

-SQA- SCOTTISH QUALIFICATIONS AUTHORITY

HIGHER NATIONAL UNIT SPECIFICATION

GENERAL INFORMATION

-Unit Number- **6412506**
-Superclass- **AJ**
-Title- **MANAGING PEOPLE AND TEAMS**

-DESCRIPTION-

GENERAL COMPETENCE FOR UNIT: Contributing to the management of teams and people at supervisor level.

OUTCOMES

1. utilise procedures for the selection of people;
2. implement plans for the training and development of people;
3. propose strategies to improve team motivation and performance;
4. select strategies for team leadership;
5. explain procedures for handling discipline and grievance problems.

CREDIT VALUE: 2 HN Credits

ACCESS STATEMENT: Access to this unit is at the discretion of the centre.

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 £5.00).

HIGHER NATIONAL UNIT SPECIFICATION

STATEMENT OF STANDARDS

UNIT NUMBER: 6412506

UNIT TITLE: MANAGING 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. UTILISE PROCEDURES FOR THE SELECTION OF PEOPLE

PERFORMANCE CRITERIA

- (a) Utilisation of selection procedures are consistent with the relevant codes of practice and statutory requirements.
- (b) Selection criteria and processes used are in line with the relevant codes of practice and statutory requirements.
- (c) Selection decisions made are in line with organisational policy and statutory requirements.

RANGE STATEMENT

Selection procedures: job descriptions; person specification; matching process.

Selection criteria and processes: one to one interviews; panel interviews; group methods; presentations; interview reports.

EVIDENCE REQUIREMENTS

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

OUTCOME

2. IMPLEMENT PLANS FOR THE TRAINING AND DEVELOPMENT OF PEOPLE

PERFORMANCE CRITERIA

- (a) Development plans devised are based on clearly identified needs which are consistent with current work plans and take into account anticipated changes.
- (b) Development plans outline aims and objectives which are clearly stated and are able to be evaluated.
- (c) Training activities used are appropriate to the needs of the individual, team and organisation.
- (d) The evaluation strategy produced is consistent with current models of good practice.

RANGE STATEMENT

Development plans: training cycle; training needs; training methods; training programme budget.

Training activities: induction training; initial job training; coaching.

Evaluation strategy: individual feedback; training activity reports; cost/benefit comparison.

EVIDENCE REQUIREMENTS

Written or oral evidence of at least one development plan to cover the performance criteria and all aspects of the range.

Written or oral evidence of critical review of at least two training strategies for performance criteria (c) and (d).

OUTCOME

3. PROPOSE STRATEGIES TO IMPROVE TEAM MOTIVATION AND PERFORMANCE

PERFORMANCE CRITERIA

- (a) Strategies proposed are appropriate in that they take into account individual, team and organisational characteristics.
- (b) Strategies proposed are consistent with the principles of relevant motivation theories.
- (c) Strategies proposed are comprehensive in that they address motivational factors that affect team performance.

- (d) Strategies proposed are critical in that they identify both strengths and weakness.

RANGE STATEMENT

Strategies: financial incentive schemes; teamworking; job enrichment; goal setting; empowerment; relating reward and performance.

Individual, team and organisational characteristics: expectations; values and needs; team roles; production systems; organisational culture.

Factors that affect team performance: work conditions; pay and financial incentives; relationships; interpersonal conflicts; team leadership; organisational context.

EVIDENCE REQUIREMENTS

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

OUTCOME

4. SELECT STRATEGIES FOR TEAM LEADERSHIP

PERFORMANCE CRITERIA

- (a) Evaluation of trait, style and contingency approaches to team leadership are consistent with published research and identify strengths and weaknesses.
- (b) Evaluation of stages of group development is accurate and linked to the performance and behaviour of the team and it's members.
- (c) Selection of strategies for team leadership are appropriate in that they meet the demands of the situation.

RANGE STATEMENT

Styles: autocratic; democratic; laissez faire.

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

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).

OUTCOME

- 5. EXPLAIN PROCEDURES FOR HANDLING DISCIPLINE AND GRIEVANCE PROBLEMS

PERFORMANCE CRITERIA

- (a) Explanation of action to deal with conflict situations are appropriate and comply with confidentiality and other organisational requirements.
- (b) Strategies outlined to resolve conflict comply with organisational policies and relevant Codes of Practice and statutory requirements.
- (c) Review of records of the outcome of actions taken to resolve conflict is appropriate and complies with confidentiality and other organisational requirements.

RANGE STATEMENT

Procedures: investigation; hearing; appeal; final decision.

Statutory requirements: legislation relating to unfair dismissal; industrial tribunals.

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. A 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 innovation in applying practical solutions;
- (c) demonstrating evidence of effective independent and/or team work;
- (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 be kept. These records will be available 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.

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HIGHER NATIONAL UNIT SPECIFICATION**SUPPORT NOTES**

UNIT NUMBER: 6412506

UNIT TITLE: MANAGING 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 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 designed to equip candidates with the appropriate mix of underpinning knowledge and practical skills in order to manage people at team leader or supervisor level. Outcomes 1, 2, and 5 focus on three major areas of people skills namely selection, training and development and grievance and discipline handling. The skills levels envisaged are those which contribute to the implementation of decision making rather than at the level of formulating policy. Outcomes 3 and 4 draw on material from the field of organisational behaviour in two key areas of motivation and team leadership. However, the emphasis is firmly on the application of the theory in a junior management content.

Alternative forms of work should also be considered including: core and peripheral workers; agency staff; subcontractors; flexible contract workers.

Emphasise should also be placed on the international dimension affecting the ways people are managed including legislation and directives from the EC.

Outcome 1 deals with the selection of teams.

In the conduct of selection processes, the emphasis is on the application of good practice. This would include reference to statutory requirements as well as the observation of the guidance contained in the Codes of Practice issued by the Commission for Racial Equality and Equal Opportunities Commission. An awareness of the requirements of legislation such as Sex Discrimination Act 1975, Race Relations Act 1976, Equal Pay Act 1970 (as amended), Rehabilitation of Offenders Act 1974, Disabled Persons (Employment) Acts 1944 and 1958 (as amended) and the Disability Discrimination Act 1995 when it comes into force would be expected. An in-depth knowledge of the case law is not required but candidates should have a knowledge of the main requirements of the law.

It is envisaged that candidates will focus on the one to one interview and small panel interviews. Hence, candidates are expected to have an awareness only of

the practicability of the other methods contained in the range. (ie group methods and presentations).

Group methods such as a review of role preferences and problem solving exercises are now commonly used as selection tools at team leader level as are presentations. Candidates may be involved in an advisory capacity or as a participant in a selection event co-ordinated by the Human Resources Department. Therefore, the emphasis should be on understanding the processes involved rather than on undertaking an in-depth critique of these particular methods.

Outcome 2 refers to the implementation of plans for the training and development of teams. The identification of needs should include reference to formal methods such as appraisal, questionnaires and interviews as well as informal approaches such as observation. Candidates are not expected to carry out a company wide training needs analysis but rather be able to identify individual and team development needs.

The development plan should include clear aims and objectives expressed in competence based terms. Ideally, the plan should include a mixture of cognitive and practical objectives. Candidates should have an understanding of Blooms taxonomy. The development plan should include at least two training strategies in order to meet the evidence requirements.

The development plans devised should be focused on meeting the training or development needs of a team member or group of team members. It may take the form of a coaching session, an induction to a department or section or instruction on a procedure or process as appropriate. The practical training session should be planned for not less than 20 minutes duration.

The plan should indicate how the training is to be evaluated and should propose how an outline assessment of the value of the training is to be undertaken. It is not expected that an extensive cost/benefit analysis be undertaken but rather that an outline review of the contribution of the training is included and, as far as is possible, expressed in monetary terms.

Outcome 3 deals with strategies to improve team motivation and performance. The fundamental principles of each should be applied, an in-depth knowledge of the work of all motivation theorists is not required.

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

The emphasis should be on the proposal of appropriate strategies in the context of a management situation.

Outcome 4 focuses on team leadership. Consultation with employers indicated that team leadership was important rather than separately reviewing group dynamics and leadership theory. Thus, the consideration of the area of leadership is firmly put in the context of the team.

Leadership style programmes could include the Ohio State University studies whilst Fiedler's contingency model exemplifies contingency approaches.

The emphasis is again on the application of these theorists to real life management problems rather than on the arguably 'dry' discussion of the theoretical nuances of the writing of each theorist. Candidates would thus be expected to select and apply appropriate strategies of leadership to common day management situations.

Outcome 5 is concerned with the explanation of procedures for handling discipline and grievance problems. Within the context of the work of a junior manager/team leader/supervisor, 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. Actions to deal with conflict situations might usefully include reference to informal discussion, formal investigation, the grievance interview; and the discipline hearing. The sanctions referred to would include verbal warning, written warning and ultimately dismissal. Candidates would be expected to demonstrate an awareness of when each of these sanctions would be most appropriate rather than just be able to state what they would entail procedurally.

Candidates should demonstrate knowledge of both organisational policies and procedures (where appropriate) and the ACAS Code of Practice. An in-depth knowledge of the case law is not required but candidates should have a knowledge of the main requirements of the law. Similarly, candidates are not expected to know the procedures governing the operation of industrial tribunal procedures but should be aware of it's powers and limits of jurisdiction.

Candidates should be aware of good practice in undertaking investigations of both grievance and discipline situations but are only expected to comment on, rather than practice, such interviews.

APPROACHES TO GENERATING EVIDENCE In Outcomes 1 and 2 in particular, candidates should be encouraged to avoid solutions based on opinion only and to adopt strategies that are based on research findings where appropriate.

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

ASSESSMENT PROCEDURES The emphasis in this unit is on the application and practice of skills rather than on an appreciation of the theory alone.

In Outcome 1, a case study and simulation involving the preparation of a person specification derived from a given job description for a previously identified vacancy, the sifting of application forms and the preparation of interview questions for a 20 minute one to one or panel interview would be appropriate. Candidates might be expected to review potential applicants using the person specification as a basis for an analysis of their suitability. A written report might also be an appropriate supplement giving a justification of the candidates' views of the applicant's suitability and reasons for the choice of selection method used.

Candidates might also be asked to review a live interview and undertake a written critique, including a review of the questioning strategy used, the procedures followed and indication of the decision to be made given the evidence gleaned. The interview to be reviewed may be one taking place in the candidate's workplace or may be a video taped simulation.

In Outcome 2, a practical exercise linked to a case study or simulation might be seen as an appropriate approach to assess the practical skills of training delivery. It is anticipated that a practical training session which involves a training session lasting less than 20 minutes might not generate sufficient evidence to cover the relevant performance criteria. This might be supplemented with written evidence such as the session plan covering aims and objectives, methods to be utilised and timings of session. The written evidence might also include a justification of the decisions made regarding the approaches undertaken.

In Outcomes 3 and 4 especial care should be taken to ensure practical application of the theory to common work situations. Thus, in Outcomes 3 and 4, it is envisaged assessments would involve using case study material.

Outcome 5 might involve a report analysing a real or simulated conflict situation as detailed in a case study or industrial tribunal report.

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.

EXEMPLARS Manufacturing in the clothing industry provide exemplars of all major approaches to employee motivation. For example, teamworking is demonstrated by the Toyota System.

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

Recent literature relating to Volvo and Seat highlight the difficulties associated with team working. 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.

PROGRESSION This unit forms part of the HNC in Management. It contributes to the underpinning knowledge requirement of the SVQ Management level IV.

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.

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