

**MOTIVATE A TEAM**

**LEARNER ASSESSMENT GUIDE**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ U/S 13947**



|  |  |
| --- | --- |
| **LEARNER NAME AND SURNAME:** |  |
| **LEARNER ID NUMBER:** |  |
| **LEARNER CONTACT NUMBER:** |  |
| **EMPLOYER (STORE):** |  |
| **EMPLOYER CONTACT NUMBER:** |  |
| **OVERALL ASSESSMENT OUTCOME**  **(C/NYC):** |  |
| **DATE:** |  |





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Click on “Public FET College” and select ‘click here’ for a list of Public TVET Colleges and their contact details

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### SOUTH AFRICAN QUALIFICATIONS AUTHORITY

**REGISTERED UNIT STANDARD:**

**Motivate a team**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAQA US ID** | **UNIT STANDARD TITLE** | | |  |
| 13947 | Motivate a team | | |  |
| **ORIGINATOR** | | **ORIGINATING PROVIDER** | |  |
| SGB Generic Management | |  | |  |
| **QUALITY ASSURING BODY** | | | |  |
| **FIELD** | | | **SUBFIELD** |  |
| Field 03 - Business, Commerce and Management Studies | | | Generic Management |  |
| **ABET**  **BAND** | **UNIT STANDARD TYPE** | **PRE-2009 NQF LEVEL** | **NQF LEVEL** | **CREDITS** |
| Undefined | Regular-  Fundamental | Level 4 | NQF Level 04 | 6 |
| **REGISTRATION STATUS** | | **REGISTRATION START DATE** | **REGISTRATION END DATE** | **SAQA DECISION NUMBER** |
| Passed the End Date -  Status was "Reregistered" | | 2006-03-14 | 2006-11-16 | SAQA 0160/05 |
| **LAST DATE FOR ENROLMENT** | | **LAST DATE FOR ACHIEVEMENT** | |  |
| 2007-11-16 | | 2010-11-30 | |  |

**Specific Outcomes and Assessment Criteria:**

**SPECIFIC OUTCOME 1**

Explain why it is important to motivate a team and how levels of motivation could be assessed.

**ASSESSMENT CRITERION 1**

1. Reasons why motivation is important are explained with examples.

**ASSESSMENT CRITERION 2**

1. The negative impact of demotivated team members is explained with examples.

#### ASSESSMENT CRITERION 3

1. The role of motivation in ensuring quality performance is explained and an indication is given of the responsibility of the team leader in motivation.

**ASSESSMENT CRITERION 4**

1. A list is compiled of indicators that help to identify a lack of motivation in a team.

**ASSESSMENT CRITERION 5**

1. A list is compiled of indicators that are evidence of motivation in a team.

#### ASSESSMENT CRITERION 6

6. The behaviour of members of a team or business unit is analysed and an opinion is expressed and substantiated on the level of motivation of the team.

**SPECIFIC OUTCOME 2**

Applying of theories of motivation.

#### ASSESSMENT CRITERION 1

1. Two theories of motivation are researched and compared in terms of how each maintains people are motivated to achieve both personally and in a work environment.

#### ASSESSMENT CRITERION 2

1. The researched theories are applied to a team and a decision is made as to which best applies to a specific team.

**ASSESSMENT CRITERION 3**

1. An action plan is compiled to motivate a team based on the researched theories.

**SPECIFIC OUTCOME 3**

Describe techniques leaders can use to motivate a team.

#### ASSESSMENT CRITERION 1

1. The importance of information as a motivating factor is explained with reference to the effect of too much or too little information on a team.

#### ASSESSMENT CRITERION 2

2. The importance of recognition as a motivating factor is explained and an indication is given of how achievement is recognised within a team, group, business unit or organisation.

#### ASSESSMENT CRITERION 3

1. The importance of listening as a motivating factor is discussed and an indication is given of the consequences when a team or group leader does not listen to the team or individual members of the group.

**ASSESSMENT CRITERION 4**

1. Ways of involving members in decision-making are discussed as a means of obtaining commitment to a plan.

**SPECIFIC OUTCOME 4**

Provide feedback to a team.

**ASSESSMENT CRITERION 1**

1. Information that a team requires to do its work well is identified and conveyed to team members.

#### ASSESSMENT CRITERION 2

2. An exercise to encourage team members to reflect on the team's performance is designed and used with a group to agree on performance targets.

#### ASSESSMENT CRITERION 3

3. Ways of measuring performance apart from formal performance management are discussed with reference to the performance of a specific team.

#### ASSESSMENT CRITERION 4

4. Actions that a leader can take to improve the ways in which members measure their own performance are discussed with reference to a specific team.

#### ASSESSMENT CRITERION 5

5. A management process that makes provision for feedback from team members to the manager is designed for a specific business unit or team.

**SPECIFIC OUTCOME 5**

Recognise achievement.

**ASSESSMENT CRITERION 1**

1. The importance of praise and personal recognition is explained with examples.

#### ASSESSMENT CRITERION 2

2. Possible systems for recognising achievement at team level are explained and a personal plan is devised to show recognition in own team.

**SPECIFIC OUTCOME 6**

Indicate how leaders can empower members of a team.

#### ASSESSMENT CRITERION 1

1. Tasks allocated to the team are analysed and suggestions are made as to how individual team members can be given responsibility for their own achievement.

#### ASSESSMENT CRITERION 2

2. Aspects of team performance that are supervised by the junior manager are analysed and an indication is given of which aspects of team performance could better be handled by the team.

**Critical Cross-field Outcomes (CCFO):**

#### UNIT STANDARD CCFO WORKING

The learner is able to work as a member of a group or team in identifying information needed by the team and designing an activity to agree on performance targets.

**UNIT STANDARD CCFO ORGANISING**

The learner is able to organise and manage him/herself in drawing up action plans.

#### UNIT STANDARD CCFO COLLECTING

The learner is able to collect, organise and critically evaluate information in researching theories of motivation and drawing up action plans.

#### UNIT STANDARD CCFO COMMUNICATING

The learner is able to communicate effectively researching theories of motivation and explaining techniques leaders can use to motivate a team or group.

### ASSESSMENT NOTIFICATION AND ASSESSMENT PLAN

**13947: Motivate a Team**

This is to notify all Role Players that the Assessment for the above Unit Standard is scheduled to take place as follows:

|  |  |  |
| --- | --- | --- |
| **ASSESSMENT DATE and TIME** | **ASSESSMENT METHODS** | **NOTE TO THE LEARNER** |
|  | **LEARNER WORKBOOK**: Formative Assessment Contains  Activities, a Knowledge Test and Workplace related Activities | **The Facilitator will mark the activities and Knowledge Questionnaire in the Learner Workbook.**  **The Assessor must acknowledge receipt of the Learner Workbook by signing on the cover in the allocated space and must check that all tasks have been completed**  **Workplace evidence MUST be inserted into the Learner Workbook where required. If not, learners have to be requested to provide the evidence.** |
|  | **PRACTICAL APPLICATION/OBSERVATION:**  An observation or Practical Application in the form of: An Observation, Practical Activity or Mini Portfolio. In all cases evidence will have to be submitted | **A structured application will need to take place and you will be evaluated by the Assessor as per the checklists in this Assessment Guide** |
|  | **WORKPLACE LOGBOOK ACTIVITIES:**  Workplace related activities that need to be completed in the workplace and evidence from the workplace needs to be attached as requested – Workplace Coach to sign off the Workplace Log sheet at the end of the Logbook. | **The Assessor is responsible for the co-ordination and completion of ALL the Summative Assessment**  **Instruments in the Assessment Guide**    **Assessor to double check that all the pre-assessment and post-assessment forms are completed and SIGNED by the learner and self.** |
|  | **KNOWLEDGE QUESTIONNAIRE IN THE ASSESSMENT GUIDE**  Test that is written at the end of the training session. This test will not be an open book test. Learners need to prepare for the test by completing the Knowledge Questionnaire in the Learner Workbook |

**7 |** L e a r n e r A s s e s s m e n t G u i d e : 1 3 9 4 7

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| --- | --- | --- |
| **ASSESSMENT PLAN : 13947 Motivate a Team** | | |
| **Assessment Instruments:**  **KT: Knowledge Test in LWBK Note to the Learner:**:  **KQ: Summative Knowledge Test** ALL the Formative and Summative Activities  **BO: Behavioral Workplace Observation** must be completed for the Assessor to make a  **LWBK ACT: Learner Workbook Activity** competency decision  **WP Act: Workplace Activity in the Workplace Logbook**  **CS: Case Study** | | |
| **Learning outcome AND Assessment**  **Criteria** | **Formative** | **Summative** |
| **TOPIC 1: SO 1: Explain the importance of motivating a team** | | |
| AC1: List and explain reasons why motivating a team is important | LBWK 1.1    KT 1 | CS: Q 1 KQ 1 |
| AC2: Explain the negative impact demotivated team members could have on a team | LWBK 1.2    KT 2 | KQ 2 |
| AC3: Explain the role of motivation in ensuring quality performance    Indicate the responsibilities of the Team Leader towards motivating the team | LWBK 1.4    KT 3 | KQ 3  KQ 7  CS: Q2 |
| AC4: List the indicators that assist with identifying a lack of motivation in a team | GRP ACT 1    KT 4 | KQ 4 |
| AC5 : List indicators that are evidence of a motivated team | GRP ACT 1    KT 4 | KQ 4 |
| AC6: Observe and Analyse the behaviours of a particular team  Express an opinion and substantiate it on the team’s levels of motivation | LWBK ACT 1    WPLBK ACT 1 | MINI POE |
| **TOPIC 2: SO3: Describe techniques that leaders can use to motivate a team** | | |
| AC1: Explain the importance of information as a motivating factor and make reference to the effect of too much or too little information on a team | KT 6    KT 7 | KQ 6    KQ 7 |
| AC2: Explain the importance of recognition as a motivating factor    List how achievement could be recognized within a team, group, business or organization | KT 6    KT 8 | KQ 6    KQ 8 |

**|** L e a r n e r A s s e s s m e n t G u i d e : 1 3 9 4 7

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| **SO5 AC1**  Explain the importance of praise and recognition with examples    **SO5 AC2**  Explain possible systems for recognizing achievement at a team level and devise a plan to implement recognition | KT 6        WPLBK ACT 1& 2 | KQ 6  KQ 9      MINI POE: 7.1, 7.2, 7.3 |
| AC3: Discuss the importance of listening as a motivation factor    Indicate what the effect could be if a team leader does not listen effectively to the team or the individual members | KT 6    WPLBK ACT 1 | KQ 6    KQ 10 |
| AC4: List ways in which a team could be motivated (e.g. communication, self -evaluation etc.) and in practice (e.g. ‘brag sessions’, workplace enhancement, incentives etc.)    Discuss how members could be involved in decision making as a means to obtaining commitment | KT 5    WPLBK ACT 1 | MINI POE  KQ5  CS: Q4      KQ 11 |
| **TOPIC 3 SO 2: Applying the theories of motivation** |  |  |
| SO2 AC1: LO1: Research 2 theories of Motivation and complete the following:  Summarize the 2 theories from retrieved research documents  **Range for theories:** Maslow, ERG theory: Alderfer  Need-achievement theory: McGregor  Cognitive dissonance theory: Festinger  Hygiene or Two-factor theory: Herzberg  Expectancy Theory: Vroom    SO2 AC1: LO2: Document a comparison of the 2 selected theories to clarify the similarities and differences | LWBK 4                    WPLBK ACT 1 | CS: Q 2                  CS Q3 |
| SO2 AC2: Apply the two researched theories to a particular team      Decide which theory applies best to the particular team | WPLBK 1 | CS: Q 4      MINI POE: Point 4.2 |
| SO2 AC3: Compile an Action Plan to motivate a particular team based on one of the researched theories | WPLBK 2 | MINI POE |
| **SPECIFIC OUTCOME 4: TOPIC 4: Provide Feedback to a Team** | |  |
| SO4 AC1:  Identify and convey information to a team in order for the team to do a task well | WPLBK ACT 1.8 | MINI POE |
| **SO6 AC1**  Analyze tasks that are allocated to the team Make suggestions as to how the individual team members can be given responsibility for their own achievement | WPLBK ACT 1.8 | MINI POE:  9.1, 9.2, 9.3 |

**|** L e a r n e r A s s e s s m e n t G u i d e : 1 3 9 4 7

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| --- | --- | --- |
| SO4 AC3  Discuss ways in which a particular chosen team’s performance could be managed    SO4 AC4: Discuss the actions that the chosen team’s team leader could take to improve the ways in which the team members measure their performance | WPLBK ACT 1.7 | CS: Q2 + 5      MINI POE: 5.2 and 9.1.4 |
| **SO6 AC2**  Analyze the aspects of team performance that are supervised by the junior manager    Indicate which aspects could be better handled by the team | WPLBK ACT 1.7 | CS: Q2 + 5    MINI POE |
| SO4 AC 3: Design an exercise to encourage the chosen team’s members to reflect on the team’s performance    Implement the exercise with a particular team/group | WPLBK ACT 3 | MINI POE |
| SO4 AC5: Design a management process that makes provision for feedback from the team members to the manager (Team Leader) for the chosen team | LWBK ACT 5 | MINI POE: Point 6 – implement the instrument that was designed in LWBK Act 5 |

|  |  |
| --- | --- |
| **DECLARATION AND ACCEPTANCE OF ASSESSMENT PLAN** | |
| This is to declare that I, the learner, understand and agree with the Assessment Notification and Plan as documented and explained above: | |
| **LEARNER NAME AND SURNAME:** |  |
| **LEARNER SIGNATURE:** |  |
| **ASSESSOR NAME AND SURNAME:** |  |
| **ASSESSOR ID/REG NUMBER** |  |
| **MODERATOR NAME AND SURNAME:** |  |
| **MODERATOR ID/REG NUMBER:** |  |

#### AGENDA AND NOTES FOR PRE-ASSESSMENT MEETING

The following items were addressed at a PRE-ASSESSMENT meeting that was held to bring the Assessment process and requirements to my attention.

|  |  |
| --- | --- |
|  The purpose of this assessment. | To test your knowledge on motivating teams in the W&R Sector. |
|  Why I am/our company is embarking on the process of fundamental training and assessments. | It forms part of the greater Level 4 qualification that you may want to be placed on and contributes to your skills in the business and workplace |
|  The roles and responsibilities of learners | Learners are to ensure that quality Portfolio tasks (Exercises) are submitted timorously and that constructive facilitator or assessor feedback is considered favorably |
|  The use of unit standards and selecting appropriate unit standards. | The unit standards as indicated fall within the scope of the Learning Programme that you are registered for |
|  Collecting relevant evidence. | Facilitators will assist in guidelines to create and or collect the relevant evidence, learners must comply to these guidelines to ensure successful delivery |
|  The observation process (Practical activity in own store) | The required workplace observation will be observed by the Assessor and/or the Workplace coach |
|  How feedback will be handled. | Feedback will be given to the learner by the Facilitator but the final feedback on determining competency will be distributed via e-mail, fax or given to learners by the Assessor after which a Moderator will moderate the assessments |
|  Agreement of the assessment plan. | The training and assessments has been scheduled to form part of the same process. Please sign the confirmation on the Assessment Plan Page |
|  The APPEALS and disputes procedure. | If a learner is unhappy with any part of the process and feels that he/she has been disadvantaged in achieving competency for this section, an appeal can be submitted to the Training Provider. An Appeals Application can be retrieved from the Training Provider (Facilitator) or Assessor |
|  Who else is involved in the assessment process | Role Players: Facilitator, Peers, Assessor/Moderator and the learner |
|  REVIEW of all the above issues to ensure understanding. | The learner has the opportunity to complete the REVIEW form attached to this Assessment guide for the purpose of making constructive comment on the processes followed in this section. |
| **Learner Acknowledgement: I declare that I understand the Assessment Guidelines and Instruments as discussed with me by the Assessor** | **Signature:** |

**Note to the Learner**:

Although an in-depth Pre-Assessment Meeting will have been held during the Learner Induction Session, the Assessor will re-iterate the above points to you

Assessors will ask you if you have questions or concerns regarding the assessment. You must sign acknowledgement

#### LEARNER DECLARATION OF READINESS FOR ASSESSMENT

***(To be signed on the day of the Summative Assessment/Questionnaire)***

DECLARATION: I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ (learner name and surname), declare that I am ready to be assessed on the unit standard 13947, as indicated in this assessment guide. I declare that I clearly understand the assessment procedures as explained to me by the assessor and facilitator.

SIGNATURES:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

LEARNER SIGNATURE DATE

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

ASSESSOR SIGNATURE DATE

**Note to the** **Learner**:

You need to sign the declaration of readiness on the day of the Knowledge Questionnaire declare that you are ready to be assessed.

Feedback: The Assessor will provide feedback on the provided feedback sheet for the 1st and 2nd attempt. Ensure that you sign off and date the feedback

**MOTIVATE A TEAM: 13947**

**NQF LEVEL 4**

**INSTRUMENT 1: APPLICATION CASE STUDY**

NAME OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TOTAL OF TEST: \_\_\_\_\_/40 = \_\_\_\_\_\_\_\_\_\_\_%**

|  |
| --- |
| **ASSESSMENT INSTRUMENT: KNOWLEDGE TEST FEEDBACK: MOTIVATE A TEAM ASSESSMENT ATTEMPT 1:**    REQUIREMENTS MET REQUIREMENTS NOT YET MET    COMMENT/ ACTION:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  (If Yes):  ***SUGGESTED RE-ASSESSMENT***: NO: YES: Date: \_\_\_\_\_\_\_\_\_\_\_\_    SIGNATURES:    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor Learner    DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Moderator Comment:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Moderator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Moderation: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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| --- |
| **FEEDBACK ASSESSMENT INSTRUMENT: PORTFOLIO FEEDBACK: MOTIVATE A TEAM**  **ASSESSMENT ATTEMPT 2: (Re-Assessment)**  REQUIREMENTS MET REQUIREMENTS NOT YET MET    COMMENT/ ACTION:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SIGNATURES:    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor Learner    DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

#### INSTRUMENT 1: APPLICATION CASE STUDY

Read through the case study provided and complete all the questions using black ink

**Case Study: Egg**

##### Introduction



Egg is the world's largest pure online bank, established in 1998. It has a reputation for [innovation](http://www.thetimes100.co.uk/glossary--innovation-341.php) in financial [services](http://www.thetimes100.co.uk/glossary--services-1162.php) and was set up in response to [consumer](http://www.thetimes100.co.uk/glossary--consumer-537.php) [demand](http://www.thetimes100.co.uk/glossary--demand-282.php) for a more flexible approach to banking. Today it has more than 3.7 million [customers.](http://www.thetimes100.co.uk/glossary--customers-549.php) Egg is best known for its [credit](http://www.thetimes100.co.uk/glossary--credit-971.php) card business, but it also offers loans, savings accounts, investments, mortgages and insurance.

##### Benefits of motivating people

Egg's enduring purpose is *'to revolutionise* [*customers'*](http://www.thetimes100.co.uk/glossary--customers-549.php) *experience of financial* [*services*](http://www.thetimes100.co.uk/glossary--services-1162.php) *driven through unleashing the power of people'*. This is like a [**mission statement**,](http://www.thetimes100.co.uk/glossary--mission-statement-137.php) in that it defines the way the company carries out its business. Egg knows its performance will determine its success in winning and keeping the confidence of its customers:

It is apparent from Egg's enduring purpose that it believes in the '*power of people*'. First-rate performances by Egg

people offer a first-rate service to its customers. When customers receive a great service, they will tend to buy more. This in turn will lead to greater [shareholder value.](http://www.thetimes100.co.uk/glossary--shareholder-value-194.php)

Egg believes it is advantageous to build a [**strategy**](http://www.thetimes100.co.uk/glossary--strategy-209.php) of [**motivation**](http://www.thetimes100.co.uk/glossary--motivation-391.php) into its [culture.](http://www.thetimes100.co.uk/glossary--culture-57.php) Motivation is seen as essential and has been made part of the fabric of the company, known as '*Egg DNA*' (see Section 5). **What is motivation?**

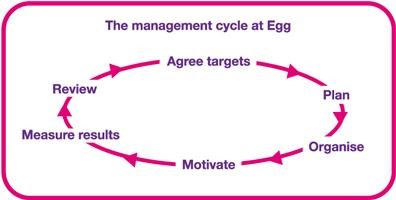
In essence, [motivation](http://www.thetimes100.co.uk/glossary--motivation-391.php) is the art of getting people to do things because they want to, or because they see some [benefit.](http://www.thetimes100.co.uk/glossary--benefit-248.php) At its most crude, motivation in the workplace is linked to pay. It has subsequently been proved that pay is not the only motivator and in certain circumstances does not act as one at all.

For Egg, motivation is about creating an [environment](http://www.thetimes100.co.uk/glossary--environment-755.php) where its people:

* Are involved in [planning,](http://www.thetimes100.co.uk/glossary--planning-1742.php) performing and achieving for themselves, [customers](http://www.thetimes100.co.uk/glossary--customers-549.php) and Egg.
* Have a great relationship with their manager who knows what they want to achieve in their working life.
* Feel [empowered](http://www.thetimes100.co.uk/glossary--empowered-297.php) and '*unleashed*', so they have the power to create change, reach their potential and deliver excellent [customer service.](http://www.thetimes100.co.uk/glossary--customer-service-60.php)
* Enjoy their work and have opportunities to improve themselves and their role.
* Are recognised and rewarded for the effort they put into making Egg successful.

However, Egg also recognises that all the 'hygiene factors' which affect motivation need to be in place and work [effectively.](http://www.thetimes100.co.uk/glossary--effectively-1477.php) For example great emphasis is placed on creating an atmosphere which is conducive to working creatively and powerfully and ensuring that people's salaries are paid on time.

Egg's approach builds on much of the theory described in Section 4. Egg [aims](http://www.thetimes100.co.uk/glossary--aims-696.php) to understand its people as much as possible and to get the best out of them. By meeting the needs of the individual - and giving them ownership and the power to make decisions - Egg ensures that the needs of the business are met.

At Egg the role of the manager is vital in ensuring its people are motivated. The

management cycle is continuous - managers plan and organise work. They then, in

conjunction with their people, distribute the

work in such a way that, wherever possible, everyone is undertaking work which

motivates them and that they enjoy, and therefore delivers a better result for

customers and [shareholders.](http://www.thetimes100.co.uk/glossary--shareholders-1163.php) Egg makes sure that each manager knows his or her

own people well through [training](http://www.thetimes100.co.uk/glossary--training-226.php) called '*know yourself, know your people*'. It recognises that every individual is unique and the way in which they behave is driven by a number of factors.

Understanding how these factors can be harnessed to reach both Egg's and the employee's target is of utmost importance.

##### Motivational theory

Over the years, many [theorists](http://www.thetimes100.co.uk/glossary--theorists-1795.php) have tried to discover what motivates people. The most well-known are Taylor (1856-1917), Mayo (1880-1949), Maslow (1908-1970), McGregor (19061964) and Herzberg (1923-2000). Of course, [motivation](http://www.thetimes100.co.uk/glossary--motivation-391.php) is so important that new theories are constantly being developed (Egg, for instance, uses **McClelland's Three Social Motives**) but these are all built on the work of the early theorists.

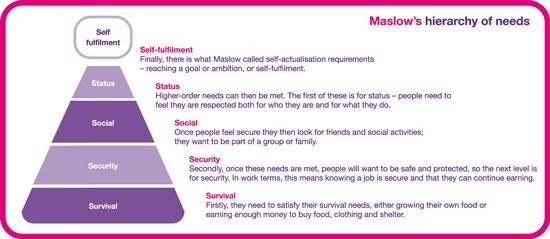
The first of these is FW Taylor's [Scientific Management](http://www.thetimes100.co.uk/glossary--scientific-management-1763.php) Theory. Taylor was an American who worked with Henry Ford and may

be said to be responsible for the first [**production lines**.](http://www.thetimes100.co.uk/glossary--production-lines-1126.php) He believed money was the only motivator and that there should be a 'carrot and stick' approach. This means that for those who worked hard enough there would be rewards, but for those who didn't, penalties would be imposed. Other theorists realised that this was not always the way to get the best out of people.

Elton Mayo did not accept that money was the only motivator and he carried out the Hawthorne

Experiments at a plant in Chicago to try to discover what really drove people. His Relay Assembly Test proved that workers were inspired by directing their own work, working in teams and having a good relationship with management. He concluded that the main reason his subjects' work rate increased was because they were being studied. Having someone show an [interest](http://www.thetimes100.co.uk/glossary--interest-1044.php) in you is, in itself, a motivating factor. He also found that people were driven when working in teams. People are also influenced by their own aspirations and by friendship groups, and managers can use these to assist in motivation. What Mayo called the [**psychological contract**](http://www.thetimes100.co.uk/glossary--psychological-contract-174.php) refers to the unwritten understanding between the employer and the employee - each knows what is expected of them. This can be built on to ensure that the workers and the business are reaching their potential.

AH Maslow was an American psychologist who believed that people worked in order to obtain certain things. He established a [**'hierarchy**](http://www.thetimes100.co.uk/glossary--hierarchy-330.php) **of needs'**, as shown in the figure, stating that people would endeavour to reach each need in order, starting from the bottom. Once they had reached a level, they would then strive to achieve the next one.



Douglas McGregor studied how employers and employees could each have a view of work. He called the traditional way of working Theory X. Here, the employer pays the money, supervises the worker and gives instructions; the worker does the job, asks no questions and accepts the pay. This he balanced with what he called Theory Y. This is where most people are satisfied with their employment and take responsibility. McGregor believed that most workers are the Theory Y type and that if people could be treated this way, firms would be more efficient.

Frederick Herzberg came to similar conclusions to Mayo. Asking workers what motivated them, he ascertained that the main things were a 'job well done', a feeling of being appreciated, trust, responsibility and specific rewards, such as being promoted. Certain conditions, which Herzberg called 'hygiene' factors, were de-motivators if they were missing or inadequate. Pay and working conditions are two of the main ones, meaning that satisfactory surroundings are not necessarily motivators, but inferior environments are certainly de-motivators.



##### Motivation in practice

Mayo's theories and conclusions are particularly important at Egg. He commenced from the idea that the better the relations between management and their teams, the more efficient the business would be. Working agreeably is linked to being contented, and satisfaction comes from the employee knowing s/he is appreciated. This is why Egg places so much emphasis on managers knowing their people well in order that they enjoy their work and are putting in every effort because they want to.

Egg believes that to motivate people it is important to balance the needs and wants of the company with those of the individual.

###### 'I want'

This refers to what the individual wants from their working life. It is discussed in a '*Know Your People*' conversation between the manager and the employee. This conversation is an important opportunity for the employee to talk about what motivates them, what they enjoy doing and what their future aspirations are. Egg endeavours to ensure these needs can be reached by, wherever possible, matching them into a role which takes account of what they want to achieve and thus '*unleashing their power'*.

Each [person](http://www.thetimes100.co.uk/glossary--person-1257.php) has different levels of aspiration. For example, an ambitious graduate may have different [goals](http://www.thetimes100.co.uk/glossary--goals-774.php) and needs to a part-timer with young children or someone nearing retirement. This is something each manager knows through the dialogue they have with their people. Taking this approach leads to Egg being a motivated organisation with motivated people.

###### 'Egg wants'

Egg believes that the [aims](http://www.thetimes100.co.uk/glossary--aims-696.php) of the company (known at Egg as the '*Egg Game*') can be delivered through clear responsibilities and [targets](http://www.thetimes100.co.uk/glossary--targets-1787.php) (known as accountabilities and [objectives)](http://www.thetimes100.co.uk/glossary--objectives-147.php). When the accountabilities and objectives have been formulated by the manager s/he will have a further conversation with each team member to agree these. They talk about what the employee brings to the job and the knowledge s/he can acquire and use. Egg recognises that everyone has different [training](http://www.thetimes100.co.uk/glossary--training-226.php) and [development](http://www.thetimes100.co.uk/glossary--development-63.php) needs and ambitions which will enable them to be successful in their particular role and at Egg in general.

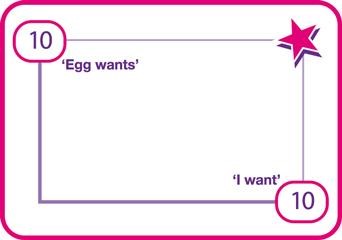
The framework used for this is called *Egg DNA* and is made up of:

* The specific, special or technical skills/knowledge a person brings to the role (e.g. an accountant would need specific accountancy knowledge).
* The [attitudes](http://www.thetimes100.co.uk/glossary--attitudes-920.php) a person displays in relation to what is being asked of them (e.g. being passionate about the role and about what Egg is wanting to achieve).
* The non-technical skills individuals need to do their job (e.g. communicating powerfully).

Egg plans to enhance and improve these qualities and skills through training and [coaching](http://www.thetimes100.co.uk/glossary--coaching-1614.php) the individual to be the best they can in the role they are undertaking.

Egg hopes that motivated people who enjoy their work will encourage their family and friends to apply for jobs when they become available. It runs a scheme which rewards people financially for this called '*Bring a Friend to Egg*'.

##### Conclusion

The success of Egg is connected to the way it treats its people. Its enduring purpose sets out what it wants to provide as an [organisation](http://www.thetimes100.co.uk/glossary--organisation-1732.php) and where its [targets](http://www.thetimes100.co.uk/glossary--targets-1787.php) lie. This includes having satisfied and well-motivated people who strive to deliver an excellent service for [customers](http://www.thetimes100.co.uk/glossary--customers-549.php) thus achieving greater [shareholder value.](http://www.thetimes100.co.uk/glossary--shareholder-value-194.php) By achieving these [aims,](http://www.thetimes100.co.uk/glossary--aims-696.php) both the organisation and its people get what they require. This is what Mayo described as a [psychological contract](http://www.thetimes100.co.uk/glossary--psychological-contract-174.php) - at Egg it is called '*10/10*'.

Read through the case study and answer the following questions in full sentences on separate paper to insert hereafter:

1. According to EGG, why is motivation important? (6)
2. What management process did they follow at EGG to ensure quality performance? (12)
3. Compare two of the motivational theories mentioned in this case study. (10)
4. What techniques do they use at EGG to motivate their staff? (4)
5. What can your workplace learn from EGG? (8)

**Total: 40**

**FEEDBACK ON KNOWLEDGE QUESTIONNAIRE: ADDITIONAL QUESTIONNAIRE**

##### 13947: MOTIVATE A TEAM

NAME OF LEARNER: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

###### DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**TOTAL OF TEST: \_\_\_\_\_\_\_\_/ 70= \_\_\_\_\_\_\_\_\_\_\_%**

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| **FEEDBACK: Attempt 1:**    REQUIREMENTS MET REQUIREMENTS NOT YET MET      COMMENT/ ACTION:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ SIGNATURES:    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor Learner    DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

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**ADDITIONAL KNOWLEDGE QUESTIONS**

**KNOWLEDGE TEST: MOTIVATE A TEAM TOTAL: 70**

##### Question 1 (2)

Explain why Motivation is important.

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##### Question 2 (5)

Read and then complete the following quote:

*A “Negative Nancy” is someone who overgeneralizes in labeling situations and people, focuses on the bad in each situation, jumps to conclusions and constantly redirects the blame. In a business setting, these behaviors can result in harmful effects, such as:*

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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##### Question 3 (5)

What could team leaders do to motivate a team?

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###### Question 4 (12)

Table the indicators of a motivated team and then of a de-motivated team. Mention six under each

|  |  |
| --- | --- |
| Indicators of a Motivated Team | Indicators of a de-motivated team |
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###### Question 5 (10)

List and briefly explain 5 ways in which a team could be motivated

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###### Question 6

1.1 Insert two methods into the table below to utilise to implement each of the listed motivating factors effectively (6)

1.2 Briefly explain why each of the factors are important (6)

Complete your answer in the table

|  |  |  |
| --- | --- | --- |
| **Motivation Factor** | **Two Methods of implementation** | **Importance** |
| **Transferring of information and Communication** |  |  |
|  |  |  |
| **Praise and**  **Recognition** |  |  |
|  |  |  |
| **Listening Skills** |  |  |
|  |  |  |

###### Question 7 (4)

In question 6 you explained the importance of information sharing in motivating a team. However, a team leader must be aware that just the right amount of information should be given to the team. What could the effect be of:

1. giving to much information to the team:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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1. giving too little information to the team :

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###### Question 8 (3)

List 1 way in which achievement could be recognised in: a) a team:

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1. a store:

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1. on organisational level (i.e. from Head Office):

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###### Question 9 (4)

Write a short paragraph in which you tell about a case in your experience where you saw how important praise and recognition is to staff members. Your case must highlight the positive effect it had on the team and on the way the work was done as well as the outcome of the project/task. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Read the following scenario:

Sandy works in a team where the team leader had the following listening skills:

He:

* interrupts people when they speak
* does not look at you when you speak
* completes their sentences
* ignore what people have said and rush in to make their own points
* overrides the arguments of others because he has the power to do so

Keeping the above in mind, answer the following questions:

* 1. State why these listening skills is not effective in a workplace (4)

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* 1. Keeping the above negative effects in mind, state why good listening skills is such a good

motivating factor (3)

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List a 3 ways in which team members can be involved in decision-making in a team working context.

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##### FEEDBACK ON WORKPLACE LOGBOOK AND WORKPLACE ACTIVITIES 13947: Motivate a Team

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##### FEEDBACK ON LEARNER WORKBOOK

**13947: MOTIVATE A TEAM**

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| **13947: MOTIVATE A TEAM** |
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| **FEEDBACK: Attempt 2:**    REQUIREMENTS MET REQUIREMENTS NOT YET MET    COMMENT/ ACTION:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    SIGNATURES:    \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Assessor Learner    DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_      Moderator Name and Surname: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Moderator Comment:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_    Moderator Signature: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ |

###### MINI PORTFOLIO TASK: MOTIVATE A TEAM

**Note to the Learner:**

You need to select a team in your workplace on which you will conduct a motivational activity whilst executing a specific task. It cannot be your own team as you used them in your Workplace Logbook Activities. Therefore you need to select another team from your store.

###### TASK GUIDELINES

**You need to conduct the following activities with reference and applicable to the team that you have selected.**

1. Select a team activity in which you will be working with the team members to complete a task. The task must be store related, for e.g. lead a stock take activity, co-ordinate a promotional activity or lead a team through a departmental target or activity.

1. Request from you workplace supervisor/coach that you may lead the team in the activity. Do this in written format and let him sign acknowledgement and acceptance on the request

1. Prepare the necessary documentation for e.g. Memorandum, Meeting Agenda and Minutes etc.

to ensure that the team is clear on the purpose, tasks and outcome of the activity that you are going to lead and motivate them on.

* 1. Draft a clear plan and hand it out to each team member: your plan must include tasks, timelines and responsible persons for each task. Conduct a meeting with the team to discuss this plan. Give them the opportunity to make suggestions where necessary. Document the discussions as minutes of this meeting and keep the minutes as evidence.

* 1. You have researched at least two **motivational theories** of motivation in this Module. Explain how you are going to apply the principles of one or both of these theories to this team motivating activity. Your explanation must clearly state the principle and how you plan to apply it to this team. You must explain no less than 4 principles.

* 1. Conduct at least one team meeting during the period of the activity – write down notes (minutes) on what was discussed and decided in the meeting.
  2. You need to ensure that you give individual feedback to the team members regarding their progress with the activity. Implement the scoring system to measure performance. Use the Performance Measurement Template provided hereunder

6. Circulate your designed feedback instrument (as per Learner Workbook Activity 5 to the team members. Let them complete it and submit it to you.

###### (SO5 AC1 & 2)

1. 1 Devise a plan for the duration of this activity on how you will be giving praize and recognition to the team for tasks well done during and on completion. Write it in a suitable and clear format and submit it as part of this Mini Portfolio.

* 1. On completion of the tasks, provide individual feedback to each team member in writing in any suitable format regarding their participation, success rate and possible areas for development. Let them sign their feedback and submit it to you.

* 1. After the individual feedback sessions, have a short ‘praize-giving” session. Implement your recognition plan that you drafted in 7.1

1. In Workplace Logbook Activity 2 you designed an Action Plan to improve a team’s levels of motivation. You need to prove that you have implemented that plan to this team during this activity. In order to do this, you need the team members to supply feedback to you. **Circulate the**

**“EVALUATION ON MOTIVATIONAL FACTORS IMPLEMENTED BY TEAM LEADER”** as supplied hereunder amongst the team members and let them submit it to you.

1. CONCLUSIVE TASK: **(SO6 AC1)**

In conclusion you are required to reflect and review some of your own processes. You need to do this with your Supervisor or Workplace Coach.

9.1 Retrieve any communication that you circulated amongst the team that pertains to instructions on how to conduct a task or project/workplace activity.

Sit with your Supervisor/Coach and Complete the following tasks:

* + 1. Analyse and comment on the tasks that were allocated to the team in terms of:

Clarity, format and specific guidelines

* + 1. State what you as the team leader did correctly and make suggestions as to how you could improve on the way that tasks are being distributed and worded to the team members
    2. Make suggestions on how the team members can be given responsibility for their tasks and achievements against the tasks.
    3. Reflect on how you measured the team’s performance. State:
       1. What you felt you did correctly
       2. What you think you could improve on

###### NOTE: Your Supervisor/Coach must sign off the notes to the above questions

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **EVALUATION ON MOTIVATIONAL FACTORS IMPLEMENTED BY TEAM LEADER** | | | | |
| Complete the following evaluation on the team leader in terms of the listed motivational factors. Reflect on the effectiveness with which the team leader had implemented the factors and the levels at which it motivated you.  If you select a negative feedback, please make a comment | | | | |
| **Motivational Factors** |  |  |  | **Suggestions/Comments** |
| **Sharing Information** : provides his team with sufficient information: clear tasks, typed or written out, follow up if they understand |  |  |  |  |
| **Giving Recognition**: gives the team recognition where due: compliments at the right times and when it is due, sample awards |  |  |  |  |
| **Listening and Communication skills**:  treats his team with respect, greets respectfully, delegates clearly and politely, listens attentively |  |  |  |  |
| **Decision-Making processes**: includes the  team in decision-making tasks |  |  |  |  |
| **Understands the business implication of a motivated team**: this is observed in the way that he/she treats the team and motivates them in relevant explanation |  |  |  |  |
| **Is perceived to be fair in the workplace**: treats every team member the same, no favors or deviations from decisions if not necessary |  |  |  |  |
| **Manages the group dynamics in the team:** divides the correct members together, defuses difficult situation |  |  |  |  |
| **Measure the performance of the team members and the team**  Does the team leader have performance measuring meganisms in place |  |  |  |  |
| **Team Member’s Signature:** |  |  |  |  |
| **Team Leader’s Signature:** |  |  |  |  |

5.2 You had set specific goals and tasks for each team member to execute their activities. After monitoring and reflection you need to score the team members’ performance against their given tasks. Use the following scoring scale. Insert a score and a related comment.

You will need to create a separate table (from the template hereunder) for each team member.

1. – Very Poor
2. – Poor
3. - Satisfactory
4. – Good
5. - Excellent

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **PEROFRMANCE MEASUREMENT INSTRUMENT** | | | |
| **SET GOAL** | **SPECIFIC TASK** | **RESPONSIBLE**  **TEAM MEMBER**  **(Name and**  **Surname)** | **SCORING** | **COMMENT** |
|  |  |  |  |  |
| Team Member’s Signature: |  | Date: |  |  |

##### RELATED EVIDENCE CHECKLIST: 13947: MOTIVATE A TEAM

The following evidence must be submitted as supporting evidence to the workplace motivational task as outlined above:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Indicator** | **Related evidence** | **Submitted (****) or (X)** | **RM** | **RNYM** | **Comment if RNYM** |
| Permission to lead the team  (if the learner is not the  team leader) | Written request to the Manager – signed acknowledgement by manager |  |  |  |  |
| Notification to the team of the team Activity that is going to take place | Memorandum, circular or any acceptable written format – notification as per above given guidelines |  |  |  |  |
| Provides the team with sufficient information | Information briefings or instructions that were distributed in writing/ typed – any clear format is acceptable – team members can sign a register that they have received these instructions for verification purposes. The written, clear plan with responsibilities and timelines |  |  |  |  |
| Gives the team recognition where due: | Award certificate, letter, note,  badge etc. (Optional) |  |  |  |  |
| Retrieves feedback from the learners by using the feedback instrument as created in the Learner  Workbook | Copies of completed feedback forms |  |  |  |  |
| Provides ongoing feedback to his team | Minutes of meetings, could also include checklists or forms/reports/printouts etc. – learner can select a suitable method |  |  |  |  |
| Follows a plan to motivate the team | Written/typed plan on how the learner plans to motivate the team through the project/task.  Relates to the Motivational  Theories explanation |  |  |  |  |
| Provides individual feedback to members | Individual notes/checklists/ forms or any format chosen by the learner to feed back to the team members on progression, success rate etc. of the task/project  Final written feedback signed off by each team member:  **Team Members involved MUST**  **SIGN their individual feedback –** if this is omitted, the task cannot be declared authentic and will not meet the requirements. |  |  |  |  |
| Explanation of how motivational theories will be applied | Written explanation |  |  |  |  |
| Individual performance Measurement instrument  applied for each team member | One for each team member must be submitted |  |  |  |  |
| Point 9: Conclusive Task notes. | Supervisor must sign off the notes that were written in the reflection session |  |  |  |  |
| **Assessor Signature:** |  |  |  |  |  |
| **Learner Signature:** |  |  |  |  |  |
| **Date:** |  |  |  |  |  |

**NOTE FOR THE LEARNER:**

The Assessor will check that:

* the checklists are signed off and that they are dated by the Coach and the learner
* all the related evidence as listed in the checklist is submitted and that the evidence can be verified

On verification of the above, the assessor will complete the feedback and let you sign it off.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ASSESSMENT DECISION/JUDGEMENT *ATTEMPT 1***  **Motivate a Team: 13947** | | | |
| **Item** | **Specific**  **Outcomes** | **REQUIREMENTS**  **MET (****)** | **REQUIREMENTS**  **NOT YET MET (X)** | **Comment /Action** |
| 1. | SO 1 |  |  |  |
| 2. | SO 2 |  |  |  |
| 3. | SO 3 |  |  |  |

The Evidence that the learner has provided is:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YES** | **NO** | **Comment/ Action where required** |
| Valid |  |  |  |
| Relevant |  |  |  |
| Current |  |  |  |
| Sufficient |  |  |  |
| Authentic |  |  |  |

**Competent Not yet Competent:**

|  |
| --- |
| **DECLARATION BY LEARNER** |
| I declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment decision. |

**Signatures:**

|  |  |  |
| --- | --- | --- |
| **Learner:** |  | **Date:** |
| **Assessor:** |  | **Assessor Reg. No.** |
| **Moderator:** |  | **Moderator Reg. No.** |
| **Moderator Comment:** |  | |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **ASSESSMENT DECISION/JUDGEMENT *ATTEMPT 2***  **Motivate a Team: 13947** | | | |
| **Item** | **Specific**  **Outcomes** | **REQUIREMENTS**  **MET (****)** | **REQUIREMENTS**  **NOT YET MET (X)** | **Comment /Action** |
| 1. | SO 1 |  |  |  |
| 2. | SO 2 |  |  |  |
| 3. | SO 3 |  |  |  |

The Evidence that the learner has provided is:

|  |  |  |  |
| --- | --- | --- | --- |
|  | **YES** | **NO** | **Comment/ Action where required** |
| Valid |  |  |  |
| Relevant |  |  |  |
| Current |  |  |  |
| Sufficient |  |  |  |
| Authentic |  |  |  |

**Competent Not yet Competent:**

|  |
| --- |
| **DECLARATION BY LEARNER** |
| I declare that I am satisfied that the feedback given to me by the Assessor was relevant, sufficient and done in a constructive manner. I accept the assessment decision. |

**Signatures:**

|  |  |  |
| --- | --- | --- |
| **Learner:** |  | **Date:** |
| **Assessor:** |  | **Assessor Reg. No.** |
| **Moderator:** |  | **Moderator Reg. No.** |
| **Moderator Comment:** |  | |

|  |  |
| --- | --- |
| **NAME AND SURNAME OF LEARNER** |  |
| **NAME AND SURNAME OF ASSESSOR** |  |

***NOTE: Should you select NO, please comment and/or make a suitable suggestion***

|  |  |  |  |
| --- | --- | --- | --- |
| **Motivate a Team: 13947**  **LEARNER and ASSESSOR ASSESSMENT REVIEW** | | | |
|  | ***LEARNER*** | **ASSESSOR** |  |
| Questions | Yes/No | Yes/No | Comments/ Recommendations |
| 1. Was the assessment process explained? |  |  |  |
| 2. Were special needs considered during the assessment process? |  |  |  |
| 3. Were all the assessment guides and documents prepared for the assessment? |  |  |  |
| 4. Was the assessment valid? |  |  |  |
| 5. Was the assessment conducted in a fair manner? |  |  |  |
| 6. Was the assessment process transparent and open? |  |  |  |
| 7. Was the assessment activities understood clearly? |  |  |  |
| 8. Was the assessment process well Managed? |  |  |  |
| 9. Was the assessment process approached positively? |  |  |  |
| 10. Was feedback sufficient and relevant and given in a professional manner feedback? |  |  |  |
| 11. Was the feedback constructive?  (Did it help to fix problems and close gaps if there were any) |  |  |  |
| 12. Was sufficient guidance relating to the collection of workplace evidence provided from the various role players? |  |  |  |
| 13. Did you experience any weakness in the way that the assessment process unfolded? |  |  |  |
| 14. According to you, do you think that you have learnt from the assessments that were conducted? |  |  |  |

**Signatures:**

|  |  |  |
| --- | --- | --- |
| **Learner:** |  | **Date:** |
| **Assessor:** |  | **Assessor Reg. No.** |
| **Moderator:** |  | **Moderator Reg. No.** |

#### *PARTICIPANTS*

