

Unit Title:	Managing Staff Performance
OCR unit number:	10
Sector unit number:	15.3 Business Management
Level:	5
Credit value:	5
Guided learning hours:	30
Unit reference number:	M/602/1469

Unit aim and purpose

The unit aims to provide learners with the skills needed to set SMART work objectives for staff in line with organisational requirements, current legislation, industry and sector codes of practice. Learners will be able to delegate tasks fairly and effectively communicate with staff. Learners will monitor staff performance through organisational activities, consider methods for improving the achievement of objectives and evaluate whether quality systems for work activities help or hinder these. Learners will be able to review staff performance by undertaking formal or informal assessment processes, provide feedback, agree performance improvements and select appropriate options for dealing with underperformance.

Learning Outcomes	Assessment Criteria	Teaching Content
<p>The Learner will:</p> <p>1 Be able to set detailed work objectives for staff</p>	<p>The Learner can:</p> <p>1.1 explain the impact of the organisational context on the setting of objectives</p> <p>1.2 set work objectives for staff</p> <p>1.3 communicate work objectives to staff</p>	<p>This may include</p> <ul style="list-style-type: none"> • the organisational context such as the <ul style="list-style-type: none"> - business objectives, priorities and critical issues - requirements of legislation, regulation and codes of practice - industry/sector specific requirements for knowledge, skills and competencies - resources available • how to set SMART (Specific, Measurable, Agreed, Realistic and Time-bound) work objectives • how to develop and agree the monitoring and evaluation of progress towards and achievement of objectives • the use of communication skills such as <ul style="list-style-type: none"> - verbal e.g. questioning, listening, negotiating and influencing - non-verbal e.g. body language, written • how to delegate fairly and effectively

Learning Outcomes	Assessment Criteria	Teaching Content
<p>2 Be able to evaluate work activities against organisational requirements</p>	<p>2.1 monitor work activities against organisational requirements</p> <p>2.2 explain the methods that can be used to improve achievement of objectives</p> <p>2.3 evaluate quality systems in an organisation</p>	<p>This may include</p> <ul style="list-style-type: none"> • the ways of monitoring with the aim of gathering information through planned and unplanned processes • work activities that are routine and non-routine tasks staff perform within their job role • the need to analyse the information gathered to <ul style="list-style-type: none"> - identify if the objectives have been achieved - establish why objectives have not been achieved - ensure feedback is based on fact and not perception - ensure compliance with organisational procedures and external requirements • the methods used to improve such as <ul style="list-style-type: none"> - discussing with the individual - checking the objective is still valid - providing training, development, mentoring, coaching, work shadowing for individuals • that quality systems are the processes and procedures in place to achieve work activities in line with the organisation's requirements. • evaluation as a way of confirming whether the quality systems support achievement of work objectives or create barriers to achievement
<p>3 Be able to review work performance of staff</p>	<p>3.1 assess the performance of staff against work objectives</p> <p>3.2 provide constructive feedback to staff</p> <p>3.3 agree performance improvements with staff</p> <p>3.4 evaluate options for dealing with underperformance of staff</p>	<p>This may include</p> <ul style="list-style-type: none"> • the ways to assess against objectives such as <ul style="list-style-type: none"> - formal e.g. face to face reviews/appraisals, meetings, checking targets, analysing data, solicited 360 degree feedback - informal e.g. observation, unsolicited feedback from colleagues or customers • the importance of constructive feedback and agreeing performance improvements <ul style="list-style-type: none"> - at agreed times and in a safe environment - by praising achievement and providing facts to substantiate non-achievement - by listening to the concerns and views of the individual - by using a range of communication skills to identify options and reach a negotiated conclusion

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> how to evaluate the options available from revising objectives, providing coaching or mentoring, giving further training through to following the organisation's disciplinary procedures

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit the learner must produce a portfolio of evidence which, on request, should be made available to the OCR external verifier for sampling.

Portfolios of work must be independently produced by individual learners and Centres must confirm to OCR that the evidence is authentic. The OCR 'evidence record sheets' (or similar) should be completed and signed by the learner and the assessor to confirm this.

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.

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

Guidance on assessment and evidence requirements

- LO1 Learners could be designated as manager of a department in an organisation and provided with a department structure, information on the role of each team member, current skill levels, and a set of department objectives linked to the organisation's objectives. From this information the learners could set SMART objectives for an individual team member and gain the commitment of the team member of the objective, and the monitoring/review process. The assessor/tutor will need to ensure the objectives set met the requirement to be SMART (AC1.1 to 1.3).
- LO2 Learners could be given a case study relating to the performance of an individual/team in an organisation, or a video of a team undertaking work activities with background information on the objectives set for each team member. Learners could use different methods of monitoring performance and analyse the information gathered to establish which objectives have not been met, and decide how to improve achievement. This could be role play situations (AC2.1 and 2.2). Learners could review the quality systems relating to the work activities to identify whether they help or hinder achievement of individual or team objectives (AC2.3)
- LO3 Learners could use the findings from the LO2 activity to set up a performance review role play with an individual member of staff with the aim of providing feedback on their performance and of agreeing improvements. Learners could be supplied with review documentation and an action plan for use in the meeting. This would allow the learners to demonstrate their communication skills and could provide an opportunity for reflection on their own performance (AC3.1 to 3.3). Learners could be provided with a scenario of a team member who is continually underperforming and evaluate the options for dealing with this. The activity could require the learners to advise a colleague on the options available. Alternatively a video of a review with an underperforming team member could be viewed and the learners asked to provide advice on the best option (AC3.4).

NOTE: Where learners are asked to work in groups, it is important that outcomes can be attributable to individuals within the groups.

If the unit is to be completed through real work, examples of appropriate sources of evidence could include:

- observation by the assessor or an expert witness of the candidate setting and communicating objectives
- personal statements
- recorded professional discussion with the assessor
- case studies, endorsed by someone who can attest to the accuracy
- outcomes from research, referenced to the source
- work product such as action plans with SMART objectives; results from monitoring work activities; minutes of meetings; performance reviews including underperforming team member/s

NOTE: It is good practice to 'signpost' work product to the workplace rather than place in a portfolio.

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.skillsca.org

Occupational standards	Unit number	Title
Management and Leadership	M&LDC5 CFAM&LDB4	Address performance problems affecting team members

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	✓	Representing		Use ICT systems	
Reading	✓	Analysing		Find and select information	
Writing	✓	Interpreting		Develop, present and communicate information	

Resources

Stationery, a CD-rom, removable pen drive

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. For example:

People Management – HR news and research: www.peoplemanagement.co.uk

<http://www.What-are-good-leadershipskills.com>

Pat Wellington: Effective People Management: Improve Performance Delegate More Effectively Handle Poor Performance and Manage Conflict ISBN-13: 978-0749462857

Gold, J. Thorpe, R. And Mumford, A: Leadership and Management Development. ISBN: 1843982447

MacBeath, J. (2008) Connecting Leadership and Learning: Principles for Practice

Northouse G., (2009) Leadership: Theory and Practice [Paperback]

Johnson, C. and Keddy, J (2010): Managing Conflict at Work: Understanding and Resolving Conflict for Productive Working Relationships ISBN-10: 0749459522

Eckerson, W (2010): Performance Dashboards: Measuring, Monitoring, and Managing Your Business, 2nd Ed ISBN-10: 0470589833

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.