

Model Assignment

Issued September 2017

Level 4 Diploma in Business and Administration

Unit 7 – Personal effectiveness in a business environment

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide them with sufficient opportunity to demonstrate achievement across the unit.

The Ofqual Unit Reference Number is: **T/503/6139**

This OCR model assignment remains live for the life of this unit.

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Model Assignment: Tutor Information

Level 4 Diploma in Business and Administration

Unit 7 – Personal effectiveness in a business environment

Introduction

There are similarities between Unit 6 Managing People and Performance in a Business Environment assessment criteria 2.1 and 2.2 and assessment criteria 2.1, 2.2 and 2.3 of this unit. This suggests that evidence for one assessment criteria could be used as evidence for the other.

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

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. All evidence submitted must be legible.

For further guidance on what evidence is required please refer to the Evidence Checklist, which must be used in conjunction with this Model Assignment.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant assessment criteria are met. However, where higher level skills such as analysis and evaluation are required it is anticipated that this will be proven through additional evidence.

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

The tasks have been designed so that all of the assessment criteria in this Unit are addressed.

There are opportunities for synoptic assessment within the scenario where one or more assessment criterion from the same or another unit may be met partially or in full.

These guidance notes must be used in conjunction with the unit specification, Centre Handbook and Evidence Checklist.

Introduction for Learners

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 motivate people to become more effective individuals and teams to meet organisational objectives.

Below you will find a scenario which will help enable you to demonstrate you have sufficient understanding of this unit's content to meet the unit aim.

This assessment is made up of two tasks. Each task has a set of instructions which you must follow. You should refer to the Evidence Checklist to ensure that you include all the evidence required to meet the assessment criteria and learning outcome for this unit.

Do not submit any assessment which does not include sufficient evidence to demonstrate you can meet each of the assessment criteria. If you were to do this then you would not pass this unit.

Included on page 7 is a list of key assessment words which will help you to understand what is expected of you.

The Tasks

Scenario

You have been asked by your Human Resource (HR) Manager to help design a training course to develop current and future leaders and managers in your organisation. This is to be part of their Continuing Professional Development (CPD). The HR Manager is keen that this should include an awareness of how leaders and managers can design workplace activities to improve motivation and an element of time management training.

Task 1

This task relates to assessment criteria 1.1, 1.2, 1.3, 1.4, 1.5, 2.1, 2.2 and 2.3.

To demonstrate you have the knowledge and understanding to be able to contribute to the design of the training course you need to demonstrate a good understanding of;

- the different skill, traits and competencies which all leaders and managers should have (*Synoptic assessment opportunity Unit 6 ACs 5.3 and 5.4, 3.2*)
- how effective job design can motivate employees (*Synoptic assessment opportunity Unit 6 AC 2.2*)
- time management and its impact on performance
- barriers to effective time management.

Task 2

This task relates to assessment criteria 3.1, 3.2 and 3.3.

SMT have requested that you analyse the influence of CPD on individuals and the effectiveness of different forms of Continuous Professional Development, as part of a review of the current systems.

You must include:

- an explanation of the nature of CPD including
- how it relates to organisational objectives, including evidence of investigations of how CPD is used within organisations through the work place and/or case studies
- how useful CPD is to ensuring organisational objectives are met
- a justification of your findings
- an explanation of how CPD can be used:
 - to motivate individuals
 - as a development tool for individuals in an organisation.
- the behavioural techniques, with CPD, which can change individual perceptions and attitudes

- an investigation into:
 - how CPD has had a positive effect on individuals within the workplace
 - examples where CPD has not resulted in positive improvement by individuals in the workplace.
- a conclusion on the effectiveness of CPD in influencing individuals, with justification arising from examples identified during your investigation
- explain and investigate a range of CPD methods
- use own organisation and research to identify the efficacy of different methods
- explain which CPD method or methods are most effective specific circumstances and where they are not
- justify your reasons with evidence from your investigation.

Glossary

Analyse	<i>Break a topic or issue down into parts and look at part in depth by considering questions such as “Why did x happen?”, “How did x affect the outcome?” Use evidence which supports and counters the argument and how they interrelate.</i>
Assess	<i>Consider how relevant, useful and effective something is in a given scenario. Both the positive qualities and the drawbacks are considered and a final justification for the decision or decisions must be provided.</i>
Compare/contrast	<i>Identify similarities and differences between two or more things or points of view. Identify those similarities or differences which are more important than others for the circumstances you are analysing.</i>
Describe	<i>Give an account, including all the relevant characteristics, qualities, or events.</i>
Discuss	<i>This is a written version of a debate. The case for and against a point of view or event including the advantages and disadvantages must be put using well-structured arguments. It must end with a conclusion.</i>
Explain	<i>To give account of the purposes or reasons for something.</i>
Explore	<i>Use a questioning approach, considering different points of view of an incident or issue, in order to come to a final view point.</i>
Identify	<i>This includes recognising, listing or naming of characteristics or key points to be considered; at level 4 this should also include the reasons for their inclusion in the list, etc.</i>
Evaluate	<i>An evaluation requires a verdict at the end of the research on whether the author agrees with the evidence and the justification for the decision. Therefore this incorporates a detailed investigation/exploration of different facets of the task. At level 4, this is unlikely to be less than a page of argument.</i>
Outline	<i>A short description of the main characteristics/points of an issue or subject. This should include interrelationships, without going into the minute detail of each one.</i>