

Construction Contracting Operations Level 3 CCOL3 (SQA Unit Code-F51E 04)

The Unit:

CCOL3/O18 Lead the work of teams and individuals to achieve their objectives

The Standards that are part of this Unit

CCOL3/O18.1 Plan the work of teams and individuals

CCOL3/O18.2 Assess the work of teams and individuals

CCOL3/O18.3 Provide feedback to teams and individuals on their work

The Unit Commentary

This Optional Unit is about developing and implementing plans for members of the team, involving the team members in planning and assessment and providing feedback to them on their performance.

O18.1 Plan the work of teams and individuals

You will need to prepare plans to cover the whole of the team, giving the team members an opportunity to provide input and taking into account their individual abilities. You will need to communicate the plans to them, ensuring their understanding and updating as necessary.

O18.2 Assess the work of teams and individuals

You will need to explain the purpose of assessment and give individuals the opportunity for self assessment. You will need to ensure that assessment is carried out appropriately, that it is against agreed criteria and is sufficient, valid and reliable.

O18.3 Provide feedback to teams and individuals on their work

You will need to provide timely and objective feedback recognising individuals' achievements and giving constructive suggestions. You will also need to show respect for the individuals, maintain confidentiality and allow them to respond to the feedback with their own suggestions.

O18 Lead the work of teams and individuals to achieve their objectives

O18.1 Plan the work of teams and individuals

Performance Criteria - this involves...

- (a) giving opportunities to **team members** to contribute to the planning and organisation of their work
- (b) ensuring **plans** are consistent with your team's objectives
- (c) ensuring your **plans** cover all those personnel whose work you are responsible
- (d) ensuring **plans** and schedules are realistic and achievable within **organisational constraints**
- (e) ensuring **plans** and the way you allocate work take full account of **team members'** abilities and development needs
- (f) explaining to your **team members** your **plans** and their work activities in sufficient detail and at a level and pace appropriate to them
- (g) confirming your **team members'** understanding of your **plans** and their work activities at appropriate times
- (h) updating your plans at regular intervals and taking account of individual, team and organisational changes

The Range...

- [1] **Types of team members:**
 - people for whom you have line responsibility;
 - people for whom you have functional responsibility
- [2] **Types of plans:**
 - short-term;
 - medium-term
- [3] **Organisational constraints:**
 - organisational objectives;
 - organisational policies;
 - resources

O18 Lead the work of teams and individuals to achieve their objectives

O18.1 Plan the work of teams and individuals

The Evidence - performance and process

You must prove that you plan the work of teams and individuals 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 you involve with and plan work for at least one type of team member
- (2) You must show evidence that you develop both types of plans
- (3) You must show evidence that you take account of all of the types of organisational constraints
- (4) 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 team members

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.

- (1a) the importance of effective communication when explaining work plans and allocations
- (1b) how to present work plans in a way that gains the support and commitment of those involved
- (1) **Communication:**
- (2) **Continuous improvement:**
- (2a) the importance of regularly reviewing work
- (3) **Involvement and motivation:**
- (3a) the importance of providing your team members with the opportunity to contribute to the planning and organisation of their work
- (4) **Organisational context:**
- (4a) the types of organisational constraints which influence your planning
- (5) **Planning:**
- (5a) the importance of planning work activities to organisational effectiveness and your role and responsibilities in relation to this
- (5b) how to develop realistic and achievable work plans for teams and individuals both in the short and medium term
- (5c) the team's objectives and how your plans succeed in meeting these
- (6) **Working relationships:**
- (6a) the difference between someone who is within your line management control and someone for whom you have functional responsibility, and the implications this difference may have for planning work

O18 Lead the work of teams and individuals to achieve their objectives

O18.2 Assess the work of teams and individuals

Performance Criteria - this involves...

- (a) explaining the **purpose** of **assessment** clearly to all involved
- (b) giving opportunities to team members to **assess** their own work
- (c) ensuring **assessment** of work takes place at times most likely to maintain and improve effective performance
- (d) ensuring your **assessments** are based on sufficient, valid and reliable **information**
- (e) making your **assessments** objectively against clear and agreed criteria

The Range...

[1] Types of purpose:

- assuring that objectives have been achieved;
- assuring that quality and customer requirements have been met;
- appraising team or individual performance;
- recognising competent performance and achievement

[2] Types of assessment:

- specific to one activity or objective;
- general to overall performance of the team or individual

[3] Types of information:

- qualitative;
- quantitative

O18 Lead the work of teams and individuals to achieve their objectives

O18.2 Assess the work of teams and individuals

The Evidence - performance and process

You must prove that you assess the work of teams and individuals 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 your assessments have at least two types of purpose
- (2) You must show evidence that you use at least one type of assessment
- (3) You must show evidence that you base your assessment on both types of information.
- (4) 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 purpose and assessment. (all) [all]

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) **Communication:**

- (1a) the importance of being clear yourself about the purpose of assessment and of communicating this effectively to those involved

(2) **Continuous development:**

- (2a) the importance of assessing the ongoing work of teams and individuals and your role and responsibilities in relation to this

(3) **Information handling:**

- (3a) how to gather and evaluate the information you need to assess the work of teams and individuals

(4) **Involvement and motivation:**

- (4a) the importance of providing opportunities to your team members to assess their own work and how you can encourage and enable this involvement

(5) **Monitoring and evaluation:**

- (5a) the range of purposes of work assessment, why work assessments play a role in an organisation and how they apply to your own situation
- (5b) how to assess the work of teams and individuals and the processes in the workplace which can support such assessment
- (5c) the principles of fair and objective assessment of work and how to ensure this is achieved

O18 Lead the work of teams and individuals to achieve their objectives

O18.3 Provide feedback to teams and individuals on their work

Performance Criteria - this involves...

- (a) providing **feedback** to your **team members** in a **situation** and in a **form** and manner most likely to maintain and improve performance
- (b) ensuring the **feedback** you give is clear and is based on an objective assessment of your team members' work
- (c) ensuring **feedback** recognises team members' achievements and provides constructive suggestions and encouragement for improving their work
- (d) ensuring the way you give **feedback** shows respect for the individuals involved
- (e) treating all **feedback** to individuals and teams confidentially
- (f) giving opportunities to team members to respond to **feedback** and recommend how they could improve their work

The Range...

[1] Types of feedback

- positive;
- negative

[2] Forms of feedback

- spoken;
- written

[3] Types of situation:

- during normal day-to-day activities;
- when required to maintain motivation, morale and effectiveness;
- during formal appraisals;
- at team meetings and briefings;
- during confidential discussions of work

O18 Lead the work of teams and individuals to achieve their objectives

O18.3 Provide feedback to teams and individuals on their work

The Evidence - performance and process

You must prove that you provide feedback to teams and individuals 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 you provide both types of feedback
- (2) You must show evidence that you use both forms of feedback
- (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 situation.

Process Evidence:

- (1) You must show evidence that you give feedback in at least two types of situation

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) **Communication:**

- (1d) how to provide feedback in a way which encourages your team members to feel that you respect them
- (1a) the importance of good communication skills when providing feedback
- (1b) how to provide both positive and negative feedback to team members on their performance
- (1c) how to choose an appropriate time and a place to give feedback to teams and individuals

(2) **Continuous improvement:**

- (2a) the importance of providing clear and accurate feedback to your team members on their performance and your role and responsibilities in relation to this

(3) **Information handling:**

- (3a) the principles of confidentiality when providing feedback to your team members on their performance and your role and responsibilities in relation to this

(4) **Involvement and motivation:**

- (4a) how to motivate team members and gain their commitment by providing feedback
- (4b) the importance of being encouraging when providing feedback to team members and showing respect for those involved
- (4c) why it is important to provide constructive suggestions on how performance can be improved
- (4d) the importance of giving those involved the opportunity to provide suggestions on how to improve their work
- (4e) how to provide feedback in a way which encourages your team members to feel that you respect them