

Model Assignment

Issued September 2017

Level 4 Diploma in Business and Administration

Unit 6 – Managing people and performance in a business environment

Please note:

This OCR model assignment may be used to provide evidence for the unit above. Alternatively, centres may wish to adapt this assignment or devise their own assignment for the purposes of assessment. It is the centre's responsibility to ensure that any adaptations made to this assignment allow learners to meet all the assessment criteria and provide them with sufficient opportunity to demonstrate achievement across the unit.

The Ofqual Unit Reference Number is: **M/503/6141**

This OCR model assignment remains live for the life of this unit.

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Model Assignment: Tutor Information

Level 4 Diploma in Business and Administration

Unit 6 – Managing people and performance in a business environment

Introduction

Candidates are expected to evidence the application of knowledge in their own working environment. Where this is not possible candidates can choose an organisation in which to apply their knowledge providing this will allow all assessment criteria to be met.

Evidence can be presented in a number of ways which can be determined by the centre. These decisions should take into account the accessibility of the assessment requirements by individual candidates and the bespoke nature of a candidate or candidate group.

Evidence could be presented through assessed presentations, assessor observations, professional discussions or word processed documents. All evidence submitted must be legible.

For further guidance on what evidence is required please refer to the Evidence Checklist, which must be used in conjunction with this Model Assignment.

Candidates may be able to draw on previous experiences to demonstrate they can meet the assessment criteria. In this instance a professional discussion supported by applicable documentation could be accepted as suitable and adequate evidence, on the provision that all relevant assessment criteria are met. However, where higher level skills such as analysis and evaluation are required it is anticipated that this will be proven through additional evidence.

Evidence from related NVQ units from the Level 4 National Standards can be used to infer understanding of this unit's content where appropriate.

The tasks have been designed so that all of the assessment criteria in this Unit are addressed.

There are opportunities for synoptic assessment within the scenario where one or more assessment criterion from the same or another unit may be met partially or in full.

These guidance notes must be used in conjunction with the unit specification, Centre Handbook and Evidence Checklist.

Introduction for Learners

The aim of this unit is to develop an understanding of the roles and responsibilities individuals have as leaders and managers to enable a learner to critically analyse these roles in developing effective individuals and teams to meet organisational objectives.

Below you will find a scenario which will help enable you to demonstrate you have sufficient understanding of this unit's content to meet the unit aim.

This assessment is made up of five tasks. Each task has a set of instructions which you must follow. You should refer to the Evidence Checklist to ensure that you include all the evidence required to meet the assessment criteria and learning outcome for this unit.

Do not submit any assessment which does not include sufficient evidence to demonstrate you can meet each of the assessment criteria. If you were to do this then you would not pass this unit.

Included on page 8 is a list of key assessment words which will help you to understand what is expected of you.

The Tasks

Scenario

Your Senior Management Team (SMT) has been reviewing the leadership and management of the organisation to help ensure that all leaders, managers and teams are effective and efficient.

You have been tasked with evaluating the organisation's leadership and teams with a view to recommending any development needs.

However, before you begin this task you need to demonstrate you have the underpinning knowledge and understanding of;

- learning and development
- leadership, teams and team work
- management
- motivation
- communication networks
- stakeholder objectives and influences.

Task 1

This task relates to assessment criteria 1.1, 1.2, 1.3 and 1.4.

SMT has asked you to demonstrate your understanding of the following areas

- the benefits of a systematic approach to the management of learning, training and development.
- different methods of learning.

You are required to outline at least five benefits of taking a systematic approach to the management of learning and training and development using examples from your work place, previous organisations for which you have worked or research you have carried out. From this you should identify and describe the characteristics of different methods of learning and provide examples from your work place, a former workplace or your research. SMT have accepted that you have the necessary understanding of benefits and importance of managing learning and development and now require you to carry out an analysis of the importance of learning and development to organisations and the nature of learning, development and learning behaviour.

Your evidence should include your analysis with examples obtained through your experience or research in the workplace and the methods by which learning can be delivered.

Task 2

This task relates to assessment criteria 2.1, 2.2, 2.3 and 2.4.

SMT now require you to analyse the impact that intrinsic and extrinsic rewards can have on motivation and satisfaction and how they relate to morale. To confirm your knowledge of this area you are required to provide evidence of your understanding the role that needs and expectations have on an individual's motivation and provide a presentation or report explaining how needs and expectations affect an individual's motivation. SMT have approved your evidence on needs and expectations and now requires you to:

- carry out an investigation of a range of different motivational models and using experience from your work place or further research to analyse the impact that intrinsic and extrinsic rewards have on motivation and satisfaction and how these relate to morale for individuals, teams and organisations
- provide an explanation, with examples, of how abilities, aptitudes, personalities and perceptions affect individuals' behaviour
- carry out research into the link between motivation, morale and workplace performance, identifying a range of examples. You should compare and contrast how the combination of morale and motivation can improve or damage performance and provide a clear conclusion.

Task 3

This task relates to assessment criteria 3.1, 3.2, 3.3 and 3.4.

SMT are concerned about the effectiveness of different teams within the organisation and have asked you to carry out an investigation into leadership and its influence on team working.

Firstly, you are required to provide a detailed organisational definition of leadership in terms of:

- influence
- people
- situations.

You must research at least three models and theories of leadership, provide a detailed explanation of each one, and provide examples of their importance or otherwise in the work place. Provide clear, justified conclusions for each of your decisions.

- You must also research two models of leadership and communications where different leadership types can have a positive or negative impact on the organisation, with examples. You must justify your findings.
- Explain different communications networks in terms of:
 - information flow
 - the influence of organisational structure, culture and practice on the network's efficacy
 - the impact that the choice of communication network can have on task achievement and interpersonal skills.

Task 4

This task relates to assessment criteria 4.1, 4.2, 4.3 and 4.4

You are required to provide a report which reviews the stages of team development including:

- team building models
- the relationship to leadership styles
- the relationship to motivation and morale
- the relationship to delegation and empowerment.

You must:

- outline the difference between teams and groups and John Adair's definition of teams and individuals
- outline the team roles identified by Belbin
- describe at least four characteristics of team effectiveness with examples to support your views (examples from the workplace or research should be used to support your views).

You should then:

- analyse the nature and importance of teamwork within an organisation, building upon your earlier findings, using examples to justify your decisions
- research the relationship between different group roles and effective team performance and evaluate the relationship as it applies to your own organisation or one with which you are familiar. You must reach clear conclusions and justify your conclusions.

Task 5

This task relates to assessment criteria 5.1, 5.2 and 5.3

You have been asked to review the organisation's approach to problem solving and conflict resolution when managing people.

You must identify at least five different stakeholders within your own organisation or one with which you are familiar. Describe the nature of the objectives of each type of stakeholder and how they might lead to conflict.

You must provide an overview of at least four approaches to dealing with conflict within teams and between individuals, using examples to support your views.

Carry out an investigation into the problem-solving and interpersonal skills required to successfully manage people.

Justify your findings using at least two examples of how interpersonal and problem-solving skills have supported people management within your own organisation or one with which you are familiar.

You must provide clear conclusions which must be justified.

Outline Mintzberg's decision roles, providing examples to support your views.

Glossary

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| Analyse | <i>Break a topic or issue down into parts and look at part in depth by considering questions such as “Why did x happen?”, “How did x affect the outcome?” Use evidence which supports and counters the argument and how they interrelate.</i> |
| Assess | <i>Consider how relevant, useful and effective something is in a given scenario. Both the positive qualities and the drawbacks are considered and a final justification for the decision or decisions must be provided.</i> |
| Compare/contrast | <i>Identify similarities and differences between two or more things or points of view. Identify those similarities or differences which are more important than others for the circumstances you are analysing.</i> |
| Describe | <i>Give an account, including all the relevant characteristics, qualities, or events.</i> |
| Discuss | <i>This is a written version of a debate. The case for and against a point of view or event including the advantages and disadvantages must be put using well-structured arguments. It must end with a conclusion.</i> |
| Explain | <i>To give account of the purposes or reasons for something.</i> |
| Explore | <i>Use a questioning approach, considering different points of view of an incident or issue, in order to come to a final view point.</i> |
| Identify | <i>This includes recognising, listing or naming of characteristics or key points to be considered; at level 4 this should also include the reasons for their inclusion in the list, etc.</i> |
| Evaluate | <i>An evaluation requires a verdict at the end of the research on whether the author agrees with the evidence and the justification for the decision. Therefore this incorporates a detailed investigation/exploration of different facets of the task. At level 4, this is unlikely to be less than a page of argument.</i> |
| Outline | <i>A short description of the main characteristics/points of an issue or subject. This should include interrelationships, without going into the minute detail of each one.</i> |