

Unit Title:	Gaining Results from Your Team
OCR unit number	31
QN number	F/602/0407
Level:	3
Credit value:	3
Guided learning hours:	30

Unit purpose and aim

This unit provides the learner with the knowledge and understanding of the importance of teams achieving their goals to support an organisation in achieving its aims and objectives.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Understand how to monitor the performance of a team and its members</p>	<p>The Learner can:</p> <p>1.1 explain how the work performance of teams and individuals can be monitored</p> <p>1.2 explain how the results of performance monitoring can be used to establish how team objectives have been met</p>	<p>This may include:</p> <ul style="list-style-type: none"> • reasons why performance should be monitored • methods of performance monitoring (results against target, statistical information etc) • how team objectives contribute to overall organisational objectives • organisational reporting structures • key performance indicators • importance of setting and communicating SMART objectives (specific, measurable, achievable, realistic, time-bound) <p>This may include:</p> <ul style="list-style-type: none"> • monitoring performance: <ul style="list-style-type: none"> - measuring results against pre-determined targets - assessing achievements in relation to key performance indicators - individual performance

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	<p>1.3 explain how the results of performance monitoring can be used to improve team performance</p>	<p>review</p> <ul style="list-style-type: none"> - learning from experience - utilising statistical information relating to the achievements of individual team members <p>This may include:</p> <ul style="list-style-type: none"> • having an understanding of the 'plan-do-review' cycle • importance of communicating results to the team • celebrating successes • how to reflect on results and identify lessons learned for the future
<p>2 Know how to support individuals to improve their performance within a team</p>	<p>2.1 outline how to use performance monitoring information to improve the performance of individuals within a team</p> <p>2.2 describe how to provide feedback to individual team members to ensure work objectives are achieved</p>	<p>This may include:</p> <ul style="list-style-type: none"> • identifying achievements against targets • identifying areas of concern or training requirements • identifying issues and causes which must be addressed • importance of dealing with poor performance as soon as possible • how performance issues can escalate <p>This may include:</p> <ul style="list-style-type: none"> • how to reflect back behaviour • how to encourage individuals to stretch themselves • how to conduct formal performance review meetings • key things to consider when giving feedback, for example: <ul style="list-style-type: none"> - when and where it should be done - the specifics that need to be covered - the consequences of non compliance

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	<p>2.3 identify the techniques that can be used to support individuals to perform more effectively within a team</p>	<ul style="list-style-type: none"> - the support that can be provided - feedback can and should be positive, not just negative - feedback can be an opportunity to celebrate success <p>This may include:</p> <ul style="list-style-type: none"> • how to engage people in planning improvements • the concept of continuous improvement • support mechanisms which can be used, for example: <ul style="list-style-type: none"> - personal development planning - formal or informal, 'on the job' training - mentoring and shadowing - incentivisation - job rotation - team building activities - clear team and individual objectives (SMART)
<p>3 Understand how to deal with conflict within a team</p>	<p>3.1 describe the issues that could cause conflict in teams</p> <p>3.2 evaluate the techniques that can be used to reduce conflict in teams</p>	<p>This may include:</p> <ul style="list-style-type: none"> • understand potential causes of conflict, for example: <ul style="list-style-type: none"> - inappropriate management style - unfair or unequal treatment of individual team members - bullying - lack of communication, direction and/or standards - lack of leadership - inadequate resources - unclear reporting structures <p>This may include:</p> <ul style="list-style-type: none"> • ways of minimising conflict, for example: <ul style="list-style-type: none"> - identifying problems and

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	3.3 explain how legislation affects the process of dealing with conflicts in teams	<p>dealing with them early</p> <ul style="list-style-type: none"> - encouraging individuals to discuss their problems - being seen to be impartial and fair - negotiating a way forward - following up on agreed action points - job rotation - reallocation of work tasks - clarifying objectives <p>This may include:</p> <ul style="list-style-type: none"> • legislation that applies to work based teams • organisational systems and procedures • how to comply with relevant legislation when dealing with different types of conflict situations • where to seek guidance and advice

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 provided.

Evidence requirements

In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of gaining results from a team, as detailed in the 'Teaching Content' section of the unit.

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

Guidance on assessment and evidence requirements

If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:

- engaging learners in researching employment legislation
- encouraging learners to analyse and report on real teams with which they are familiar (this does not have to be in a work environment, for example it could be a football team or voluntary organisation)
- providing case studies which either individuals or groups of learners are asked to evaluate and report on
- setting up role play scenarios to enable learners to experience performance management interviewing and practice feedback skills
- developing 'what if' problem scenarios which learners can discuss and 'test'

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 For assessment criteria 1.1, groups of learners could be asked to invent a fictitious company consisting of several teams of inter-connected work groups. They could be asked to establish organisational objectives, key performance indicators for each of the teams and SMART objectives for a specified number of individuals. Evidence to address assessment criteria 1.2 and 1.3 could consist of a presentation to the larger group explaining the thought processes; a Q&A session could be used to test the thinking.

LO2 Learners take part in role plays of performance review meetings (perhaps with key members of the fictitious teams, above). An observation 'checklist' could be provided to focus observers on key aspects of assessment criteria 2.1, 2.2 and 2.3 and these completed checklists, together with teacher/tutor feedback, would provide evidence of competence. Note: teachers/tutors should be prepared to re-run the role plays in the event that competence was not immediately apparent.

LO3 For assessment criteria 3.1 and 3.2 teachers/tutors could design a series of work based, problem scenarios with multi choice options for resolving the problems. Learners could work in groups to discuss and, by using the 'what if' approach, agree the most appropriate way of resolving the problems. For assessment criteria 3.3 learners could be asked to research appropriate legislation, collect relevant computer screen printouts and report back/discuss these with the rest of the group. A collective document could be produced to summarise the activity.

If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:

- personal statements
- recorded question and answer sessions with assessor
- case studies, endorsed by someone from within the workplace who can attest to the accuracy
- outcomes from research, referenced to the source

- witness testimony/feedback from colleagues and/or line manager
- work product such as records of performance review meetings, copies of team plans and objectives, minutes of team meetings, copies of file notes in respect of conflict, etc.

National Occupational Standards (NOS) mapping/signposting

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
MSC	B5	Set objectives and provide support for team members*
MSC	D5	Plan, allocate and monitor work of a team*

* indicates partial coverage of the National Occupational Standard

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		Mathematics		ICT	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

- Stationery or a CD-rom.
- Access to a 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 learners are not expected to reproduce other people's written work.

Additional information

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