



Oxford Cambridge and RSA

Unit Title: **Set objectives and provide support for team members**
 OCR Unit No: 50
 Sector Unit No: B5
 Level: 3
 Credit value: 5
 Guided learning hours: 35
 Unit accreditation number: M/600/9600

Unit purpose and aim

This purpose of this unit is to provide learners with the knowledge and understanding of methods to provide direction to a team. It covers communication needs to set objectives and provide support.

Learning Outcomes The learner will:	Assessment Criteria The learner can:	Exemplification
1 Be able to communicate a team’s purpose and objectives to the team members.	1.1 Describe the purpose of a team 1.2 Set team objectives with its members which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound) 1.3 Communicate the team’s purpose and objectives to its members.	Centres must ensure that all assessment criteria are met. 1.1 This may include: <ul style="list-style-type: none"> • The team’s defined contribution to the overall needs of the organisation, site or work area. 1.1 This may include: <ul style="list-style-type: none"> • Key Performance Indicators for the team’s contribution to the organisation. • Process or operational targets • Sales Results. • Manufactured output. • Customer Feedback 1.2 This may include: <ul style="list-style-type: none"> • Team Talks • Meetings • Reviews • Notice boards, results and targets listed. • Newsletters

		Team Mission Statement or Statement of intent.
2 Be able to develop a plan with team members showing how team objectives will be met.	<p>2.1 Discuss with team members how team objectives will be met</p> <p>2.2 Ensure team members participate in the planning process and think creatively</p> <p>2.3 Develop plans to meet team objectives</p> <p>2.4 Set SMART personal work objectives with team members.</p>	<p>2.1 This may include:</p> <ul style="list-style-type: none"> • Team Talks with detailed examples of planned objectives. • Team Meetings, with set agenda stating objectives. <p>2.2 This may include:</p> <ul style="list-style-type: none"> • Improvement groups with team members allocated roles. • Brainstorming • Workshops focus on detail of team tasks. <p>2.3 This may include:</p> <ul style="list-style-type: none"> • Team Charters with focused targets from participation events. • Team lists with examples of proposed activities for improvements. <p>2.4 This may include:</p> <ul style="list-style-type: none"> • Team derived objectives linked to Key Performance Indicators. • Objectives agreed during Charter preparation with targets and deadlines dates.
3 Be able to support team members identifying opportunities and providing support.	<p>3.1 Identify opportunities and difficulties faced by team members</p> <p>3.2 Discuss identified opportunities and difficulties with team members</p>	<p>3.1 This may include:</p> <ul style="list-style-type: none"> • Organisational or operational conditions that meet or are at variance with the team's objectives. • Identify training or workshop needs for individual team members. <p>3.2 This may include:</p> <ul style="list-style-type: none"> • One to one reviews. • Personal development meetings • Performance reviews • Supervision reviews.

	<p>3.3 Provide advice and support to team members to overcome identified difficulties and challenges</p> <p>3.4 Provide advice and support to team members to make the most of identified opportunities.</p>	<p>3.3 This may include:</p> <ul style="list-style-type: none"> • Training needs to meet new objectives. • At times of setback or change. • Individual team targets not being met. • Personal team member situations. • Encouragement and support to progress. <p>3.4 This may include:</p> <ul style="list-style-type: none"> • Training needs to meet new objectives. • Individual development to enhance team contribution. • New skills innovation and challenges • Encouragement and support to take the lead.
<p>4 Be able to monitor and evaluate progress and recognise individual and team achievement</p>	<p>4.1 Monitor and evaluate individual and team activities and progress</p> <p>4.2 Provide recognition when individual and team objectives have been achieved.</p>	<p>4.1 This may include:</p> <ul style="list-style-type: none"> • Awareness of team make up and individual skills. • Check progression without too much direct intervention. • Evaluate developments using knowledge of previous targets and measures. <p>4.2 This may include:</p> <ul style="list-style-type: none"> • Direct praise, showing increase in targets, measures or sales. • Present results indicating individual or teams input. • Explain or show how activities have met or assisted overall organisational objectives. • Personal one to one. • Performance results – individual.

Assessment

This unit needs to be assessed in line with the Training and Development Agency (TDA) QCF Assessment principles.

Assessment decisions for competence based learning outcomes (eg those beginning with 'Be able to') must be made in a real work environment by an occupationally competent assessor. Any knowledge evidence integral to these learning outcomes may be generated outside of the work environment but the final assessment decision must be within the real work environment.

This unit is competence based. This means that it is linked to the candidate's ability to competently perform a range of tasks connected with their work. This unit may be assessed using any method, or combination of methods, which clearly demonstrates that the learning outcomes and assessment criteria have been met. This unit requires workplace assessment of occupational competence.

Competence based assessment must include direct observation as the main source of evidence.

Guidance on assessment and evidence requirements

OCR does not stipulate the mode of delivery for the teaching of the content of this unit. Centres are free to deliver this unit using any mode of delivery that meets the needs of their candidates. Centres should consider the candidates' complete learning experience when designing learning programmes.

Details of relationship between the unit and national occupational standards

Management and Leadership NOS unit B5, Provide leadership for your team.

Functional skills signposting

This section indicates where candidates 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	✓

Additional information

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