Unit Title:	**Personal effectiveness in a business environment**
OCR unit number:	7
Level:	4
Credit value:	5
Guided learning hours:	24
Unit reference number:	T/503/6139

Unit aim and purpose

The aim of this unit is to develop an understanding of the relationship between time management, personal development and management styles and how they combine to motive people to become more effective individuals and teams to meet organisational objectives.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1. Understand the relationship between personal effectiveness and effective people management	**The Learner can:** 1.1 Analyse the role and nature of management	Mintzberg on • Management • Management roles Management functions Management by objectives
	1.2 Analyse the personal and interpersonal skills needed by effective managers	Interpersonal skills • Components of • Communication • Emotional Intelligence
	1.3 Differentiate between management and leadership	Leadership skills and traits versus Management functions
	1.4 Analyse the relationship between time management and the effective performance of individuals	Effective time management • Barriers • Self-management • Effective delegation • Influence of communication networks and systems

© OCR 2010

Learning Outcomes	Assessment Criteria	Teaching Content
	1.5 Identify solutions to problems caused by ineffective time management	Time management techniques Personal action plans Prioritising • Important v urgent v routine
2. Understand the relationship between motivation and individual effectiveness	2.1 Analyse the underlying concept of motivation 2.2 Assess the application of different motivation theories to the individual 2.3 Explore the role of motivation theory in assisting effective job design	Motivation • Intrinsic and extrinsic Motivation theorists • Maslow's Hierarchy of Needs • MacGregor's Theory X and Theory Y • Herzberg's Two Factor Theory • Vroom's Expectancy Theory • McClelland's 3-Needs Theory • Adam's Equality Theory Job design • Job rotation • Job satisfaction • Work scheduling • Management style • Self-efficacy • Job enlargement
3. Understand how Continuous Professional Development (CPD) influences personal effectiveness	3.1 Assess the role of CPD in organisations 3.2 Analyse the influence of CPD on individuals 3.3 Assess the effectiveness of different forms of CPD	CPD • Definition and purpose • Relationship to organisational objectives CPD as a • Motivator • Development tool • Behavioural technique CPD Methods and their effectiveness

Assessment

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/

© OCR 2010

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

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

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

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.

Occupational standards	**Unit number**	**Title**
CFAM & LAA1	NA	Manage yourself
CFAM & LAA2	NA	Develop your knowledge, skills and competence
CFAM & LDB4	NA	Manage peoples' performance at work

Functional skills signposting

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

© OCR 2010

Resources

Meggison, D. and Whitaker, V. (2007) *Continuing Professional Development* 2nd Edition CIPD

Evans, C. (2008) *Time Management for Dummies* John Wiley & Sons

www.cipd.co.uk

- Factsheets on
  - Performance Management
  - Learning and Development
  - CPD
  - Time Management

www.businesscasestudies.co.uk

People Management case studies

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 .