



# QUALIFI

SUCCESS THROUGH LEARNING  
RECOGNISED WORLDWIDE

## QUALIFI ASSESSMENT DOCUMENT

Qualification	Qualifi Level 4 Diploma in Business Management
Qualification No (RQF)	601/6048/2
Unit Name	Developing Teams
Unit Reference	BUS 1.6
No of Credits	20 Credits

## Introduction

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

- Centre Specification
  - Can be found at <https://qualifi.net/qualifi-level-4-certificate-in-business-management/>
- Qualifi Quality Assurance Standards
- Qualifi Quality Policy Statement

## 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.

Your accredited study centre will direct you to the appropriate software that checks the level of similarity. Qualifi recommends the use of <https://www.turnitin.com> as a part of the assessment.

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

Please familiarise yourself on Qualifi's Malpractice and Maladministration policy, where you can find further information

## **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.

Qualifi recommends using Harvard Style of Referencing throughout your work.

## **Appendices**

You may include appendices to support your work, however appendices must only contain additional supporting information, and must be clearly referenced in your assignment.

You may also include tables, graphs, diagrams, Gantt chart and flowcharts 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, in accordance of Harvard Style Referencing, and referenced at the end of the assignment.

## **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, headings, tables, images, footnotes, appendices 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.

## **Submission of Assignments**

All work to be submitted on the due date as per Centre's advice.

All work must be submitted in a single electronic document (.doc file), or via Turnitin, where applicable.

This should go to the tutor and Centre Manager/Programme Director, plus one hard copy posted to the Centre Manager (if required)

## **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.

## Assignment Question

### Scenario

Learners may use their own employment context to write an assignment based on assessment tasks. Assessment tasks are learning outcomes of the unit associated with Assessment Criteria. You are required to generate sufficient evidence on assessment criteria to meet learning outcomes of the unit within the rules, regulations and standards to achieve credits of the unit. If you are not in employment, please use the following scenario.

Consider you are working a Retail Manager of Adidas which is global leader to sell sports and fitness equipment to its individual and corporate clients. Your job roles and responsibilities are recruiting, training, supervising and appraising staff, managing budget, overseeing products, pricing and stocks, preparing promotional materials, attracting new customers and liaising with the head office. As a part of your job, you are managing and leading various teams within the company to achieve specific tasks such as sales, promotional, and staff development. Your role is to provide efficient and effective leadership to ensure that tasks are achieved within the company. In this course, you have studied various topics relating to team development, methods of setting an effective team, and monitoring team performance and you are asked by the Directors to write a report to evaluate self and team performance by focusing on following three tasks to meet the learning objectives the unit. Your report and its recommendations will serve as basis of the overall development and improvement of team development within the company.

## **Task 1 – 650 words**

Analyse the characteristics of teams.

**1.1:** Identify the major teams at work in your selected organisation. From among these teams identify the attributes of successful teams.

**1.2:** Review some theoretical models and select appropriate models to evaluate the teams.

## **Assessment Criteria**

**1.1:** Identify the attributes of a successful team.

**1.2:** Review theoretical models and approaches used to evaluate teams.

## **Task 2 – 650 words**

Evaluate methods for team development.

**2.1:** Evaluate theory for team development.

**2.2:** Assess the motivational factors affecting different teams in your selected organisation.

## **Assessment Criteria**

**2.1:** Assess motivational factors affecting different teams.

**2.2:** Evaluate relevant theory.

### **Task 3 – 700 words**

Evaluate methods of setting team objectives, and monitoring and evaluating team performance.

**3.1:** Identify and use different approaches to setting team objectives and evaluating team performance for selected teams in the organisation.

**3.2:** Produce recommendations on how the Team performance could improve.

### **Assessment Criteria**

**3.1:** Identify different approaches to setting team objectives and evaluating team performance.

**3.2:** Produce recommendations on how to improve team performance.



	<b>Distinguished</b>	<b>Excellent</b>	<b>Good</b>	<b>Proficient</b>	<b>Basic</b>	<b>Marginal</b>	<b>Unacceptable</b>
<b>Criteria</b>	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**

## 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 final mark.

Example:

	Distinguished	Excellent	Good	Proficient	Basic	Marginal	Unacceptable
Range	80-100	70-79	60-69	50-59	40-49	35-39	0-34

Criteria	Score
Content	50
Application of Theory and Literature	40
Knowledge and Understanding	50
Presentation/Writing Skills	40
Referencing	40
<b>Total Score</b>	<b>220/5 = 44, Basic</b>



## **HEAD OFFICE**

7 Acorn Business Park  
Commercial Gate, Nottingham  
Nottinghamshire  
NG18 1EX

## **LONDON OFFICE**

Golden Cross House  
8 Duncannon Street, London  
WC2N 4JF  
[info@qualifi.net](mailto:info@qualifi.net)

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