

IDENTIFYING DEVELOPMENT OPPORTUNITIES

Unit Level	3	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 3 level of difficulty.
Unit Number	3005V1	
Ofqual Reference	F/504/9007	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	20	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the factors involved in leading a team to achieve agreed objectives	1.1 Describe the principles underlying leadership of individuals and teams	The principles of leadership involve having vision, drive and the commitment to achieve that vision, and the skills to make it happen. You could start this section by explaining what leadership means to you and go on to describe the principles underlying leadership of individuals and teams. Reference to leadership theories – for instance – John Adair's Action-Centred Leadership could enhance your answer. Organisations must continually set and achieve objectives if they are to deliver quality services. Objectives can only be achieved if they are
		1.2 Identify the links between individuals, teams and organisational objectives	

				<p>divided into tasks for specific teams and individuals. You are asked to identify the links that enable objectives to be agreed and achieved. You could use a practical example from the work place as part of your answer.</p>
		1.3	<p>Explain methods of communicating individual and team objectives</p>	<p>Everyone should have an understanding of what the organisation's objectives are and how they fit with and contribute to helping achieve these objectives. How these objectives are communicated is important to ensure understanding. You need to explain how you could do this. It would be helpful to provide examples of how and when you communicate objectives to the team and individuals – e.g. face to face at team meetings and annual appraisals</p>
2	<p>Understand the current competencies of individuals and teams</p>	2.1	<p>Describe methods of conducting individual and team competence reviews</p>	<p>This section requires you to consider ways in which you might carry out competence reviews for individuals and teams. Some organisations have a competence framework for all jobs and levels. If this is the case in your organisation then you could describe the review system that is already in place. Otherwise, you might describe how you use supervisions and/or the annual performance appraisal process to discuss and review job competence with team members and identify development needs. For the team, you might use occasions like team briefings or team meetings to discuss broader team development needs, e.g. if a new internal process is being rolled out that all team members have to learn. Reviews can also be less formal and based on observations and feedback from elsewhere.</p>
		2.2	<p>Identify the links between current competencies and the team and organisational objectives</p>	<p>This links with AC 1.2. You could take the examples used in that section and build on them</p>

			by identifying the current competencies of the team and comparing these with those competencies required to deliver the objectives in order to identify gaps.
		2.3	Identify activities to support the development of current competencies of the team
		2.4	Explain the impact of current competencies on organisational objectives
			In this section you are asked to identify activities to support the development of current competencies. The use of practical examples would be helpful, and might include a range of activities from training courses, and coaching, through to secondments and project work.
			Here you could build on the work completed at AC 2.2 to explain where the current competencies are having a positive impact on delivery of organisational objectives and where any gaps are having a negative impact. Providing two or three short examples would be helpful. You should explain what the impact is in each case.
3	Understand how to develop the competencies of individuals and teams	3.1	Identify development opportunities for individuals and teams
		3.2	Describe methods of agreeing development opportunities with individuals and teams
		3.3	Describe processes to measure and review individual and team development objectives
			Development opportunities could include job shadowing, training, coaching or mentoring, working on a particular task force or project or a job assignment. This section asks you to name activities or roles which would develop individuals and teams, and it would be helpful if you took two or three examples of development needs and identified suitable development activities to meet those needs.
			This links to AC 3.1 but here you are asked to describe how you agree appropriate development opportunities with individuals and teams. You might want to include approaches to supervision, appraisal, training needs analysis and personal development planning.
			It is important to check the progress of the work of

individuals and the team on a regular basis against objectives and to provide constructive feedback. This final section requires you to describe how to do this, for example through observation and/or more formally reviewing the results achieved at supervisions or appraisals.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about identifying the development opportunities of individuals and teams in order to meet team and organisational objectives.