

# Learning Assessment Guide

## Unit Standard 8493 – Version 2

### Lead individuals and teams

### Level 5 – 5 Credits

<b>Assessment Summary</b>			
<b>Learner to complete</b>			
<b>Learner's name:</b>			
<b>Employer:</b>			
<b>NSN no. (ROL):</b>		<b>DOB:</b>	
<b>Signed:</b>		<b>Date:</b>	
<b>Assessor to complete</b>			
<input type="checkbox"/> Meets requirements <input type="checkbox"/> More training required <input type="checkbox"/> More evidence required			
<b>Assessor's name:</b>		<b>Assessor's No.</b>	
<b>Signed:</b>		<b>Date:</b>	

## Before you begin...

- As well as this Learning Assessment Guide, you may also want to refer to the unit standard from the NZQA website (<http://www.nzqa.govt.nz>).
- Read the Trainee Information Kit. The kit contains important information and guidelines for Learners and can be found on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.
- Check the learning resources available for this unit standard on the Learning State website (<http://www.learningstate.govt.nz>) under Learners, then Learning Assessment Guides.

This Learning Assessment Guide is made up of:

- Task sheets for you to complete
- The summary Assessment Guide that the assessor will use to assess and record your competence
- An Assessor Checklist that will be used to document discussion
- A Participant Verification Form to gather independent evidence
- A Manager Verification Form to record your manager's views
- An Assessment Results Form

The assessment tasks are designed to show the assessor that you can:

- Identify and utilise leadership and individual working styles
- Establish individual and team performance expectations and standards
- Provide leadership of individuals and teams
- Enhance working relationships with colleagues and work associates

The evidence for these must demonstrate that they are achieved in a manner consistent with the organization's vision, values and goals.

*'Leadership'* is defined as the process of influencing others to engage in work behaviours that are congruent with the organisation's vision and values necessary to reach organizational goals.

*'Team'* is defined as a temporary or on-going group whose members are jointly charged with working together to achieve a clearly defined purpose or outcome. This includes identifying problems, forming a consensus about what should be done, and implementing necessary actions in relation to a particular task or organisational area in order to achieve the agreed objective.

## Assessment Task One – Element 1

### Introduction

This assessment task is designed to assess your ability to identify and utilise leadership and individual working styles.

### Task Instructions

You may complete this task orally or in writing. Please advise your assessor if your preference is to complete it orally.

1. **Describe your leadership style** in the context of your work, and the vision, values and goals of your organization. Relate this to models of leadership style where applicable. You must discuss the core concepts of **at least one model** of leadership style during your description.
2. Briefly describe **two examples of situational leadership**, where your leadership style has been adapted to meet the demands of a particular situation.
3. Briefly describe **two examples** where your identification of the personal and working style of individuals has influenced your management of staff.
4. How do you motivate staff, maintain their enthusiasm for their work, and ensure that they obtain job satisfaction?
5. Provide an example of a workplace situation where incongruent styles were present, yet you were able to provide support that met the needs of all parties.

Your assessor will use the Assessor Checklist to document this assessment task.

### Your completed assessment for Task One will include:

- A detailed description of your leadership style, provided orally or in writing.
- Examples as required for activities 2 – 5, given orally or in writing.
- Descriptions result in completion of Part A of the Assessor Checklist.

## Assessor Checklist

(to be completed by the assessor)

### To: Assessor

Please indicate ✓ or ✗ whether or not the following performance criteria have been adequately demonstrated. Use the 'Comments' section to elaborate on your judgment and to record examples for feedback and moderation purposes.

#### Part A Identify and utilize leadership and individual working styles

- Desired behaviours that are consistent with the organizations vision and values are modeled.
- Different personal and working styles of individuals and teams are identified and utilized to achieve defined goals and objectives.
- Leadership styles are chosen and utilized to influence others to achieve organizational goals in a manner congruent and consistent with the organisation's vision, values and purpose.
- Styles used fit the situation at hand and ensure others are committed and enthusiastic and effective in achieving organizational goals.
- Leadership styles are used appropriately to gain maximum motivation and job satisfaction of individuals and teams.
- Where styles are incongruent with the organisation's values, goals and objectives, individuals and teams are supported to achieve congruence in a manner that meets the requirements of all parties.

#### Comments:

/ cont

**Part B Establish individual and team performance expectations and standards.**

- Performance standards and expectations are agreed and established in consultation and negotiation with the relevant individuals and teams, and aligned with business plans, customer, and defined organizational requirements.
- Agreed performance standards and expectations are clear and concise, specify the activities to be performed, and the standard to which they are to be performed.
- Performance standards and expectations are recorded and documented in a format and time frame which meets individual, team, and defined organization requirements.
- Individuals affected by the agreed performance standards and expectations are informed and kept up to date with any changes in the standard within scheduled time frame.
- Individuals and teams are encouraged to accept responsibility for their areas of influence and are provided with the authorities, responsibilities, training and accountabilities to do so in a manner which reflects the complexity of the work.

**Comments and documents sighted:**

/ cont

**Part C Provide leadership of individuals and teams**

- Ownership of work by the individual and/or team is negotiated and accepted by all parties and aligns with organizational requirements.
- Efforts and actual and potential contributions of individuals and teams are recognized and valued.
- Opportunities to coach individuals and teams are utilized to enhance performance.
- Individuals and teams are supported to take calculated risks by assessing alternatives and choosing the most effective alternative in the current situation.
- Individuals and teams produce high quality results consistent with the organization's goals and resources.
- Mutual trust is built with individuals and teams and within teams.
- Individuals and teams are involved in decision making in a way that promotes the achievement of organizational goals and values.
- New ideas, concepts, paradigms and opportunities are offered to stimulate rethinking of old ways of doing things, and so that obstacles that seemed insurmountable are redefined, avoided or overcome.

**Comments and documents sighted:**

/ cont

**Part D Enhance working relationships with colleagues and work associates.**

- Open, honest, co-operative, and productive relationships with individuals and teams are established and maintained.
- Opinions and information exchanged and shared with individuals are clear, complete, and respect the sensitivities, values, and feelings of the end user.
- Promises and undertakings to others are honoured, taking into account other priorities and commitments, within agreed timeframes.
- Expertise of others is identified, acknowledged, and, where required, applied to work activities with due recognition given.

**Comments and documents sighted:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

## Assessment Task Two – Elements 2, 3 and 4

### Introduction

This assessment task is designed to assess your ability to:

- establish individual and team performance expectations and standards
- provide leadership of individuals and teams
- enhance working relationships with colleagues and work associates

### *Task Instructions*

This task is best completed orally through discussion with your assessor. However, it may be completed in writing if you are unable to meet with your assessor in person.

#### Activity no. 1

You will need to provide a comprehensive description of how you establish individual and team performance expectations and standards.

You will also need to provide evidence of your documentation of performance standards and expectations by showing your assessor copies of performance agreements, individual learning plans or similar.

Provide at least one example of how individuals affected by the agreed performance standards and expectations are informed and kept up to date with any changes in the standard.

Your assessor will use Part B of the 'Assessor Checklist' to document your evidence. A copy of the Assessor Checklist is provided for your information.

#### Activity no. 2

This description will likely continue on from that of Activity no. 1.

With Part C of the Assessor Checklist to help you structure your response, describe how you work with individuals and teams on a daily basis to obtain:

- ownership of work
- recognition of contribution
- calculated risk taking
- high quality results
- building of mutual trust
- involvement in decision making
- rethinking of old ways of doing things
- provision of coaching to enhance performance

Provide your assessor with documentation, where possible.

Your assessor will use Part C of the Assessor Checklist to document your descriptions.

### Activity no. 3

Continue your description of your provision of leadership by focusing on the various ways in which you enhance working relationships with colleagues and work associates.

You will need to describe how you enhance **at least four** working relationships which may include:

- individuals
- peers
- managers
- work teams
- external consultants
- project teams

Please review the performance criteria of Part D of the Assessor Checklist prior to this activity.

### Your completed assessment for Task Two will include:

- Comprehensive descriptions of the topics of Activities 1 – 3, supported by appropriate documentation.
- Descriptions result in completion of Parts B – D of the Assessor Checklist.

## **Assessment Task Three – Elements 1, 2, 3 and 4**

### **Introduction**

This task is designed to obtain evidence from other parties on learner performance related to:

- identifying and utilizing leadership and individual working styles
- establishing individual and team performance expectations and standards
- providing leadership of individuals and teams
- enhancing working relationships with colleagues and work associates

### ***Task Instructions***

You are to provide at least two members of your team with a copy of the 'Participant Verification Form.'

Please also provide them with the assessor's mail and fax address so that they can forward their completed form direct to the assessor.

Provide your manager with a copy of the 'Manager Verification Form' and the assessor's address so that s/he can provide comment on your workplace leadership also.

The assessor may wish to discuss the content of these verifications with you.

### **Your completed assessment for Task Three will include:**

- Receipt by the assessor of at least two completed 'Participant Verification Forms.'
- Receipt by the assessor of a completed 'Manager Verification Form.'
- Comments on these forms are supportive of the learner's ability to lead individuals and teams to perform in accordance with the organization's vision, values and work objectives.

**Participant Verification Form no. 1**

**To: Participant 1**

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8493 Lead individuals and teams. Your experience as a member of the learner’s team is sought for comment on how you view their leadership style and performance.

Please circle the number that best describes the learner’s work performance in your view. Use the ‘Comments’ section to provide examples or comments to elaborate on your rating.

**Part A Identify and utilize leadership and individual working styles**

The learner models behaviour consistent with the vision and values of the organization.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

The learner is able to identify different personal and working styles and utilize these to achieve goals and objectives of the organization.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

The learner chooses leadership styles to influence others and to achieve goals which are consistent with the vision, values and purpose of the organization.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

The leadership style of the learner encourages your commitment to and enthusiasm for achieving the goals of the organization.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

/ cont

The learner's leadership styles are appropriate, and help you to gain a high level of motivation and job satisfaction.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

Comments:

**Part B Establish individual and team performance expectations and standards**

The learner establishes performance standards and expectations in consultation and agreement with you and other members of your team.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

The learner establishes performance standards and expectations that are clear and concise, specify the activities to be performed, and the standards to which they are to be performed.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

The learner records and documents standards and expectations in a format and timeframe which you can understand.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

The learner keeps you informed and up to date with any changes in the performance standards and expectations which affect you.

- |        |           |         |        |
|--------|-----------|---------|--------|
| 1      | 2         | 3       | 4      |
| Seldom | Sometimes | Usually | Always |

/ cont

The learner encourages you to take responsibility for your area of influence, and provides you with the authority, responsibility, training, and accountability to do so.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Comments:

**Part C Provide leadership of individuals and teams**

The learner negotiates your work with you in a way which encourages you to take ownership of it.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner recognizes and values the efforts and contributions made by you and other members of your team.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner provides or arranges coaching to improve the performance of you and your team as the opportunity arises.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner supports you and other members of your team when you take calculated risks.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

/ cont

You and your team produce high quality results consistent with the organisation's goals and resources.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner's leadership contributes to the building of mutual trust with individuals and within teams.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Individuals and teams are involved in decision making in a way that promotes the achievement of organizational goals and values.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

New ideas, concepts, paradigms and opportunities are offered to stimulate rethinking of old ways of doing things, with apparent obstacles being overcome.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Comments:

**Part D Enhance working relationships with colleagues and work associates.**

Learner establishes and maintains open, honest, cooperative and productive relationships with individuals and teams.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

/ cont

Opinions and information shared with individuals are clear, complete, and respect the sensitivities, values, and feelings of others.

1	2	3	4
Seldom	Sometimes	Usually	Always

The learner honours promises and undertakings made to others within agreed timeframes.

1	2	3	4
Seldom	Sometimes	Usually	Always

The learner identifies and acknowledges the expertise of others and uses this in work applications.

1	2	3	4
Seldom	Sometimes	Usually	Always

Comments:

Verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

Telephone contact: \_\_\_\_\_

Thank you for your assistance.

**Participant Verification Form no. 2**

**To: Participant 2**

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8493 Lead individuals and teams. Your experience as a member of the learner’s team is sought for comment on how you view their leadership style and performance.

Please circle the number that best describes the learner’s work performance in your view. Use the ‘Comments’ section to provide examples or comments to elaborate on your rating.

**Part A Identify and utilize leadership and individual working styles**

The learner models behaviour consistent with the vision and values of the organization.

1	2	3	4
Seldom	Sometimes	Usually	Always

The learner is able to identify different personal and working styles and utilize these to achieve goals and objectives of the organization.

1	2	3	4
Seldom	Sometimes	Usually	Always

The learner chooses leadership styles to influence others and to achieve goals which are consistent with the vision, values and purpose of the organization.

1	2	3	4
Seldom	Sometimes	Usually	Always

The leadership style of the learner encourages your commitment to and enthusiasm for achieving the goals of the organization.

1	2	3	4
Seldom	Sometimes	Usually	Always

/ cont

The learner's leadership styles are appropriate, and help you to gain a high level of motivation and job satisfaction.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Comments:

**Part B Establish individual and team performance expectations and standards**

The learner establishes performance standards and expectations in consultation and agreement with you and other members of your team.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner establishes performance standards and expectations that are clear and concise, specify the activities to be performed, and the standards to which they are to be performed.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner records and documents standards and expectations in a format and timeframe which you can understand.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner keeps you informed and up to date with any changes in the performance standards and expectations which affect you.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

/ cont

The learner encourages you to take responsibility for your area of influence, and provides you with the authority, responsibility, training, and accountability to do so.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Comments:

**Part C Provide leadership of individuals and teams**

The learner negotiates your work with you in a way which encourages you to take ownership of it.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner recognizes and values the efforts and contributions made by you and other members of your team.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner provides or arranges coaching to improve the performance of you and your team as the opportunity arises.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner supports you and other members of your team when you take calculated risks.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

/ cont

You and your team produce high quality results consistent with the organisation's goals and resources.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

The learner's leadership contributes to the building of mutual trust with individuals and within teams.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Individuals and teams are involved in decision making in a way that promotes the achievement of organizational goals and values.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

New ideas, concepts, paradigms and opportunities are offered to stimulate rethinking of old ways of doing things, with apparent obstacles being overcome.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

Comments:

**Part D Enhance working relationships with colleagues and work associates.**

Learner establishes and maintains open, honest, cooperative and productive relationships with individuals and teams.

- |             |                |              |             |
|-------------|----------------|--------------|-------------|
| 1<br>Seldom | 2<br>Sometimes | 3<br>Usually | 4<br>Always |
|-------------|----------------|--------------|-------------|

/ cont

Opinions and information shared with individuals are clear, complete, and respect the sensitivities, values, and feelings of others.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

The learner honours promises and undertakings made to others within agreed timeframes.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

The learner identifies and acknowledges the expertise of others and uses this in work applications.

1 Seldom	2 Sometimes	3 Usually	4 Always
-------------	----------------	--------------	-------------

Comments:

Verifier signature: \_\_\_\_\_

Date: \_\_\_\_\_

Telephone contact: \_\_\_\_\_

Thank you for your assistance.

## Manager Verification Form

**To: Manager**

\_\_\_\_\_ (name of learner) is currently being assessed toward Unit Standard 8493 Lead individuals and teams. Your knowledge of the learner's work performance is sought to confirm that the learner regularly meets the performance standards listed below.

Please indicate ✓ or ✗ whether or not the learner meets the following standards regularly. Use the 'Comments' section to give examples or to elaborate on your judgment.

**Part A Identify and utilize leadership and individual working styles**

- Desired behaviours that are consistent with the organizations vision and values are modeled.
- Different personal and working styles of individuals and teams are identified and utilized to achieve defined goals and objectives.
- Leadership styles are chosen and utilized to influence others to achieve organizational goals in a manner congruent and consistent with the organisation's vision, values and purpose.
- Styles used fit the situation at hand and ensure others are committed and enthusiastic and effective in achieving organizational goals.
- Leadership styles are used appropriately to gain maximum motivation and job satisfaction of individuals and teams.
- Where styles are incongruent with the organisation's values, goals and objectives, individuals and teams are supported to achieve congruence in a manner that meets the requirements of all parties.

**Comments:**

/ cont

**Part B Establish individual and team performance expectations and standards.**

- Performance standards and expectations are agreed and established in consultation and negotiation with the relevant individuals and teams, and aligned with business plans, customer, and defined organizational requirements.
- Agreed performance standards and expectations are clear and concise, specify the activities to be performed, and the standard to which they are to be performed.
- Performance standards and expectations are recorded and documented in a format and time frame which meets individual, team, and defined organization requirements.
- Individuals affected by the agreed performance standards and expectations are informed and kept up to date with any changes in the standard within scheduled time frame.
- Individuals and teams are encouraged to accept responsibility for their areas of influence and are provided with the authorities, responsibilities, training and accountabilities to do so in a manner which reflects the complexity of the work.

**Comments:**

/ cont

**Part C Provide leadership of individuals and teams**

- Ownership of work by the individual and/or team is negotiated and accepted by all parties and aligns with organizational requirements.
- Efforts and actual and potential contributions of individuals and teams are recognized and valued.
- Opportunities to coach individuals and teams are utilized to enhance performance.
- Individuals and teams are supported to take calculated risks by assessing alternatives and choosing the most effective alternative in the current situation.
- Individuals and teams produce high quality results consistent with the organization's goals and resources.
- Mutual trust is built with individuals and teams and within teams.
- Individuals and teams are involved in decision making in a way that promotes the achievement of organizational goals and values.
- New ideas, concepts, paradigms and opportunities are offered to stimulate rethinking of old ways of doing things, and so that obstacles that seemed insurmountable are redefined, avoided or overcome.

**Comments:**

/ cont

**Part D Enhance working relationships with colleagues and work associates.**

- Open, honest, co-operative, and productive relationships with individuals and teams are established and maintained.
- Opinions and information exchanged and shared with individuals are clear, complete, and respect the sensitivities, values, and feelings of the end user.
- Promises and undertakings to others are honoured, taking into account other priorities and commitments, within agreed timeframes.
- Expertise of others is identified, acknowledged, and, where required, applied to work activities with due recognition given.

**Comments:**

Signed: \_\_\_\_\_

Date: \_\_\_\_\_

Contact telephone number: \_\_\_\_\_

Thank you for your assistance.

## Assessment Guide

The following guide will be used to assess your competence in unit standard 8493 version 2:  
Lead individuals and teams.

<b>Task / Element</b>	<b>Evidence Required</b>	<b>Judgment</b>	
<p><i>Task 1 / Element 1</i></p> <p>This task involves the learner in describing his/her leadership style.</p> <p>Descriptions may be given orally or in writing.</p>	<p>The learner describes his/her leadership style, using the questions provided to help structure their description.</p> <p>All 5 questions are answered.</p>	<p>A comprehensive description of the learner's leadership style is given, based on the 5 questions provided.</p> <p>Key concepts of one model of leadership are discussed correctly.</p>	<p>Yes / No</p> <p>Yes / No</p>
<p><i>Task 2 / Elements 2, 3 &amp; 4</i></p> <p>This task involves the learner in discussion about how the learner establishes performance expectations and standards, and how they enhance working relationships.</p>	<p>The learner continues to describe his/her leadership style by focusing on Activities 1 – 3 of this task.</p> <p>The assessor uses the 'Assessor Checklist' to document this task.</p>	<p>Comprehensive descriptions are given based upon the three activities.</p> <p>Descriptions given for Tasks 1 &amp; 2 result in the completion of the 'Assessor Checklist.'</p> <p>Assessor sights supportive documentation.</p>	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>
<p><i>Task 3 / Elements 1, 2, 3 &amp; 4</i></p> <p>This task involves the learner in initiating independent verification of his/her leadership style.</p> <p>Verification forms are given to team members and manager.</p>	<p>The learner provides at least two team members with copies of the 'Participant Verification Form' for completion and forwarding directly to the assessor.</p> <p>Learner gives a copy of the 'Manager Verification Form' to their manager.</p>	<p>Two completed 'Participant Verification Forms' are received.</p> <p>Nearly all ratings are 3 or 4.</p> <p>Completed 'Manager Verification Form' confirms that the learner regularly meets checklist standards.</p>	<p>Yes / No</p> <p>Yes / No</p> <p>Yes / No</p>

## Assessment Results

### Assessment Task One

A comprehensive description of the learner's leadership style is given. Yes / No

Key concepts of one model of leadership are discussed correctly. Yes / No

### Assessment Task Two

Comprehensive descriptions related to elements 2 – 4 are given. Yes / No

Descriptions result in the completion of the 'Assessor Checklist.' Yes / No

### Assessment Task Three

Two completed 'Participant Verification Forms' are received which are supportive of learner performance. Yes / No

Completed 'Manager Verification Form' confirms that learner regularly meets checklist standards. Yes / No