Higher National Unit Specification

General information for centres

Unit title: Managing Individuals and Teams

Unit code: DT49 34

Unit purpose: The Unit is designed to enable candidates to contribute to the management of individuals and teams within an organisation, at first line or team leader level. The Unit will prepare candidates for such a role by giving them the underpinning knowledge of a range of issues which will allow them to carry out their duties efficiently and effectively. It is primarily intended for candidates who expect to assume a team leader or first line manager position in the future or, candidates who possess relevant work experience within a team.

On completion of the Unit the candidate should be able to:

1   Evaluate the impact of diversity and equal opportunities on organisations and individuals.
2   Devise and implement a training plan for a team member.
3   Develop an approach to leading an effective team.
4   Explain procedures for handling discipline and grievance problems.

Credit points and level: 2 HN Credits at SCQF level 7: (16 SCQF credit points at SCQF level 7*)

*SCQF credit points are used to allocate credit to qualifications in the Scottish Credit and Qualifications Framework (SCQF). Each qualification in the Framework is allocated a number of SCQF credit points at an SCQF level. There are 12 SCQF levels, ranging from Access 1 to Doctorates.

Recommended prior knowledge and skills: Access to this Unit will be at the discretion of the centre. However, it would be beneficial if candidates have some work experience. Whilst it is not necessary for candidates to have had previous experience as a first line manager or team leader, where this is the case, the Unit may provide an opportunity to reflect upon this experience.

Core Skills: There is no automatic certification of Core Skills or Core Skills components.

However, there may be an opportunity to gather evidence towards some of the Core Skills components in Communication, Working with Others and Problem Solving (see guidance on pages 9 and 10).

Context for delivery: If this Unit is delivered as part of a Group Award, it is recommended that it should be taught and assessed within the subject area of the Group Award to which it contributes.

General information for centres (cont)

Assessment: Outcomes 1, 3 and 4 could be assessed by a single instrument of assessment that requires candidates to produce a report (or reports) and answer questions based on a case study or on their workplace experience. It would also be possible to break this assessment down into three separate events which assess each Outcome.

For Outcome 2, candidates could be assessed on the presentation of a portfolio of work based evidence. This will include a training plan and an evaluation of its implementation.

Higher National Unit specification: statement of standards

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The sections of the Unit stating the Outcomes, knowledge and/or skills, and evidence requirements are mandatory.

Where evidence for Outcomes is assessed on a sample basis, the whole of the content listed in the knowledge and/or skills section must be taught and available for assessment. Candidates should not know in advance the items on which they will be assessed and different items should be sampled on each assessment occasion.

Outcome 1

Evaluate the impact of diversity and equal opportunities on organisations and individuals

Knowledge and/or skills

♦ Current equal opportunities legislation
♦ The effectiveness of equal opportunities
♦ Purpose and benefits of diversity
♦ Approaches to managing diversity

Evidence Requirements

Evidence must be produced for all parts of the knowledge/skills section. The candidate will be required to:

♦ Describe the key elements of: The Sex Discrimination Act, Race Relations Act, Disability Act, Equal Pay Act and relevant UK Directives and public order legislation.
♦ Evaluate the effectiveness of equal opportunities legislation referring to its impact on individuals and organisations.
♦ Explain the benefits of diversity to an organisation.
♦ Describe suitable approaches to managing diversity.

Assessment guidelines

This Outcome can be assessed on its own or in conjunction with Outcomes 3 and 4, the details of which are given under Outcome 4

Outcome 2

Devise and implement a training plan for a team member

Knowledge and/or skills

♦ Training Needs Analysis
♦ Training Plans
♦ SMART objectives
♦ Training activities

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Individuals and Teams

♦ Monitoring and Evaluation strategies

Evidence Requirements

Evidence must be produced for all parts of the knowledge/skills section. For this Outcome candidates should present a portfolio of work based evidence. This will include a training plan for an individual which will include:

♦ Identification of needs compatible with on-going work plans and the development of a training plan based on these needs which includes contingency planning.
♦ Aims and objectives which meet the SMART criteria.
♦ Identification of training activities that are relevant to an individual, the team to which they are a member of, and the organisation as a whole.

In addition, the evidence will also include monitoring of the implementation of the plan and an evaluation of its effectiveness using an appropriate strategy.

Assessment guidelines

In this assessment candidates should conduct a training needs analysis for an individual within their team. They should then devise and submit an appropriate training plan for this individual. Finally candidates should include in their portfolio of evidence an appropriate evaluation of the implementation of the plan.

Outcome 3

Develop an approach to leading an effective team

Knowledge and/or skills

♦ Stages of group development — forming, storming, norming and performing
♦ Team roles
♦ Approaches to leadership
♦ Models of motivation
♦ Performance Review

Evidence Requirements

Evidence must be produced for all parts of the knowledge/skills section. Candidates will need evidence to show they can, with reference to a particular situation involving a team:

♦ Identify the stage of development a team has reached, and provide a justification for this.
♦ Explain how a team leader can draw conclusions from the stages of group development to develop an approach to leading an effective team.
♦ Make use of data on the roles of team members to evaluate the strengths and weaknesses of the team, and apply a team role approach to suggest a course of action intended to bring about the development of an effective team.
♦ Suggest and justify a leadership approach which would enable the team to function effectively.

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Individuals and Teams

♦ Propose two ways the team leader could enhance the motivation of the team. This can be justified in terms of accepted motivational models. It should contribute to the development of an effective approach to team leadership.
♦ Explain how a team leader can use performance review to enhance team effectiveness.

Assessment guidelines

This Outcome can be assessed on its own or in conjunction with Outcomes 1 and 4, the details of which are given under Outcome 4.

Outcome 4

Explain procedures for handling discipline and grievance problems

Knowledge and/or skills

♦ Dealing with discipline and grievance problems
♦ Reviewing and maintaining records

Evidence Requirements

Evidence must be produced for all parts of the knowledge/skills section. The candidate will be required to:

♦ Explain approaches to resolving discipline and grievance problems (including informal complaints) that comply with organisational policies and relevant Codes of Practice and statutory requirements.
♦ Explain the steps which should be taken when gathering evidence and maintaining records to ensure confidentiality at all stages of the process.

Assessment guidelines

This Outcome can be assessed on its own or in conjunction with Outcomes 1 and 3.

In the assessment, candidates will be required to produce a report or reports based on a case study or their workplace situation. Reports can be supplemented by additional questions to ensure all aspects of the Evidence Requirements are covered.

Candidates could be given an assessment brief 15-20 days before the assessment takes place — this brief should clearly outline the relevant information that the candidate will need to source in order to meet the evidence requirements of the outcomes, eg equal opportunities legislation, company policy on diversity, composition of their relevant team in terms of team roles, company policy on discipline and grievance issues.

Candidates may bring to the assessment event any notes that they have made personally. They may not bring textbooks, handouts or other material not prepared by themselves.

This assessment event should last three hours and the final write-up/presentation should be carried out under supervised conditions.

Higher National Unit specification: statement of standards (cont)

Unit title: Managing Individuals and Teams

If a workplace situation is used care should be taken that this will provide candidates with sufficient opportunity to meet the Evidence Requirements of Outcomes 1, 3 and 4. It may be appropriate for the tutor concerned to ensure beforehand that a particular workplace will allow candidates to generate sufficient and suitable evidence.

Administrative Information

Unit code: DT49 34

Unit title: Managing Individuals and Teams

Superclass category: AJ

Date of publication: August 2005

Version: 01

Source: SQA

Higher National Unit specification: support notes

Unit title: Managing Individuals and Teams

This part of the Unit specification is offered as guidance. The support notes are not mandatory.

While the exact time allocated to this Unit is at the discretion of the centre, the notional design length is 80 hours.

Guidance on the content and context for this Unit

The Unit is designed to enable students to recognise the main issues which affect the role of team leader or first line manager. The unit will prepare candidates for the role by giving them the essential underpinning knowledge and skills. Candidates could work with case studies or simulated material and use this to reflect on the work of team leaders and first line managers and in this way, evaluate their effectiveness. The Unit is also applicable to candidates who have relevant work experience. If the candidates' experience has been as a team leader or first line manager then the Unit could be beneficial as a means of considering how they had implemented their role and suggest procedures in which their contribution to the team could be enhanced and therefore enable the team, and individuals within the team, to operate more effectively.

Although the Unit is expressed in generic terms it should be linked to a context that is familiar to candidates. If necessary, the terminology used in the Unit can be altered to fit the relevant workplace, eg team leader can be replaced with supervisor; a team may become a section or a work group.

Outcome 1 looks at diversity and equal opportunities and candidates will develop an awareness and understanding of how this impacts on individuals and organisations.   The candidates should study a range of current equal opportunities legislation. Examples of legislation could include Sex Discrimination Act, Race Relations Act, Disability Act, Equal Pay Act, relevant UK directives and public order legislation. Candidates should consider the effectiveness of this legislation and the consequences this may have on individuals and the organisation.

The candidates should consider the management of diversity and how this approach can benefit individuals and organisations by focusing on improving opportunities for all employees and encouraging employers to treat employees as assets.

Outcome 2 looks at the devising and implementation of plans for the training and development of people. Candidates should consider plans which are focused clearly on the identified needs of individuals and which are compatible with current work plans. Planning should also consider contingency arrangements.

Candidates should study aims and objectives which are SMART, ie specific, measurable, achievable, realistic and time-bound. The training plans and training activities implemented should be appropriate to all concerned, i.e. the individual, the team and the organisation. Candidates should also consider evaluation methods which are consistent with current models of good practice.

In Outcome 3, candidates look at the role of the team leader in influencing the behaviour and level of performance of the team. They should be encouraged to think about the following:

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♦ The extent to which the team's stage of development affects the way the team can be led, and the motivation of team members.
♦ Belbin's team role theory is an appropriate way of exploring team roles — task roles, group maintenance and individual roles could also be used.
♦ Traits, style and contingency models of leadership — Blake and Mouton's managerial grid could exemplify democratic and autocratic leadership styles, while suitable contingency models of leadership include Handy's 'best-fit' model and Hersey & Blanchard's situational leadership. These could be combined with Adair's model of task, team and individual.
♦ Models of motivation such as financial rewards, satisfiers and dissatisfiers, expectancy theory, meeting individual needs, empowerment. The work of Maslow, Herzberg, Adelfer, and Porter and Lawler could be reviewed.
♦ A suitable structured (or rational) decision making model (eg sense the problem, gather information, define the problem clearly, specify relevant criteria for the solution, generate possible answers, evaluate the answers, choose the best option).

Outcome 4 is concerned with the explanation of procedures for handling discipline and grievance issues. Within the context of the work of a team leader, the ability to handle grievances effectively is as important as dealing with potential discipline situations. Thus, it is expected that conflict situations such as informal complaints as well as formal grievance and discipline cases would be reviewed. Candidates should consider action to deal with conflict situations which is appropriate and complies with confidentiality and other organisational requirements. Strategies outlined to resolve discipline and grievance problems should comply with organisational policies and relevant Codes of Practice and statutory requirements including: investigations, hearings, appeals and final decisions, legislations relating to unfair dismissal and industrial tribunals.

Guidance on the delivery and assessment of this Unit

This Unit is primarily designed to provide candidates with technical or professional knowledge and skills related to a specific occupational area.

The assessment for outcomes 1, 3 and 4 should be undertaken close to the end of the delivery period of the Unit. The assessment for outcome 2 will be based on the submission of a portfolio of appropriate work based evidence.

Opportunities for developing Core Skills

The delivery and assessment of this Unit may contribute towards the Component 'Written Communication' of the Core Skill Communication at Higher. In particular this development would be appropriate if a written report was used as the Instrument of Assessment for Outcomes 1, 3 and 4. The general skill for this component is 'Produce well-structured written communication on complex topics.'

In both formative and summative assessment the candidate should be encouraged to present all essential ideas/information and supporting detail in a logical and effective order; use a structure that takes account of purpose and audience and links major and minor points in ways which assist the clarity and impact of the writing; use conventions which are effective in achieving the purpose and adapted as necessary for the target audience and use spelling, punctuation and sentence structures which are consistently accurate.

Higher National Unit specification: support notes (cont)

Unit title: Managing Individuals and Teams

These skills can be developed through formative activities, such as short essays/reports on each theory or debate/issue, without being formally assessed for certification of Core Skill.

Candidates should be encouraged to use an appropriate referencing method for their report (and for any formative work).

The delivery and assessment of this Unit could also contribute towards the component "Critical Thinking" of the Core Skill Problem Solving at Higher because of the requirement to develop an approach to leading a team in the teaching and assessment requirements of Outcome 3. The general skill for this component is to "Identify and assess the relevance of the factors involved in a situation/issue and to develop and justify an approach to deal with this situation/issue".

With reference to the evidence requirements for this outcome candidates should be encouraged to consider the following:

♦   When providing a justification of the stage of development a team has reached, candidates should recognise the complexity of the variables involved in group development, and clarify the relationships between them and the stages of group development.
♦   When explaining how a team leader can use the above to develop an approach to leading an effective team this explanation should take account of the complex variables involved and clarify relationships between the stages of team development and the work of a team leader.
♦   When selecting and justifying a leadership approach to enable the team to function effectively this justification should take account of the factors involved in leading a team and the available evidence, and may include a comparison with other possible approaches.

In addition to the Critical Thinking the delivery and assessment of this Unit may also contribute towards the component "Planning and Organising" of the Core Skill Problem Solving at Higher because of the requirement to devise and implement a training plan in the assessment for Outcome 2. The general skill for this component is "Plan and Organise a complex task".

In both formative and summative assessment the candidate should be encouraged to take account all possible variables such as the requirement to link training needs analysis to on-going work plans and the need to consider contingencies. Candidates will be required to source relevant information for the development of training activities which contribute to the plan. Within a work based context candidates must also decide how the task will be managed and carry it out — this could include the allocation of tasks in a group context such as asking staff to source relevant training opportunities for consideration.

The Core Skill of Working with Others at Higher could also be developed within this Unit in particular in relation to the work for Outcome 1. Working with Others involves the ability to work with others to plan, agree and take responsibility for tasks, to support co-operative working in appropriate ways, and to review the effectiveness of one's own contribution. This would fit with a group task to carry out research for example into the effectiveness of current equal opportunities legislation and its impact on individuals and organisations. The general skill at Higher level is 'Work with others in a group to analyse, plan and complete a complex activity'. Candidates can be encouraged to analyse the task and negotiate goals, roles and responsibilities, anticipating and responding to needs of others, supporting cooperative working and evaluating and drawing conclusions from the effectiveness of one's own contribution. This Core Skill could be developed without formal certification.

Higher National Unit specification: support notes (cont)

Unit title: Managing Individuals and Teams

Open learning

All Outcomes are appropriate to Open and Flexible Learning approaches with Tutor support at all stages. Delivering centres will be responsible for ensuring authenticity of candidate's work. For further information and advice please refer to Assessment and Quality Assurance for Open and Distance Learning (SQA, February 2001 — publication code A1030).

Candidates with additional support needs

This Unit specification is intended to ensure that there are no artificial barriers to learning or assessment. The additional support 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 Assessment Arrangements for Candidates with Disabilities and/or Additional Support Needs,* which is available on the SQA website **www.sqa.org.uk.**

General information for candidates

Unit title: Managing Individuals and Teams

This Unit is designed to enable you to recognise the main issues which affect the role of a team leader or first-line manager. It is primarily intended to prepare you for a supervisory or team leader post but it can also help you if you already hold such a position. If you have relevant work experience you should be able to make use of it during your study of this Unit.

The Unit is split into four main areas, each the subject of a separate Outcome.

♦   In the first Outcome you will look at how organisations try to promote diversity and equal opportunities and the various approaches to managing this within a team.
♦   In Outcome 2 you will examine the development of training plans for team members, this Outcome will also consider the application and evaluation of these plans.
♦   The third Outcome considers how a team leader can lead and motivate the members of the team.
♦   Finally, in Outcome 4 you will look at how a team leader will identify and manage grievance and discipline issues within the team.

To complete this Unit successfully, you will need to achieve a satisfactory level of performance in two pieces of assessed work. Outcomes 1, 3 and 4 will be assessed together by means of a single report which you will produce — this may be supplemented with specific questions to ensure all the subject areas are covered. You will be allowed to conduct research for this report outwith the class, however, the final write up will be under controlled conditions. The lecturer delivering this Unit may decide to break this assessment into three separate events. For Outcome 2 you will be expected to submit a portfolio of work based evidence which should include an actual training plan for an individual you are responsible for and an evaluation of its implementation.