



Oxford Cambridge and RSA

**Unit Title:** Improving Your Own Management and Leadership Performance

OCR unit number 32

QN number H/602/0416

Level: 3

Credit value: 2

Guided learning hours: 20

### Unit purpose and aim

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This unit provides the learner with an understanding of the skills and knowledge needed for effective management and leadership, and the processes involved to improve own performance.

Learning Outcomes	Assessment Criteria	Teaching Content
<b>The Learner will:</b> 1 Know the importance of management and leadership skills	<b>The Learner can:</b> 1.1 describe the knowledge and skills needed for management and leadership	This may include: <ul style="list-style-type: none"><li>• the importance of management skills such as the ability to:<ul style="list-style-type: none"><li>- plan and set objectives</li><li>- control resources</li><li>- control quality</li><li>- deliver internal and external customer service</li><li>- report on finances and budgets</li><li>- recruit personnel</li><li>- handle discipline and grievance</li><li>- monitor health and safety</li></ul></li><li>• the importance of leadership skills such as:<ul style="list-style-type: none"><li>- demonstrating a vision for the future</li><li>- understanding how to motivate people</li><li>- communicating information</li><li>- providing supportive feedback</li></ul></li></ul>

Learning Outcomes	Assessment Criteria	Teaching Content
		<ul style="list-style-type: none"> <li>- making consistent decisions</li> <li>- being seen to be fair and respecting diversity</li> <li>- encouraging people to support each other</li> <li>- creating a sense of identity and common purpose</li> <li>- setting a good example and modelling acceptable values and standards</li> <li>• the importance of knowledge such as: <ul style="list-style-type: none"> <li>- management theories, for example the concept of emotional intelligence, Theory X and Theory Y, Goleman's Leadership Styles, etc.</li> <li>- different management styles and their application, for example 'autocratic' versus 'democratic' (Tannenbaum and Schmidt's Leadership Continuum').</li> </ul> </li> </ul>
<p>2 Understand how to assess career and personal goals</p>	<p>2.1 describe the importance of setting personal work objectives</p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• benefits of having a focus and direction and the impact of this on, for example, stress levels, career direction, training needs, etc</li> <li>• how and why to set SMART objectives (specific, measurable, achievable, realistic and time-bound)</li> <li>• potential impact on an organisation when employees are capable of achieving, or unable to achieve personal work objectives</li> <li>• potential impact on an individual's career when personal work objectives are achieved, or not achieved</li> <li>• why it is important to take</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>2.2 compare ways to collect feedback to improve management and leadership performance</p> <p>2.3 analyse ways to use feedback to improve management and leadership performance</p>	<p>account of personal preferences and aspirations when setting personal work objectives</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• what is meant by constructive feedback</li> <li>• potential sources of feedback, for example: <ul style="list-style-type: none"> <li>- line managers and colleagues</li> <li>- performance appraisal meetings</li> <li>- 360° feedback questionnaires</li> <li>- customer satisfaction surveys</li> <li>- self-assessment questionnaires</li> </ul> </li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• how to use feedback and assess the practical implications for example: <ul style="list-style-type: none"> <li>- the validity in respect of career and personal goals</li> <li>- the reliability of the source</li> <li>- impact on current objectives</li> <li>- identification of personal development needs</li> <li>- recognising that our self-perception can differ from others' perception</li> </ul> </li> </ul>
<p>3 Understand the importance of having a personal development plan to improve own management and leadership performance</p>	<p>3.1 describe how to produce a plan using a skills audit</p>	<p>This may include:</p> <ul style="list-style-type: none"> <li>• purpose of a personal development plan (PDP) and what should be included: <ul style="list-style-type: none"> <li>• timescale</li> <li>• objectives</li> <li>• etc</li> </ul> </li> <li>• types of skills audits that are available and how to access these</li> <li>• principles of conducting a 'gap analysis'</li> <li>• personal learning style and</li> </ul>

Learning Outcomes	Assessment Criteria	Teaching Content
	<p>3.2 describe resources and activities needed to meet objectives of a personal development plan</p> <p>3.3 analyse the importance of monitoring a personal development plan</p> <p>3.4 describe the importance of reviewing a personal development plan</p>	<p>preferences</p> <p>This may include:</p> <ul style="list-style-type: none"> <li>• development activities that might be available such as formal or informal training, job shadowing etc</li> <li>• availability of resources, such as financial, physical, technical etc</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• potential consequences of not monitoring progress against plans, for example: <ul style="list-style-type: none"> <li>- failure to meet objectives or targets</li> <li>- lack of career progression</li> <li>- low self esteem</li> </ul> </li> <li>• how and why to monitor progress against objectives on an on-going basis</li> </ul> <p>This may include:</p> <ul style="list-style-type: none"> <li>• what to do if the plan isn't working</li> <li>• sources of advice and guidance</li> <li>• the concept of continuous improvement</li> <li>• how to assess the impact of development activities</li> </ul>

## Assessment

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This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is provided.

## Evidence requirements

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In order to achieve this unit the learner must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of improving management and leadership performance, as detailed in the 'Teaching Content' section of the unit.

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

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

## Guidance on assessment and evidence requirements

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Learning Outcome 1 of this unit shares similar themes to Learning Outcome 1 of unit R/602/0413, Key Principles of Management and Leadership (Level 3 mandatory unit)

**If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:**

- providing in depth, one to one feedback
- encouraging group discussion during which learners give each other feedback (this would need to be carefully managed by the teacher/tutor)
- the use of self-evaluation tools or questionnaires which learners can complete and reflect on
- engaging learners in researching different forms of personal development plans (PDPs) and comparing and contrasting the advantages and disadvantages of these
- providing a suitable template for a PDP and asking learners to complete this

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 Groups of learners could be asked to research specific management and leadership theories. They could then report back and discuss with the rest of the class the theories, and practical implications of these, in the workplace. This report back activity could be video recorded to meet the requirements of assessment criteria 1.1.

LO2 and LO3 A group discussion facilitated by a teacher/tutor could be used to introduce the concept of personal development planning and what should be included. Learners could then go on to produce individual PDPs and discuss these during one to one tutorials. Tutors could suggest 'what if' scenarios to address assessment criteria 3.3 and 3.4. All these activities would need to be recorded in order to produce end results which can be assessed.

**If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:**

- personal statements
- recorded question and answer sessions with assessor
- case studies, endorsed by someone from within the workplace who can attest to the accuracy
- outcomes from real work activity such as job descriptions, person specifications, gap analyses, individual training or personal development plans, minutes of performance review meetings, etc.

## National Occupational Standards (NOS) mapping/signposting

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

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
MSC	A2	Manage own professional development within an organisation*
MSC	E11	Communicate information and knowledge (Level 2 Mandatory unit)*

\* indicates partial coverage of the National Occupational Standard

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## Functional skills signposting

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This section indicates where learners 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

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- Stationery or a CD-rom.
- Access to a 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 learners are not expected to reproduce other people's written work.

## 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) .