SCOTTISH
QUALIFICATIONS
AUTHORITY

UNIT   Supervising People (Higher)

NUMBER   D930 12

COURSE

SUMMARY
Developing the ability to work with others by gaining skills in the effective supervision of the work of individuals and teams.

OUTCOMES
1   Organise the work of teams and individuals to meet objectives.
2   Provide feedback on the work performance of teams and individuals.
3   Develop effective working relationships with team members.
4   Conduct effective team meetings.

RECOMMENDED ENTRY
Entry is at the discretion of the centre. However, it would be beneficial if candidates had achieved, or are in the process of achieving core skills in Communication at Intermediate 2 level.

This unit may be taken along with Operational and Control Skills for Supervisors, Personal and Interpersonal Skills for Supervisors and Personnel Skills for Supervisors as part of an integrated programme. As such, it provides relevant underpinning knowledge and understanding to support the SVQ in Management at Level III.

CREDIT VALUE
1 Credit at Higher.

Administrative Information

Superclass: AJ

Publication date: December 1998

Source: Scottish Qualifications Authority

Version: 01

Additional copies of this specification can be purchased from the Scottish Qualifications Authority. The cost is £2.50.

CORE SKILLS

Information on the automatic certification of any core skills in this unit is published in *Automatic Certification of Core Skills in National Qualifications* (SQA, 1999).

National unit specification: statement of standards

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Acceptable performance in this unit will be the satisfactory achievement of the standards set out in this part of the unit specification. All sections of the statement of standards are mandatory and cannot be altered without reference to the Scottish Qualifications Authority.

OUTCOME 1
Organise the work of teams and individuals to meet objectives.

Performance Criteria
a)   The objectives of the team are set in accordance with accepted criteria and cover all components of the team task.
b)   Opportunities are given to team members to enable them to contribute to setting team objectives and developing work plans.
c)   Work plans are realistic, achievable and take account of team objectives and the skills and abilities of the team members.
d)   Work plans are implemented to encourage co-operative working between team members.
e)   Work plans are reviewed regularly and, where appropriate, updated in accordance with changing circumstances.
f)   The work of the team and individuals including self is evaluated fairly and objectively.
g)   Assessment of the strengths and weaknesses of each individual's contribution, including own, is clear and specific.

Note on range for the outcome
Accepted criteria: specific; measurable; agreed with others; realistic; time-bound.

Co-operative working: informing others; anticipating the needs of others; contributing to group decisions.

Evidence Requirements
Written and/or oral evidence based on participation in a suitable team task to show that the candidate has achieved all the performance criteria and all aspects of the range statement.

OUTCOME 2
Provide feedback on the work performance of teams and individuals.

Performance Criteria
a)   Feedback is given that is clear, factual and specific.
b)   The confidentiality of the feedback given is maintained by individuals and only given to those authorised to receive it.
c)   Feedback is given at an appropriate time and place and is delivered in a manner that is encouraging and shows respect for those involved.
d)   Feedback is constructive in that it recognises achievement and provides suggestions for future improvement.

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e)   Team members are given the opportunity to respond to feedback and to offer suggestions for improvement.

f)   The importance of giving and receiving feedback to improving commitment and motivation is explained clearly.

Note on range for the outcome
Feedback: positive; negative.

Evidence Requirements
Written and/or oral evidence to show that the candidate has achieved all the performance criteria and all aspects of the range statement.

OUTCOME 3
Develop effective working relationships with team members.

Performance Criteria
a)   Discussion with colleagues of work related matters is open and encourages a frank exchange of views and information.

b)   Individuals are provided with suitable opportunities to discuss work related issues and problems.

c)   Effective working relationships are encouraged by taking account of the influence of group progresses and team roles and developing appropriate styles of working.

d)   Potential and actual conflict between team members is identified and prompt and appropriate action taken to minimise the effects of it.

e)   Accurate records of conflict are kept which maintain confidentiality.

f)   The relevant people are kept informed about conflicts which may affect working relationships.

Note on range for the outcome
Styles of working: providing support for colleagues; honouring commitments to colleagues; showing respect for colleagues.

Group processes: forming; storming; norming; performing.

Evidence Requirements
Written and/or oral evidence to show that the candidate has achieved all the performance criteria and all aspects of the range statement.

Evidence for pc (f) should refer to a conflict within the team and a conflict outside the team's area of work which could affect working relationships in the team.

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OUTCOME 4
Conduct effective team meetings.

Performance Criteria
a)   The value and limitations of meetings are accurately explained and alternative proposals made for handling team issues.
b)   Suitable procedures are correctly followed for the meeting.
c)   The style of leadership at meetings is effective, encourages participation by all and ensures that business is completed within the allocated time.
d)   The style of leadership at meetings handles digressions effectively.

Note on range for the outcome
The range for this outcome is fully expressed in the performance criteria.

Evidence Requirements
Written and/or oral evidence to show that the candidate has achieved all the performance criteria and all aspects of the range statement.

National unit specification: support notes

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This part of the unit specification is offered as guidance. None of the sections of the support notes is mandatory.

GUIDANCE ON CONTENT AND CONTEXT

This unit can be applied across all aspects of team activity in all contexts eg. teams in industry (manufacturing, services etc), publicly funded sectors such as health or local government, the voluntary sector. It could also be used in conjunction with any activity in which individuals are required to work together eg. community activities, school or College enterprise.

It can apply to a range of team tasks or it could be related to one particular activity or situation. Hence, it could be studied in connection with activities like organising a visit, a trip abroad or a function. Other possibilities include devising a programme of study for induction or conducting a group investigation into the setting up of a new business venture in which several people could be involved.

Corresponding to the outcomes:

Outcome 1

- Role and responsibilities of a supervisor in setting and communicating work objectives and work plans eg. identifying the components of the task, defining and allocating work roles, deciding on group procedures.
- Importance of involving team members in setting shared objectives and work plans eg. through consultation, joint problem solving and decision making.
- Implications for planning of line and functional responsibility.
- Organisational constraints such as physical resources, finance, time scales which influence planning.
- Organisational context: line management responsibility; functional responsibility; organisational constraints.
- Importance of co-operative working amongst team members and ways of encouraging this ie. keep others informed; anticipate needs of others; contribute to group decisions.
- Importance of regularly reviewing work of teams and individuals.
- Range and purpose of assessing the work of teams and individuals.
- Methods of evaluation of teams and individuals eg. observation of performance, data on output.
- Importance of encouraging team members to evaluate their own contribution, especially with respect to how they may have acted to improve team performance.
- Principles of fair and objective assessment: set clear standards; gather valid and reliable information; compare performance with standards; identify any deviation from standards; agree effective remedies.

National unit specification: support notes (cont)

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Outcome 2

- Feedback should be constructive, related to behaviour, capable of being acted upon.
- Principles of receiving feedback, eg. listen, ask questions, clarify, recognise that it is intended to be helpful.
- Feedback and motivation to work.

Outcome 3

- Selection of appropriate methods of communication, eg. consultation, giving information on a regular basis.
- Use of communication skills, eg. listening, questioning, summarising.
- Importance of confidentiality and of following organisational procedures.
- Team roles (eg. Belbin) and group processes, eg. ensuring all are involved.
- Importance of keeping people informed about standards expected of them.
- Importance of giving people opportunities to discuss problems which may affect their contribution to team activities.
- Conflict: difference of opinion; difference of understanding; difference of interest.
- Effects of conflict: disruption to work; discord among team members.
- Importance of ensuring that action to resolve conflict is appropriate to the type of conflict, the individuals concerned etc.

Outcome 4

- Meetings: giving information; consultative; making decisions.
- Value of meetings, eg. exchange of views, communicating plans, developing team identity and morale, opportunities to ask questions.
- Limitations of meetings, eg. time consuming, may go off the point, may be hi-jacked by participants, wrong people invited.
- Alternatives to meetings, eg. individual discussion with others, e-mail, memo.
- Choosing a style appropriate to the meeting, eg. participative style if joint decision is required.
- Importance of determining the purpose of a meeting and who should attend.
- Meeting procedures: invite those who should attend; agenda; state purpose at outset; keep records of meeting; inform people of the outcome of the meeting.

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GUIDANCE ON TEACHING AND LEARNING APPROACHES
This unit emphasises good working practice and candidates should be encouraged to make links between their work experience and the learning and teaching process.

For outcome 1 and PCs (a) – (c) of outcome 3, candidates must relate their evidence to a team task in which they have participated. Candidates who have suitable work experience would be expected to make use of it in providing evidence for these parts of the unit specification. Where candidates have limited work experience or their experience is not suitable, they will be required to participate in a team task to meet the evidence requirements for these parts of the unit specification. Wherever possible, the team task should be relevant to the situation in which candidates are.. A range of team tasks could be used such as:

- the work of an enterprise company
- organising a fund-raising concert
- organising a special meal such as a celebration dinner
- involvement in a business game
- organising publicity events or open days for the educational or training centre of which they are part.

The task should be one where the components of the task are unclear so that candidates would be expected to decide what they were. If possible the task should be such that the role of organising particular components can be rotated. This would enable candidates to gain experience of supervising others and of being supervised. Alternatively, using several tasks increases the number of opportunities for candidates to act in a supervisory capacity.

The task would also be a source of evidence for outcomes 2 and 4. It is less likely to provide evidence of conflict (outcome 3 PCS (d) – (f) but could do so. Candidates should be encouraged to make use of their own experience in generating evidence for these other outcomes.

GUIDANCE ON APPROACHES TO ASSESSMENT
As already noted, a team task is required for outcome 1 and outcome 3 PCs (a) – (c). In fact, all four outcomes could be assessed via assignments based on participation in team tasks eg. the team tasks could involve team meetings which would cover outcome 4. The only likely exception is dealing with conflict (outcome 3 PCs (d) – (f) where a specific assignment is likely to be the best way forward.

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Overall assessment is likely to consist of a portfolio of evidence, much of which would be derived from a team task or tasks in which candidates have been involved. The portfolio would thus comprise:

- descriptions of what happened
- records of team performance and other evidence of team activity such as a list of objectives
- reflections on the role played by the candidate and the contributions made by himself/herself and by others to the team activity
- responses to specific assignments in cases where the team tasks did not generate suitable evidence

Where candidates do not have a direct opportunity to act in a supervisory role, their evidence should reflect the way in which the supervisory role was played in the team tasks they participated in or their experience of supervision in other contexts (eg. the workplace).

SPECIAL NEEDS

This unit specification is intended to ensure that there are no artificial barriers to learning or assessment. Special needs of individual candidates should be taken into account when planning learning experiences, selecting assessment instruments or considering alternative outcomes for units. For information on these, please refer to the SQA document *Guidance on Special Assessment and Certification Arrangements* (SQA, 1998).