

Construction Contracting Operations Level 3 CCOL3 (SQA Unit Code-F07R 04)

The Unit:

CCOL3/C03 Develop and maintain working relationships of personal development

The Standards that are part of this Unit

CCOL3/C03.1 Develop and maintain relationships with people

CCOL3/C03.2 Optimise your own resources to meet objectives

CCOL3/C03.3 Undertake personal development in the occupational practice area

The Unit Commentary

This Core Unit is about developing and maintaining working relationships with colleagues, team members, your manager and others. It is also about you optimising your own performance and undertaking personal development.

CO3.1 Develop and maintain relationships with people

You will need to develop and maintain effective relationships, offering timely relevant information and helpful sensitive advice. You will need to present clear, timely proposals appropriately detailed.

CO3.2 Optimise your own resources to meet objectives

You will need to set and prioritise your own objectives and realistically plan your work activities allowing for unforeseen circumstances and delegating where appropriate. You will need to make decisions, minimise disruptions, obtain further information as needed and regularly review progress, rescheduling as necessary.

CO3.3 Undertake personal development in the occupational practice area

You will need to review your own performance, both by yourself and with your line manager, and identify personal development needs, forming these into a development plan. You will need to undertake development activities, record progress and re-review your performance.

C03 Develop and maintain working relationships of personal development

C03.1 Develop and maintain relationships with people

Performance Criteria - this involves...

- (a) developing and maintaining **working relationships** with **people** which **promote goodwill and trust**
- (b) **informing people** about **work activities** in an appropriate level of detail and with an appropriate degree of urgency
- (c) **offering advice** and help to **people** about **work activities** with sensitivity
- (d) **presenting** proposals for action clearly to **people** at an appropriate time and with the right level of detail for the degree of change, expenditure and risk involved

The Range...

- [1] Working relationships:**
 - formal;
 - informal
- [2] People:**
 - technical;
 - non-technical;
 - authority
- [3] Promote goodwill and trust:**
 - demonstrating a duty of care;
 - ethical relationships;
 - professional independence;
 - honouring promises and undertakings;
 - honest relationships;
 - constructive relationships
- [4] Informing, offering advice and presenting:**
 - orally;
 - in writing;
 - using graphics;
 - electronically
- [5] Work activities:**
 - progress;
 - results;
 - achievements;
 - emerging threats;
 - risks;
 - opportunities

C03 Develop and maintain working relationships of personal development

C03.1 Develop and maintain relationships with people

The Evidence - performance and process

Taken as a whole, the evidence must show that the candidate consistently meets all the performance criteria, across the ranges for the Element.

References in brackets after items in the Evidence specification refer to the corresponding performance criteria, eg. (a), and range, eg. [1], to which they apply.

There must be workplace evidence against each performance criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant performance criterion.

Product Evidence:

The candidate must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence:

- (1) Information and advice provided about work activities (a,b,c) [all]
- (2) Proposal(s) presented (d) [1,2,3,4]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process Evidence:

- (1) Information, advice and presentations (all) [all]

Evidence: knowledge and understanding

Established from questioning the candidate or from industry recognised education and training course assessment, which is matched to the Element. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence.

- (1) How do you maintain **working relationships** with **people** which **promote goodwill and trust**? (application) (a) [1,2,3]
- (2) How and why do you develop **working relationships** with **people** which **promote goodwill and trust**? (synthesis) (a) [1,2,3]
- (3) How do you **present** proposals for action to **people**? (application) (d) [2,4]
- (4) How do you **inform people** about **work activities** in an appropriate level of detail and with an appropriate degree of urgency? (application) (b) [4,5]
- (5) How and why do you **offer advice** and help to **people** about **work activities**? (synthesis) (c) [2,4,5]

C03 Develop and maintain working relationships of personal development

C03.2 Optimise your own resources to meet objectives

Performance Criteria - this involves...

- (a) setting objectives for your work which are specific, measurable and achievable within **organisational constraints**
- (b) prioritising your objectives in line with organisational objectives and policies
- (c) planning your work activities so that they are consistent with your objectives and your personal resources
- (d) estimating the time you need for activities realistically and allowing for unforeseen circumstances
- (e) **delegating** work to others in a way which makes the most efficient use of available time and resources
- (f) taking decisions as soon as you have sufficient information
- (g) taking prompt and efficient messages to obtain further information needed when taking decisions
- (h) minimising unhelpful interruptions to, and digressions from, planned work
- (i) regularly reviewing progress and rescheduling activities to help you in achieving your planned objectives

The Range...

- [1] **Organisational constraints:**
 - organisational objectives;
 - organisational policies;
 - resources
- [2] **Delegate to:**
 - team members;
 - colleagues working at the same level as yourself;
 - people outside your organisation

C03 Develop and maintain working relationships of personal development

C03.2 Optimise your own resources to meet objectives

The Evidence - performance and process

You must prove that you optimise your own resources to meet your objectives to the National Standard of competence.

To do this, you must provide evidence to convince your assessor that you consistently meet all the performance criteria.

Your evidence must be the result of real work activities undertaken by yourself. Evidence from simulated activities is not acceptable for this Element.

Product Evidence:

- (1) You must show evidence that, when setting your objectives, you take into account all types of organisational constraints (a) [1]
- (2) You must also show evidence that you can delegate (e) [2]
- (3) You must, however, convince your assessor that you have the necessary knowledge, understanding and skills to be able to perform competently in respect of all types of people to whom you may have to delegate work (e) [2]

Process Evidence:

None applicable

Evidence: knowledge and understanding

Established from questioning the candidate or from industry recognised education and training course assessment, which is matched to the Element. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence.

(1) **Delegation:**

- (1a) how to **delegate** work to others and monitor progress;

(2) **Information handling:**

- (2a) how to assess how much information is required before effective decisions can be taken;
- (2b) how to collect and check the validity of the information required for decision-making

(3) **Monitoring and evaluation:**

- (3a) the importance of regular reviews of activity and rescheduling of work to achieving planned objectives

(4) **Time management:**

- (4a) how to set objectives for yourself which are specific, measurable and achievable;
- (4b) how to plan activities so that they are consistent with known priorities and your own resources;
- (4c) how to estimate the amount of time required to carry out planned activities;
- (4d) the kind of contingencies which may occur and how to assess and plan for these.

(5) **Planning:**

- (5a) the importance of effective time management to managerial competence;
- (5b) how to identify and minimise unhelpful interruptions to planned work.

C03 Develop and maintain working relationships of personal development

C03.3 Undertake personal development in the occupational practice area

Performance Criteria - this involves...

- (a) reviewing the personal **aims and objectives** for undertaking **personal development**
- (b) identifying **sources of support and guidance** for undertaking **personal development**
- (c) identifying and agreeing relevant **benchmarks of competence** against which **personal development** can be measured
- (d) reviewing in conjunction with line manager the current personal level of performance against the identified **benchmarks of competence** and recording a profile of present competence and **personal development** needs
- (e) confirming a development plan for achieving identified development needs
- (f) undertaking **development activities** aimed at achieving identified development needs, reviewing and recording progress and the effectiveness of the activities
- (g) recording evidence of competence gained against the identified **benchmarks of competence**
- (h) reviewing the cycle of **personal development aims and objectives** and revising and updating **aims and objectives** to suit changing circumstances

The Range...

- [1] **Aims and objectives:**
 - career progression;
 - intellectual challenge;
 - need for updating;
 - need to provide evidence of vocational competence;
 - promotion or job change;
 - awareness of shortcomings
- [2] **Personal development:**
 - maintenance of existing competence;
 - improvements to existing competence;
 - development of new competence;
- [3] **Sources of support and guidance:**
 - national/industry bodies;
 - Professional Institutions;
 - education and training providers;
 - in house;
- [4] **Benchmarks of competence:**
 - job descriptions;
 - professional institution requirements;
 - industry national occupational standards
- [5] **Development activities**
 - formal courses;
 - work experience;
 - personal study

C03 Develop and maintain working relationships of personal development

C03.3 Undertake personal development in the occupational practice area

The Evidence - performance and process

Taken as a whole, the evidence must show that the candidate consistently meets all the performance criteria, across the ranges for the Element.

References in brackets after items in the Evidence specification refer to the corresponding performance criteria, eg. (a), and range, eg. [1], to which they apply.

There must be workplace evidence against each performance criterion. Where the workplace evidence does not cover a whole range, knowledge evidence must be provided to cover the remaining items of range for each relevant performance criterion.

Product Evidence:

The candidate must produce documentary evidence from the workplace covering the following items that are considered to be common and key/critical to demonstrate competence.

- (1) Record(s) of personal development aims and objectives which include sources of support and guidance and agreed benchmarks of competence and reviews and updating (a,b,c,h) [1,2,3,4]
- (2) Profile(s) of present competence identified against benchmarks of competence (d) [4]
- (3) Personal development plan(s) which include identified development needs (d,e)
- (4) Record(s) of developed progress achievement and evidence of competence identified against benchmarks of competence (f,g) [4,5]

Simulations are not considered to be acceptable for producing evidence for this Element.

Process Evidence:

None applicable

Evidence: knowledge and understanding

Established from questioning the candidate or from industry recognised education and training course assessment, which is matched to the Element. A candidate's knowledge and understanding can also be demonstrated through presented performance evidence.

- (1) How do you revise and update **personal development aims and objectives** to suit changing circumstances? (application) (h) [1,2]
- (2) How and why do you review the cycle of **personal development aims and objectives**? (analysis) (h) [1,2]
- (3) How and why do you review the personal **aims and objectives** for undertaking **personal development**? (evaluation) (a) [1,2]
- (4) What do you identify as **sources of support and guidance** for undertaking **personal development**? (understanding) (b) [2,3]
- (6) What do you identify as relevant **benchmarks of competence** against which **personal development** can be measured? (understanding) (c) [2,4]
- (7) How do you record a profile of present competence and **personal development** needs? (application) (d) [2,4]
- (8) Record evidence of competence gained against the identified **benchmarks of competence**? (application) (g) [4]
- (9) How and why do you review in conjunction with line manager the current personal level of performance against the identified **benchmarks of competence**? (analysis) (d) [4]
- (10) How and why do you agree relevant **benchmarks of competence** against which **personal development** can be measured? (evaluation) (c) [2,4]
- (11) How and why do you confirm a development plan? (synthesis) (e)
- (12) How do you record progress and the effectiveness of the **development activities**? (application) (f) [5]
- (13) How and why do you review progress and the effectiveness of the **development activities**? (analysis) (f) [5]
- (14) How and why do you undertake **development activities**? (evaluation) (f) [5]