

Unit Title:	Principles of personal effectiveness in a contact centre
OCR unit number	1
Sector unit number:	CCTC1
Level:	2
Credit value:	2
Guided learning hours:	14
Unit reference number:	F/503/0358

Unit purpose and aim

This unit is concerned with knowing the process for improving personal effectiveness in a contact centre and understanding the role of a team in improving personal effectiveness in a contact centre.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will: 1 Know the process for improving personal effectiveness in a contact centre	The Learner can: 1.1 List the expectations defined by the job role for working in a contact centre	<ul style="list-style-type: none"> • Candidates should have an understanding of the: • expectations of the job role including <ul style="list-style-type: none"> - tasks / duties - skills such as operating the telephone system - personal attribute such as friendly - knowledge such as product knowledge - standard of service / outcomes as defined • in organisational procedures / guidelines • by legislation / regulation • in job descriptions / person specifications
	1.2 Describe the steps in identifying development needs and improving personal effectiveness	<ul style="list-style-type: none"> • steps in identifying development and improving personal effectiveness which may include • formal feedback from <ul style="list-style-type: none"> - line managers such as 1-2-1, appraisals, call

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		<ul style="list-style-type: none"> monitoring - colleagues such as coaches / mentors - customers such as compliments and complaints, mystery caller reports • informal <ul style="list-style-type: none"> - self assessment - unsolicited feedback
	1.3 Describe the steps in performance review processes	<ul style="list-style-type: none"> • steps in performance review processes including <ul style="list-style-type: none"> - identifying how previous targets have been / not been met - discussion with line manager of performance - negotiate new objectives and targets linked to team/business - agree support / training needed to achieve new goals - record the outcome with SMART objectives
	1.4 Describe how personal development needs are affected by changes in products, services, business processes or legislative/regulatory developments	<ul style="list-style-type: none"> • the affect on development needs including <ul style="list-style-type: none"> - to update current skills and/or knowledge - to acquire new skills and/or knowledge - to review personal development plans
	1.5 Identify the types of learning resources available for improving personal effectiveness in the job role	<ul style="list-style-type: none"> • types of learning resources may include <ul style="list-style-type: none"> - colleagues - specialist i.e. IT - internal i.e. electronic, team briefings, in-house courses, notice boards - external i.e. suppliers, colleges, training providers
2 Understand the role of a team in improving personal effectiveness in a contact centre	2.1 Describe the responsibilities of self, manager and team for developing personal effectiveness	<ul style="list-style-type: none"> • Candidates should have an understanding of the: • responsibilities including • of self <ul style="list-style-type: none"> - assess own

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		<p>performance</p> <ul style="list-style-type: none"> - complete agreed development • of manager to <ul style="list-style-type: none"> - provide regular feedback - organise development opportunities - communicate changes to work practices, regulation or legislation • of team members <ul style="list-style-type: none"> - provide constructive feedback - provide support such as coaching / mentoring
	2.2 Explain how everyday work in a team leads to learning and personal development opportunities	<ul style="list-style-type: none"> • learning and development opportunities which may include <ul style="list-style-type: none"> - 'buddy' system - work shadowing of colleagues - sharing information, advice and skills - coaching/mentoring
	2.3 Describe the importance of feedback on performance to the learning process	<ul style="list-style-type: none"> • importance of feedback including <ul style="list-style-type: none"> - considering if the learning outcome has been achieved - deciding if the learning opportunity matched individual learning style - identifying if further support is required - motivational through recognising achievement
	2.4 Explain the link between personal development and team effectiveness	<ul style="list-style-type: none"> • the affect on team effectiveness including <ul style="list-style-type: none"> - improved opportunity to met team targets - increased motivation as all team members pull together - support for new / less experienced team members - cascading learning

Learning Outcomes	Assessment Criteria	Teaching Content
		means more time to achieve individual and team targets

Assessment

This unit is internally assessed by centre staff (e.g. teachers/tutors, support workers, carers, assessors) and externally verified by OCR.

Guidance on assessment and evidence requirements

Please refer to the OCR Centre Handbook available from the OCR website www.ocr.org.uk.

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

National Occupational Standards (NOS) mapping/signposting

Occupational standards	Unit number	Title
Contact centre	1	Improve your personal effectiveness at work in a contact centre

Functional skills signposting

Training provided for contact centre operations may help to prepare candidates for the functional skills assessment (e.g. report writing may be good preparation for English). It is likely however that further training would be needed to fully prepare candidates for functional skills assessment.

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

OCR evidence sheets have been produced to support candidates in producing appropriate evidence for these qualifications. Centres may choose to:

- tailor these for candidates
- use these as a benchmark for devising their own evidence sheets to aid candidates

Candidate evidence checklists can be found in the Contact Centre Operations section containing on the OCR website: <http://www.ocr.org.uk>.

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.