

Unit Title:	Work productively with colleagues and stakeholders (D2b)
OCR unit number	26
Level:	5
Credit value:	6
Guided learning hours:	30
Unit accreditation no:	M/600/9662

Unit purpose and aim

This unit will help learners to maintain, monitor, review and improve working relationships with colleagues and stakeholders. 'Practitioner' means anyone with a learning and development responsibility as part of their role.

Learning Outcomes	Assessment Criteria	Exemplification
1 Be able to provide colleagues and stakeholders with information.	<p>1.1 Identify information to be communicated to selected colleagues and stakeholders.</p> <p>1.2 Adapt and present appropriate information in ways that promote understanding to colleagues or stakeholders.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • The internal and external stakeholders and colleagues of the organisation • The different perspectives of colleagues and stakeholders based upon their roles, responsibilities, interests and concerns • The appropriate methods of analysis to identify the information requirements for each stakeholder and colleague • How to abstract the appropriate information for colleagues and stakeholders for particular decisions or activities • Appropriate media, inclusive language, detail and content to inform the perspective audience
2 Be able to consult with colleagues and stakeholders in relation to decisions or activities.	2.1 Communicate with colleagues and stakeholders regarding any decisions or activities.	<p>This may include:</p> <ul style="list-style-type: none"> • The relevant stakeholders and colleagues to receive information on particular activities or decisions • How to abstract the relevant information to

Learning Outcomes	Assessment Criteria	Exemplification
		<p>inform colleagues and stakeholders of the activities, decisions and the actual or probable outcomes</p> <ul style="list-style-type: none"> • Appropriate means of communication: <ul style="list-style-type: none"> - Formal or informal - Verbal (face to face, telephone, video conferencing) memos - E-mails - Meetings - Grapevine - Notice boards - Surveys - Letters - Questionnaires - Appraisal • Appropriate media, inclusive language, detail and content to inform the perspective audience of the activities, decisions and the actual or probable outcomes
<p>3 Understand the importance of fulfilling agreements and honouring commitments made to colleagues and stakeholders.</p>	<p>3.1 Examine the benefits of ensuring agreements made with colleagues and stakeholders are fulfilled.</p> <p>3.2 Examine the negative impact on individuals and organisations of not fulfilling agreements made with colleagues and stakeholders.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • The benefits of fulfilling agreements such as: <ul style="list-style-type: none"> - Enabling better work planning - Promoting confidence in decision making/consultative process - Promoting trust - Boosting morale • The negative impact of not fulfilling agreements such as: <ul style="list-style-type: none"> - Loss of trust - Alteration to work plans - Delays - Lowering of morale - Loss of confidence in decision making/consultative process
<p>4 Understand how to manage potential conflicts of interest.</p>	<p>4.1 Explain how to identify and manage potential conflicts of interest.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • The different interests of stakeholders and colleagues

Learning Outcomes	Assessment Criteria	Exemplification
		<ul style="list-style-type: none"> • A range of techniques to remove or mitigate conflicts of interest such as: <ul style="list-style-type: none"> - Clarification of goals and objectives - Interpersonal skills - Group process skills - Negotiating skills - Early intervention - Good and timely communication - Challenging inappropriate behaviour
<p>5 Understand how to be able to monitor working relationships.</p>	<p>5.1 Explain the importance of monitoring changes in the working environment in relation to colleagues and stakeholders.</p> <p>5.2 Explain how to monitor change in the working environment.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • Internal (micro) and external (macro) environmental changes which impact upon colleagues and stakeholders • Methods to monitor the working environment such as PEST, STEEP, SLEPT, SWOT, grapevine, consultation, feedback from colleagues, performance data, gap analyses
<p>6 Be able to review and improve the effectiveness of working relationships.</p>	<p>6.1 Analyse feedback on working relationships from colleagues and stakeholders.</p> <p>6.2 Evaluate working relationships with colleagues and stakeholders in terms of continued use and effectiveness.</p> <p>6.3 Identify and implement improvements to working relationships.</p>	<p>This may include:</p> <ul style="list-style-type: none"> • How to analyse feedback to identify strengths and weakness in a range of areas such as: <ul style="list-style-type: none"> - Communication flow - Changes to roles or responsibilities of stakeholders - Changes of roles or responsibilities of colleagues - Changes to stakeholders or colleagues - Efficacy of decision making - Efficacy of activities arising from decision making - Achievement of targets and objectives • Assess both qualitative and quantitative feedback to identify

Learning Outcomes	Assessment Criteria	Exemplification
		<ul style="list-style-type: none"> - Areas where the working relationships are working well - Areas where working relationships are not delivering expected targets or objectives • How to produce an action plan to improve working relationships • Methods of communication to present the plan to individuals and groups using appropriate media

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received. Evidence requirements

Evidence requirements

In order to achieve this unit you must demonstrate that you have met all of the stated learning outcomes and assessment criteria. Your assessor must be able to observe you in the workplace or you must provide tangible evidence of your real work activities. Simulation is not allowed for this unit.

Guidance on assessment and evidence requirements

Candidates are encouraged to use evidence, where appropriate across a number of units to reduce repetition. Where ever possible, the evidence should occur naturally within the role of the individual and can include

Reports created for the organisation,

- Monitoring reports
- External stakeholder information
- Internal stakeholder information
- Information requirements
- Regulatory requirements
- Legal requirements
- Job descriptions for colleagues
- Minutes of meetings
- Presentations to stakeholders and colleagues
- Actions plans

In addition, evidence can be sought in a number of ways, when it is not available through normal work or where ephemeral evidence such as that of behaviour is required, these methods may include:

- Witness testimonies from colleagues, managers and subordinates
- observations of tasks and interactions with others
- Case studies where the candidate explains and reflects upon specific events which demonstrate competence, where current evidence is not available.
- Professional discussions where the candidate explains the rationale for a particular approach to the assessor.

This is a level five unit and thus the candidate must demonstrate complex skills and knowledge, often covering more than one element of the assessment criteria. The ability to recognise and develop competence across these criteria is to be encouraged but it does mean that reports, whilst aiming for succinctness and clarity of thought will need to be of sufficient depth and breadth to meet the level four standards. Minutes of meetings must demonstrate that the candidate's contribution is significant and contributes to the meeting of assessment criteria and be easily identifiable within the document.

Digital evidence such as recordings of meetings, photographs, scanned documents are also permitted.

Resources

Stationery, USB drive or a CD-rom.

Access to photocopier, PC and printer is desirable but not essential.

Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but you are not expected to reproduce other people's written work.

- GOLD, J. THORPE, R. and MUMFORD, A. (April, 2010) *Leadership and Management Development*. ISBN: 1843982447
- <http://www.dalecarnegie.com/kc/>
- <http://www.What-are-good-leadershipskills.com> (2010)
- MacBeath, J. (ed) (2008) *Connecting Leadership and Learning: Principles for Practice*
- Northouse G., (2009) *Leadership: Theory and Practice* [Paperback]
- <http://www.businesslink.gov.uk>
- <http://www.smallbusiness.co.uk>
- Johnson, C. and Keddy, J (2010) *Managing Conflict at Work: Understanding and Resolving Conflict for Productive Working Relationships* ISBN-10: 0749459522

Details of relationship between the unit and national occupational standards

This unit has been accredited as part of the Qualifications and Credit Framework and is based on MSC unit D2 Develop productive working relationships with colleagues and stakeholders.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications*' (A850).