

## Unit C13 Manage the performance of teams and individuals

### Unit Summary

This Unit has been imported from the Management Standards

#### Overview

This unit is about making the best use of your team and its members so that they can achieve your organisation's objectives. It covers allocating work, agreeing objectives, and setting out plans and methods of working. It also involves monitoring and evaluating your team's work and providing feedback to them on their performance.

This unit is for you if you are a manager with responsibility for

- allocating work to others
- achieving specific results by using resources effectively within a defined area of authority, *and*
- contributing to, or controlling, substantial operational programmes and budgets.

This unit contains four elements

C13.1 *Allocate work to teams and individuals*

C13.2 *Agree objectives and work plans with teams and individuals*

C13.3 *Assess the performance of teams and individuals*

C13.4 *Provide feedback to teams and individuals on their performance.*

In order to *allocate work to teams and individuals*, you need to decide with your team how to distribute tasks and responsibilities. You need to make sure this allocation makes best use of their abilities, and provides opportunities for them to learn and develop in their roles. You need to make it clear what is expected of team members and check their commitment to their work. Where resources are limited, you may have to prioritise objectives or reallocate resources whilst minimising the disruption this may cause.

In order to *agree objectives and work plans with teams and individuals*, you need to set out and agree objectives and work plans which are specific, measurable, realistic, time-bound and consistent with your organisation's overall objectives and policies. You need to explain ways of working in sufficient detail for your team members to understand their objectives and responsibilities. You also need to update objectives and work plans in the light of progress and changes.

In order to *assess the performance of teams and individuals*, you need to make it clear why you are monitoring and assessing their performance. You need to encourage them to evaluate their own performance wherever possible. You need to evaluate their performance against clear, agreed criteria, taking into account organisational constraints and personal circumstances.

In order to *provide feedback to teams and individuals on their performance*, you need to give them regular feedback based on your objective assessment of their performance. Your feedback should acknowledge their achievements and provide constructive suggestions and encouragement. At all times you need to maintain confidentiality and show respect for the individuals concerned. You should also give them the chance to respond to your feedback and suggest how they could improve their performance in the future.

## Unit C13 Manage the performance of teams and individuals

### Key words and concepts

*These definitions are provided to explain how key words and concepts are used in this unit*

<b>allocating work</b>	giving teams and individuals responsibility for tasks which should achieve agreed work objectives
<b>assessment of performance</b>	a balanced analysis of performance against planned objectives, taking all relevant factors into account
<b>confidentiality</b>	only providing information to those who are authorised to have it
<b>feedback on performance</b>	information you give to team members on how well they are performing against the objectives which have been agreed
<b>monitoring</b>	keeping a close eye on activities and results, and comparing these with planned objectives; methods include considering spoken and written information provided by others
<b>objectives</b>	clearly defined results which your team and its members need to achieve; objectives should be specific, measurable, realistic and time-bound
<b>organisational constraints</b>	your organisation's policies, objectives and level of resources, which limit your freedom to take decisions and action
<b>organisational objectives</b>	clearly defined and measurable results which your organisation is scheduled to achieve
<b>plans</b>	documents, or spoken agreements, which describe the work to be carried out, by when, by whom, to what standard and with what resources, in order that requirements and objectives can be met
<b>policies</b>	guidelines which cover the allocation of work, such as equal opportunities, training and development and performance management policies
<b>prioritisation</b>	deciding the relative importance and urgency of objectives and tasks, so that you know in which order to tackle them
<b>relevant people</b>	team members, colleagues working at the same level as yourself, higher-level managers and sponsors, personnel specialists, people outside the organisation, customers and suppliers
<b>resources</b>	the people, time, equipment, materials, services, energy, and premises which you have at your disposal
<b>schedules</b>	documents showing the work to be done, when and, sometimes, by whom
<b>values</b>	the principles which your organisation believes in and seeks to realise in everything it does; values may be reflected in your organisation's mission, standards of work, relationships between individuals at work, relationships with suppliers, customers and other stakeholders, personnel management and reward systems, training, equal opportunities, health and safety and environmental policies

## Unit C13 Manage the performance of teams and individuals

### Knowledge and Understanding

*To perform effectively in this unit, you need to have knowledge and understanding in the areas of*

- Communication
- Continuous improvement
- Delegation
- Information handling
- Involvement and motivation
- Organisational context
- Planning
- Providing support.

You will find detailed knowledge requirements listed with each element.

### Personal Competencies

*In performing effectively in this unit, you will show that you*

#### **Acting assertively**

- take a leading role in initiating action and making decisions
- take personal responsibility for making things happen
- take control of situations and events

#### **Building teams**

- actively build relationships with others
- make time available to support others
- encourage and stimulate others to make the best use of their abilities
- evaluate and enhance people's capability to do their jobs
- provide feedback designed to improve people's future performance
- show respect for the views and actions of others
- show sensitivity to the needs and feelings of others
- use power and authority in a fair and equitable manner
- keep others informed about plans and progress
- clearly identify what is required of others
- invite others to contribute to planning and organising work
- set objectives which are both achievable and challenging
- check individuals' commitment to a specific course of action
- use a variety of techniques to promote morale and productivity
- identify and resolve causes of conflict or resistance

#### **Communicating**

- listen actively, ask questions, clarify points and rephrase others' statements and check mutual understanding
- adopt communication styles appropriate to listeners and situations, including selecting an appropriate time and place
- confirm listeners' understanding through questioning and interpretation of non-verbal signals
- modify communication in response to feedback from listeners

#### **Thinking and taking decisions**

- break processes down into tasks and activities
- take decisions which are realistic for the situation.

## Unit C13 Manage the performance of teams and individuals

### Element C13.1 Allocate work to teams and individuals

#### The National Standard

This section provides criteria to assess whether you *maintain work activities to meet requirements* to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

#### Performance criteria

*You must ensure that*

- a you give opportunities to your team members to recommend how you should **allocate** work within the team
- b your **allocation** of work makes the best use of your team's resources and the abilities of all its members
- c your **allocation** of work provides your team members with suitable learning opportunities to meet their personal development objectives
- d your **allocation** of work is consistent with your team's objectives, and the objectives, policies and values of your organisation
- e you clearly define the responsibilities of your team and its individual members, and the limits of their authority
- f you provide sufficient **information** on your **allocation** of work in a manner and at a level and pace appropriate to the individuals concerned
- g you confirm team and individual understanding of, and commitment to, work **allocations** at appropriate intervals
- h where team resources are insufficient, you reach agreement with **relevant people** on the prioritisation of objectives or reallocation of resources
- i you inform your team and its members of changes to work **allocations** in a way which minimises the impact on time, cost and inconvenience.

#### Range

**both** of the following contexts

- normal working
- emergencies.

at least **two** of the following types of **information**

- spoken
- written
- graphical.

at least **two** of the following types of **relevant people**

- team members
- colleagues working at the same level as yourself
- higher-level managers or sponsors
- customers
- suppliers

#### Evidence Requirements

You must prove that you *allocate work 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 **only** acceptable for performance criterion h) in this element.

## Knowledge requirements

*You need to know and understand*

### *Communication*

- the importance of defining and communicating team and individual responsibilities clearly
- how to communicate team and individual responsibilities clearly to those involved
- how to develop and present work plans using spoken, written and graphical means.

### *Delegation*

- the importance of the effective allocation of work to your team's performance and your role and responsibilities in relation to this
- the factors which you need to consider when allocating work to individuals within the team
- how to match the allocation of work to learning needs and individual development plans
- how to prioritise and re-prioritise work allocations according to resource availability
- how your changes to work allocations and negotiations around them can impact on cost, time and convenience.

### *Involvement and motivation*

- why your team members should have the opportunity to recommend work allocations
- how to encourage and enable team members to provide suggestions on the allocation of work and be committed to their responsibilities

### *Organisational context*

- your team objectives, and the organisational policies and values which have a bearing on the allocation of work within your team
- the relevant people with whom negotiations on the allocation of resources need to take place.

## Unit C13 Manage the performance of teams and individuals

### Element C13.2 Agree objectives and work plans with teams and individuals

#### The National Standard

This section provides criteria to assess whether you *maintain work activities to meet requirements* to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

#### Performance criteria

*You must ensure that*

- a you give opportunities to your **team members** to help define their own **objectives and work plans**
- b you develop **objectives and work plans** which are consistent with team and organisational objectives and agree these with all personnel in your area of responsibility
- c the **objectives, work plans** and schedules are realistic and achievable within **organisational constraints**
- d the **objectives and work plans** take account of **team members'** abilities and development needs
- e you explain the **objectives and work plans** in sufficient detail and at a level and pace appropriate to your individual **team members**
- f you confirm team and individual understanding of, and commitment to, **objectives and work plans** at appropriate intervals
- g you provide advice and guidance on how to achieve **objectives** in sufficient detail and at times appropriate to the needs of teams and individuals
- h you update the **objectives and work plans** regularly and take account of any individual, team and organisational changes.

#### Range

at least **one** of the following types of **team member**

- people for whom you have line responsibility
- people for whom you have functional responsibility.

at least **two** of the following types of **objectives and work plans**

- short-term
- medium-term
- long-term.

**all** the following types of **organisational constraints**

- organisational objectives
- organisational policies
- resources.

#### Evidence requirements

You must prove that you *agree objectives and work plans with 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.

## Knowledge requirements

*You need to know and understand*

### *Communication*

- the importance of good communication when explaining objectives and work plans.

### *Involvement and motivation*

- the importance of consulting with team members and achieving consensus and agreement on objectives and work plans
- how to encourage and enable team members to define their own work objectives and plans
- how to gain the commitment of team members to objectives and work plans
- the types of issues on which your team members may need advice and guidance.

### *Organisational context*

- the organisational objectives and constraints which have a bearing on objectives and work plans.

### *Planning*

- how to identify and devise objectives and work plans for the short, medium and long term
- the importance of agreeing objectives and work plans which are realistic and achievable
- how to match objectives and work plans with individuals' abilities and development needs
- the importance of regularly updating objectives and work plans
- the difference between someone who is within the manager's line management control and someone for whom the manager has functional responsibility, and the implications this difference may have for planning work.

## Unit C13 Manage the performance of teams and individuals

### Element C13.3 Assess the performance of teams and individuals

#### The National Standard

This section provides criteria to assess whether you *maintain work activities to meet requirements* to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

#### Performance criteria

*You must ensure that*

- a you clearly explain the **purpose of monitoring and assessment** to all those involved
- b you give opportunities to teams and individuals to **monitor and assess** their own performance against objectives and work plans
- c you **monitor** the performance of teams and individuals at times most likely to maintain and improve effective performance
- d your **assessment** of the performance of teams and individuals is based on sufficient, valid and reliable **information**
- e you carry out your **assessments** objectively, against clear, agreed criteria
- f your **assessments** take due account of the personal circumstances of team members and the **organisational constraints** on their work.

#### Range

at least **two** of the following types of **purpose**

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

at least **one** of the following types of **monitoring and assessment**

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

**both** of the following types of **information**

- qualitative
- quantitative.

**all** the following types of **organisational constraints**

- organisational objectives
- organisational policies
- resources.

#### Evidence requirements

You must prove that you *assess the performance 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.

## Knowledge requirements

*You need to know and understand*

### *Communication*

- the importance of being clear yourself about the purpose of monitoring and assessment and communicating this effectively to those involved.

### *Continuous improvement*

- the importance of monitoring and assessing the ongoing performance of teams and individuals
- different purposes of work monitoring and assessment
- how to make fair and objective assessments
- how to monitor and assess the performance of teams and individuals
- the standards against which work is to be assessed
- the information needed to assess the performance of teams and individuals.

### *Information handling*

- how the necessary information should be gathered and validated.

### *Involvement and motivation*

- the importance of providing opportunities to team members to monitor and assess their own work, and how to enable this.

### *Organisational context*

- the organisational constraints which may affect the achievement of objectives.

### *Providing support*

- the types of personal circumstances which may impact on individual performance.

## Unit C13 Manage the performance of teams and individuals

### Element C13.4 Provide feedback to teams and individuals on their performance

#### The National Standard

This section provides criteria to assess whether you *maintain work activities to meet requirements* to the National Standard of competence. It also lists the knowledge and understanding which are essential for effective performance.

#### Performance criteria

*You must ensure that*

- a you provide **feedback** to teams and individuals in a **situation** and in a **form** and manner most likely to maintain and improve their performance
- b the **feedback** you provide is clear, and is based on your objective assessment of their performance against agreed objectives
- c your **feedback** acknowledges your team members' achievement
- d your **feedback** provides your team members with constructive suggestions and encouragement for improving future performance against their work and development objectives
- e the way in which you provide **feedback** shows respect for individuals and the need for confidentiality
- f you give opportunities to teams and individuals to respond to **feedback**, and to recommend how they could improve their performance in the future.

#### Range

**both** of the following types of **feedback**

- positive
- negative.

**both** of the following forms of **feedback**

- spoken
- written.

at least **three** of the following 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.

#### Evidence requirements

You must prove that you *provide feedback to teams and individuals on their performance* 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.

## Knowledge requirements

*You need to know and understand*

### *Communication*

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

### *Continuous improvement*

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

### *Information handling*

- the principles of confidentiality when providing feedback - which people should receive which pieces of information.

### *Involvement and motivation*

- how to motivate team members and gain their commitment by providing feedback
- the importance of being encouraging when providing feedback to team members and showing respect for those involved
- the importance of providing constructive suggestions on how performance can be improved
- the importance of giving those involved the opportunity to provide suggestions on how to improve their work.