

**Unit Title:** **Managing people and performance in a business environment**

OCR unit number: 6  
 Level: 4  
 Credit value: 5  
 Guided learning hours: 24  
 Unit reference number: M/503/6141

## Unit aim and purpose

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The aim of this unit is to develop an understanding of the roles and responsibilities individuals have as leaders and managers to enable a learner to critically analyse these roles in developing effective individuals and teams to meet organisational objectives.

Learning Outcomes	Assessment Criteria	Teaching Content
<p><b>The Learner will:</b></p> <p>1 Understand workplace learning and development methods</p>	<p><b>The Learner can:</b></p> <p>1.1 Identify the benefits of a systematic approach to the management of learning, training and development</p> <p>1.2 Analyse the importance of learning and development for organisations</p> <p>1.3 Analyse the nature of learning, development and learning behaviour</p> <p>1.4 Characterise different methods of learning</p>	<p>Management of learning</p> <ul style="list-style-type: none"> <li>• Linked to organisational objectives</li> <li>• Skills and knowledge requirements</li> <li>• Needs analysis</li> <li>• Training design</li> <li>• Evaluation of learning - Donald Kirkpatrick</li> </ul> <p>Approaches to learning</p> <ul style="list-style-type: none"> <li>• Surface, deep and profound</li> <li>• Learning environments</li> <li>• Motivation for learning</li> <li>• Self-efficacy</li> </ul> <p>Methods of learning</p> <ul style="list-style-type: none"> <li>• On/off the job</li> <li>• Training</li> <li>• Courses</li> <li>• Experiences</li> <li>• Learning styles</li> <li>• Internal/external</li> </ul>
<p>2 Understand the nature of individuals' influences on their behaviour at work</p>	<p>2.1 Explain the role of wants, needs and expectations in driving an individual's motivation</p> <p>2.2 Analyse the impact of</p>	<p>Motivation</p> <ul style="list-style-type: none"> <li>• Intrinsic and extrinsic</li> </ul> <p>Motivation theorists</p> <ul style="list-style-type: none"> <li>• Maslow's Hierarchy of</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale</p> <p>2.3 Explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour</p> <p>2.4 Evaluate the link between motivation, morale and workplace performance</p>	<p>Needs</p> <ul style="list-style-type: none"> <li>• MacGregor's Theory X and Theory Y</li> <li>• Herzberg's Two Factor Theory</li> <li>• Vroom's Expectancy Theory</li> <li>• McClelland's 3-Needs Theory</li> <li>• Adam's Equality Theory</li> </ul> <p>Morale</p> <ul style="list-style-type: none"> <li>• Of individuals</li> <li>• Of teams</li> <li>• Of organisations</li> <li>• Relationship to motivation and efficiency/effectiveness</li> </ul> <p>Behavioural influences</p> <ul style="list-style-type: none"> <li>• Knowledge</li> <li>• Skills</li> <li>• Experience</li> <li>• Culture</li> <li>• Communication networks and components</li> <li>• Emotional intelligence</li> <li>• Leadership styles</li> </ul>
<p>3 Understand the concept of leadership and its influence on team working</p>	<p>3.1 Define leadership in terms of influence, people and situations</p> <p>3.2 Evaluate different models and theories of leadership</p> <p>3.3 Analyse the impact of different leadership styles on leading and communicating within teams</p>	<p>Leadership v management</p> <p>Leadership styles</p> <ul style="list-style-type: none"> <li>• Laissez Faire</li> <li>• Democratic</li> <li>• Autocratic</li> </ul> <p>Leadership models and theories</p> <ul style="list-style-type: none"> <li>• Trait Approach</li> <li>• Behavioural Approach</li> <li>• Action Centred Leadership – John Adair</li> <li>• Situational Leadership – Paul Hersey</li> <li>• Contingency Approach – Fayol and Taylor</li> <li>• Servant leadership</li> </ul> <p>Leadership and communication</p> <ul style="list-style-type: none"> <li>• Transactional analysis – Eric Byrne</li> <li>• Emotional Intelligence – Daniel Goleman</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	3.4 Analyse the benefits and drawbacks of different types of communication network	Communication networks <ul style="list-style-type: none"> <li>• Information flow</li> <li>• Impact on task achievement</li> <li>• Impact on interpersonal skills</li> <li>• Influence of organisational structure, culture and practice</li> </ul>
4 Understand the factors that contribute to successful team development and performance	4.1 Analyse the nature and importance of teamwork for an organisation  4.2 Identify the stages of group development and the factors influencing effective team performance  4.3 Describe the characteristics of team effectiveness  4.4 Evaluate the relationship between different group roles and effective team performance	Stages of team development <ul style="list-style-type: none"> <li>• Tuckman's teambuilding model</li> <li>• Relationship to leadership styles</li> <li>• Relationship to motivation and morale</li> <li>• Relationship to delegation and empowerment - Tannenbaum and Schmidt</li> </ul> Team v group <ul style="list-style-type: none"> <li>• Team roles – Belbin</li> <li>• Team competences</li> <li>• Team leadership</li> <li>• Team objectives</li> <li>• Individuals and teams – John Adair</li> </ul>
5 Understand problem-solving and conflict resolution when managing people	5.1 Explain the potential for conflict caused by different stakeholders' objectives  5.2 Outline different approaches for dealing with conflict within teams and between individuals  5.3 Evaluate problem-solving and interpersonal skills needed to manage people	Stakeholder <ul style="list-style-type: none"> <li>• Objectives</li> <li>• Analysis</li> <li>• Management</li> </ul> Cause of workplace conflict  Conflict management  People management  Management functions  Interpersonal skills  Problem solving techniques <ul style="list-style-type: none"> <li>• Team involvement</li> <li>• Effective communication</li> <li>• Structured approach</li> <li>• Negative and positive outcomes of decision making</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	5.4 Outline Mintzberg's decisional roles	Mintzberg on <ul style="list-style-type: none"> <li>• Management</li> <li>• Management roles</li> <li>• Leadership</li> </ul>

## Assessment

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Centres may design their own assessment for this unit. However, a model assessment is available from the Level 4 Diploma in Business and Administration webpage:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/>

The OCR model assessment includes:

- notes for tutors
- evidence requirements
- information on assessment expectations
- glossary for command verbs

Should centres design their own assessment, this **must be** accompanied by an Evidence Checklist to enable assessors and moderators to record and identify where, within the submitted assessment, each criterion and evidence requirement has been met.

Candidate work for this unit will be assessed by the centre and externally-moderated by OCR.

## Evidence requirements

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Candidates are expected to evidence the application of knowledge in their own working environment. Where this is not possible candidates can chose an organisation in which to apply their knowledge, providing this will allow all assessment criteria to be met.

Details of evidence requirements can be found in the OCR model assessments which support this unit. If centre-developed assessments are used, they must allow candidates to cover all of the evidence requirements detailed on the Evidence Checklist.

Evidence can be presented in a number of ways which can be determined by the centre. These decisions should take into account the accessibility of the assessment requirements by individual candidates and the bespoke nature of a candidate or candidate group.

Evidence could be presented through assessed presentations, assessor observations, professional discussions or word processed documents. Recordings of professional discussions are an acceptable form of evidence. All evidence submitted must be legible.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria and evidence requirements. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant requirements are met.

Where assessor observations or professional discussions are carried out, the content of these must be detailed on a Witness Statement form. The Witness Statement form must be submitted with the candidate evidence. Witness Statement forms can be downloaded from the OCR L4 Diploma in Business and Administration webpage:

<http://www.ocr.org.uk/qualifications/vocational-qualifications-qcf-business-and-administration-level-4-diploma-10337/>.

Whilst observation and professional discussion are acceptable forms of evidence, we would not expect these to be the sole methods employed for evidencing a complete unit.

Evidence from related Level 4 NVQ units can be used to infer understanding of this unit's content where appropriate.

## Guidance on assessment and evidence requirements

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Candidates should be advised that incomplete evidence **should not** be submitted.

All evidence **must** be assessed by the centre before submitting to OCR for moderation. This should be indicated through a tick and/or feedback comment on each marking point. Assessors should check that there are no gaps in the evidence.

Centres must have an internal moderation process in place to ensure consistency of assessment, especially where there is more than one assessor in the assessment team. The internal moderator should sign the front cover of those assessments which have been included in the internal sampling process.

If candidates require a scribe, further guidance can be found in the JCQ document: *Access Arrangements, Reasonable Adjustments and Special Consideration 2012-2013* available at:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration/regulations-and-guidance/access-arrangements-reasonable-adjustments-and-special-consideration-2012-2013>

Scribed work should be annotated with the scribe's initials.

OCR is unable to return candidate work to centres, so **centres should take a copy before submitting** work to OCR for moderation.

You should refer to the '*Admin Guide: Vocational Qualifications (A850)*' for *Notes on Preventing Computer-Assisted Malpractice*.

## National Occupational Standards (NOS) mapping/signposting

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The mapping in the table below provides an indication of where evidence might be available for assessment against some of the knowledge and understanding contained in the national occupational standards (NOS). It does not claim to guarantee that evidence will meet the NOS.

NOS can be viewed on the relevant Sector Skills Council's website or the occupational standards directory at [www.ukstandards.co.uk](http://www.ukstandards.co.uk).

Occupational standards	Unit number	Title
CFAM & LBA3	NA	Lead your team
CFAM & LDB1	NA	Build teams
CFAM & LDB4	NA	Manage people's performance at work
CFAM & LDB8	NA	Manage conflict in teams
CFAM & LDC2	NA	Support individuals' learning and development
CFAM & LDD1	NA	Develop and sustain productive working relationships with colleagues
CFAM & LDD2	NA	Develop and sustain productive working relationships with stakeholders

## Functional skills signposting

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

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

## Resources

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French, R. and Rees, G. (2010) *Leading, Managing and Developing People* 3<sup>rd</sup> Edition CIPD

Northouse, P. G. (2012) *Leadership: Theory and Practice* 6<sup>th</sup> Edition SAGE

[www.i-l-m.com](http://www.i-l-m.com)

[www.cipd.co.uk](http://www.cipd.co.uk)

- Factsheets on
  - Performance Management
  - Leadership
  - Teamwork
  - Learning and Development

[www.businesscasestudies.co.uk](http://www.businesscasestudies.co.uk)

People Management case studies

## Additional information

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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](http://www.ocr.org.uk) .