OCR
Oxford Cambridge and RSA

Unit Title:	**Key Principles of Management and Leadership**
OCR unit number	33
QN number	R/602/0413
Level:	3
Credit value:	5
Guided learning hours:	50

Unit purpose and aim

This unit provides the learner with the knowledge and understanding of leadership and the ways that it links to the process of management.

Learning Outcomes	Assessment Criteria	Teaching Content
The Learner will:	**The Learner can:**	This may include:
1 Know differences between leadership and management	1.1 outline the functions of management	• management functions, for example:
		- planning and objective setting
		- controlling resources
		- quality control
		- internal and external customer service
		- financial reporting
		- recruitment and selection
		- discipline and grievance
		- health and safety
		This may include:
	1.2 describe the skills associated with leadership	• leadership skills, for example:
		- demonstrating a vision for the future
		- understanding how to motivate people
		- communicating information
		- providing supportive feedback
		- making consistent decisions

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		- being seen to be fair and respecting diversity
		- encouraging people to support each other
		- creating a sense of identity and common purpose
		- setting a good example and modelling acceptable values and standards
	1.3 describe the differences between leadership and management	This may include:
		• management theories such as the concept of emotional intelligence, Theory X and Theory Y, Goleman's Leadership Styles, etc.
		• identifying how leadership and management styles can be applied to different workplace situations, for example, 'autocratic' versus 'democratic (Tannenbaum and Schmidt's Leadership Continuum')
2 Understand key issues of leadership	2.1 describe methods of allocating work to others	This may include:
		• overall objectives of the function or department being managed
		• the resources available to achieve objectives
		• targets and deadlines which have to be met
		• awareness of strengths and skills within the team
		• interdependencies which exist between teams and team members and how these impact on achieving objectives
	2.2 compare ways of managing conflict	This may include:
		• recognising signs of conflict within work groups
		• options for dealing with conflict and selecting the right approach given the specific circumstances
		• organisational procedures which should be adhered to when dealing with conflict
		• sources of support which

Learning Outcomes	Assessment Criteria	Teaching Content
		might exist to help managers deal with conflict
	2.3 analyse the links between leadership skills and motivation	This may include: • what is meant by 'motivation' and management theories which exist, such as Maslow or Herzberg • how and why people might become de-motivated and the impact of this on achieving objectives • identifying how leaders could influence team motivation
3 Understand the implications of delegating work to others	3.1 describe the purpose of delegation	This may include: • how delegating work can help a work group achieve its objectives • benefits of utilising skills that exist within work groups and how this impacts on individuals • as a development method for individuals
	3.2 describe ways of co-ordinating delegated work	This may include: • monitoring progress to ensure standards are being met • recognising where issues might arise and supporting people to achieve positive outcomes
	3.3 analyse possible psychological barriers to delegation	This may include: • the impact on individuals if they feel they are being treated unfairly • having the confidence to trust others • delegating responsibility whilst maintaining accountability
4 Understand the purpose of setting work objectives with team members	4.1 describe the value of setting agreed work objectives with team members	This may include: • advantages to organisations and individuals of being clearly focussed • measurable (SMART) objectives to achieve goals
	4.2 compare ways of providing	This may include:

Learning Outcomes	Assessment Criteria	Teaching Content
	support to meet work objectives with team members	• types of support which might be required to help individuals achieve objectives, for example: - resources - skills development or training - shadowing or mentoring - regular review and feedback • reviewing support available depending on specific circumstances
5 Know the importance of promoting quality in the workplace	5.1 outline ways of developing a quality culture in the workplace	This may include: • relevant key performance indicators • acceptable norms • how to lead by example • importance of dealing with unacceptable behaviour • ways to recognise and reward exemplary behaviour • potential impact on an organisation when quality standards are upheld by everyone, or if they fail to be upheld
	5.2 describe possible barriers to promoting quality in the workplace	This may include: • the role of management in ensuring coherent standards across the organisation • reporting structures which exist within organisations and reasons why these are important • lack of resources (time, money etc)

Assessment

This unit is centre assessed and externally verified. In order to achieve the unit you must produce a portfolio of evidence which, on request, will need to be made available to the OCR external verifier. Portfolios of work must be produced independently and Centres must confirm to OCR that the evidence is authentic. An OCR Centre Authentication form is provided in the Centre Handbook and includes a declaration for assessors to sign. It is a requirement of the Ofqual Common Criteria for all Qualifications that proof of authentication is received.

Evidence requirements

In order to achieve this unit the learners must demonstrate that they have met all of the stated learning outcomes and assessment criteria. The assessor will need to ensure learners have a clear grasp of the principles of management and leadership, as detailed in the 'Teaching Content' section of the unit.

Evidence can be produced either through real work or by means of simulated activities.

In cases where group working is suggested, it is vital to be able to identify individual contributions, perhaps by using personal logs, peer assessment, teacher/tutor witness statements, etc. At all times the teacher/tutor must ensure that each learner produces evidence of their individual achievement of each assessment criteria.

Guidance on assessment and evidence requirements

This unit provides progression from unit D/602/0379 Key Principles of Team Leading (Level 2 mandatory unit), and is also a natural precursor to unit H/601/7645 Principles of working with and supervising others in a business environment (Level 3 optional unit). The units could be taught sequentially.

Learning Outcome 1 of this unit shares similar themes to Learning Outcome 1 of unit H/602/0416, Improving your own management and leadership performance (Level 3 optional unit) and could be taught in conjunction.

If the unit is to be taught in a college or other learning environment, teachers/tutors could consider the following ways of helping learners to generate evidence:

- setting up simulated team working activities and providing experiential learning opportunities

- encouraging group discussion during which learners reflect on the team working experience

- the use of reflective journals

- providing case studies which either individuals or groups of learners are asked to evaluate and report on

- the use of evaluation tools or questionnaires which learners can complete in relation to teams they are familiar with (this doesn't have to be a work based team, it could for example, be a football team)

- engaging learners in researching management/leadership theories

Examples of how this unit can be achieved and assessed are shown below. However, it would remain the responsibility of the teacher/tutor to ensure all the Learning Outcomes and Assessment Criteria are met:

LO1 and LO2   Groups of learners could be asked to research specific management and leadership theories. They could then report back and discuss these with the rest of the class. This report back activity could be video recorded and verbal or written feedback provided by the teacher/tutor. Individual learners could then relate this theory to a real organisation that they are familiar with and produce a written critique addressing the

individual Assessment Criteria. (The organisation need not necessarily be work based, for example it could be a church or school committee, it could even be the college delivering the qualification.)

LO3 and LO4 Having received input and direction from the teacher/tutor, learners could prepare to 'interview' managers in real work environments. They could be asked to develop interview questionnaires which would elicit information pertinent to the Assessment Criteria. They could then carry out a series of 'real' interviews with several managers from contrasting organisations and record these either electronically or in writing. The results could be compared and contrasted and fed back to the class for discussion and debate.

LO5 Teachers/tutors could provide a substantial case study which learners are asked to evaluate and report on.

If the unit is to be completed through real work, examples of appropriate sources of evidence are as follows:

- personal statements

- recorded question and answer sessions with assessor

- case studies, endorsed by someone from within the workplace who can attest to the accuracy

- outcomes from research, referenced to the source

- outcomes from real work activity such as work plans, individual training plans, minutes of performance review meetings, etc.

National Occupational Standards (NOS) mapping/signposting

NOS can viewed on the relevant Sector Skills Council's website or the Occupational standards directory at www.ukstandards.co.uk.

The grid below maps the knowledge and understanding covered in this unit against the National occupational standards contained in the following NVQ Mandatory unit:

Occupational standards	Unit number	Title
MSC	B5	Set objectives and provide support for team members*
MSC	D5	Plan, allocate and monitor work of a team*

* indicates partial coverage of the National Occupational Standard

Functional skills signposting

This section indicates where learners may have an opportunity to develop their functional skills.

Functional Skills Standards					
English		**Mathematics**		**ICT**	
Speaking and Listening	✓	Representing		Use ICT systems	✓
Reading	✓	Analysing		Find and select information	✓
Writing	✓	Interpreting		Develop, present and communicate information	✓

Resources

- Stationery or a CD-rom.

- Access to a photocopier, PC and printer is desirable but not essential.

- Access to sources of under-pinning knowledge such as websites, books, journals, etc, might be of help, but learners are not expected to reproduce other people's written work.

Additional information

For further information regarding administration for this qualification, please refer to the OCR document '*Admin Guide: Vocational Qualifications' (A850)* on the OCR website www.ocr.org.uk .