

Unit Title: Understanding the development of personal and team effectiveness in a retail business
Level: 3
Credit value: 4
Guided learning hours: 26
Unit expiry date: 31.10.12

Unit purpose and aim

The purpose of this unit is to provide learners with the knowledge and understanding of how they can contribute to team leading. This includes the recruitment of staff, employment rights and responsibilities, and development of individuals and teams as well as how to communicate effectively and deal with conflict within retail teams.

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
1. Understand the recruitment process	1.1 Describe the key stages in the recruitment process 1.2 Describe the sources of information typically used to support recruitment decisions and explain their relevance to the recruitment process 1.3 State the legal requirements relating to the recruitment process	1.1 Candidates will be expected to recognise and identify the key stages in the recruitment process, including the details that should be included/provided for potential employees (for example, within a job description) 1.2 For example, this may include: <ul style="list-style-type: none"> • CVs • Covering letters • Application forms • References • Interviews • Job specifications 1.3 Candidates will be expected to understand legislation, and its content, that applies to the recruitment process. For example, this may include: <ul style="list-style-type: none"> • Sex Discrimination Act • Disability Discrimination Act • Data Protection Act • Equal Pay Act • Race Relations Act • Employment Equality Regulations

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<p>2. Understand how individuals and teams are developed within a retail business</p>	<p>2.1 Explain how to evaluate the performance of individuals and teams in retail business</p> <p>2.2 Explain how to identify the development needs of individuals and teams</p> <p>2.3 Describe a range of development activities and approaches and explain how they suit differing learning needs, personal aspirations and business goals</p>	<p>2.1 For example, this may include:</p> <p>Individuals</p> <ul style="list-style-type: none"> • Regular appraisals at specified periods • Peer observation • 360° feedback • Monitor performance against targets <p>Teams</p> <ul style="list-style-type: none"> • Customer feedback reports • Monitor performance against targets • Team meetings/events <p>2.2 For example, this may include:</p> <p>Individuals</p> <ul style="list-style-type: none"> • Regular monitoring of individuals • When new products/initiatives are introduced • Request completion of skills scans • Capability analysis • Learning needs analysis <p>Teams</p> <ul style="list-style-type: none"> • When discussing team targets • When new products/initiatives are introduced • When company-wide targets are provided • Evaluate team members' skills scans <p>2.3 Candidates will be expected to recognise and identify a range of development activities and approaches. For example, these may include:</p> <ul style="list-style-type: none"> • Mentoring • Job shadowing • Training programmes • Learning by doing • Workbook approaches

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		<p>Candidates should understand how:</p> <ul style="list-style-type: none"> • different approaches to learning/development suit different learning styles (eg Visual; Kinesthetic; Auditory) • different business/personal requirements may necessitate different 'teaching' methods (eg company-wide customer service training may require a training session by a designated trainer)
<p>3. Understand effective communication within retail teams in retail business</p>	<p>3.1 Evaluate the suitability of a variety of communication methods and styles for a range of situations typically faced by retail teams</p> <p>3.2 Describe how to use communications skills to:</p> <ul style="list-style-type: none"> • build relationships within a retail team • give and receive constructive criticism and feedback • listen to and show understanding of the feelings and views of other team members 	<p>3.1 Candidates will be expected to recognise a variety of communication methods/styles and understand how they may be suitable in given situations. For example, these may include:</p> <ul style="list-style-type: none"> • Face-to-face discussions • One-to-one meetings • Team meetings • Electronic information • Written information (eg notices; newsletters) <p>3.2 <i>Communications skills</i> in this context, may include:</p> <ul style="list-style-type: none"> • the <i>delivery methods</i> employed (eg face-to-face communication; providing factual information) and/or • the <i>physical methods/skills</i> utilised (eg listening skills; body language; visual displays)
<p>4. Understand how conflict is resolved within teams in retail business</p>	<p>4.1 Describe the types of situation which typically give rise to conflict within retail teams</p> <p>4.2 Describe techniques for resolving conflict within retail teams and explain why these work</p>	<p>4.1 For example, this may include:</p> <ul style="list-style-type: none"> • Friction between team members • Performance of team/team members • Work environment • Lack of clear instruction/goals • Workload/roles/responsibilities

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		<p>4.2 Candidates will be expected to recognise different techniques that are used to resolve conflict within retail teams, and the benefits of these. For example, this may include:</p> <ul style="list-style-type: none"> • Communication skills such as verbal messages; body language; listening skills • Intervention • Feedback/fact finding • Problem solving/compromise • Provision of facts/exploration of options • Negotiation
<p>5. Understand the link between improved personal performance and improved business performance</p>	<p>5.1 Explain methods for identifying own training and development needs and the resources available for addressing those needs</p> <p>5.2 Evaluate how personal development plans can improve the performance of the individual and the retail business</p>	<p>5.1 For example, methods may include:</p> <ul style="list-style-type: none"> • Completion of skills scans • 360 degrees feedback • One-to-one discussions • Peer observation/management feedback • Capability analysis <p>5.2 For example, this may include:</p> <ul style="list-style-type: none"> • Provision of goals • Develop skills in line with <i>business</i> objectives • Allow for development of the <i>individual</i> • Provide performance measures/evaluation mechanism • Identify under-performers for development • Motivate/incentivise staff

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
<p>6. Understand how to review the personal performance of retail team members</p>	<p>6.1 Describe how to set objectives for individuals and teams</p> <p>6.2 Explain methods for measuring and evaluating the performance of individuals and teams against objectives</p> <p>6.3 Explain how to give feedback to individuals and teams on their performance against objectives</p>	<p>6.1 Candidates will be expected to understand that objectives should be SMART, and the reasons for this. They should be able to recognise a SMART objective when drafted</p> <p>Candidates should also understand <i>how</i> objectives are set (eg based on job requirements/company objectives) and how they are agreed</p> <p>6.2 For example, methods may include:</p> <ul style="list-style-type: none"> • Annual appraisals • Customer satisfaction surveys • Evaluating performance against targets • Peer/management feedback <p>6.3 For example, this may include:</p> <ul style="list-style-type: none"> • At appraisal/one-to-one meetings • Positive/motivational • Focus on strengths/corrective actions for failures • Factual • Allowing questions
<p>7. Understand the general principles of employment law</p>	<p>7.1 Describe who is responsible for determining employment legislation</p> <p>7.2 Explain how employment legislation benefits the retail industry as a whole, individual retail businesses and individual employees</p> <p>7.3 State the main provisions of current employment statutes in relation to both employers and employees</p> <p>7.4 Describe how businesses may be penalised for not complying with employment laws</p>	<p>7.1 For example, this may include:</p> <ul style="list-style-type: none"> • European Union • Government <p>7.2 and 7.3</p> <p>Candidates will be expected to understand employment legislation that exists and its content (see examples of legislation in KUS for 1.3)</p> <p>7.4 For example, this may include:</p> <ul style="list-style-type: none"> • Fines • Closure • Imprisonment

Learning Outcomes	Assessment Criteria	Knowledge, understanding and skills
	<p>7.5 Describe the main internal and external sources of information which can be used to help decide whether employment law has been breached</p> <p>7.6 Explain how individuals can be protected and prosecuted under equality and diversity legislation and anti-discrimination practice</p>	<p>7.5 For example, this may include:</p> <ul style="list-style-type: none"> • HR department • ACAS • Citizens Advice Bureau • Trade Unions • Equality and Human Rights Commission <p>7.6 Candidates will be expected to be familiar with current equality and diversity legislation and anti-discrimination practice, and be able to recognise how employees are protected, and under what circumstances they may be held liable</p>

Assessment and evidence requirements

The on-screen test for unit will be 45 minutes in length and consist of 30 questions. The test has a notional pass mark of 60%. Results will be graded pass or fail.

Each test will consist of multiple-choice questions which will test candidates' knowledge and understanding across the learning outcomes and associated assessment criteria. Candidates will be required to have knowledge and understanding of all assessment criteria within the unit, as all assessment criteria will be covered within any one test.

A number of multiple-choice question types may be used. These could include: closed questions; statements for completion; multiple response questions; true/false questions or ordering questions (including a maximum of 4 steps).

In order to deliver the on-screen test for this unit, centres will need to meet minimum hardware requirements as specified in the Surpass System Requirements. This document is available from the [e-assessment area](#) of our website.

For further information on the e-assessment route please refer to the centre handbook which is available on our [website](#).