run in terms of timeliness and team involvement, and how well the messages were received and acted upon, using brief examples to illustrate your answer. Use a work based example where possible.

Guideline word count: 400 - 450 words

**A.C. 3.1 - Identify the objectives of a team briefing**

**A.C. 3.2 - Explain the structure of a team briefing**

**A.C. 3.3 - Describe methods of involving team members in the team briefing**

**A.C. 3.4 - Evaluate the outcome of the team briefing against its objective(s)**

## STATEMENT OF AUTHENTICITY

Click [here](#) to download the Statement of Authenticity form.

This statement must be completed and electronically attached to the completed assessment submitted to CMI. Any pieces of work that do not have this signed statement/declaration are inadmissible and will be returned to the Centre.

### Section 1 -

Qualification Title	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	

I \_\_\_\_\_ confirm that the work submitted is my own and that I am the sole author of this completed assessment and Sections 1 & 2 of this form have been checked and completed before submission. I have referenced/acknowledged any sources of information and Artificial Intelligence (AI) tools used in the submission; in line with the Qualification Handbook, [CMI's Assessment Guidance Policy](#) and [CMI's Plagiarism, Collusion and Artificial Intelligence \(AI\) Statement](#).

I consent to this assessment, or any extract from it, to be anonymised following which it may be used for assessment standardisation and, where appropriate, for the dissemination of good practice. The assessment will be kept in accordance with GDPR, if you have any concerns regarding this, please refer to our <a href="#">Data Privacy Policy</a>	Tick here to opt-out	
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### Section 2 -

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
<b>I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.</b>	

I understand that a false declaration is a form of malpractice.

Learner Signature*	
Date (DD/MM/YYYY)	

\*Please note electronic signatures are accepted

**Ofqual unit number** T/504/8999

**RQF level** 2

**Guided learning hours** 25

**Total unit time** 50

**Aims of unit** This unit is about the responsibilities of a team leader and the impact of leadership style and motivational techniques on team performance

**Good Practice** CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning Outcome 1	
Understand the organisational requirements for a team leader	
Assessment Criteria	
1.1	Identify the organisational requirements for respecting the cultures and views of others
Good Practice	
You could start this section with a brief description of what is meant by the terms: culture, values and ethics. List the organisation requirements for respecting the cultures and views of others, this can often be found in a written policy. Try to use real-life examples.	
Assessment Criteria	
1.2	Describe the levels of authority and responsibility of the team leader in the organisation
Good Practice	
You may wish to draw a diagram to show the organisational structure to help you describe responsibilities of the team leader within an organisation. It would be best if you could use a real-life organisation, preferably one of which you have personal experience.	
Assessment Criteria	
1.3	Explain the impact of team leadership on task achievement
Good Practice	
Use real-life examples if you can, otherwise you could use different scenarios to explain how a leader's style impacts on the team's achievement of their goals. You could mention positive and negative impacts.	
Assessment Criteria	

1.4	Identify the role of the team leader in maintaining integrity, fairness and consistency in actions and decision making
<b>Good Practice</b>	
You could use different scenarios to list how a leader deals with maintaining integrity, fairness and consistency in actions and decision making. It would also be useful if you were able to draw on real-life examples.	
<b>Learning Outcome 2</b>	
<b>Understand a range of leadership styles applicable to different situations</b>	
<b>Assessment Criteria</b>	
2.1	Identify leadership styles
<b>Good Practice</b>	
List a range of different leadership styles and identify their key features. You might find it useful to present this as a table. You could add an extra column to give examples of when it would be appropriate to use this particular leadership style.	
<b>Assessment Criteria</b>	
2.2	Identify opportunities for the team leader to develop leadership style
<b>Good Practice</b>	
List the characteristics of your own style of leadership and think about the advantages and disadvantages of this leadership style. You may wish to put this information into a table. Which styles do you use most often? And least often? Why do you think this may be? What do you need to do to become a more effective leader, and how might this be achieved? Listing some potential leadership development activities would be beneficial.	
<b>Assessment Criteria</b>	
2.3	Describe action-centred leadership
<b>Good Practice</b>	
Here you need to show that you understand John Adair's Action-Centred Leadership Model, and the relationship between the three interlocking circles. The use of short examples from your own workplace when describing the model might	
<b>Assessment Criteria</b>	
2.4	Explain how and why leadership styles are adapted in different situations
<b>Good Practice</b>	
You might want to start this part by saying why effective leaders need a range of leadership styles. List the factors which might influence the choice of leadership style adopted, again, this could be in a table format. You could then describe a situation which would be appropriate for the use of each leadership style. Here the use of workplace examples to show how you have used different styles and the outcomes achieved, could be helpful. You could add extra columns to your table to do this. If you do not work as a leader, then you need to describe what you think might happen if you used different styles in specific situations, or use your own experiences as a team member on the receiving end of a range of leadership styles from managers within the organisation.	
<b>Learning Outcome 3</b>	
<b>Understand how the team leader builds a shared sense of purpose with a team</b>	

Assessment Criteria	
3.1	Identify how to establish a culture of mutual trust and respect with the team
Good Practice	
<p>You may wish to begin this section by answering this question: Why do you think it is important to establish a culture of mutual trust and respect with a team? Your organisation's Code of Conduct for staff, or staff handbook, might be a helpful source of reference as a start point for you to list ways in which a leader can establish a culture of mutual trust and respect with the team. It would be good if you could use workplace examples.</p>	
Assessment Criteria	
3.2	Identify what motivates team members
Good Practice	
<p>You may wish to use a list identifying different things that motivate different people. You might want to relate these to a management model like Maslow's Hierarchy of Needs, or Herzberg's Hygiene Factors.</p>	
Assessment Criteria	
3.3	Describe how the team leader develops the team's understanding of its shared purpose
Good Practice	
<p>You may wish to start this section with a statement of your team's purpose. You should describe how you could share this with your team, so they understand their own goals and how they fit with the goals of the team. Using the process of objectives cascade might be helpful.</p>	

**Ofqual unit number** H/504/9002

**RQF level** 2

**Guided learning hours** 20

**Total unit time** 50

**Aims of unit** This unit is about organising and leading a team briefing to communicate within the team.

**Good Practice** CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 2 level of difficulty.

Learning Outcome 1	
Understand the role of communication in leading a team	
Assessment Criteria	
1.1	Explain the principles of effective communication
Good Practice	
Communication is crucial in any setting. You should introduce this section with an explanation of key approaches to effective communication. It would be helpful to show that you understand the importance of cultural differences, the use of positive and negative language, knowing your audience, the purpose of the communication, and the importance of active listening skills and checking understanding. You could mention Mehrabian's research into verbal and non-verbal communications here.	
Assessment Criteria	
1.2	Describe methods that can be used to communicate with a team
Good Practice	
It would be beneficial here to describe how you ensure team communication is effective. For example the approaches you use, such as being clear, taking time to explain issues, encouraging and responding to questions and using appropriate terminology and language. It might be useful to draw up a chart to illustrate different methods of communication e.g. emails, letters, briefing, meetings, presentations, reports etc. Describing when you might use each of these in the role of team leader.	
Assessment Criteria	
1.3	Explain potential barriers when communicating with a team
Good Practice	
There are many barriers to communication and these can take place at any stage in the communication process.	

Barriers can lead to the message becoming distorted and you risk wasting both time and money by causing confusion and misunderstanding. You should include in this section the barriers you may come across when communicating with a team. For example the environment, lack of interest or attention, expectations and language differences. It might be helpful to demonstrate your understanding of communications theory – e.g. the Shannon and Weaver model and to explain the barriers that the model identifies.	
<b>Assessment Criteria</b>	
1.4	Describe methods of reducing potential barriers to communication
<b>Good Practice</b>	
This section requires you to describe ways of lessening the impact potential barriers can have on communication. You could utilise the examples you gave in 1.3 and explain methods of reducing the impact of these. For example making sure sound levels are low, that there is seating and space for team members. You could even consider using a table to describe examples of barriers and ways of reducing those barriers, to cover ACs 1.3 and 1.4.	
<b>Assessment Criteria</b>	
1.5	Describe methods of removing potential barriers to communication
<b>Good Practice</b>	
Having explained how to reduce barriers you are now required to describe how to remove potential barriers to communication. The examples given for 1.3 can again be used and you should provide examples demonstrating removal. For example keeping messages as short as possible to remove misunderstandings; asking for feedback to ensure messages are understood, holding a meeting in a private room to ensure no distractions. If you have used a chart or table, for your earlier answers at 1.3 and 1.4, then this could be extended further with an additional column	
<b>Learning Outcome 2</b>	
Understand how to organise team briefings	
<b>Assessment Criteria</b>	
2.1	Discuss the links between team briefings and work objectives
<b>Good Practice</b>	
Team briefing brings teams together so that information, for example work objectives, can be discussed. Team briefings provide a forum for communicating information like updates on team performance or reasons why objectives might need to be amended, and for eliciting and responding to feedback. The use of examples from the workplace would add value in demonstrating your understanding.	
<b>Assessment Criteria</b>	
2.2	Identify methods of team briefings available to the team leader
<b>Good Practice</b>	
Team briefings do not have to be carried out using the traditional face to face meeting approach, although this is one popular method. Here you are asked to identify several ways of carrying out team meetings. These could include using Skype, FaceTime, telephone or video conferences for those not able to attend in person. The use of workplace examples could help, and you are only asked to identify, not to provide detailed content.	
<b>Assessment Criteria</b>	
2.3	Explain how to plan for a team briefing
<b>Good Practice</b>	

Planning for team briefings is vital in ensuring team members are fully aware of what is required of them and feel involved in decision making. You should explain the planning involved, for example when and where the briefing will be carried out, times, an agenda and encourage team input if they have issues to raise. The use of a workplace example would again be beneficial.

### Learning Outcome 3

Understand how to lead team briefings

### Assessment Criteria

3.1 Identify the objectives of a team briefing

#### Good Practice

Team briefings are one of the most effective ways to develop a flow of information but objectives must be clear and unambiguous to ensure the team are fully aware of roles and responsibilities. In this section you are required to identify the objectives of a team briefing. Objectives will relate to the briefing and organisation specifically but there may be generic objectives which could include identifying progress towards goals, key organisational issues to be addressed and identifying and agreeing future plans. Again it would be useful to use a practical example here.

3.2 Explain the structure of a team briefing

#### Good Practice

This section requires you to explain the possible structure of a team briefing. You could include the format of the briefing, e.g. agenda (formal or informal) whether you start with local issues or wider organisational issues, an explanation of who will you brief and how, whether there are any individuals or small groups reporting to you who have been left out that you need to brief after the event. In addition, you could explain how you prioritise items for discussion to ensure they are given sufficient time. An example from the workplace would bring this to life.

### Assessment Criteria

3.3 Describe methods of involving team members in the team briefing

#### Good Practice

Team briefings provide an opportunity for two-way dialogue and as such they enable the involvement of team members and team communication. Here you are asked to describe ways of involving team members in the briefing. Consider how you can do this, for example by asking team members for input into the briefing agenda, by allocating sufficient time to encourage team members to ask questions and to comprehend the information being given, or by using the briefing to gather suggestions on issues affecting the work of the team. This is a further area where practical examples would be beneficial.

### Assessment Criteria

3.4 Evaluate the outcome of the team briefing against its objective(s)

#### Good Practice

In 3.1 you were asked to identify the objectives of a team briefing, this final section requires you to evaluate the team briefing outcome against its objectives. An evaluation reviews the outcome of a briefing with the aim of informing the planning and design of future briefings. You should evaluate the outcome of the briefing in relation to its objectives; this will enable you to identify aspects which were not met and areas which have been fulfilled. It might be helpful to obtain feedback from your team after a particular briefing to identify how it felt from their perspective. You could also include identification of the opportunities for improvement.