



INTERMEDIATE  
APPRENTICESHIPS

STUDENT GUIDE

LEVEL 2 NVQ CERTIFICATE IN  
TEAM LEADING (03366)

# STUDENT GUIDE

## INTRODUCTION

You are about to start an OCR Level 2 NVQ Certificate in Team Leading. We wish you every success and hope that this will be one of many OCR qualifications which you take throughout your life.

This guide has been designed to give you information about:

- the aims and structure of your qualification
- the people who will be involved in your qualification and what they will do
- the assessment process you will go through in order to gain your qualification
- how to plan, collect and organise information to show that you are competent at your job
- the evidence you have to collect to show you can work to those standards
- any extra forms you will use to help you



## ARE YOU STUDYING THIS QUALIFICATION AS PART OF AN INTERMEDIATE APPRENTICESHIP

The framework describes the qualifications that an apprentice has to achieve to successfully complete an Apprenticeship.

The components in this Apprenticeship are:

	COMPETENCE	TECHNICAL KNOWLEDGE	**TRANSFERABLE SKILLS	EMPLOYMENT RIGHTS AND RESPONSIBILITIES	PERSONAL LEARNING AND THINKING SKILLS
Level 2 (215-235 GLH)	Level 2 NVQ Certificate in Team Leading	Level 2 Certificate in Team Leading	Maths Level 1 English Level 1 ICT Level 1	Embedded in Knowledge Based Element	The Personal Learning and Thinking skills has been mapped to the units of the knowledge and competence qualifications.  Personal Learning and Thinking Skills not applicable in Wales.

This qualification satisfies the competence element required to complete an Intermediate Apprenticeship in Team Leading.

## ABOUT THIS QUALIFICATION

This qualification is aimed at individuals who have responsibility for the work of others, as they lead a team. It is suitable for people who are entering a management role, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills, for example, providing leadership for a team, encouraging innovation, allocating and checking work.

### QUALIFICATION AIMS

This qualification recognises the skills and competences of candidates in the workplace and provides individuals with the opportunity to demonstrate the competences needed for a career as a team leader. The units encompass a broad range of competencies from the management and leadership sector.

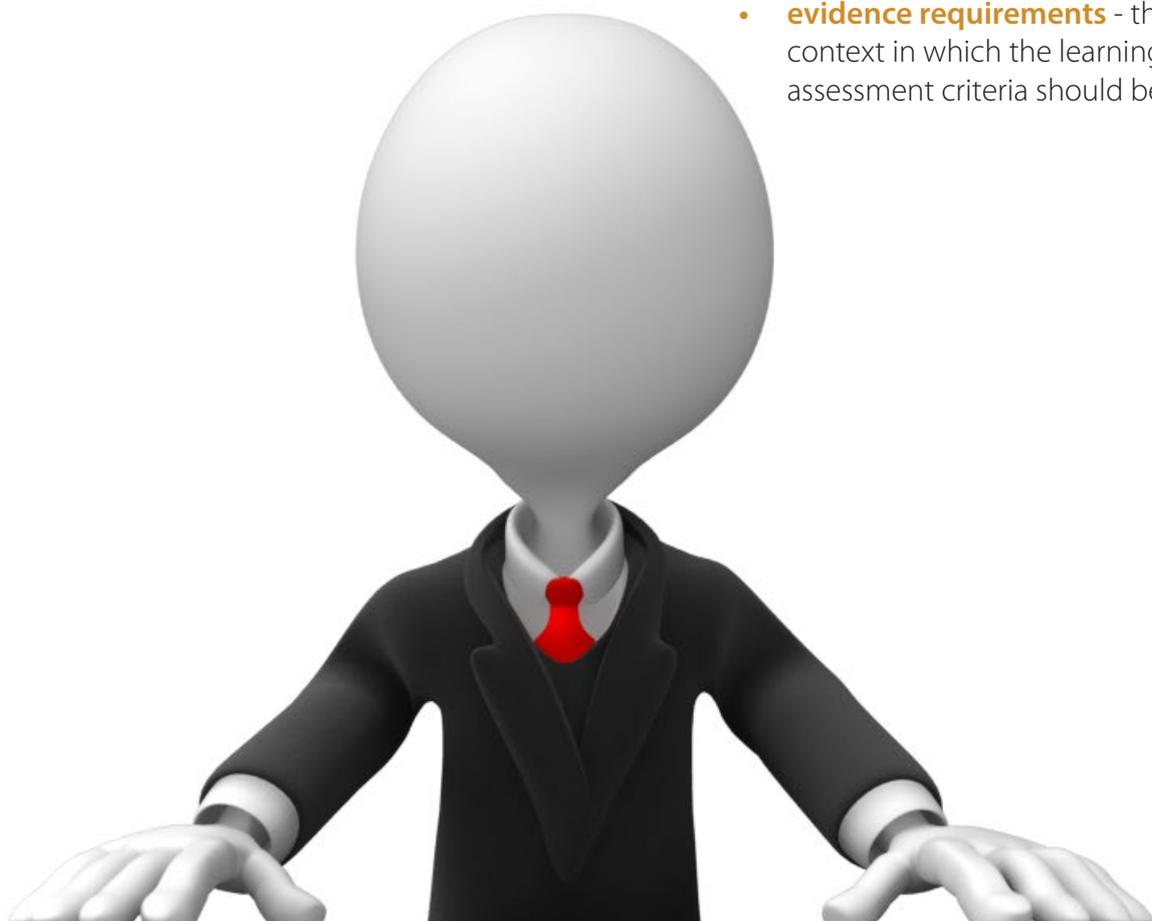
### QUALIFICATION STRUCTURE

This qualification is made up of smaller units which can be selected according to your requirements. All of the units provide details of how they relate to the National Occupational Standards. There are two types of units:

- **Mandatory units** – this covers core information for the qualification and must be completed
- **Optional units** – you will be able to choose from a number of optional units. You will receive help to choose the best optional units to match your job or interests.

Each unit has:

- **a unit aim** - this explains what the unit is all about and relates the unit content to typical tasks you may carry out
- **learning outcomes** - these set out what you are expected to know, understand or be able to do as a result of the learning process
- **assessment criteria** - these detail the requirements that you will be assessed against in order to evidence the learning outcomes
- **evidence requirements** - these detail the context in which the learning outcomes and assessment criteria should be met.



## WHO WILL BE INVOLVED IN YOUR QUALIFICATION

Assessment of your qualification is carried out at your centre. Your centre may be your place of work, a college, training agency or combination of these. The people involved in the assessment process are listed below.

An **assessor** (this may be your manager at work) will:

- Help you plan and organise your workload and evidence
- Ask questions and provide feedback
- Examine your portfolio of evidence
- Assess your knowledge and understanding
- Judge when you meet the required standard

An **internal verifier**:

- is employed by your centre to maintain the quality of assessment within the centre
- will visit your place of work to see you being assessed and may wish to speak with you
- will check the assessment of your portfolio of evidence
- will check your assessor is following correct assessment procedures.

An **external verifier**:

- is contracted by OCR to ensure that your centre meets the required standard
- will make visits to your centre to observe assessment and examine evidence in portfolios
- may wish to speak with you as part of this process
- will check the centre is following the correct assessment and verification procedures.

### Witnesses

These are normally people in your workplace who regularly see you doing your job and know how your job should be done. As you plan your assessment with your assessor you will be asked to think about who these people are. They may be your supervisor or line manager.



## ASSESSMENT

In order for you to effectively progress towards meeting the requirements of each assessment criterion, teachers/tutors must make sure that the supporting knowledge and understanding requirements for each criterion are fully addressed.

When your assessor is satisfied that you have met all of the requirements for a unit, they must confirm this by signing an evidence record sheet for that unit to show that the assessment process is complete.

### INITIAL ASSESSMENT

Before you begin this qualification, you must have received some form of initial assessment. Initial assessment determines your starting point. It identifies any competence or knowledge you already have, and also shows where there are any gaps in your knowledge. Initial assessment is undertaken to help plan your progress through this qualification because it allows your assessor to help you understand the best place to start collecting evidence. It will also identify units which you might have difficulty finishing.

Your assessor will spend time with you at the start of your programme making sure that you:

- are taking the right level of qualification
- understand which mandatory units you have to take
- have chosen the optional units you want to take
- understand what you need to know or learn to gain the qualification
- understand what you have to do to collect evidence to meet the required standard
- agree an assessment plan
- agree and sign a learning contract.

### ASSESSMENT PLANNING

Your assessor will agree a number of issues with you including:

- finding the best source of evidence to use
- finding the best way of assessing you
- confirming the best times, dates and places for the assessments to take place.

Your assessor will make a note of their assessment planning and regularly give you feedback.

With your assessor you will make and agree an assessment plan. This will show:

- the units the plan covers
- when you will be observed
- where you will be observed
- what you will be doing
- what evidence you will produce.

Your assessor will be looking to find tasks which will produce evidence for more than one unit. You may be able to produce evidence for more than one unit at a time.

The assessment plan is very important as it will help you prepare for the assessment. You may need to agree with other people when you are to be assessed, especially if you work in a team. You must let your supervisor or manager know so that, as far as possible, your work does not change on the day the assessment is planned.

Each time you prepare with your assessor for an assessment in your workplace, you will make an assessment plan. You will review, update and amend your plan many times as you progress through your qualification. This is called the assessment planning cycle.

## ASSESSMENT EVIDENCE

There are various assessment methods that can be used as evidence for this qualification. These will be explained in more detail in the next section of this guide.

## ASSESSMENT FEEDBACK

Your assessor will give you specific feedback on your performance after assessment. You will also meet regularly to review your progress and evidence, and update your assessment plan.

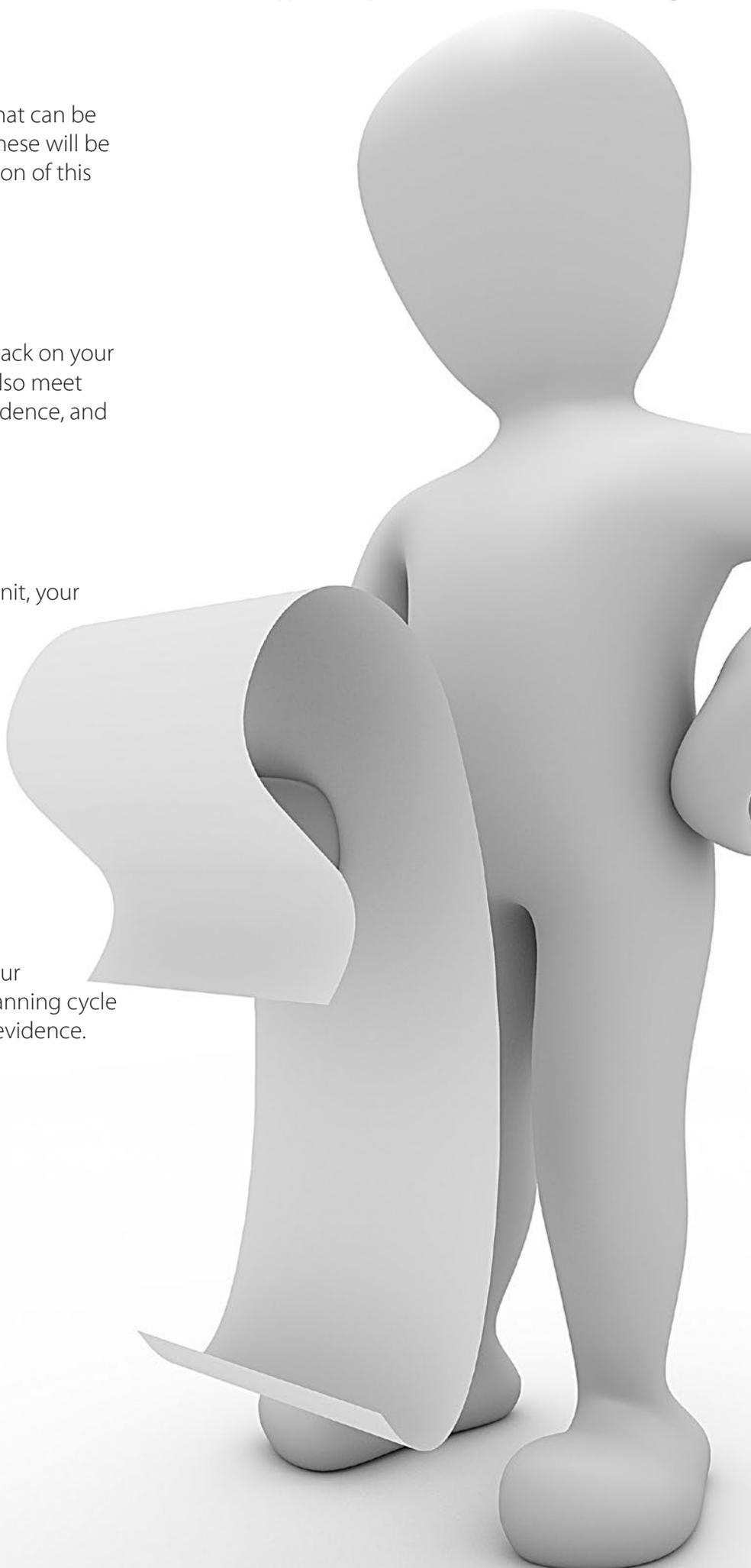
## ASSESSMENT DECISIONS

When you think you have completed a unit, your assessor will make the final assessment decision. Remember that you must provide enough evidence to meet all the criteria in every unit you are claiming. You must meet all of the learning outcomes and assessment criteria.

Your assessor's decision will be either

- that you are competent or
- that you are not yet competent.

If you are not yet competent, you and your assessor will return to the assessment planning cycle and decide how you can collect further evidence.



## RECORDING EVIDENCE

It has been agreed that the following assessment methods are most suitable for this qualification:

- **direct observation** of practice by an assessor or by the expert witness for occupational specific units
- **examination** of evidence by an assessor
- **questioning** by an assessor
- professional **discussion** with an assessor.

In some situations, the assessor may speak to you to provide evidence of your performance and knowledge (see **Professional discussion**).

### DIRECT OBSERVATION OF PRACTICE

Direct observation is where the assessor watches what you are doing. They check your practice against the assessment criteria to determine if you are meeting the given standard.

You and your assessor should plan direct observations of practice together but it is the assessor's responsibility to record the observation properly.

After the observation has taken place, the assessor needs to record an assessment decision and the justification for the decision. The assessor must also give you feedback on your practice and the decision made.

### EXAMINATION OF EVIDENCE

This is where the assessor reviews the evidence you have produced to see if it meets the assessment criteria.

Evidence can be:

- a reflection of how you carried out a process
- the product of your work
- a product relating to your competence.

For example:

The process that you carry out could be recorded in an observation or witness testimony. It is the assessor's responsibility to determine if the evidence you submit for assessment meets the requirements of the qualification.

Your work could be: notebook entries, completed forms, computer records, statements obtained, or reports completed. After the assessor has examined the evidence, the assessor must record an assessment decision and the justification for the decision. The assessor must also give you feedback on your evidence and the decision made.

### QUESTIONING

Your assessor may question you or your witness for the assessment of these qualifications.

Questioning is normally an ongoing part of the assessment process, and is necessary to:

- test your knowledge of facts and procedures
- check if you understand principles and theories
- collect information on the type and purpose of the processes you have gone through.

Your assessor will record assessment decisions after they have questioned you. They will record enough information to justify the decisions they make. This does not mean that assessors will record, word for word, the questions put to you and the answers you give. However, assessors will record enough information about what they asked and how you replied to allow the assessment to be verified.

Questioning witnesses is normally an ongoing part of validating written witness statements. However, questioning witnesses should not just be used for this purpose. Assessors should be able to speak to witnesses and record, in whatever way is suitable, the verbal statements of these witnesses. A record of verbal statement is a form of witness statement and could provide valuable evidence to confirm your performance over a period of time.

## PROFESSIONAL DISCUSSION

Professional discussion is a structured, planned and in depth discussion recorded by your assessor. It allows you to demonstrate your skills, knowledge and understanding through discussing the evidence and showing how it meets the requirements of the qualification. The assessor will guide the discussion by using open questioning, active listening and knowledge of the requirements of the assessment criteria.

## WITNESS STATEMENTS/TESTIMONIES

Witness testimonies can be used as evidence of your performance. Such testimonies can be made verbally to the assessor or can be written in a short note.

If a witness provides a written statement they need to include the following information:

- your name
- the date, time and venue of the activity carried out
- a description of the activities you performed
- the date of writing the testimony
- a description of the witness' relationship to you
- their signature and job title
- their contact details (such as telephone number).

It is not appropriate for witness testimonies to contain a list of the skills to which it relates. Witnesses must direct the information in their testimonies to describing what you did. The assessor will then judge whether the activities meet the requirements. It is not acceptable for you to produce written witness testimonies for witnesses to sign.



## COPYRIGHT AND PLAGIARISM

Assessors must be confident that the work they assess is your own work. This does not mean that you must be supervised throughout the completion of all work but the assessor must exercise sufficient supervision, or introduce sufficient checks, to be in a position to judge the authenticity of your work.

Students must not plagiarise. Plagiarism is the submission of another's work as one's own and/or failure to acknowledge the source correctly. Plagiarism is considered to be malpractice and could lead to you being disqualified. It is therefore important you understand that work you submit must be your own. You may refer to research, quotations or evidence but you must list your sources.

## YOUR PORTFOLIO

We have looked at the different types of evidence you might produce for your qualification. In this section we will look at how you should record your evidence.

### THE PORTFOLIO

A portfolio is a well-organised collection of your evidence for your qualification. It can be any shape or size, depending on the type of evidence you want to have assessed. It can be paper based or in an electronic format.

Your centre will help you to decide which will be the best option for you when you start your qualification.

The portfolio belongs to you and it is your responsibility to keep it safe and secure. If the portfolio is lost or damaged you may have to reproduce some evidence, which may delay your progress towards your qualification. Your centre may arrange to store the portfolio for you if you decide this is the best way to keep it safe.

Sometimes your centre will need to store the portfolio so it can be checked by the internal and external verifiers. When you have completed your portfolio, the centre will usually keep it until the external verifier has visited. The portfolio will then be returned to you.

### BUILDING A PORTFOLIO

It is your responsibility to collect your evidence and build a portfolio. Although your centre will help you to do this, it is up to you to make sure you agree a way of organising evidence that you are happy with.

Your portfolio must show how the evidence you have collected covers the standards. It should be clearly logged and referenced, so that your assessor and verifiers can check it easily. You must show you have covered all of the learning outcomes, assessment criteria and evidence requirements in the qualification units.

We recommend that you use a simple referencing system for your evidence. You will often find that one piece of evidence can be used for more than one unit. In these cases, you should clearly cross-reference the evidence to the units and elements it covers, indicating specific assessment criteria.

There may be some evidence that you cannot put into your portfolio because it is too bulky, or because it is confidential. In these cases, you should make a note in your portfolio to explain where the evidence can be found.

## PORTFOLIO CONTENTS

Whether you have an electronic or paper-based portfolio, it will need to contain the following information:

### Introductory section:

- your personal and contact details
- your centre contact details
- the name and scheme code of your qualification
- your OCR candidate number (you get this when the centre registers you with OCR for this qualification)
- your curriculum vitae, job description or personal statement
- names and contact details of staff involved in assessing and verifying your qualification
- names and contact details of witnesses.

### Assessment section:

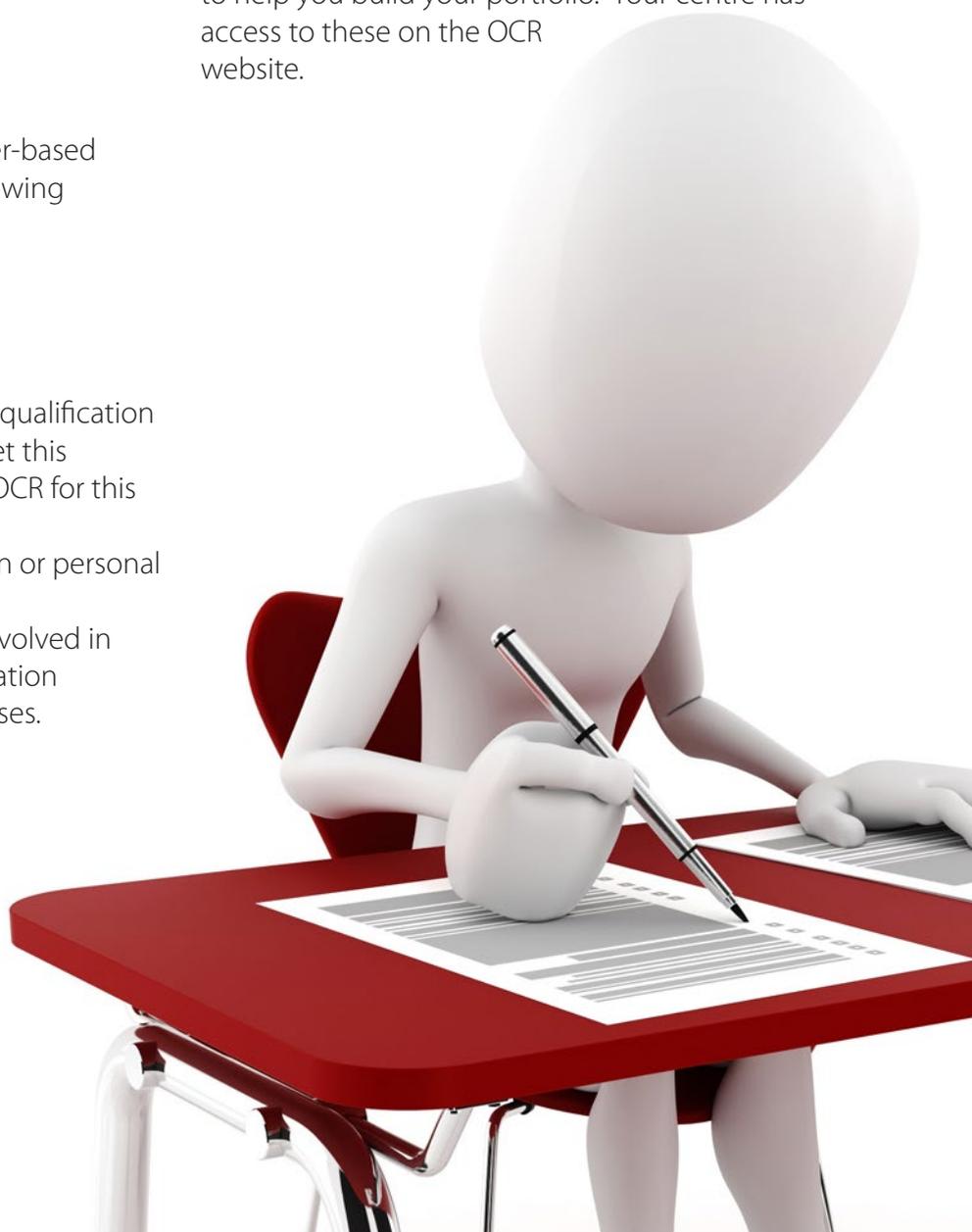
- a summary of your achievements
- an evidence log or locator to reference your evidence to the standards
- your assessment plans and reviews including
  - your assessment feedback
  - assessment decisions.

### Evidence section:

- index of evidence
- your pieces of evidence
- evidence assessment records such as records of observations and professional discussions
- records of questions and your answers
- unit progress and sign off record.

## RECORDING FORMS

There is a set of OCR Recording Forms you can use to help you build your portfolio. Your centre has access to these on the OCR website.



## JOB ROLES AND PROGRESSION

The Level 2 qualifications are ideal for those who are entering into management, or who have the ability and the opportunity to demonstrate recognisable management and leadership skills in any sector. They may already have a basic competence in a supervisory role and require recognition for a wider range of abilities.

### JOB TITLES

- Team leader
- Section leader
- Floor manager
- Helpdesk manager
- Trainee supervisor
- Team co-ordinator
- Supervisor

### PROGRESSION

Apprentices, with support and opportunities in the workplace, can progress onto the Level 3 Advanced Apprenticeship in Management. Alternatively, apprentices could progress on to other OCR Level 3 qualifications in a range of sectors, including Business and Administration, Information Technology, Customer Services or Retail.

With additional training, apprentices could progress to roles such as first line managers, section managers, assistant managers or trainee managers.



## Intermediate Apprenticeship Level 2 NVQ Certificate in Team Leading

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
<b>Mandatory unit</b>						
1	A1	Manage personal development	F/600/9469	4	2	20
2	D1	Develop working relationships with colleagues	H/600/9660	3	2	15
3	E11	Communicate information and knowledge	H/600/9724	3	2	10

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
<b>Group B Optional units</b>						
4	D5	Plan, allocate and monitor work of a team	Y/600/9669	5	3	25
5	B5	Set objectives and provide support for team members	M/600/9600	5	3	35

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
<b>Group C Optional units</b>						
6	B11	Manage or support equality of opportunity, diversity and inclusion in own area of responsibility	M/600/9628	4	3	20
7	C1	Support team members in identifying, developing and implementing new ideas	L/600/9636	4	3	20
8	D10	Manage conflict in a team	R/600/9685	3	3	20
9	D11	Lead and manage meetings	Y/600/9686	4	3	20
10	D12	Participate in meetings	H/600/9688	2	2	10

*continued...*

OCR Unit No	Sector Unit No	Unit title	Unit Reference No (URN)	Credit value	Level	GLH
11	E10	Make effective decisions	F/600/9715	3	3	10
12	E12	Manage knowledge in own area of responsibility	T/600/9730	4	3	15
13	E15	Procure supplies	L/600/9734	2	3	20
14	E17	Manage customer service in own area of responsibility	D/600/9804	4	3	25

To achieve this qualification, you must achieve a total of **17 credits** made up as follows:

**10 credits** from **Group A (mandatory)**, all of which are at Level 2.

**7 credits** from the **optional units** of which a minimum of 5 must be from the two Group B (optional) units, and a minimum of 2 credits from the nine Group C (optional) units.

# UNIT F/600/9469

## Manage personal development

The purpose of this unit is to provide you with the knowledge and understanding of managing personal development. You should be able to demonstrate that you can identify performance needs of a work role and how development activities can contribute to performance of an organisation.

The unit is divided into four outcomes:

- Be able to identify performance requirements of own work role
- Be able to measure and progress against objectives
- Be able to identify gaps in skills and knowledge in own performance
- Be able to carry out and assess activities within own development plan.



## UNIT F/600/9469

### MANAGE PERSONAL DEVELOPMENT

#### Learning Outcome 1 – Be able to identify performance requirements of own work role

##### Assessment criteria. I can:

- 1.1 Outline work role performance requirements with those they report to

#### Learning Outcome 2 – Be able to measure and progress against objectives

##### Assessment criteria. I can:

- 2.1 Identify ways that progress will be measured against own work objectives

#### Learning Outcome 3 – Be able to identify gaps in skills and knowledge in own performance

##### Assessment criteria. I can:

- 3.1 Explain knowledge and skills required for own work role
- 3.2 Identify opportunities and resources available for personal development
- 3.3 Produce a development plan to address own needs and agree with line manager



### Activity

List the main skills and knowledge required for a team leader – if you are not sure about these, you may find them in your Job Specification or Annual Appraisal record, and mark yourself against each of these using a grade 1-4, with 1 being low and 4 being high. Then ask your team members, line manager and other friendly work colleagues for honest and constructive criticism in assessing your skills and performance, using the same score card, to identify how others see you. Only ask those whom you feel will give helpful answers. This will help you to identify where you need to focus your development.

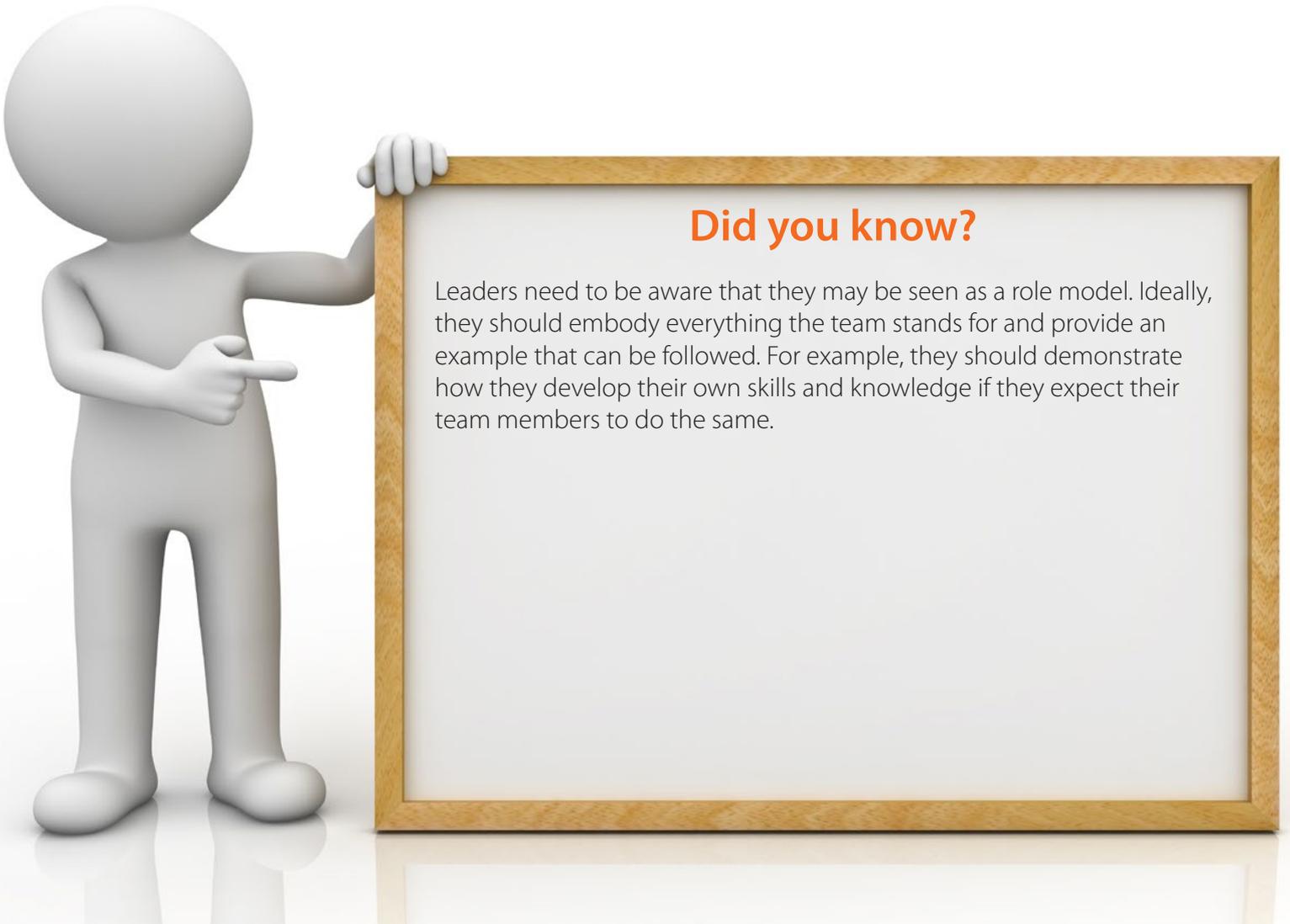
UNIT F/600/9469

## MANAGE PERSONAL DEVELOPMENT

### Learning Outcome 4 – Be able to carry out and assess activities within own development plan

#### Assessment criteria. I can:

- 4.1 Plan activities in own development plan that address identified needs
- 4.2 Collect feedback from colleagues on the result of development activities on own performance
- 4.3 Assess the success of activities carried out as part of own development plan

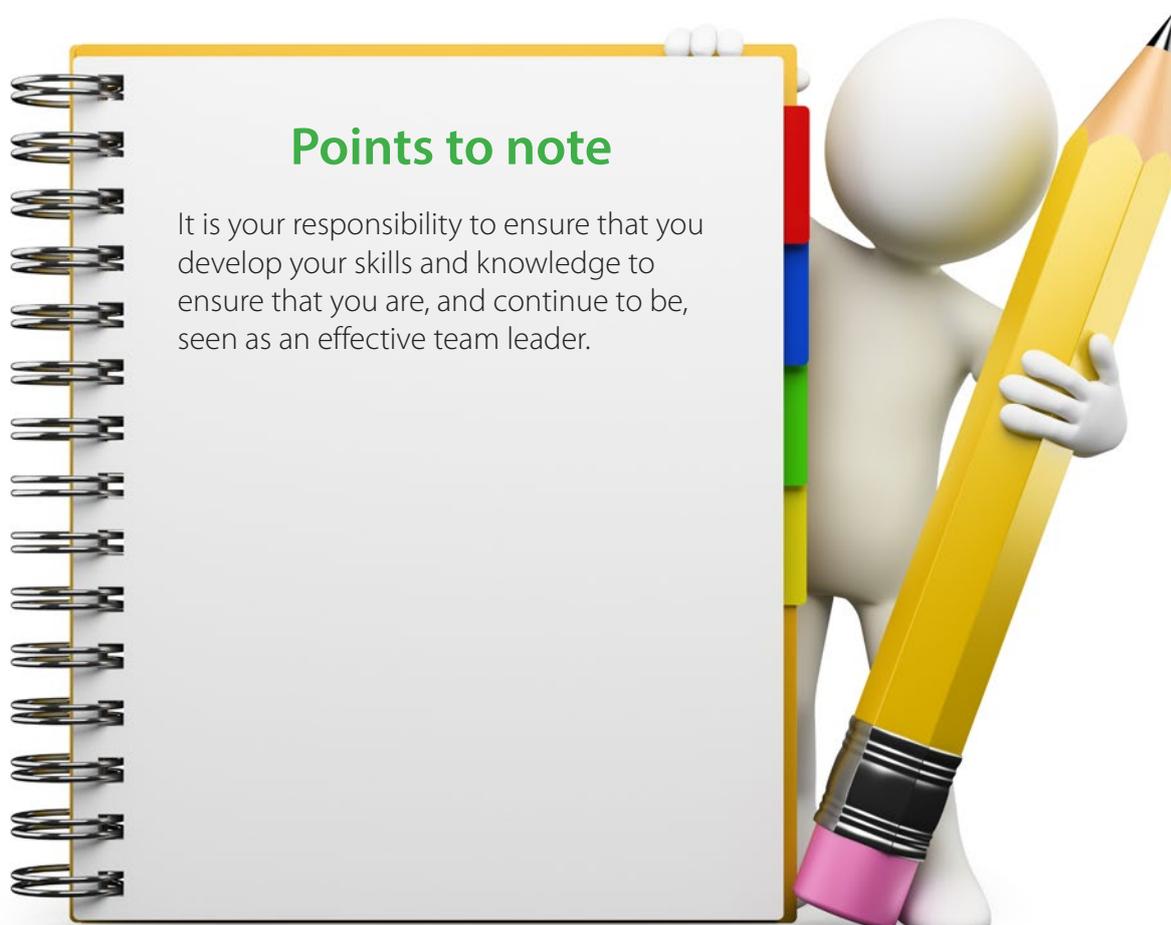


## Key terms/words

**Performance requirements.** What is expected of you by your manager and the organisation. This may include ensuring that you have the necessary skills, knowledge and attributes to lead your team – effective communication skills, motivational skills, respect for others, knowledge of what makes for a successful team, a clear understanding of the tasks to be achieved and the timescales involved, and a positive attitude.

**Work objectives.** The objectives given to your team by your line manager for which you have responsibility – these may include, for example, targets for production and quality of output of the product or service and perhaps targets for attendance or time-keeping, ensuring the team is fully trained, or reduction in faults, returns or complaints.

**Development plan.** This is a plan you produce that identifies what skills and knowledge you need to develop further to be more effective in your role and how and when you plan to gain these – based on your personal learning style. For example, you may choose, for each area of skill or knowledge identified, a specific training course, or being given guidance by a particular work colleague or perhaps, changing your own attitude or approach! The plan should explain why you need to undertake these activities, the options available and the likely costs of each as well as the benefits which will be obtained both by you and your organisation.



# UNIT H/600/9660

## Develop working relationships with colleagues

The purpose of this unit is to provide learners with the knowledge and understanding of how to develop working relationships with colleagues. It also covers the benefits of effective working relationships.

The unit is divided into five outcomes:

- Understand the benefits of working with colleagues
- Be able to establish working relationships with colleagues
- Be able to act in a professional and respectful manner when working with colleagues
- Be able to communicate with colleagues
- Be able to identify potential work-related difficulties and explore solutions.



UNIT H/600/9660

## DEVELOP WORKING RELATIONSHIPS WITH COLLEAGUES

### Learning Outcome 1 – Understand the benefits of working with colleagues

#### Assessment criteria. I can:

- 1.1 Describe the benefits of productive working relationships

### Learning Outcome 2 – Be able to establish working relationships with colleagues

#### Assessment criteria. I can:

- 2.1 Identify colleagues within own and other organisations
- 2.2 Agree the roles and responsibilities for colleagues

### Learning Outcome 3 – Be able to act in a professional and respectful manner when working with colleagues

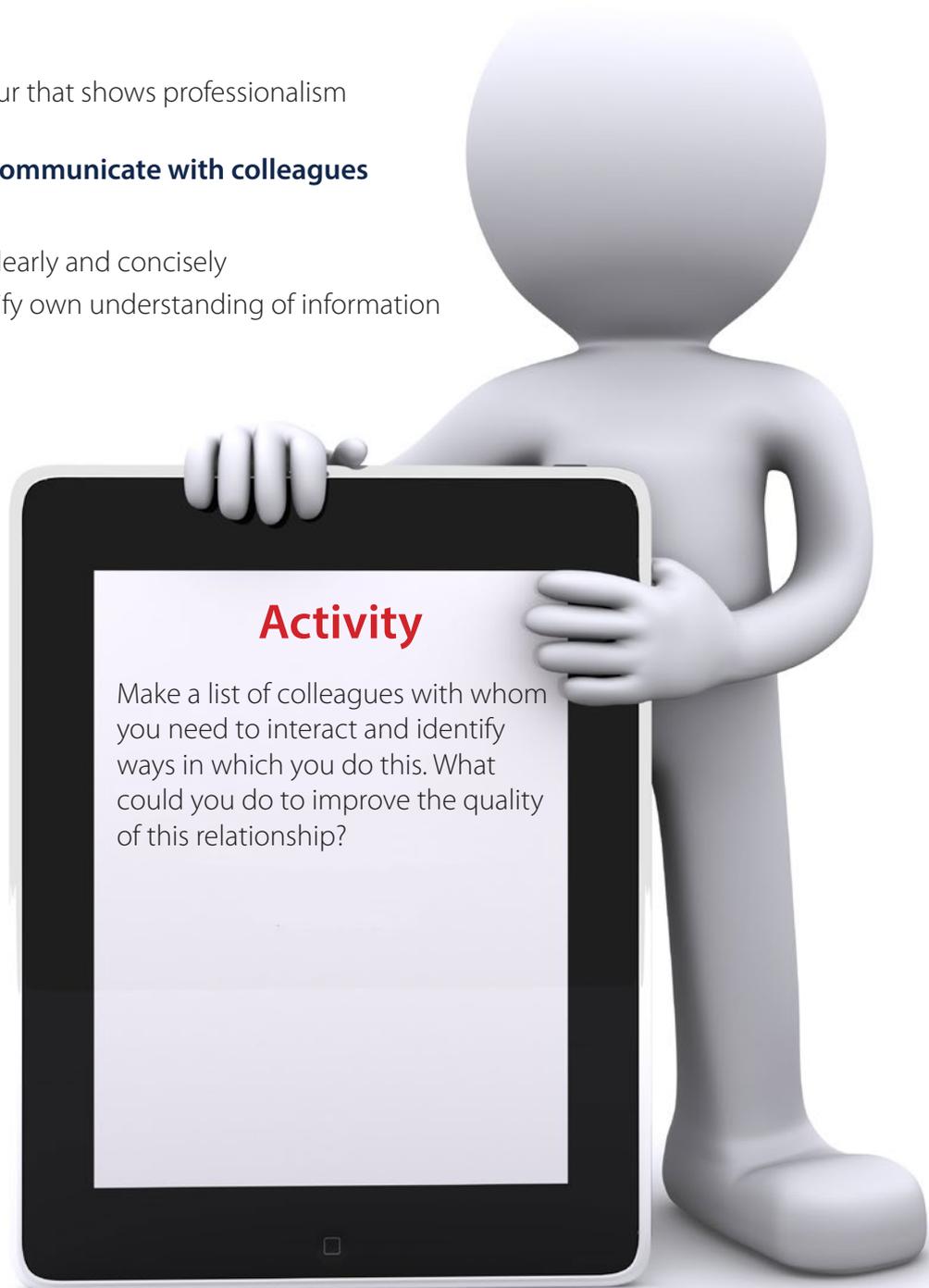
#### Assessment criteria. I can:

- 3.1 Explain how to display behaviour that shows professionalism

### Learning Outcome 4 – Be able to communicate with colleagues

#### Assessment criteria. I can:

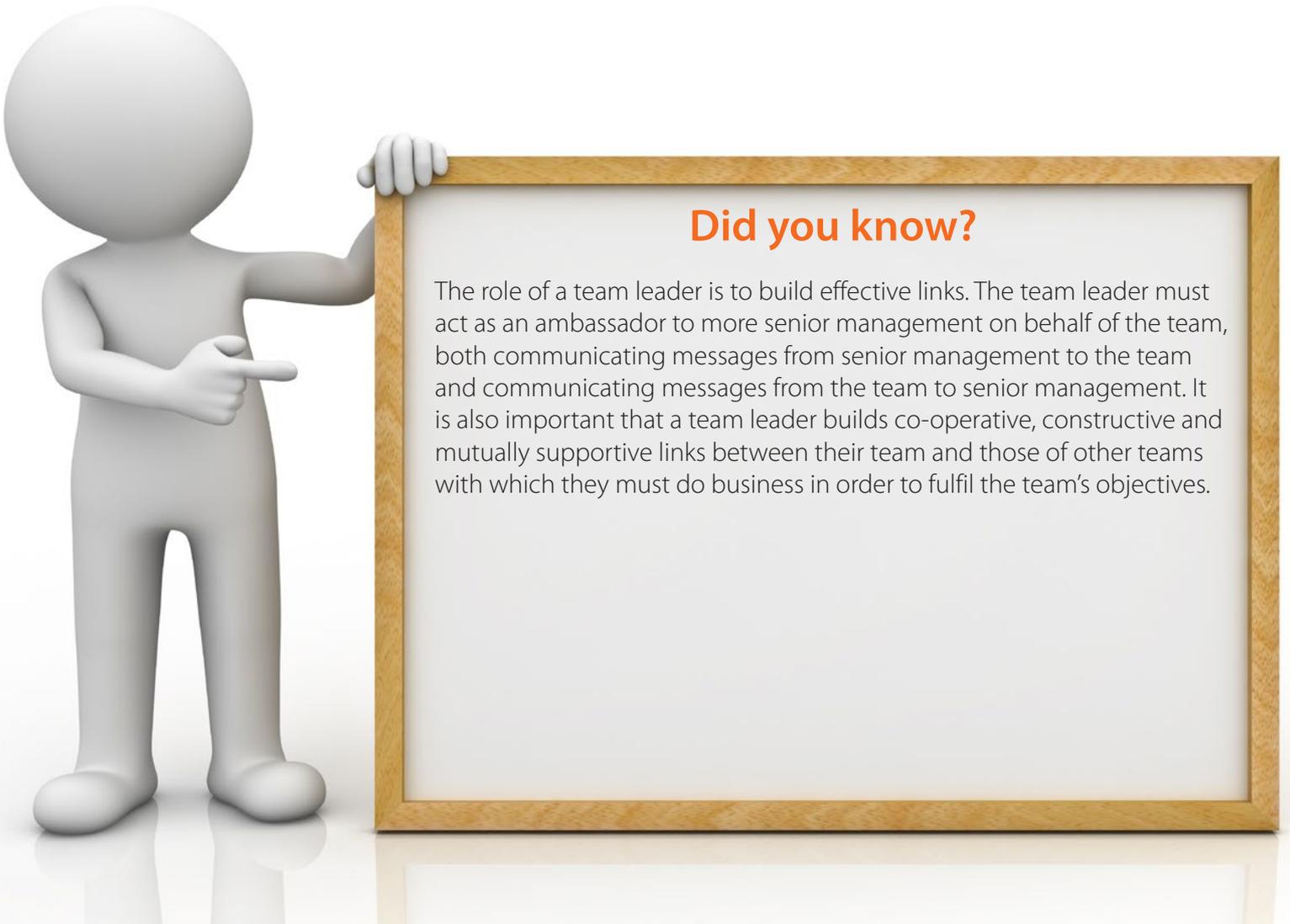
- 4.1 Identify information to others clearly and concisely
- 4.2 Explain how to receive and clarify own understanding of information



UNIT H/600/9660

**DEVELOP WORKING RELATIONSHIPS WITH COLLEAGUES****Learning Outcome 5 – Be able to identify potential work related difficulties and explore solutions****Assessment criteria. I can:**

- 5.1 Identify potential work-related difficulties and conflicts of interest
- 5.2 Explain how to resolve identified potential difficulties

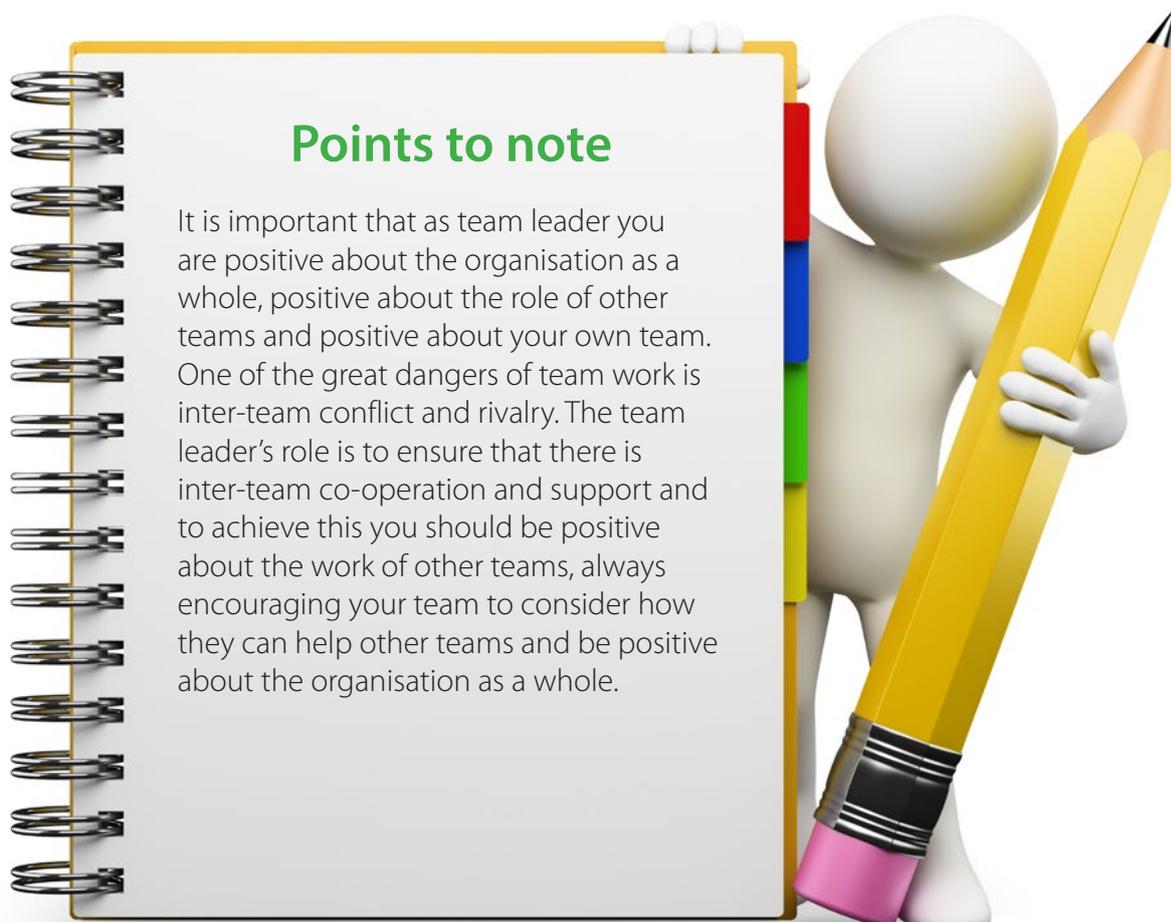


## Key terms/words

**Colleague.** Someone within your own or another organisation with whom you work either directly or indirectly.

**Working relationship.** Is the professional relationship you have with work colleagues; it should be a relationship of mutual respect, openness, helpfulness and trust. A productive working relationship allows you to discuss openly and frankly what other people need to know, and to contribute upwards (and sideways) without fear of reprisal.

**A professional and respectful manner.** Is one in which you behave in a way that shows respect for the knowledge and skills of others, and their roles and responsibilities in relation to your own. It involves communication that meets the needs of colleagues, is clear as to purpose, is concise and to the point, and is timely.



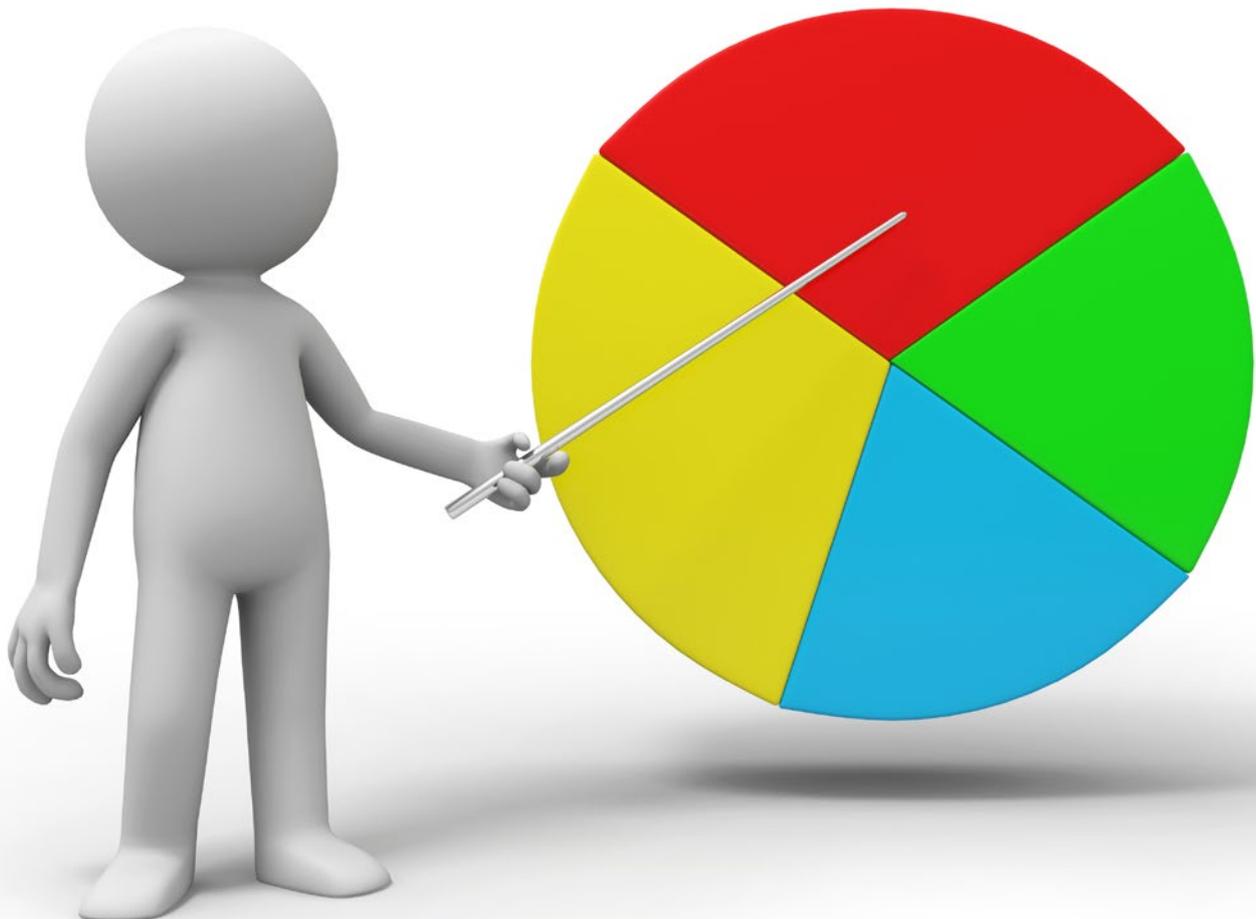
# UNIT H/600/9724

## Communicate information and knowledge

This unit aims to ensure that you are able to communicate selected information and knowledge to a target audience using appropriate communication techniques and methods.

The unit is divided into four outcomes:

- Be able to identify the information required, and its reliability for communication
- Be able to understand communication techniques and methods
- Be able to communicate information and knowledge using appropriate techniques and methods
- Be able to adapt communication techniques and methods according to target audience response.



UNIT H/600/9724

## COMMUNICATE INFORMATION AND KNOWLEDGE

### Learning Outcome 1 – Be able to identify the information required, and its reliability for communication

#### Assessment criteria. I can:

- 1.1 Be able to identify the information required, and its reliability for communication
- 1.2 Identify the target audience requiring the information and knowledge

### Learning Outcome 2 – Be able to understand communication techniques and methods

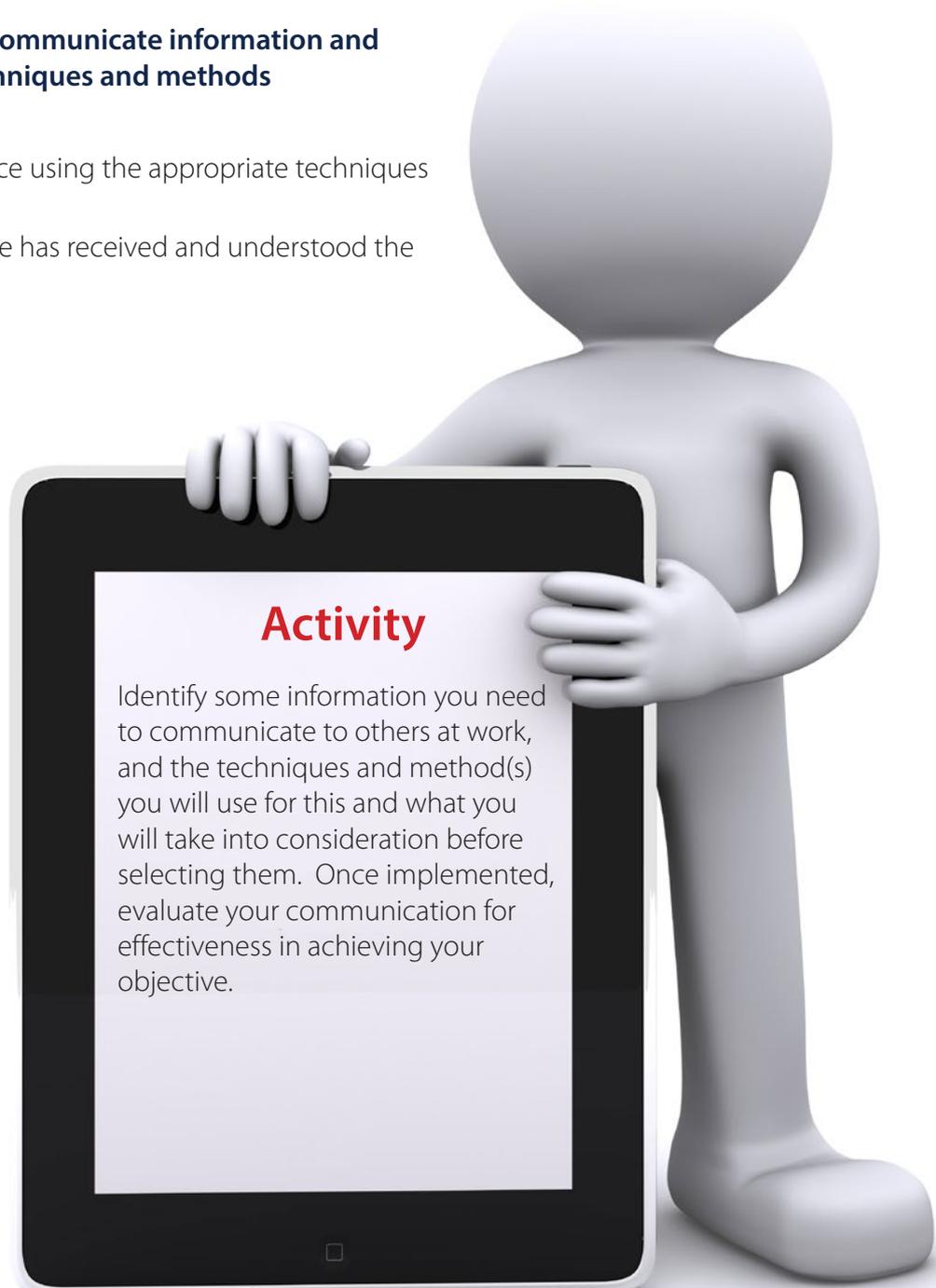
#### Assessment criteria. I can:

- 2.1 Identify what techniques and methods can be used to communicate information and knowledge
- 2.2 Explain how to select the most appropriate techniques and methods

### Learning Outcome 3 – Be able to communicate information and knowledge using appropriate techniques and methods

#### Assessment criteria. I can:

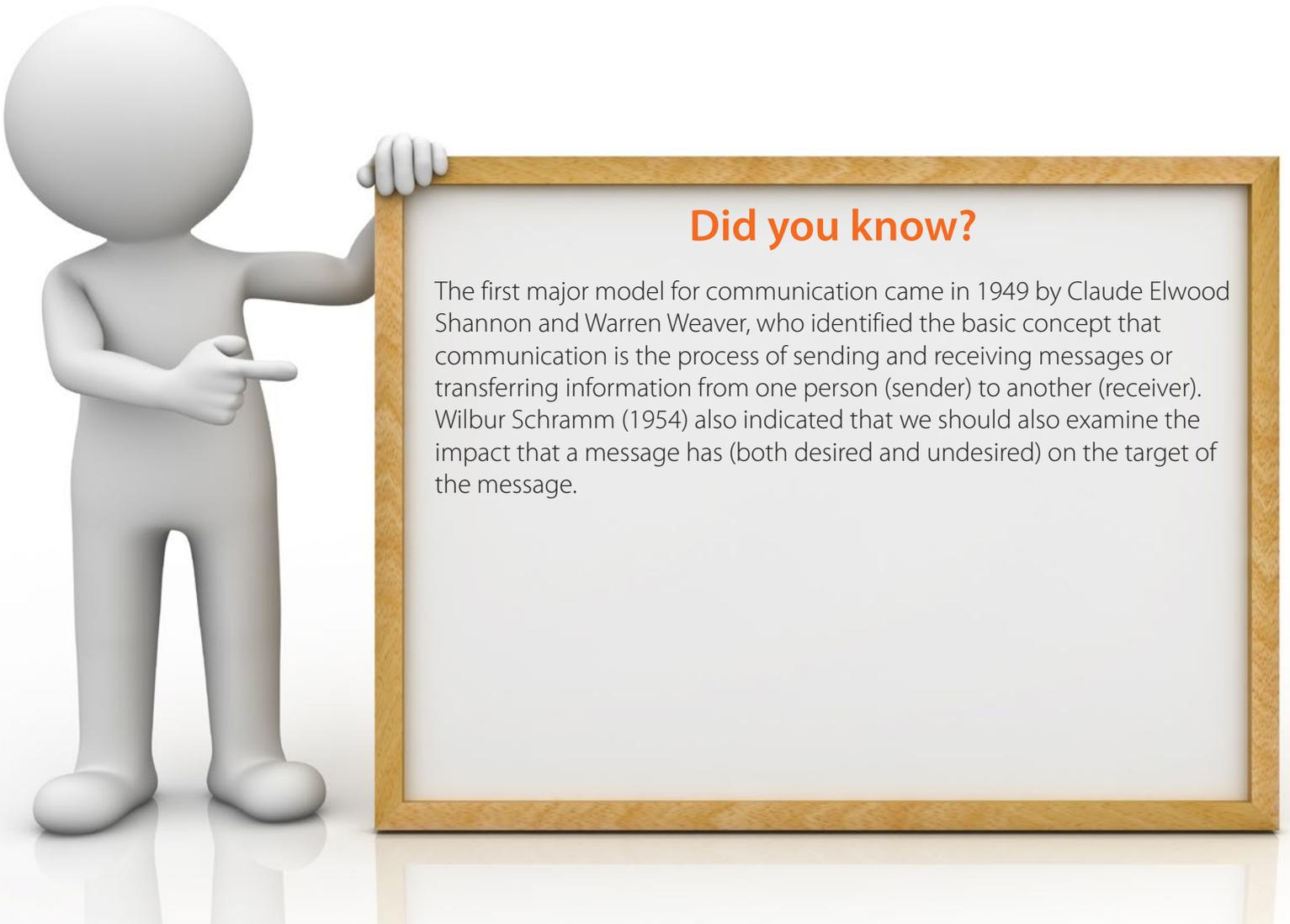
- 3.1 Communicate to target audience using the appropriate techniques and methods
- 3.2 Explain how the target audience has received and understood the information communicated



UNIT H/600/9724

**COMMUNICATE INFORMATION AND KNOWLEDGE****Learning Outcome 4 – Be able to adapt communication techniques and methods according to target audience response****Assessment criteria. I can:**

- 4.1 Explain how to modify communication techniques and methods in response to verbal or non-verbal feedback

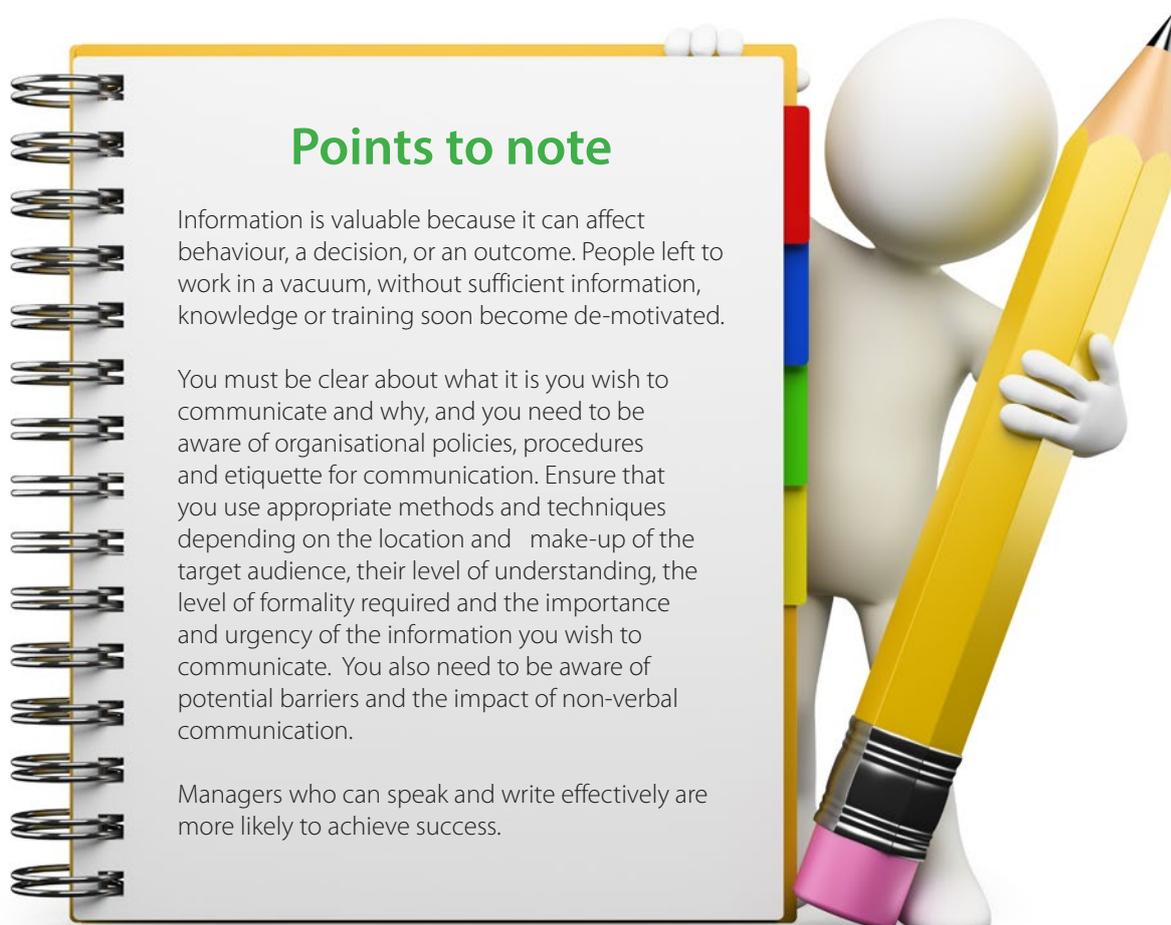


## Key terms/words

**Communicate.** To convey information; to express oneself in such a way that one is readily and clearly understood.

**Communication.** Is the activity of conveying information through the exchange of thoughts, messages, or information, through speech, visuals, signals, writing, or behaviour. It is the meaningful exchange of information between two or more people.

**Information.** Data that is accurate and timely, specific and organised for a purpose, presented within a context that gives it meaning and relevance, and can lead to an increase in understanding and decrease in uncertainty.



# UNIT Y/600/9669

## Plan, allocate and monitor work of a team

This unit will help you to plan and allocate the work of a team. It also covers how to support, monitor and improve team performance.

The unit is divided into five outcomes:

- Be able to plan work for a team
- Be able to allocate work across a team
- Be able to manage team members to achieve team objectives
- Be able to monitor and evaluate the performance of team members
- Be able to improve the performance of a team.



UNIT Y/600/9669

## PLAN, ALLOCATE AND MONITOR WORK OF A TEAM

### Learning Outcome 1 – Be able to plan work for a team

#### Assessment criteria. I can:

- 1.1 Agree team objectives with own manager
- 1.2 Develop a plan for a team to meet agreed objectives, taking into account capacity and capabilities of the team

### Learning Outcome 2 – Be able to allocate work across a team

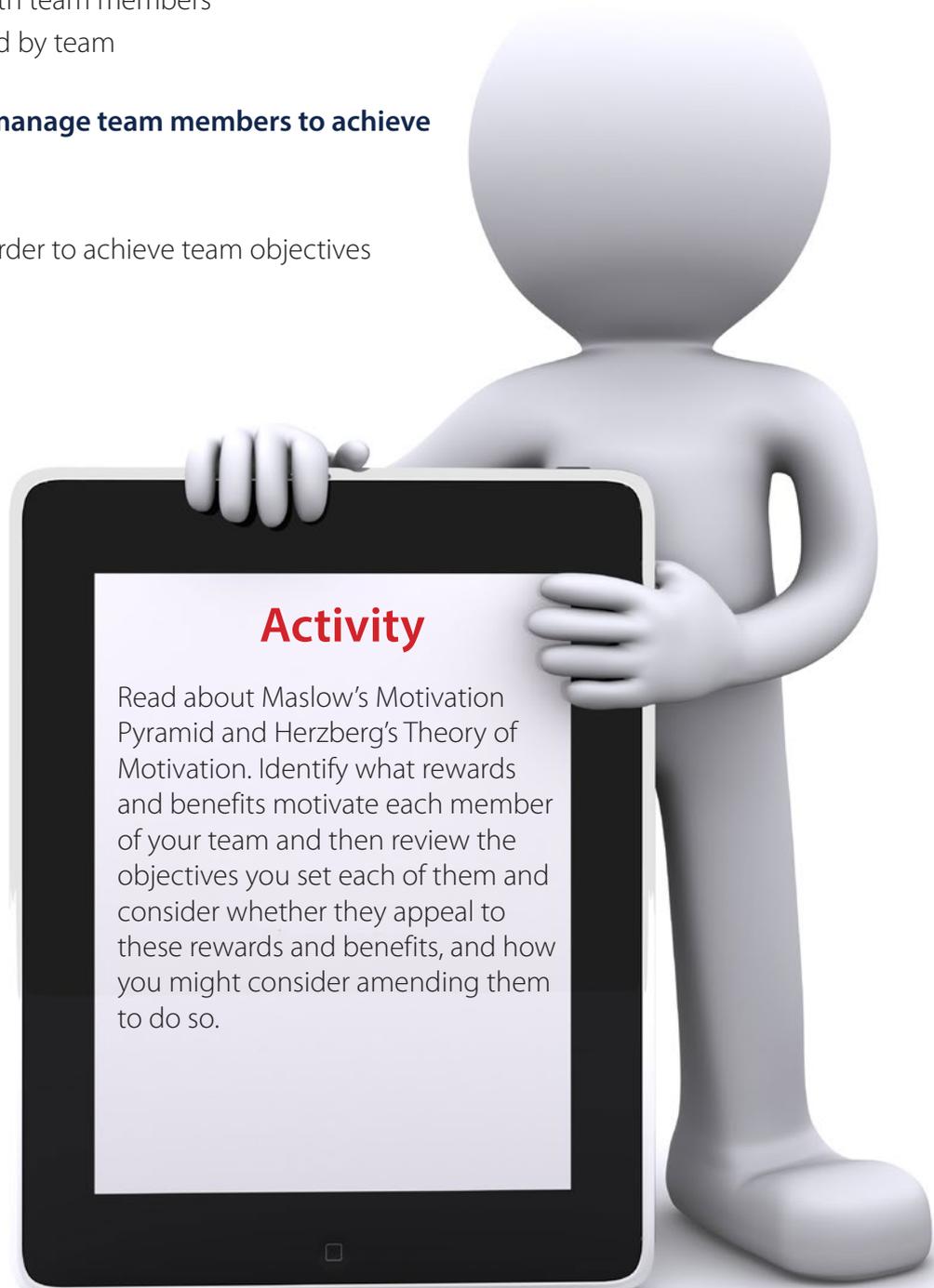
#### Assessment criteria. I can:

- 2.1 Discuss team plans with a team
- 2.2 Agree work allocation and SMART (Specific, Measurable, Achievable, Realistic and Time-bound) objectives with team members
- 2.3 Agree standard of work required by team

### Learning Outcome 3 – Be able to manage team members to achieve team objectives

#### Assessment criteria. I can:

- 3.1 Support all team members in order to achieve team objectives



UNIT H/600/9669

## PLAN, ALLOCATE AND MONITOR WORK OF A TEAM

### Learning Outcome 4 – Be able to monitor and evaluate the performance of team members

#### Assessment criteria. I can:

- 4.1 Assess team member's work against agreed standards and objectives
- 4.2 Identify and monitor conflict within a team
- 4.3 Identify causes for team members not meeting team objectives

### Learning Outcome 5 – Be able to improve the performance of a team

#### Assessment criteria. I can:

- 5.1 Identify ways of improving team performance
- 5.2 Provide constructive feedback to team members to improve their performance
- 5.3 Implement identified ways of improving team performance



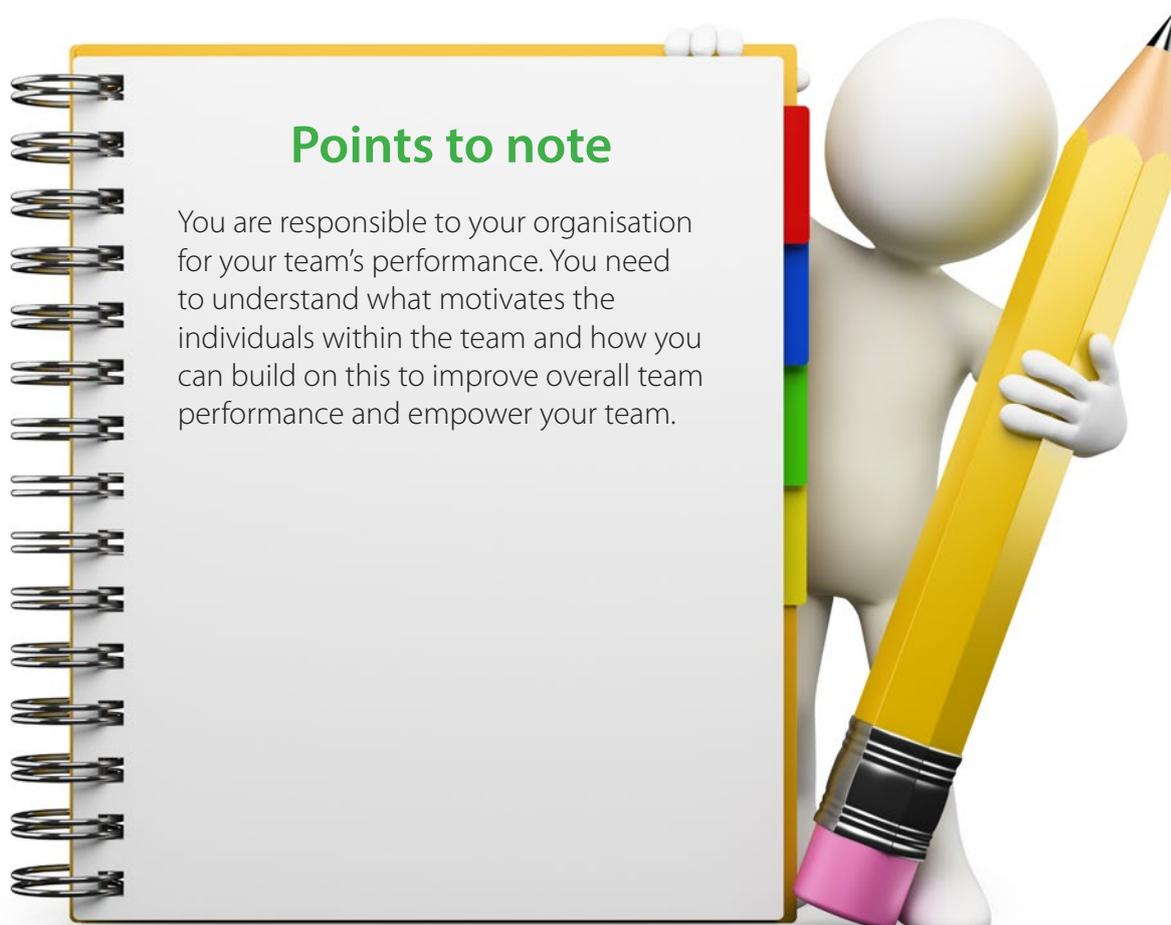
## Key terms/words

**Agree Team Objectives.** These may include, for example, targets for production and quality of output of the product or service, working within a budget, training in new legislation or processes, or levels of attendance or time-keeping, or reduction in number of faults, returns or complaints. You may need to explain, with evidence, why your team cannot, at present, meet your manager's expectations and be prepared to negotiate new objectives or request further resources in order to meet the objectives.

**Capacity and capabilities.** These will include knowing how much work can be reasonably expected of your team over a given period at present, and the current and potential capability of each individual team member.

**Monitor and evaluate performance.** Requires you to have communicated effectively with your team the objectives and standards you expect of them, and with them, to assess progress. Encouraging the team to take responsibility for this evaluation process makes it much more a part of everyday work and less of a management control exercise. Managers and teams need to agree what needs to be reviewed and evaluated, how it is to be done and how it can help the team to be more successful.

**Improve performance of a team.** This will require you to know what is preventing the team, or individuals or groups within the team, from meeting or exceeding the performance standards required. This may include problems with organisational systems, the resources available, lack of skills or knowledge, poor attitudes, or conflict. You will then need to identify what can be done to improve the situation.



# UNIT M/600/9600

## Set objectives and provide support for team members

This purpose of this unit is to provide you with the knowledge and understanding of methods to provide direction to a team. It covers communication needs to set objectives and provide support.

The unit is divided into four outcomes:

- Be able to communicate a team's purpose and objectives to the team members
- Be able to develop a plan with team members showing how team objectives will be met
- Be able to support team members identifying opportunities and providing support
- Be able to monitor and evaluate progress and recognise individual and team achievement.



## UNIT M/600/9600

### SET OBJECTIVES AND PROVIDE SUPPORT FOR TEAM MEMBERS

#### Learning Outcome 1 – Be able to communicate a team’s purpose and objectives to the team members

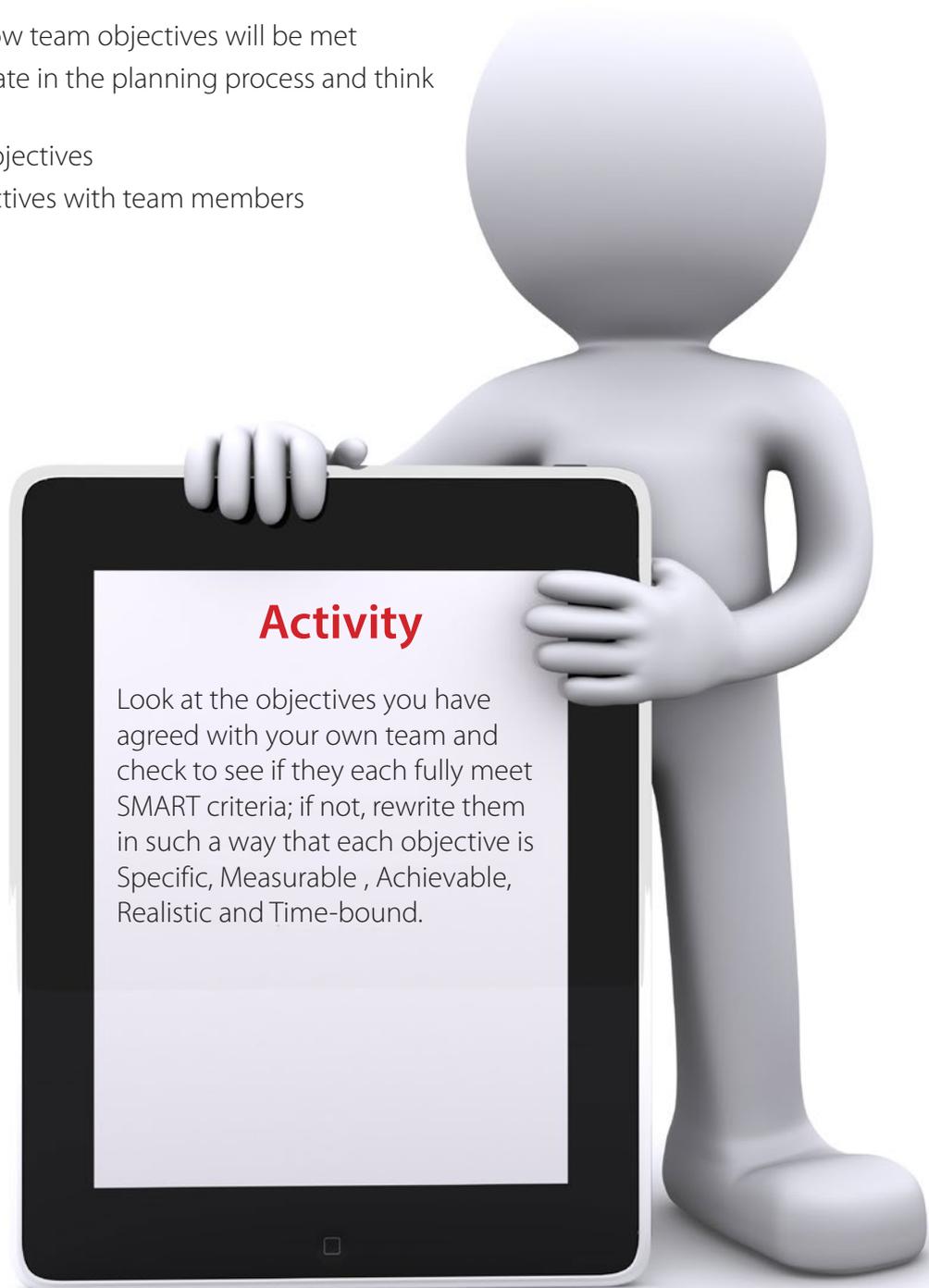
##### Assessment criteria. I can:

- 1.1 Describe the purpose of a team
- 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound)
- 1.3 Communicate the team’s purpose and objectives to its members

#### Learning Outcome 2 – Be able to develop a plan with team members showing how team objectives will be met

##### Assessment criteria. I can:

- 2.1 Discuss with team members how team objectives will be met
- 2.2 Ensure team members participate in the planning process and think creatively
- 2.3 Develop plans to meet team objectives
- 2.4 Set SMART personal work objectives with team members



UNIT M/600/9600

## SET OBJECTIVES AND PROVIDE SUPPORT FOR TEAM MEMBERS

### Learning Outcome 3 – Be able to support team members identifying opportunities and providing support

#### Assessment criteria. I can:

- 3.1 Identify opportunities and difficulties faced by team members
- 3.2 Discuss identified opportunities and difficulties with team members
- 3.3 Provide advice and support to team members to overcome identified difficulties and challenges
- 3.4 Provide advice and support to team members to make the most of identified opportunities

### Learning Outcome 4 – Be able to monitor and evaluate progress and recognise individual and team achievement

#### Assessment criteria. I can:

- 4.1 Monitor and evaluate individual and team activities and progress
- 4.2 Provide recognition when individual and team objectives have been achieved



### Did you know?

Leadership is sometimes defined as “getting other people to do what you want to do because they want to do it.” John Adair (author of ‘Effective Leadership’) does not agree. He says: ‘If it is your task, why should anyone help you to achieve it? It has to be a common task, one which in the group can share because they see that it has value for the organisation and directly, or indirectly, for themselves.’

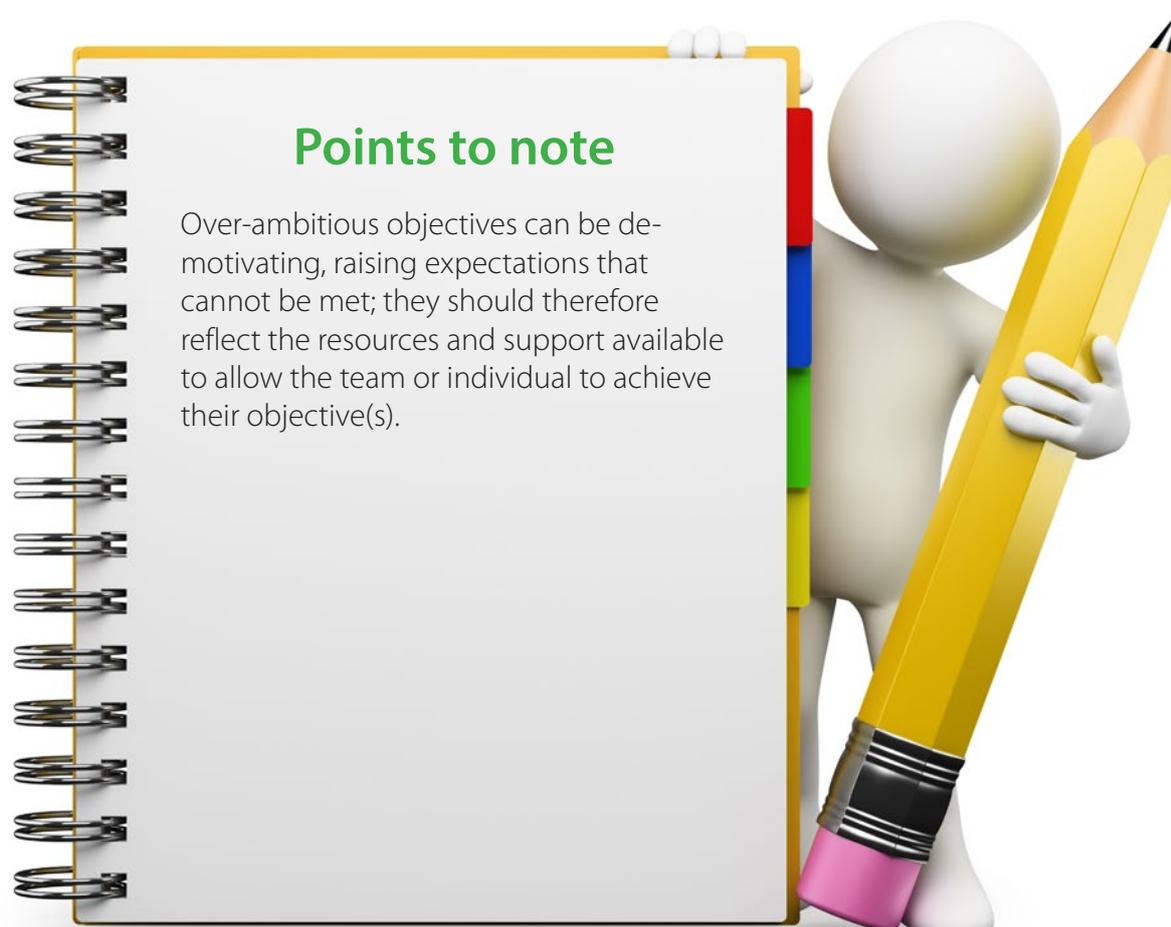
The ‘task’ is a simple way of defining what the team exists to do: its common purpose. You need to make sure that every member of the team shares an understanding of the actual purpose of the team and its objectives, believes in the outcome and sees the outcome as achievable.

## Key terms/words

**Objectives.** Are a statement that tells the individual or team what they are required to do, why they are being asked to do it and how their success will be measured. They provide a focus against which a team or individual's performance can be reviewed and assessed.

**Personal work objectives.** Should recognise the skills, knowledge and attributes of the individual whilst also providing development opportunities. It may be useful when setting individual work objectives with a team member to give them a copy of their Job Description and the outcomes of their last performance appraisal – this will help you both to see what tasks are outside the job scope and what they are simply not capable of doing. Following discussion with you, each member of the team should have a plan which outlines their personal work objectives, role and responsibilities, and know how these fit in with the rest of the team.

**Support.** Should be provided to both individuals and the team as a whole. This may take many forms but, as a minimum, everyone needs to know on a regular basis how they are doing, measured against their objectives; it may involve problem-solving or managing conflict within the team. Providing support may also include identifying when individuals are in need of extra help such as training or mentoring, or are dealing with personal issues that are impacting on their performance, and helping them to identify potential solutions.



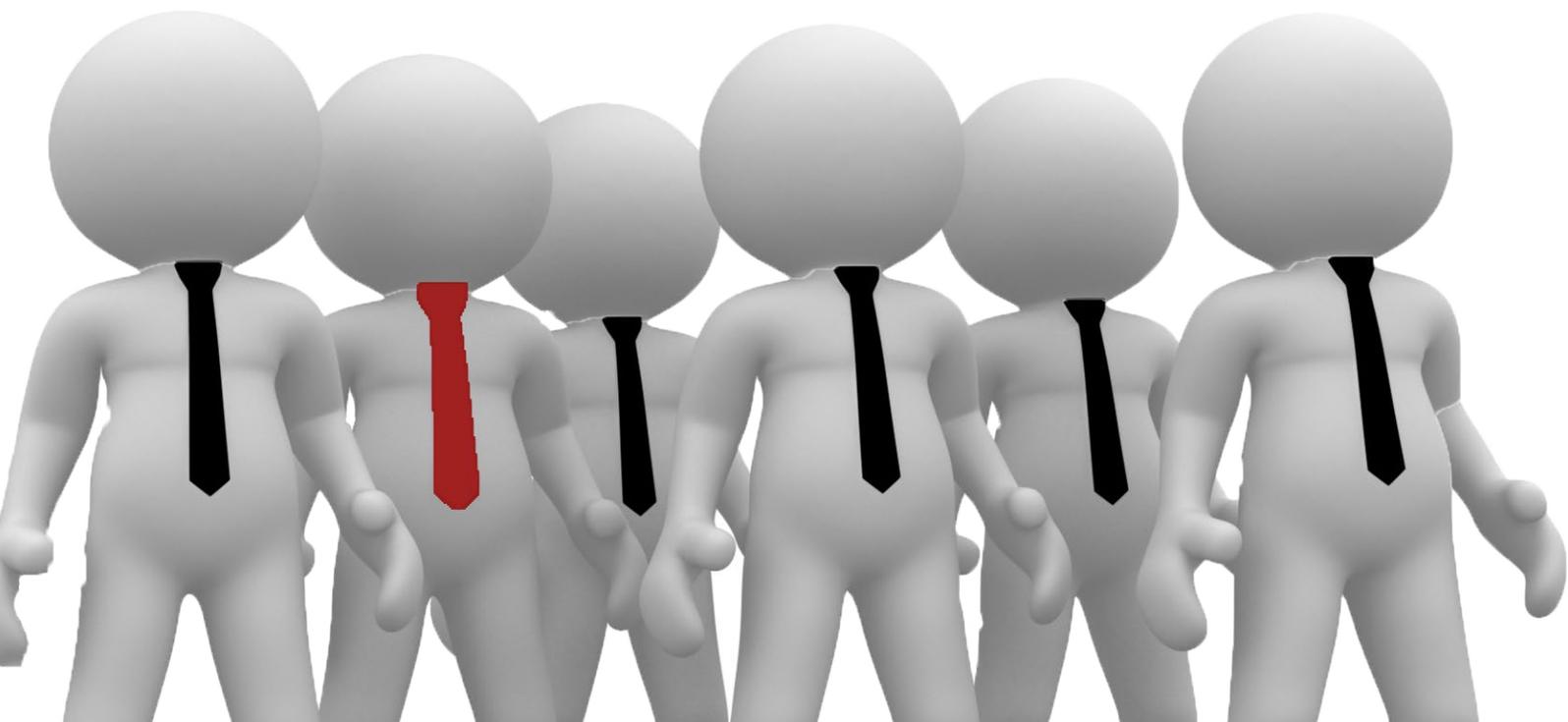
# UNIT M/600/9628

## Manage or support equality of opportunity, diversity and inclusion in own area of responsibility

This unit aims to equip you with the awareness to understand the need to ensure equality of opportunity and the benefits of diversity. You will be able to consider how to apply and actively promote equality and diversity in own area of responsibility.

The unit is divided into three outcomes:

- Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies
- Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility
- Be able to monitor equality, diversity and inclusion within own areas of responsibility.



UNIT M/600/9628

## **MANAGE OR SUPPORT EQUALITY OF OPPORTUNITY, DIVERSITY AND INCLUSION IN OWN AREA OF RESPONSIBILITY**

### **Learning Outcome 1 – Understand own responsibilities under equality legislation, relevant codes of practice and own organisational policies**

#### **Assessment criteria. I can:**

- 1.1 Explain how equality of opportunity, diversity and inclusion relate to legal, industry requirements and organisational policies
- 1.2 Describe how equality of opportunity, diversity and inclusion are considered in planning own area of responsibility

### **Learning Outcome 2 – Be able to communicate an organisation's written equality, diversity and inclusion policy and procedures in own area of responsibility**

#### **Assessment criteria. I can:**

- 2.1 Outline an organisations equality, diversity and inclusion policy and procedures



UNIT M/600/9628

## MANAGE OR SUPPORT EQUALITY OF OPPORTUNITY, DIVERSITY AND INCLUSION IN OWN AREA OF RESPONSIBILITY

### Learning Outcome 3 – Be able to monitor equality, diversity and inclusion within own areas of responsibility

#### Assessment criteria. I can:

- 3.1 Monitor how equality, diversity and inclusion activities in own area of responsibility are in line with own organisation



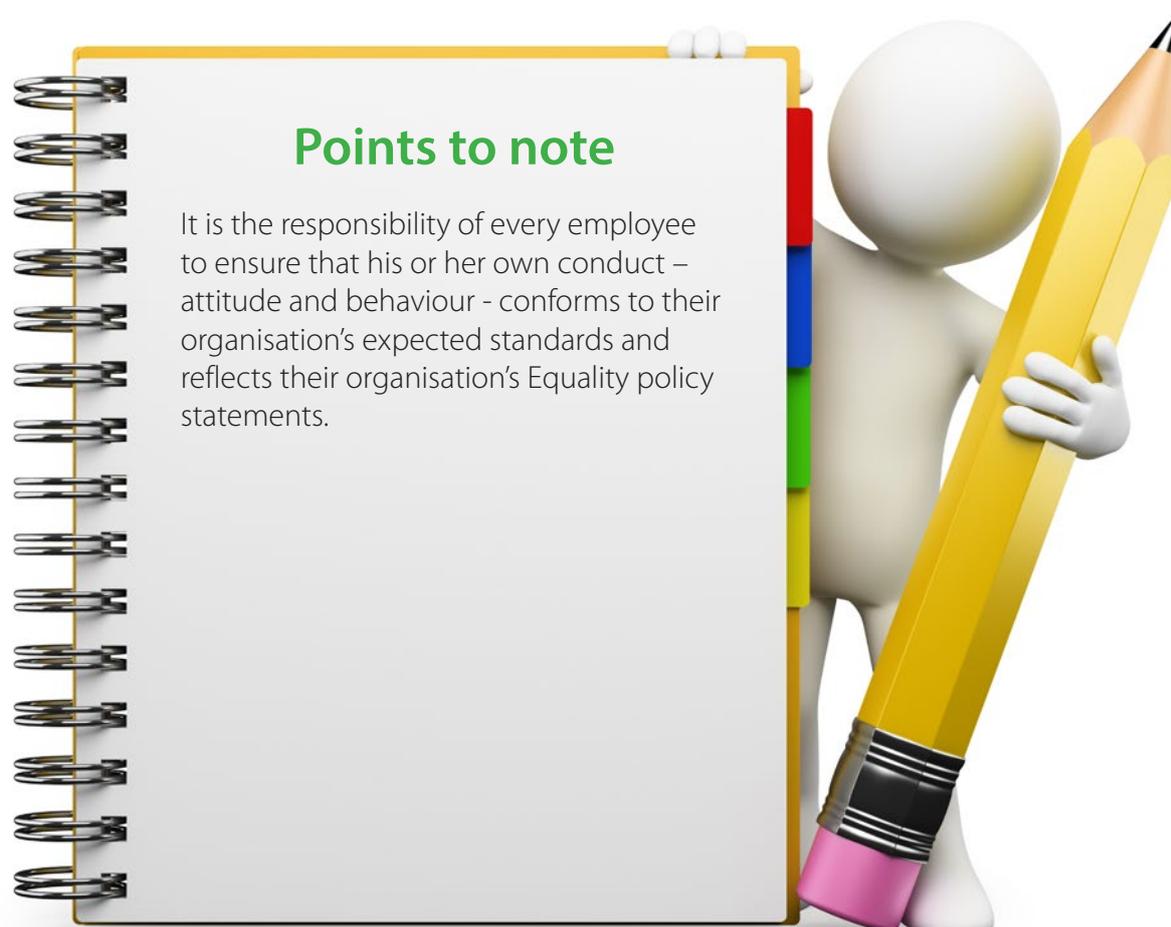
## Key terms/words

**Equality of opportunity (EO).** Is enshrined in British legislation (Equality Act 2010 and many other Acts over the previous 40 years) and every organisation is required to have an Equal Opportunities Policy. The EO law is based on fairness and requires that individuals must not be discriminated against, either directly or indirectly, because of a specific characteristic that differentiates them from another, for example, age, disability, gender, nationality, race, religion or sexual orientation.

**Diversity and inclusion.** Relates to the make-up of the group or team and the actions taken to ensure that all its members are treated fairly. Diversity covers not only those characteristics covered by Equalities legislation but may also include, for example, full time and part-time staff, home/distance workers, language or cultural differences and the experience of the individual members.

**Industry requirements.** Every industry must comply with the EO legislation but some workplaces or activities are exempt from certain elements of it. If your workplace is in this category, then this should be fully explained in your organisation's Policy.

**Organisational policy.** This is usually the policy that covers all matters relating to equality of opportunity, diversity and inclusion within the organisation and what is expected of employees. It may also include such aspects as harassment or bullying at work.



# UNIT L/600/9636

## Support team members in identifying, developing and implementing new ideas

The purpose of this unit is to provide you with the knowledge and understanding of how to support team members to identify, develop and implement new ideas. It also covers the different methods of motivation to support innovation.

The unit is divided into four outcomes:

- Be able to develop the team ideas and develop creativity of team members
- Be able to assess the viability of team members' ideas
- Be able to support team members to implement ideas
- Be able to implement team ideas.



UNIT L/600/9636

## **SUPPORT TEAM MEMBERS IN IDENTIFYING, DEVELOPING AND IMPLEMENTING NEW IDEAS**

**Learning Outcome 1 – Be able to develop team ideas and develop the creativity of team members**

**Assessment criteria. I can:**

- 1.1 Encourage team members to identify ideas
- 1.2 Record team members' ideas

**Learning Outcome 2 – Be able to assess the viability of team members' ideas**

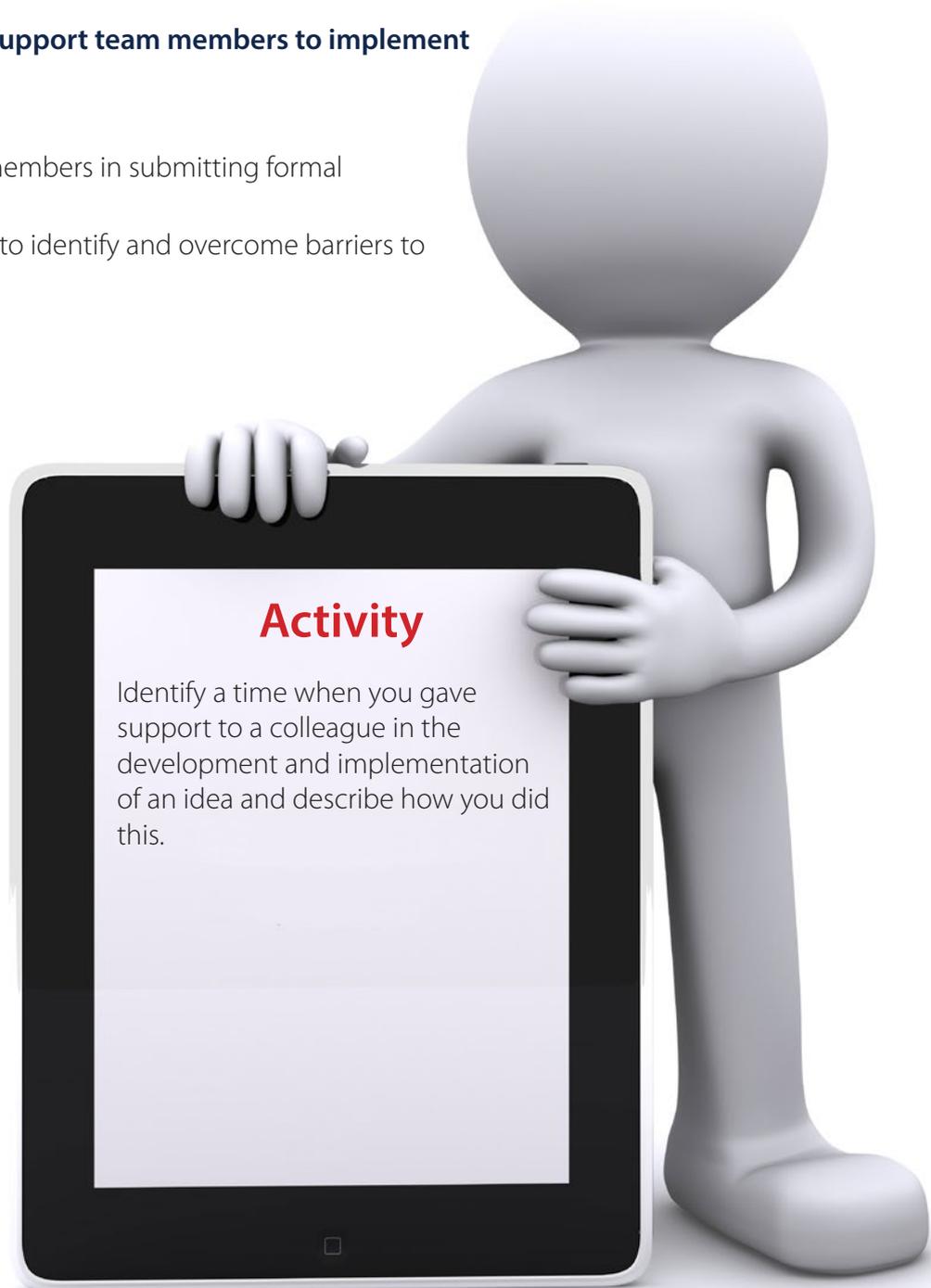
**Assessment criteria. I can:**

- 2.1 Assess with team members the potential benefits and risks associated with an idea and the resources required

**Learning Outcome 3 – Be able to support team members to implement ideas**

**Assessment criteria. I can:**

- 3.1 Explain how to support team members in submitting formal proposals for approval
- 3.2 Explain to team members how to identify and overcome barriers to implementing an idea



UNIT L/600/9636

## SUPPORT TEAM MEMBERS IN IDENTIFYING, DEVELOPING AND IMPLEMENTING NEW IDEAS

### Learning Outcome 4 – Be able to implement team ideas

#### Assessment criteria. I can:

- 4.1 Monitor the implementation of ideas by own team
- 4.2 Communicate the progress of implementation to others



### Did you know?

In 1968, Dr. Spencer Silver, a chemist at 3M in the United States, was attempting to develop a super-strong adhesive, but instead he accidentally created a “low-tack”, reusable, pressure-sensitive adhesive. For five years, Silver promoted his invention within 3M, both informally and through seminars, but without much success. In 1974, a colleague of his, Art Fry, who had attended one of Silver’s seminars, came up with the idea of using the adhesive to anchor his bookmark in his hymnbook. Fry then developed the idea by taking advantage of 3M’s officially sanctioned “permitted bootlegging” policy. 3M launched the product in stores in 1977 in four cities under the name “Press ‘n Peel”, but its results were disappointing. A year later, in 1978, 3M issued free samples to residents of Boise, Idaho, and 94 percent of the people who tried them said that they would buy the product. On April 6, 1980, the product debuted in US stores as “Post-It Notes”.

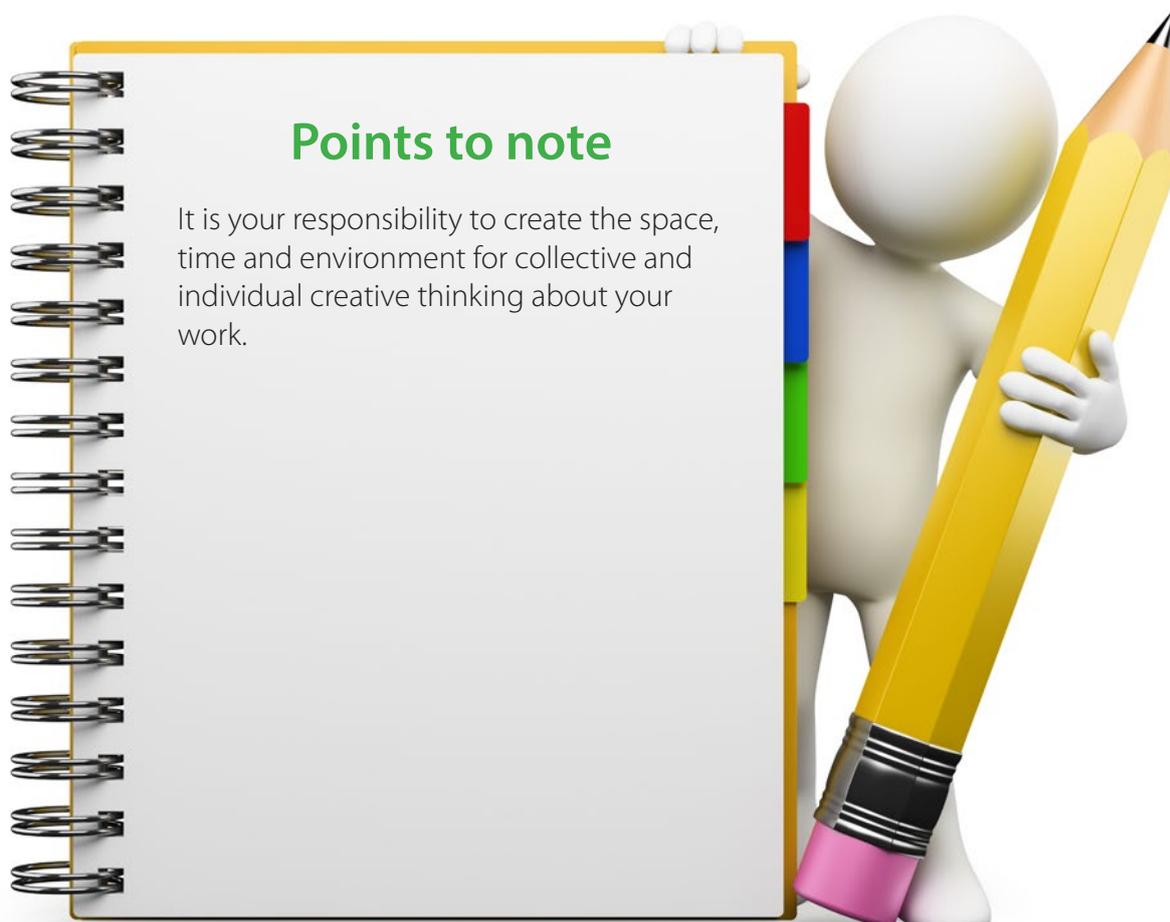
## Key terms/words

**Creativity.** Is the development of ideas – completely new ways of doing things (processes), new technology, or new services, or the improving of current processes, technology or services, or both.

**Assess viability.** Not all ideas are viable, that is, practical and reasonable. An idea may at first appear to be good, but when fully analysed it may, for example, prove too costly to implement, or breach Health and Safety rules, or have a negative effect on the work of other processes, teams or departments, be too expensive to sell or have too small a potential market to warrant its development.

**Cost versus benefits.** You will need to identify all the costs involved in implementing the new idea, remembering to consult other teams/departments if the idea impacts on them, and also the direct savings or other, indirect benefits, that will be gained from implementing the idea.

**Payback information.** Provides details of how soon the costs of implementing the new idea will be recovered by the reduced costs of the revised process and/or increased sales of the product or service.



# UNIT R/600/9685

## Manage conflict in a team

This unit will ensure that you understand how to identify potential and actual conflicts within a team and take action to resolve them.

The unit is divided into four outcomes:

- Be able to support team members' understanding of their role and position within a team
- Be able to take measures to minimise conflict within a team
- Be able to understand how to encourage team members to resolve their own conflicts
- Be able to understand legal and organisational requirements concerning conflict.



UNIT R/600/9685

## MANAGE CONFLICT IN A TEAM

### Learning Outcome 1 – Be able to support team members' understanding their role and position within a team

#### Assessment criteria. I can:

- 1.1 Communicate to team members the standards of work and behaviour expected of them
- 1.2 Explain how team members can work together and support each other

### Learning Outcome 2 – Be able to take measures to minimise conflict within a team

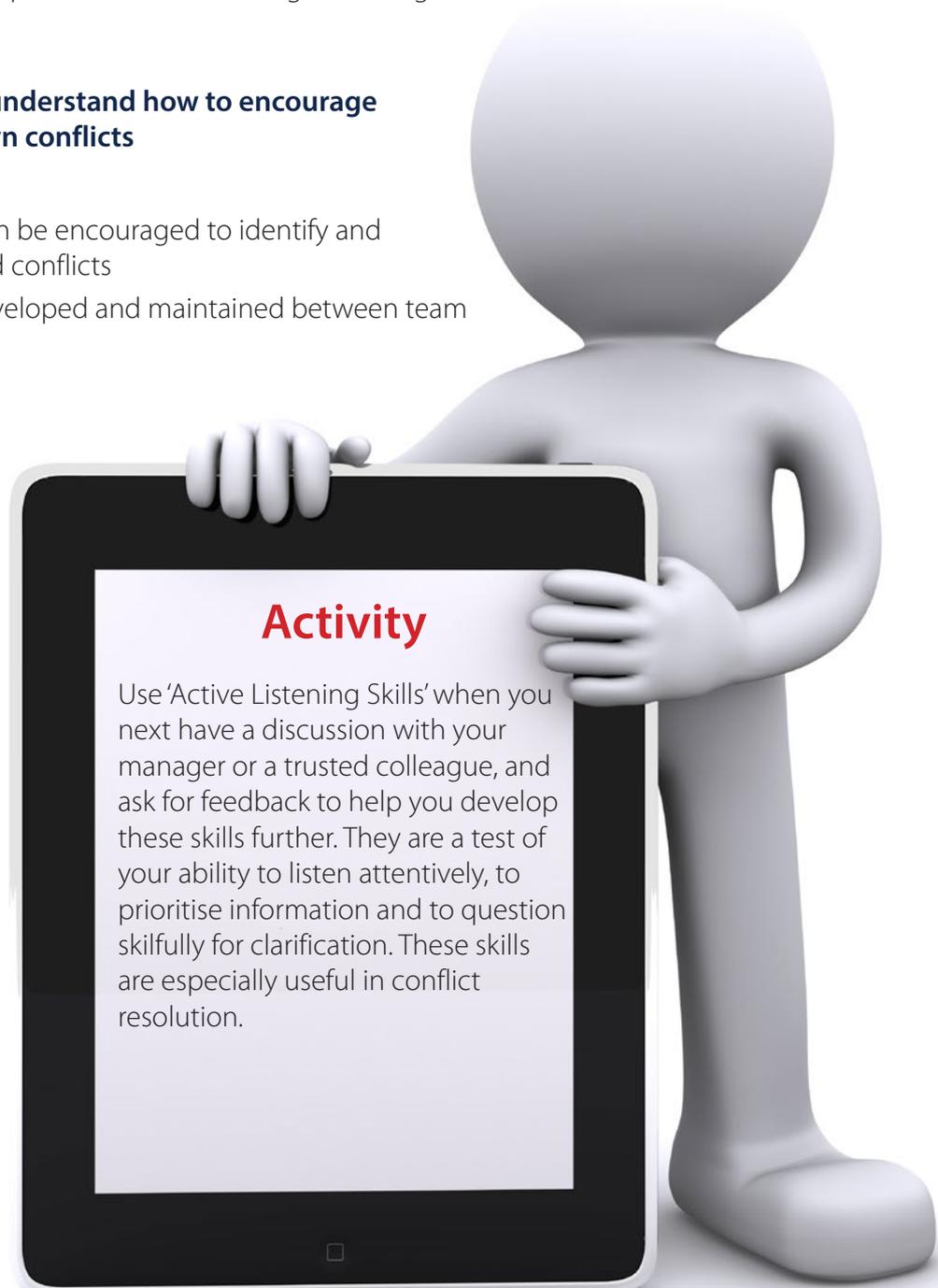
#### Assessment criteria. I can:

- 2.1 Identify issues with organisational structures, systems or procedures that are likely to give rise to conflict
- 2.2 Identify potential conflict between team members
- 2.3 Explain action required to avoid potential conflict and agree strategies for conflict resolution

### Learning Outcome 3 – Be able to understand how to encourage team members to resolve their own conflicts

#### Assessment criteria. I can:

- 3.1 Explain how team members can be encouraged to identify and resolve their own problems and conflicts
- 3.2 Explain how respect can be developed and maintained between team members



### Activity

Use 'Active Listening Skills' when you next have a discussion with your manager or a trusted colleague, and ask for feedback to help you develop these skills further. They are a test of your ability to listen attentively, to prioritise information and to question skilfully for clarification. These skills are especially useful in conflict resolution.

UNIT R/600/9685

## MANAGE CONFLICT IN A TEAM

### Learning Outcome 4 – Be able to understand legal and organisational requirements concerning conflict

#### Assessment criteria. I can:

- 4.1 Explain legal and organisational requirements concerning conflict in own team
- 4.2 Explain how to maintain complete, accurate and confidential records of conflicts and their outcomes



### Did you know?

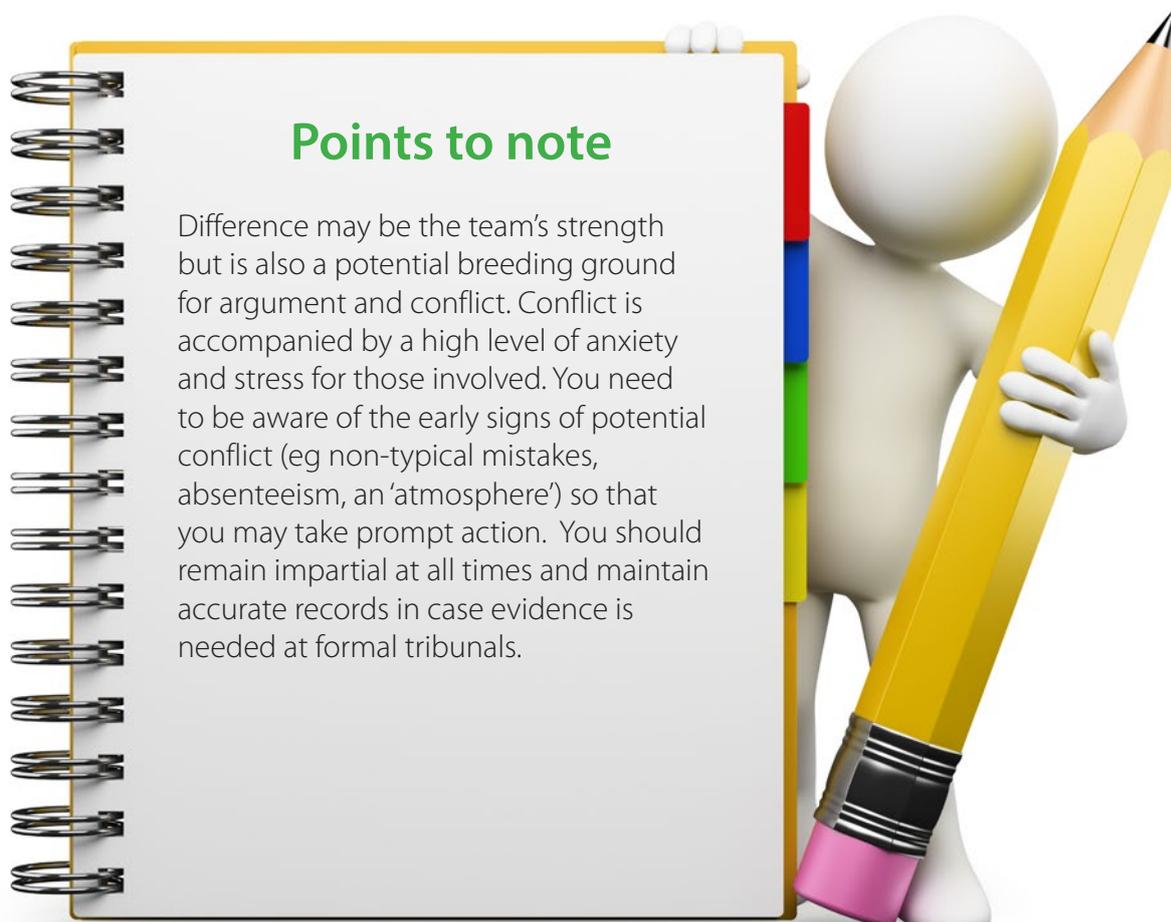
Teams are made up of people with different cultures, skills, attitudes and personalities, strengths, weaknesses, needs, interpretations and goals, and that each has an important role to play if the team is to be really effective. Effective teams view differences of opinions as positive learning opportunities; they establish procedures that allow each member's opinion to be shared and discussed constructively. Members react rationally and listen actively to the opinions expressed, they try to identify the root causes of conflict and what each party is trying to achieve. They identify specific areas of agreement and disagreement, thus avoiding a common mistake of allowing conflict problems to be generalised and therefore harder to solve. Members empathise with another's position, they use positive feedback techniques to evaluate and value each person's contribution and they strive to reach agreement on a step forward, no matter how small.

## Key terms/words

**Standards of Work and Behaviour** Those minimum requirements set by the organisation and/or the team itself, to which every team member must adhere. For example, adherence to Health and Safety regulations, the time taken to complete a task and the quality of product to be achieved, treating others with respect or being at work on time. In some organisations this may also include how people dress for work.

**Conflict.** A struggle between opposing forces. Conflict may arise when two or more people have apparently irreconcilable attitudes or opinions. If not addressed this may lead to friction within the team, and opposition to, or even the sabotaging of, new ideas. Where it is dealt with positively, conflict can be a good source of creative problem-solving.

**Conflict resolution.** The solving of the problems leading to conflict.



# UNIT Y/600/9686

## Lead and manage meetings

This unit will ensure that you are able to prepare for, lead and follow up issues identified in meetings.

The unit is divided into four outcomes:

- Be able to prepare to lead a meeting
- Be able to manage meeting procedures
- Be able to chair a meeting
- Be able to undertake post-meeting tasks.



UNIT Y/600/9686

## LEAD AND MANAGE MEETINGS

### Learning Outcome 1 – Be able to prepare to lead a meeting

#### Assessment criteria. I can:

- 1.1 Perform activities needed to be carried out in preparation for leading a meeting
- 1.2 Produce documentation in support of activities

### Learning Outcome 2 – Be able to manage meeting procedures

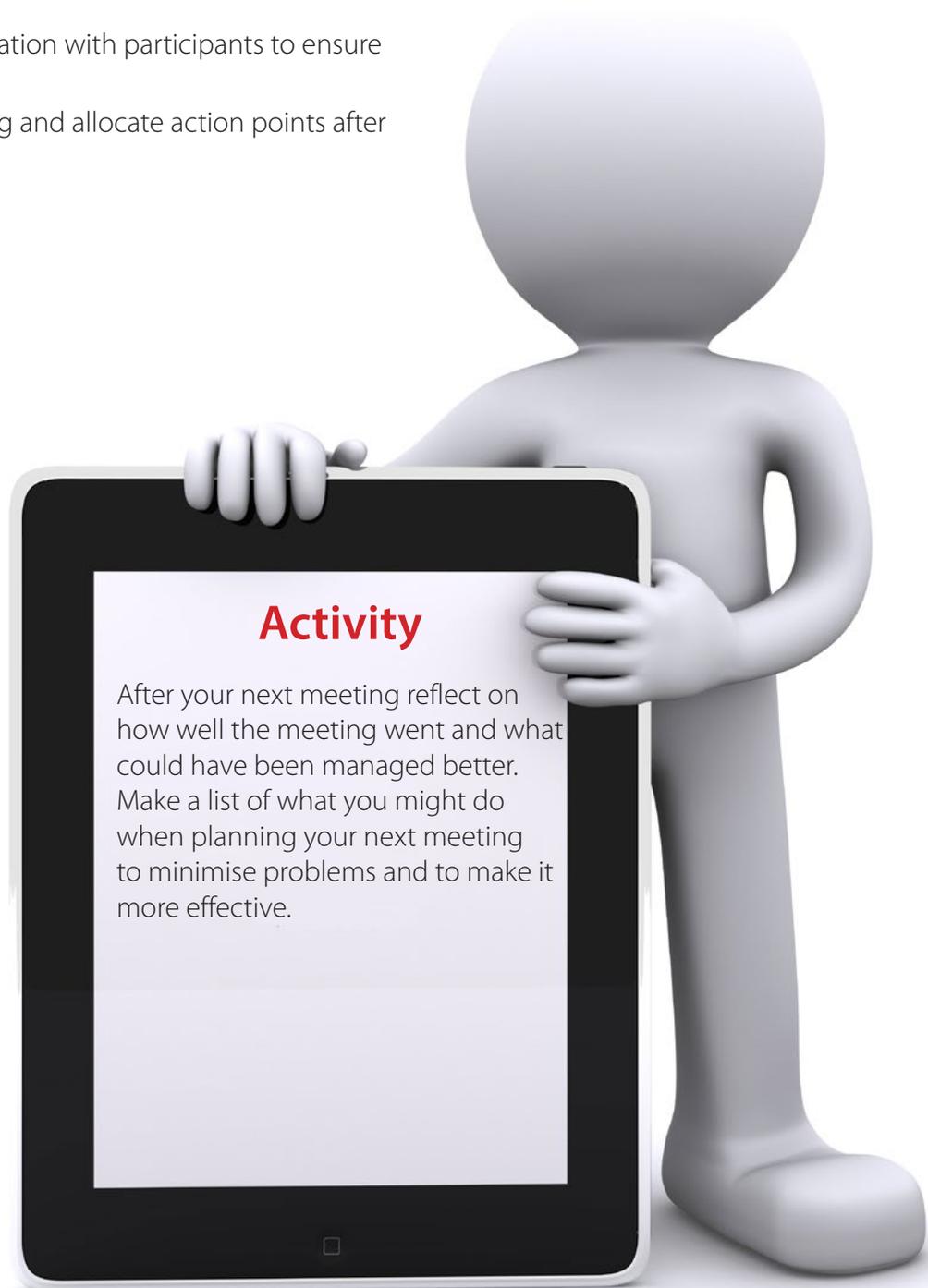
#### Assessment criteria. I can:

- 2.1 Identify any formal procedures that apply in your own organisation

### Learning Outcome 3 – Be able to chair a meeting

#### Assessment criteria. I can:

- 3.1 Manage the agenda in co-operation with participants to ensure meeting objectives are met
- 3.2 Produce minutes of the meeting and allocate action points after discussions



UNIT Y/600/9686

## LEAD AND MANAGE MEETINGS

### Learning Outcome 4 – Be able to undertake post-meeting tasks

#### Assessment criteria. I can:

- 4.1 Explain that the minutes of the meeting provide an accurate record of proceedings
- 4.2 Communicate and follow up meeting outcomes to relevant individuals
- 4.3 Evaluate whether the meeting's objectives were met and identify potential improvements



### Did you know?

“Meetings, Bloody Meetings” is a 1976 British comedy training film that stars John Cleese as a bumbling middle manager. The film was written by John Cleese and Antony Jay, and was produced by Cleese’s production company Video Arts. The film was updated in 2012 to include the newest technologies as used in business today. It gives some useful tips on effective meetings, and is worth watching, just to see how NOT to lead and manage a meeting!

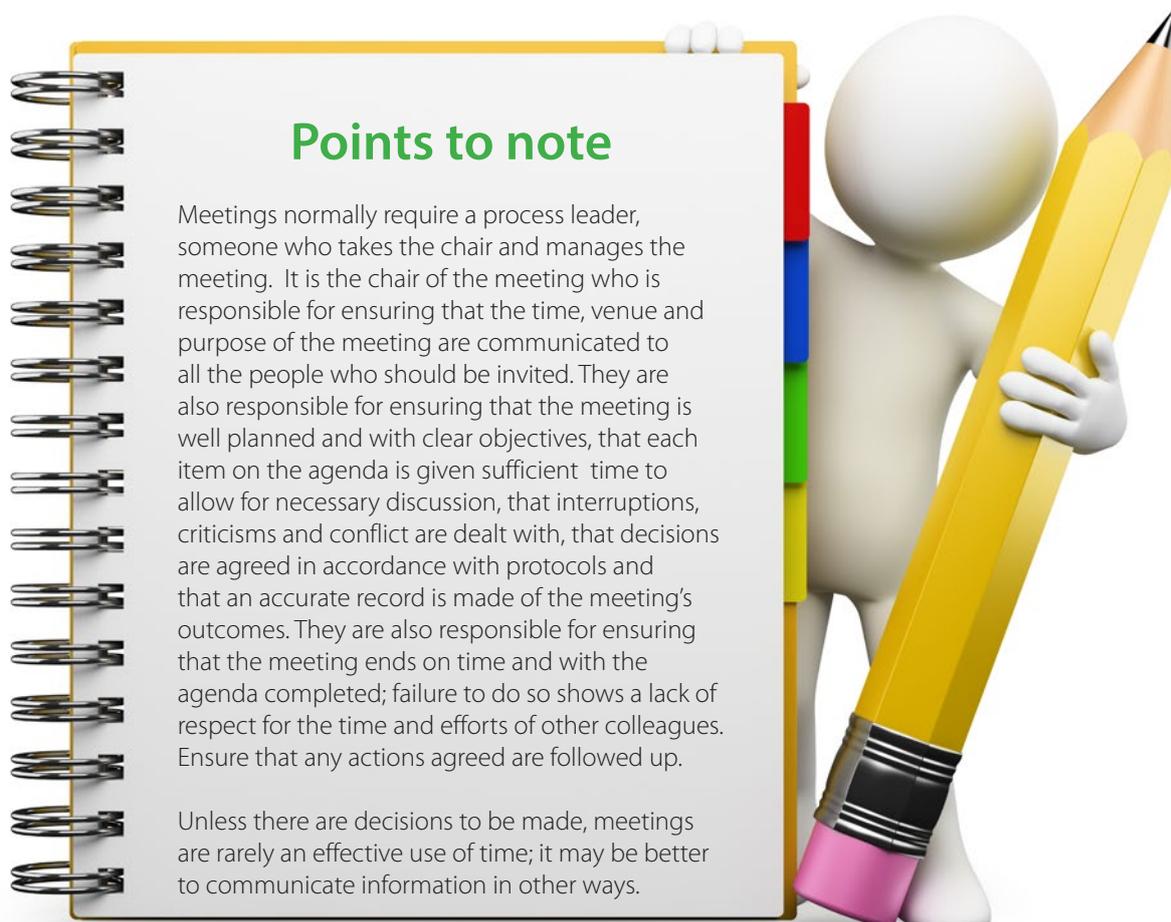
## Key terms/words

**Meeting.** A formal coming together of colleagues to share information and make decisions.

**Formal procedures.** Those procedures required by the organisation to ensure that meetings are sanctioned, run in a proper manner and recorded according to agreed organisation convention or protocols.

**Meeting outcomes.** May include the decisions and actions agreed at the meeting (direct outcomes), and the maintaining or improving of relationships and trust between colleagues (indirect outcomes).

**Stakeholder.** Someone with an interest in the meeting and its outcomes.



# UNIT H/600/9688

## Participate in meetings

This unit will ensure that you are able to prepare for, take part in and communicate information arising from meetings.

The unit is divided into three outcomes:

- Be able to prepare for a meeting
- Be able to participate in a meeting
- Be able to communicate information to relevant stakeholders.



UNIT H/600/9688

## PARTICIPATE IN MEETINGS

### Learning Outcome 1 – Be able to prepare for a meeting

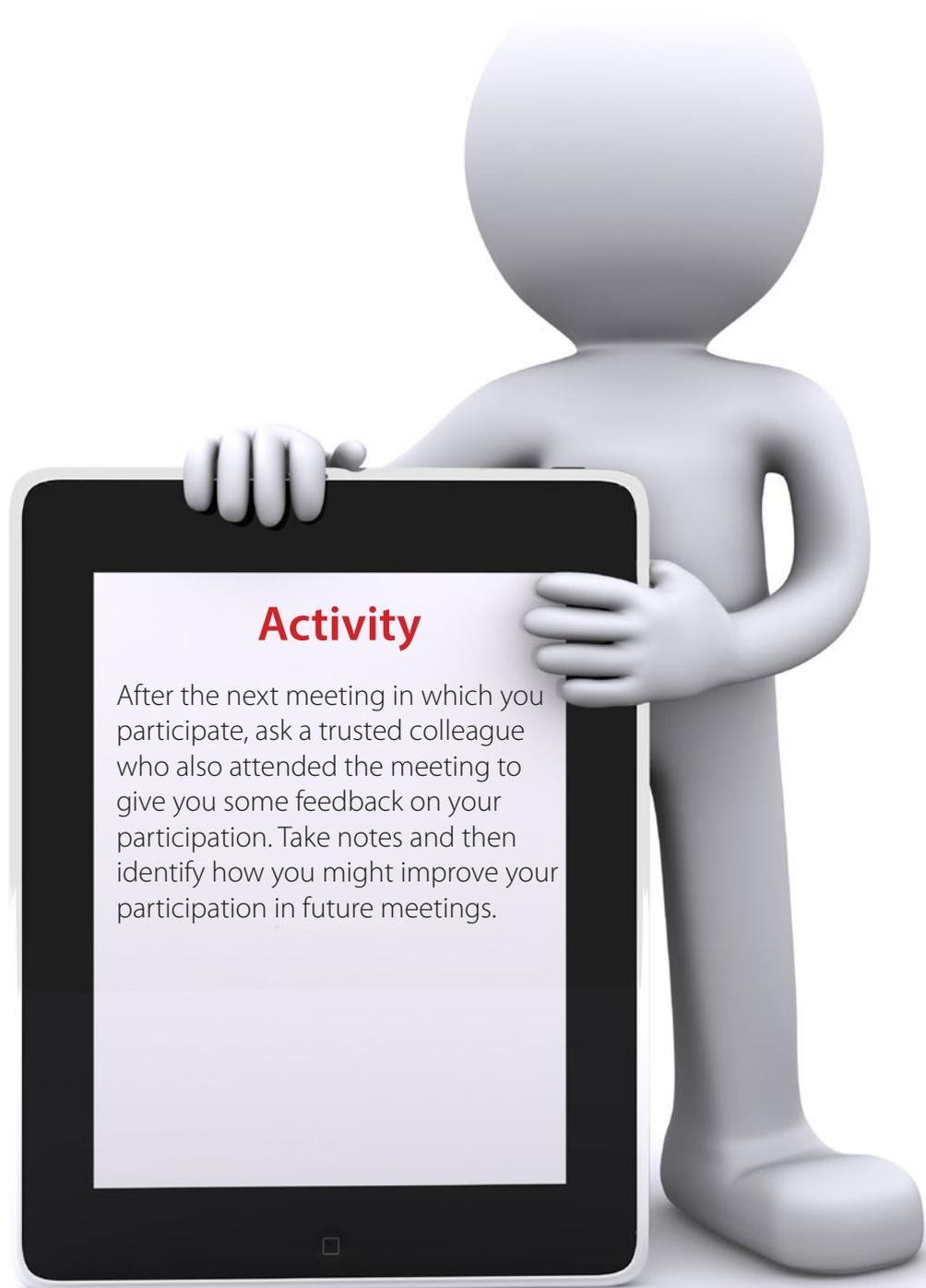
#### Assessment criteria. I can:

- 1.1 Explain meeting objectives prior to the meeting
- 1.2 Identify own role and prepare as necessary

### Learning Outcome 2 – Be able to participate in a meeting

#### Assessment criteria. I can:

- 2.1 Contribute to meeting discussions using evidence to support own opinions.
- 2.2 Acknowledge other viewpoints presented at meeting.
- 2.3 Seek clarification or confirmation of own understanding of outcomes.



UNIT H/600/9688

## PARTICIPATE IN MEETINGS

### Learning Outcome 3 – Be able to communicate information to relevant stakeholders

#### Assessment criteria. I can:

- 3.1 Communicate information from the meeting to those who have an interest, in line with any organisational protocol



### Did you know?

The key to participating more effectively in other people's meetings is to take your share of responsibility for the success of the meeting.

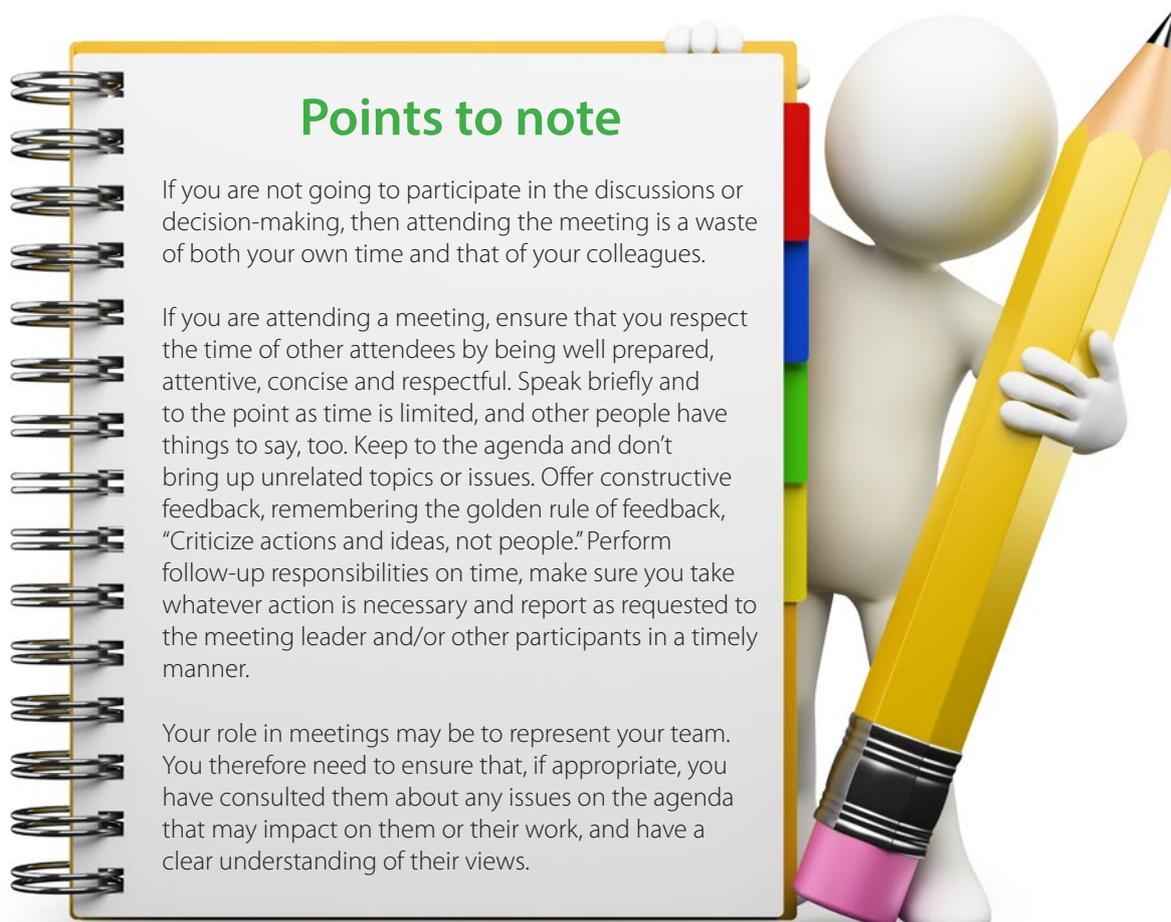
It is important to notify the leader of the meeting, in advance, of any issues or items not already on the agenda that you may wish to discuss, explaining their relevant urgency and importance in the light of other agenda items. Remember, they have spent time planning the agenda and allocating time for each item so, respect their decision if they refuse to allow time for this, and ask if your issues may be placed on the agenda for the following meeting.

## Key terms/words

**Meeting.** A formal coming together of colleagues to share information and make decisions.

**Participate.** Use 'active listening' skills, take part in discussions and decision-making.

**Stakeholder.** Someone with an interest in the meeting and its outcomes.



# UNIT F/600/9715

## Make effective decisions

The unit will ensure that you understand the process of decision making, and can identify and analyse information to enable you to come to a final decision.

The unit is divided into four outcomes:

- Be able to identify circumstances that require a decision to be made
- Be able to collect information to inform decision making
- Be able to analyse information to inform decision making
- Be able to make a decision.



## UNIT F/600/9715

### MAKE EFFECTIVE DECISIONS

#### Learning Outcome 1 – Be able to identify circumstances that require a decision to be made

##### Assessment criteria. I can:

- 1.1 Explain the circumstances requiring a decision to be made.
- 1.2 State the desired objective(s) for making a decision.
- 1.3 Establish criteria on which to base the decision, in line with own organisation.

#### Learning Outcome 2 – Be able to collect information to inform decision making

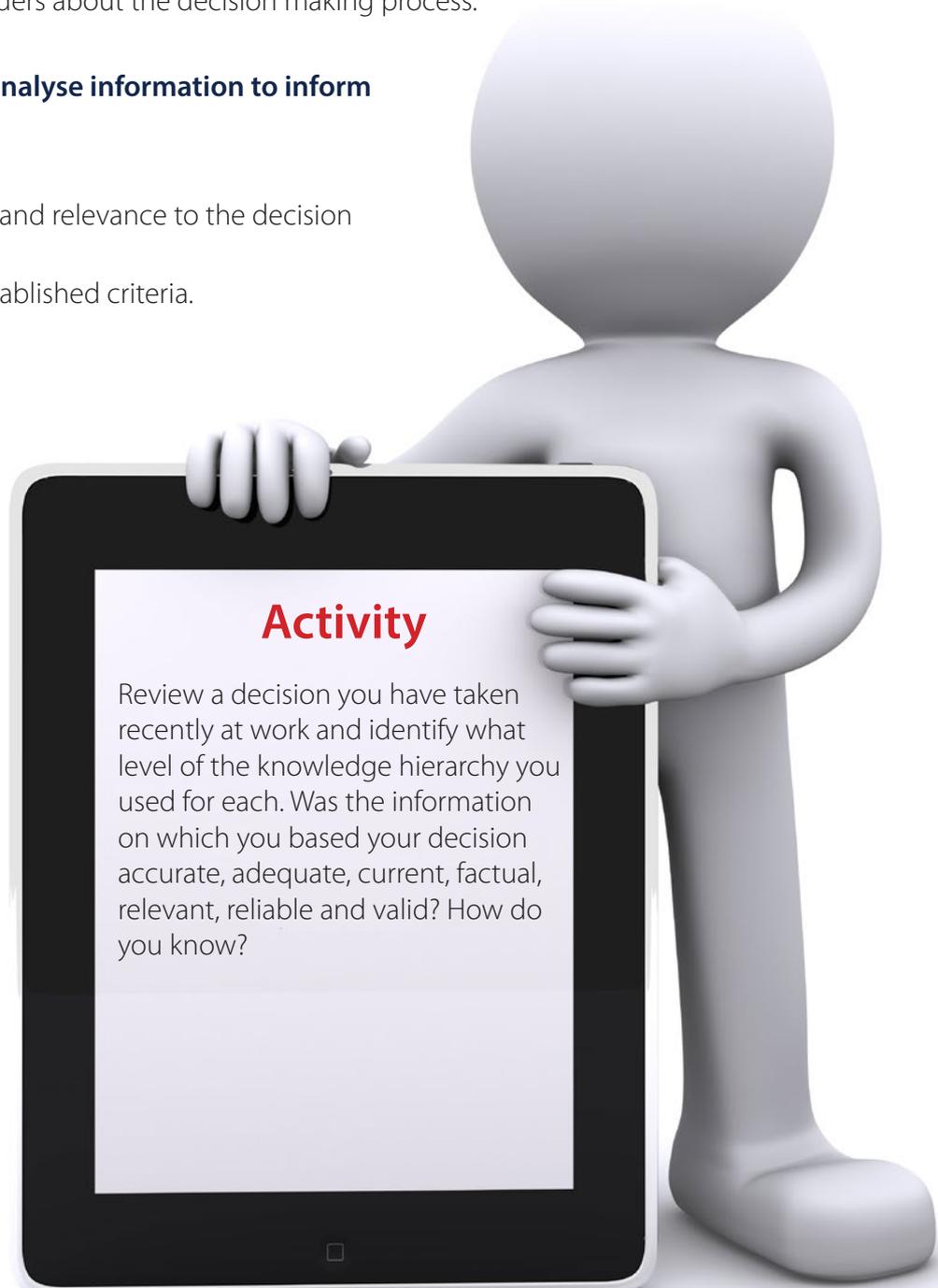
##### Assessment criteria. I can:

- 2.1 Identify information needed to inform the decision making process.
- 2.2 Communicate with stakeholders affected by the decision.
- 2.3 Explain how to inform stakeholders about the decision making process.

#### Learning Outcome 3 – Be able to analyse information to inform decision making

##### Assessment criteria. I can:

- 3.1 Identify information for validity and relevance to the decision making process.
- 3.2 Analyse information against established criteria.



UNIT F/600/9715

## MAKE EFFECTIVE DECISIONS

### Learning Outcome 4 – Be able to communicate information to relevant stakeholders

#### Assessment criteria. I can:

- 4.1 Apply decision making techniques to determine a decision
- 4.2 Explain the decision made in line with desired objectives
- 4.3 Communicate the decision taken to relevant stakeholders



### Did you know?

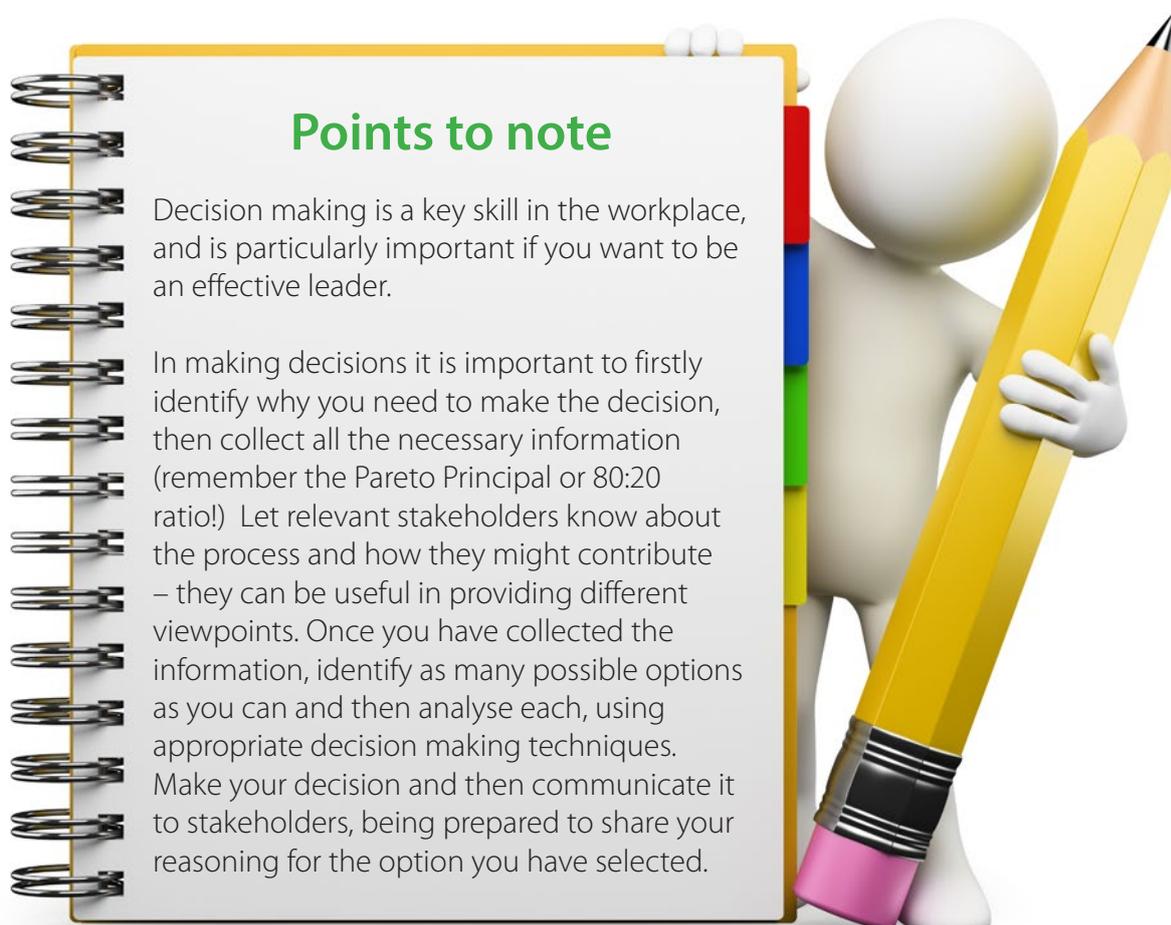
Mike Myatt, *Leadership Matters: The CEO Survival Manual* (2007) has identified a hierarchy of knowledge used in decision making as follows: Gut Instinct (an experiential and/or emotional filter that often has no current underpinning of hard analytical support); Data (Raw data is comprised of disparate facts, statistics, or random inputs that in-and-of-themselves hold little value); Information (derived from a collection of processed data where context and meaning have been added to disparate facts which allow for a more thorough analysis); Knowledge (information that has been refined by analysis such that it has been assimilated, tested and/or validated). He says that "Decisions made at the gut instinct or data level can be made quickly, but offer a higher level of risk. Decision made at the information level affords a higher degree of risk management, but are still not as safe as those decisions based upon actionable knowledge."

## Key terms/words

**Decision.** The selection between possible actions; a determination arrived at after consideration; a judgment.

**Decision making.** The mental processes resulting in the selection of a course of action among several alternative scenarios. Every decision making process produces a final choice. The output can be an action or an opinion of choice.

**Stakeholder.** Someone with an interest in the meeting and its outcomes.



# UNIT T/600/9730

## Manage knowledge in own area of responsibility

This unit will ensure that you are able to understand how knowledge is managed, using agreed procedures and processes in own organisation.

The unit is divided into four outcomes:

- Be able to understand existing knowledge management in own area of responsibility
- Be able to develop knowledge
- Be able to share knowledge
- Be able to monitor and evaluate knowledge management in own area of responsibility.



UNIT T/600/9730

## MANAGE KNOWLEDGE IN OWN AREA OF RESPONSIBILITY

### Learning Outcome 1 – Be able to understand existing knowledge management in own area of responsibility

#### Assessment criteria. I can:

- 1.1 Describe how knowledge is gained and applied in own area of responsibility
- 1.2 Explain how knowledge is shared in own area of responsibility
- 1.3 Outline how intellectual property is protected in own area of responsibility

### Learning Outcome 2 – Be able to develop knowledge

#### Assessment criteria. I can:

- 2.1 Identify established processes and procedures which can develop knowledge
- 2.2 Explain how to support individuals to ensure knowledge development processes are followed.

### Learning Outcome 3 – Be able to share knowledge

#### Assessment criteria. I can:

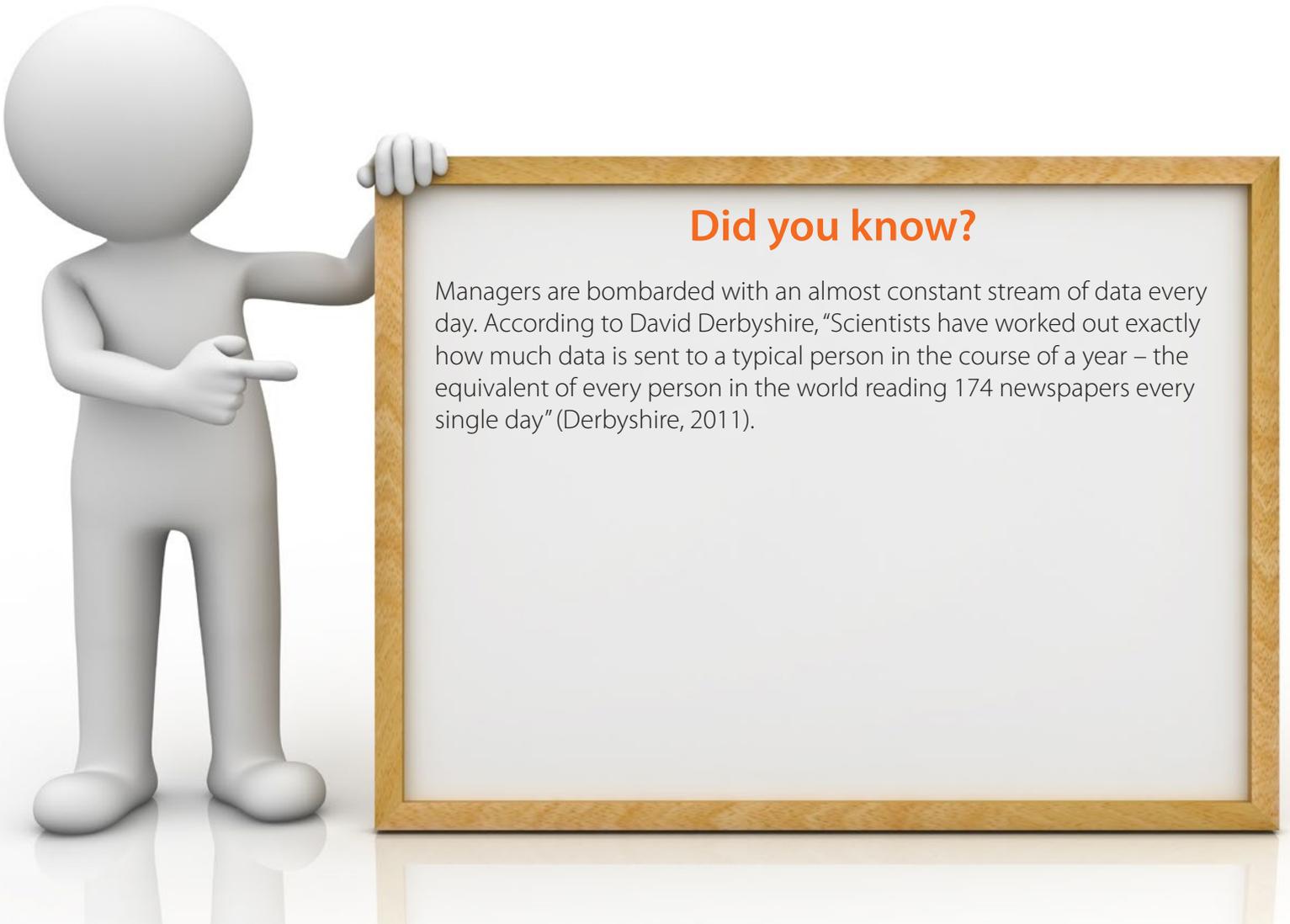
- 3.1 Communicate established processes which share knowledge across own area of responsibility
- 3.2 Explain how to support individuals to ensure knowledge sharing processes are followed



UNIT T/600/9730

**MANAGE KNOWLEDGE IN OWN AREA OF RESPONSIBILITY****Learning Outcome 4 – Be able to monitor and evaluate knowledge management in own area of responsibility****Assessment criteria. I can:**

- 4.1 Assess the knowledge development process in own area of responsibility
- 4.2 Implement any changes to improve knowledge management
- 4.3 Monitor change and development in the knowledge development process

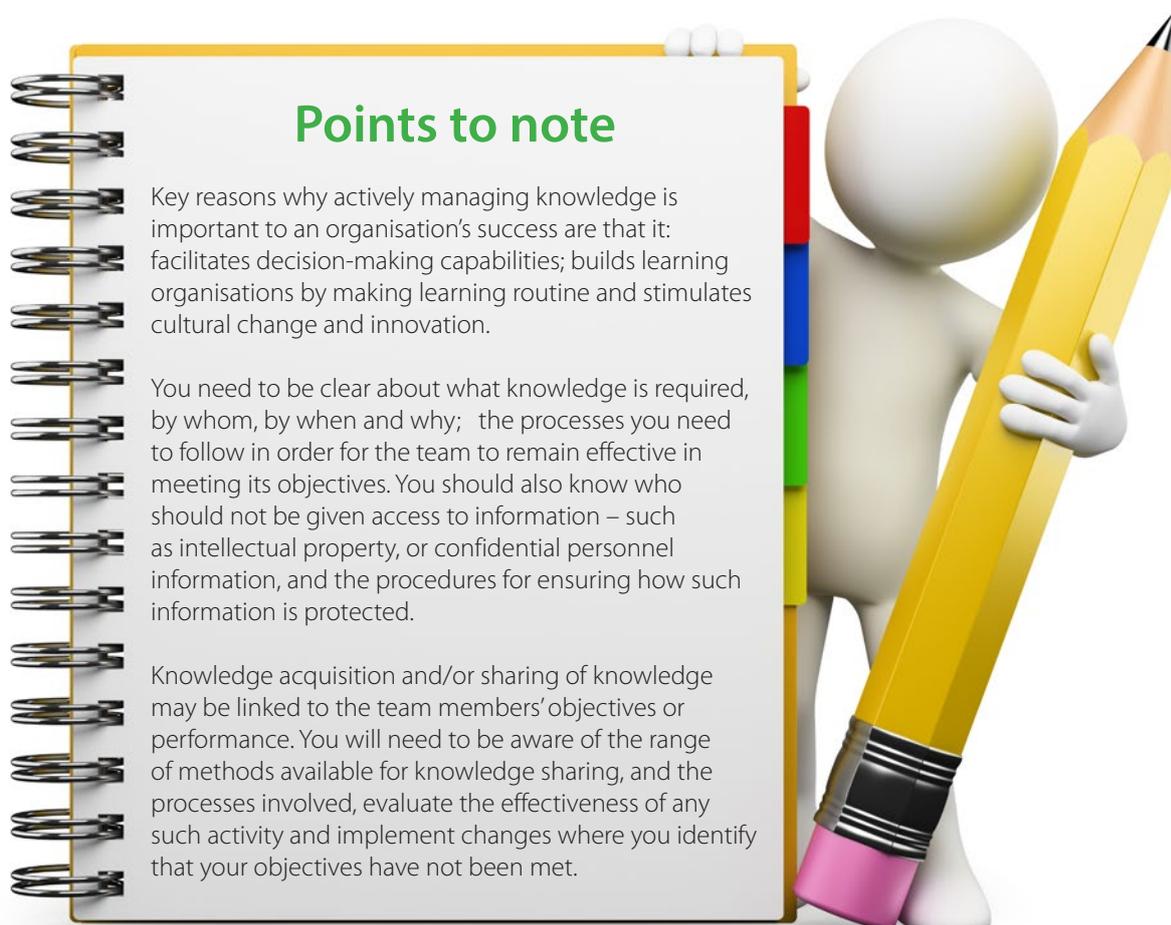


## Key terms/words

**Knowledge.** Understanding that comes from a combination of data, information, experience, and individual interpretation.

**Knowledge management.** The discipline of enabling individuals, teams and entire organisations to collectively and systematically create, share and apply knowledge, to better achieve their objectives.

**Intellectual property (IP).** Refers to creations of the mind: inventions, literary and artistic works, and symbols, names, images, and designs used in commerce.



### Points to note

Key reasons why actively managing knowledge is important to an organisation's success are that it: facilitates decision-making capabilities; builds learning organisations by making learning routine and stimulates cultural change and innovation.

You need to be clear about what knowledge is required, by whom, by when and why; the processes you need to follow in order for the team to remain effective in meeting its objectives. You should also know who should not be given access to information – such as intellectual property, or confidential personnel information, and the procedures for ensuring how such information is protected.

Knowledge acquisition and/or sharing of knowledge may be linked to the team members' objectives or performance. You will need to be aware of the range of methods available for knowledge sharing, and the processes involved, evaluate the effectiveness of any such activity and implement changes where you identify that your objectives have not been met.

# UNIT L/600/9734

## Procure supplies

This unit will ensure that learners are able to identify required supplies, procure supplies and monitor their delivery.

The unit is divided into four outcomes:

- Be able to identify requirements for supplies
- Be able to evaluate suppliers that meet identified requirements
- Be able to select suppliers and obtain supplies
- Be able to monitor supplier performance.



UNIT L/600/9734

## PROCURE SUPPLIES

### Learning Outcome 1 – Be able to identify requirements for supplies

#### Assessment criteria. I can:

- 1.1 Select colleagues to agree requirements for supplies
- 1.2 Produce a specification for supply requirements

### Learning Outcome 2 – Be able to evaluate suppliers that meet identified requirements

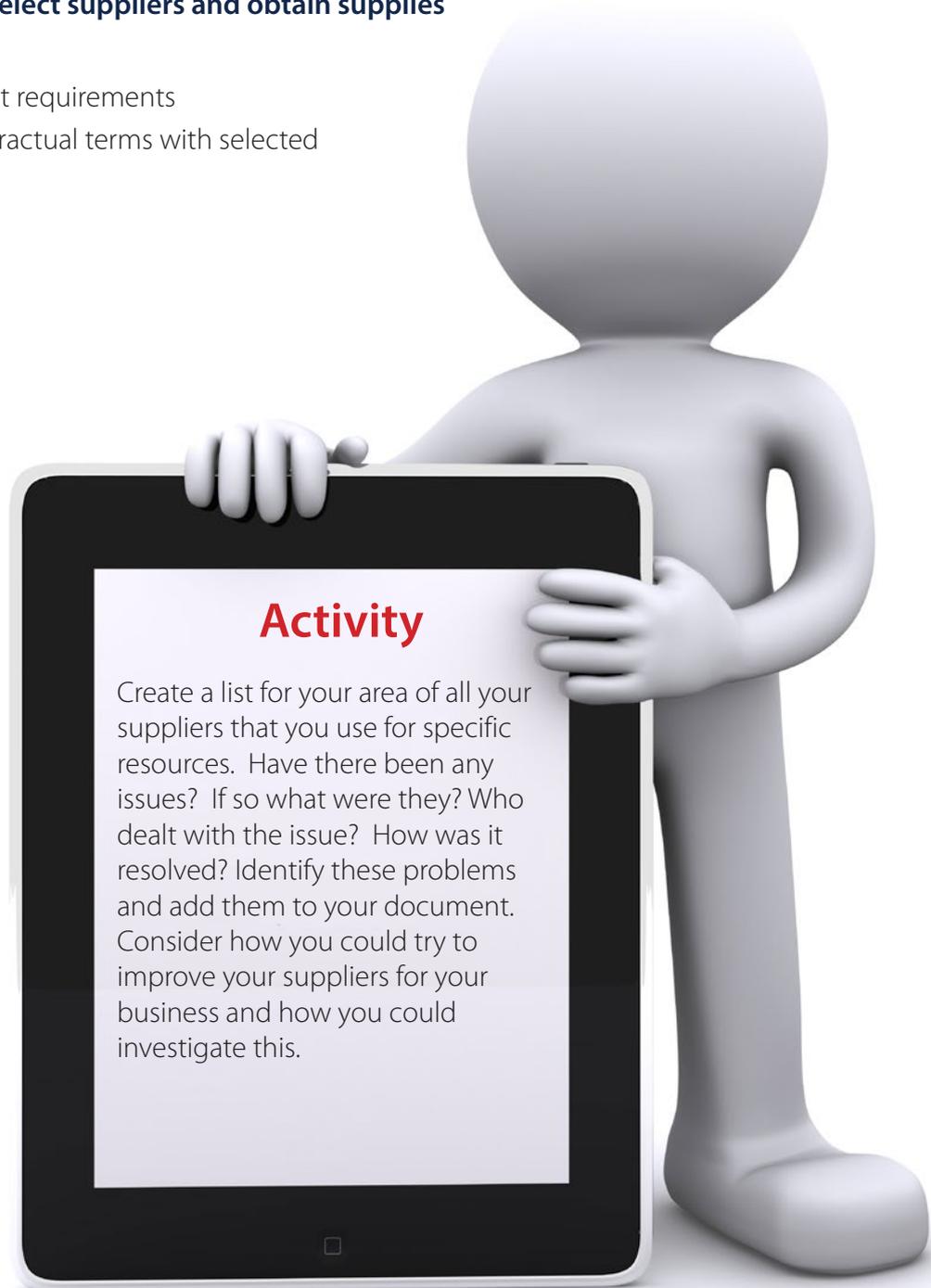
#### Assessment criteria. I can:

- 2.1 Identify suppliers that meet resource, organisational and legal requirements
- 2.2 Evaluate suppliers against requirements

### Learning Outcome 3 – Be able to select suppliers and obtain supplies

#### Assessment criteria. I can:

- 3.1 Select supplier(s) that best meet requirements
- 3.2 Explain how to agree with contractual terms with selected supplier(s)



UNIT L/600/9734

## PROCURE SUPPLIES

### Learning Outcome 4 – Be able to monitor supplier performance

#### Assessment criteria. I can:

- 4.1 Identify how to monitor supplier performance and delivery against agreed contractual terms
- 4.2 Explain the procedure for dealing with breaches of contract

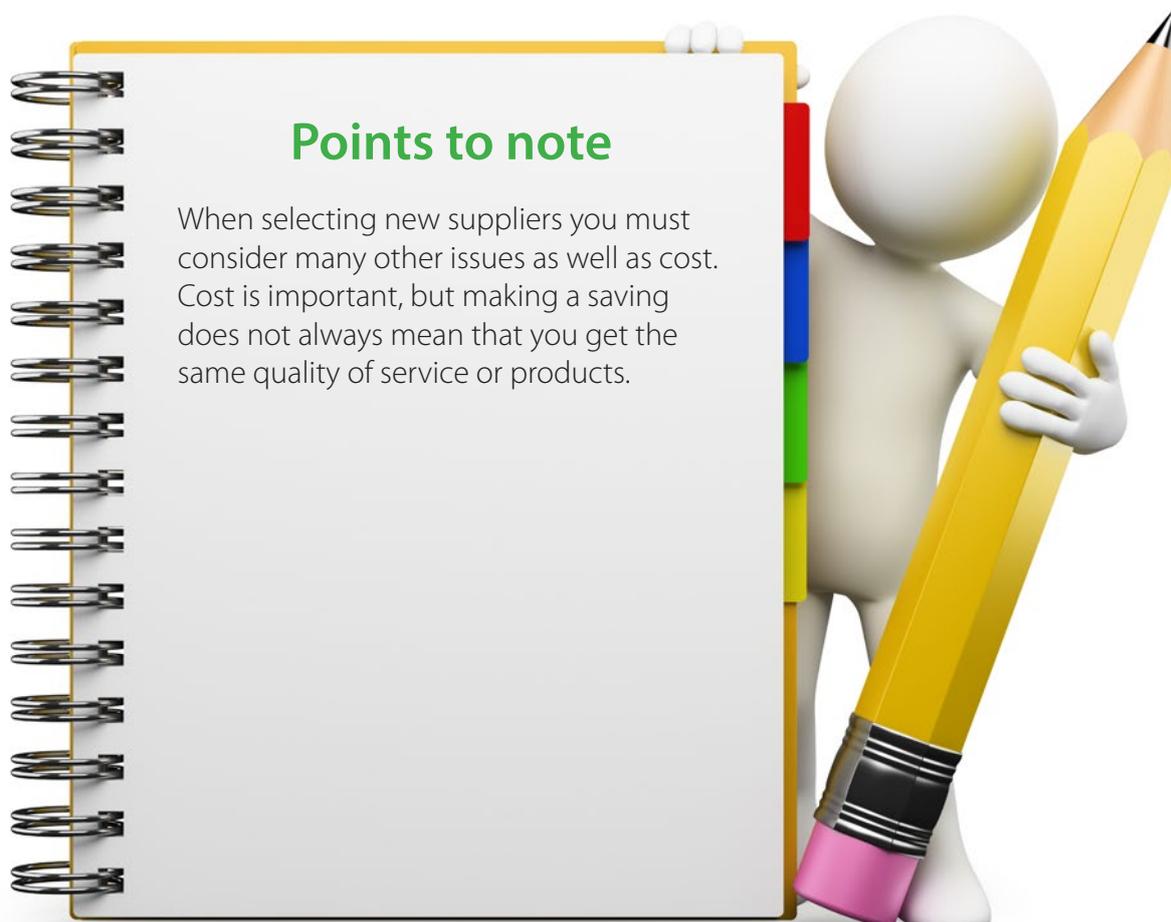


## Key terms/words

**Selecting Suppliers.** Finding good suppliers can be invaluable to a successful business. You may have been using several suppliers for a number of years, but it is always worth investigating the competition to see if you can get a better deal or service from others. Recommendations are a way of gathering a first impression and can even save you money on your first few orders.

**Contractual terms.** These are the terms that the supplier sets and must be abided by in order to fulfil their contract with your business. If there are any issues then they (the supplier) could be in breach of the contract.

**Monitoring supplier performance.** It is important to monitor your suppliers to the business and if any problems arise to contact the business directly as soon as possible. You may find when completing the monitoring that a pattern emerges with the same issues again and again. This then would need to be identified to the business so that this can be resolved quickly. You may be tempted to change supplier.



## UNIT D/600/9804

# Manage customer service in own area of responsibility

This unit will ensure that learners are able to explain customer service standards to support staff and monitor customer service performance in own area of responsibility.

The unit is divided into three outcomes:

- Be able to establish and communicate measurable customer service standards for own area of responsibility
- Be able to support staff in meeting customer service standards
- Be able to monitor and evaluate customer service performance, systems and processes.



UNIT D/600/9804

## MANAGE CUSTOMER SERVICE IN OWN AREA OF RESPONSIBILITY

### Learning Outcome 1 – Be able to establish and communicate measurable customer service standards for own area of responsibility

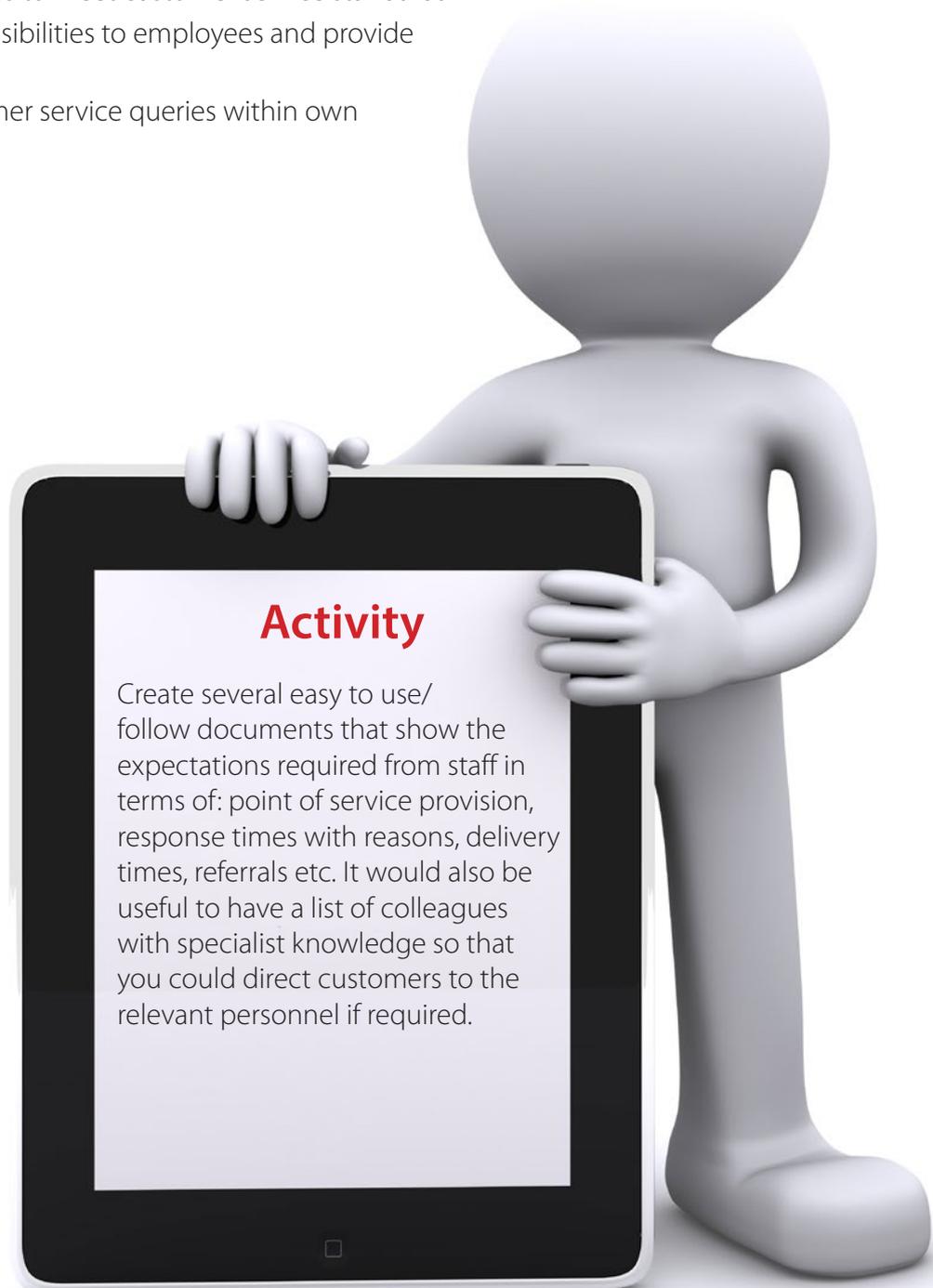
#### Assessment criteria. I can:

- 1.1 State organisational, legal and regulatory requirements for customer service
- 1.2 Explain expected standards for customer service performance to employees in own area of responsibility
- 1.3 Describe measurement criteria to monitor customer service performance

### Learning Outcome 2 – Be able to support staff in meeting customer service standards

#### Assessment criteria. I can:

- 2.1 Identify staff and other resources to meet customer service standards
- 2.2 Communicate roles and responsibilities to employees and provide support
- 2.3 Describe how to resolve customer service queries within own organisational policy



UNIT D/600/9804

## MANAGE CUSTOMER SERVICE IN OWN AREA OF RESPONSIBILITY

### Learning Outcome 3 – Be able to monitor and evaluate customer service performance, systems and processes

#### Assessment criteria. I can:

- 3.1 Monitor customer service performance against established criteria
- 3.2 Analyse feedback from staff and customers on the quality of customer service
- 3.3 Evaluate customer feedback and identify areas for improvement
- 3.4 Recommend changes to customer service processes or standards based on performance evaluation



### Did you know?

An article entitled '25 Customer Experiences Statistics for 2011 (and beyond)' Authored by Andy Hanselman, stated that: 24% of UK customers have stopped doing business with a company within the last six months due to a bad customer experience.

Key reasons:

- 23% Unfair fees or charges
- 22% Poor product or service quality
- 19% Rude or disinterested employees
- 12% Couldn't get hold of anyone to deal with my problem
- 7% Discounts for new customers but not for existing customers
- 4% Inadequate return or refund policy
- 5% Out of territory call centres
- 1% Inadequate environmental policy
- 7% other

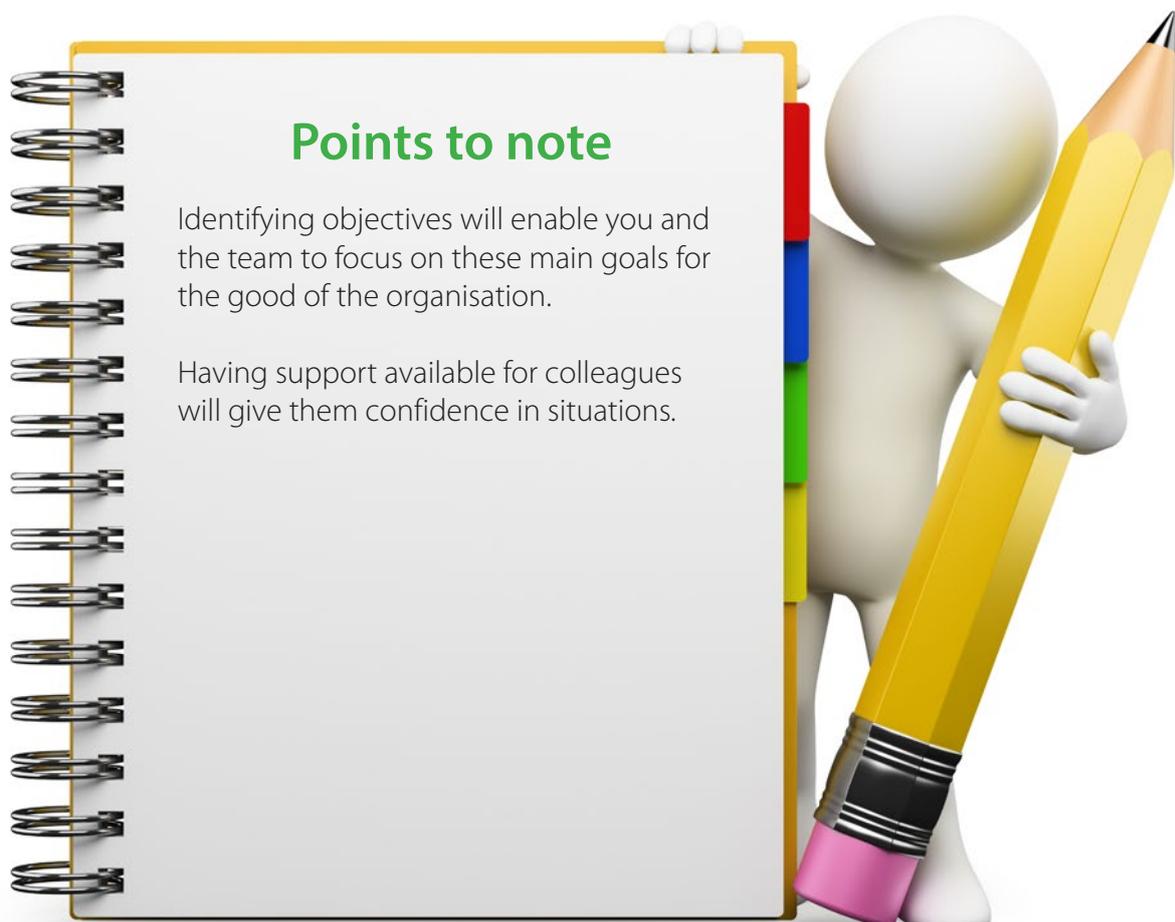
'Poor experience' has forced over 10 million consumers in the UK to switch suppliers in the last six months alone. The main culprits for this switching epidemic are unfair fees or charges, poor product or service quality and rude or disinterested employees

## Key terms/words

**Customer service standards.** Understanding the level of service required to please your customers must be explained to teams, so that all customers are treated to the same high standard.

**Sharing special knowledge.** Giving staff with specific knowledge about products or services that your business produces the opportunity to share their own knowledge, will help others develop their own understanding.

**Analysing feedback.** This is a useful tool to try to improve the service that customers receive. There are always improvements to be made.



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