

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit Number- **7650485**

-Superclass- **AF**

-Title- **WORKING WITH PEOPLE AND TEAMS**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Managing the factors at work that influence employee behaviour.

OUTCOMES

1. propose strategies for team leadership;
2. describe strategies designed to motivate employees;
3. organise work to encourage individual, team and organisational effectiveness;
4. describe methods used to assess the individual qualities and effectiveness of employees;
5. produce strategies designed to increase employee satisfaction and develop positive attitudes to work.

CREDIT VALUE: 2 HN Credits

ACCESS STATEMENT: Access to this unit is at the discretion of the centre. However, it would be beneficial if the candidate had competence in assessing the behaviour of people at work.

This may be evidenced by possession of National Certificate Modules, 61133 Introduction to Behaviour Science or 61134 Leadership and Motivation at Work or equivalent.

For further information contact: Committee and Administration Unit, SQA, Hanover House, 24 Douglas Street, Glasgow G2 7NQ.

Additional copies of this unit may be purchased from SQA (Sales and Despatch section). At the time of publication, the cost is £1.50 (minimum order £5).

HIGHER NATIONAL UNIT SPECIFICATION**STATEMENT OF STANDARDS****UNIT NUMBER:** 7650485**UNIT TITLE:** WORKING WITH PEOPLE AND TEAMS

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

OUTCOME**1. PROPOSE STRATEGIES FOR TEAM LEADERSHIP****PERFORMANCE CRITERIA**

- (a) Evaluations of trait, style and contingency approaches to leadership are consistent with published research and identify strengths and weaknesses.
- (b) Analysis of stages of group development is accurate and related to the performance and behaviour of the team and its members.
- (c) Strategies for team leadership are appropriate in that they meet the demands of the situation.
- (d) Evaluations of major leadership training programmes are critical in that they identify strengths and weaknesses.

RANGE STATEMENT

Styles: autocratic leadership; democratic leadership.

Stages of group development: forming; storming; norming; performing.

Strategies for team leadership: behaviours associated with leadership styles.

Demands of the situation: group dynamics at each stage of development; organisational culture; need for flexibility; technological constraint.

Leadership training programmes: leadership style based programmes; contingency approaches.

EVIDENCE REQUIREMENTS

Written or oral evidence of evaluation of: trait and style approaches and at least one contingency model for Performance Criterion (a).

Written or oral evidence of evaluation of two strategies for each stage of group development for Performance Criteria (b) and (c).

Written or oral evidence of evaluation of at least two major leadership training programmes for Performance Criterion (d).

OUTCOME**2. DESCRIBE STRATEGIES DESIGNED TO MOTIVATE EMPLOYEES****PERFORMANCE CRITERIA**

- (a) Descriptions are appropriate in that they cater for employee and organisational characteristics.
- (b) Descriptions are consistent with the principles of relevant major motivation theories.
- (c) Descriptions are accurate and critical in that they identify strengths and weaknesses.

RANGE STATEMENT

Strategies: reward; financial incentive schemes; teamworking; job enrichment; goal setting; participation in decision making; relating reward and performance.

Employee and organisational characteristics: employee perceptions; expectations; values and needs; need for flexibility; technologies; production systems; organisational culture.

EVIDENCE REQUIREMENTS

Written or oral evidence that the candidate can describe at least six motivation strategies that vary with the characteristics of employees and the organisations in which they work.

Written or oral evidence of at least one strength and one weakness for each strategy.

OUTCOME**3. ORGANISE WORK TO ENCOURAGE INDIVIDUAL, TEAM AND ORGANISATIONAL EFFECTIVENESS****PERFORMANCE CRITERIA**

- (a) Description of the process of organising work in teams within an organisation is comprehensive in that it includes all the relevant managerial activities.
- (b) Organisation of work is consistent with the characteristics of individuals and teams.
- (c) Organisation of work is appropriate to the demands of the situation.
- (d) Organisation of work is comprehensive in that it recognises both traditional and alternative approaches.

RANGE STATEMENT

Characteristics of individuals and teams: needs; abilities; expectations.

Demands of the situation: need for flexibility; quality and continuous improvement; technological constraint.

Traditional approaches: specialisation; centralised decision making; reliance on authority.

Alternatives: teamworking; empowerment; decentralisation of decision making.

EVIDENCE REQUIREMENTS

Written, oral or performance evidence that the candidate can organise real or simulated work using both traditional principles and modern alternatives.

Written or oral evidence that organisation varies with the nature of employees and the situation in which the work is done.

OUTCOME**4. DESCRIBE METHODS USED TO ASSESS THE INDIVIDUAL QUALITIES AND EFFECTIVENESS OF EMPLOYEES****PERFORMANCE CRITERIA**

- (a) Descriptions are correct in that they identify the key features of each method of assessment.
- (b) Descriptions are complete in that they include the role played by methods of assessment in the selection, appraisal and training of employees.

- (c) Descriptions are critical in that they include the strengths and weaknesses of methods of assessment.

RANGE STATEMENT

Methods used to assess: biodata; psychological tests; selection interview; rating methods; appraisal interview; organisational data.

EVIDENCE REQUIREMENTS

Written or oral evidence covering all performance criteria and all aspects of the range.

OUTCOME

- 5. PRODUCE STRATEGIES DESIGNED TO INCREASE EMPLOYEE SATISFACTION AND DEVELOP POSITIVE ATTITUDES TO WORK

PERFORMANCE CRITERIA

- (a) Strategies are consistent with published research.
- (b) Strategies are comprehensive in that they address the factors that influence employee performance and satisfaction.
- (c) Evaluations of proposed strategies are critical in that they identify both strengths and weaknesses.
- (d) Proposed methods of data collection used are appropriate in that they assist in the development and evaluation of strategies.

RANGE STATEMENT

Factors that influence employee performance and satisfaction: work conditions; pay and financial incentives; relationships; team and leadership; quality of work; organisational structure; type of employee.

EVIDENCE REQUIREMENTS

Written or oral evidence to cover all performance criteria and all aspects of the range.

MERIT

A candidate who achieves all performance criteria for all outcomes will be awarded a pass in the unit.

Pass with merit may be awarded to a candidate who, in achieving the outcomes and performance criteria, demonstrates superior performance by, for example:

- (a) displaying higher level skills of analysis;
- (b) demonstrating effective independent work;
- (c) demonstrating innovation which is logically consistent with accepted principles;
- (d) providing more than the minimum evidence requirements.

ASSESSMENT

In order to achieve this unit, candidates are required to present sufficient evidence that they have met all the performance criteria for each outcome within the range specified. Details of these requirements are given for each outcome. The assessment instruments used should follow the general guidance offered by the SQA assessment model and an integrative approach to assessment is encouraged. (See references at the end of support notes.)

Accurate records should be made of the assessment instruments used showing how evidence is generated for each outcome and giving marking schemes and/or checklists, etc. Records of candidates' achievements should also be kept. These records will be required for external verification.

SPECIAL NEEDS

Proposals to modify outcomes, range statements or agreed assessment arrangements should be discussed in the first place with the external verifier.

© Copyright SQA 1995

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.

HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 7650485

UNIT TITLE: WORKING WITH PEOPLE AND TEAMS

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

NOTIONAL DESIGN LENGTH: SQA allocates a notional design length to a unit on the basis of the time estimated for achievement of the stated standards by a candidate whose starting point is as described in the access statement. The notional design length for this unit is 80 hours. The use of notional design length for programme design and timetabling is advisory only.

CONTENT/CONTEXT The unit is underpinned by theory in the field of Organisational Behaviour. However the emphasis is less on the theory and more on the application of theory. Thus candidates should apply Organisational Behaviour principles in real or simulated organisations.

Outcome 1 deals with team leadership. It is unconventional in the sense that it combines two elements of Organisational Behaviour that have traditionally been studied separately ie group dynamics and leadership. This has been done because during the consultation period with employers it was emphasised that team leadership was important rather than a separate consideration of group dynamics and leadership theory. Leadership style programmes could include the Ohio State University studies while Fiedler's contingency model exemplifies contingency approaches.

Outcome 2 refers to the application of theories to the design of real or simulated jobs at shop floor level. The fundamental principles of each should be applied, thus an in-depth knowledge of the work of all the theorists within each approach is unnecessary.

Major motivation theories could include theories associated with Scientific Management; Human Relations School, Neo-Human Relations School, Need Theories, Goal-Setting, Expectancy Theory, Equity Theory.

Outcome 3 refers to the application of organisational theories to the design of real or simulated organisational structures. Again only fundamental principles should be applied and thus an in-depth knowledge of the work of all the theorists is unnecessary. The details of business organisation are dealt with elsewhere eg see the unit entitled Structure of Business Organisations. The process of organising can cover division of task; deciding on degree of specialisation; allocation of task; establishment of authority relationships; establishment of communication networks; deciding on span of control and number of organisational levels.

The main emphasis in Outcomes 2 and 3 is the establishment and use of teams as an alternative to traditional forms of organisation. It is important to recognise

that teamworking may have consequences for the organisation in general and it is these which should be highlighted rather than general issues of organisational structure.

Outcome 4 is designed to give a potential junior manager an appreciation of the kinds of methods of assessment that are used by organisations in selection, appraisal and training.

Outcome 5 refers to the application of all the Major Organisational Behaviour principles (ie those referred to in Outcomes 1 to 4 with the addition of those applying to work conditions) to influence employee satisfaction and attitudes in real or simulated work settings.

APPROACHES TO GENERATING EVIDENCE Candidates should be encouraged to avoid solutions based on opinion and to adopt strategies that are consistent with research findings. Discussion of research and case study material could provide the opportunity to generate the necessary evidence.

Use of real or simulated work situations can be used throughout the unit. The outcomes are closely linked and it may be possible to use a real organisation or create a single simulated organisation that would permit the generation of all necessary evidence.

Much or all of the evidence for Outcome 5 might have been generated for Outcomes 1 to 4.

ASSESSMENT PROCEDURES While a variety of assessment methods could be used the emphasis in the unit is on the application of theory rather than the theory itself and this would encourage the use of case study material. While the unit specification refers to work situations it might be possible to present candidates with one situation, in the form of a real or imaginary case, of sufficient complexity and differentiation, to allow them to demonstrate competence in more than one, or even all, of the outcomes within the unit.

Where real work situations/organisations are used there is the problem that the constraints of the situation mean that evidence for all performance criteria and all aspects of the range are not forthcoming. In such circumstances more traditional assessment procedures might be needed as back-up eg to explain a particular technique and indicate why it was not appropriate.

Assessment of Outcome 5 may not be necessary if appropriate evidence was generated for Outcomes 1 to 4.

EXEMPLARS Manufacturing in the clothing industry provides exemplars of all three major approaches to employee motivation and organisation. Traditional assembly line manufacturing (progressive bundle), teamworking (Toyota System) and job enrichment (make-through) all exist at shopfloor level in the clothing industry.

The vehicle manufacturing industries (eg at Volvo, Saab and Nissan UK) provide examples of teamworking.

Recent literature relating to Volvo and Seats highlights the difficulties associated with teamworking. It would be possible also to use examples from service industries (eg insurance) where teamworking has been adopted as a means of organising work patterns.

REFERENCES

1. Guide to unit writing.
2. For a fuller discussion on assessment issues, please refer to SQA's Guide to Assessment.
3. Information for centres on SQA's operating procedures is contained in SQA's Guide to Procedures.
4. For details of other SQA publications, please consult SQA's publications list.

An exemplar assessment pack for this unit is available from SQA. Please call our Sales and Despatch section on 0141 242 2168 to check availability and costs. Quote product code C026.

© Copyright SQA 1995

Please note that this publication may be reproduced in whole or in part for educational purposes provided that:

- (i) no profit is derived from the reproduction;
- (ii) if reproduced in part, the source is acknowledged.