

# Unit 17: Managing People and Performance in a Business Environment

**Unit reference number:** M/506/4215

**QCF Level:** 4

**Credit value:** 6

**Guided learning hours:** 38

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## Unit aim

The aim of this unit is to develop learners' knowledge and understanding of the skills needed for managing people and performance in the workplace. Learners will do this through understanding the importance of learning and development and the role of leadership for effective team working.

## Unit introduction

Effective people management is essential for business success and staff training and learning and development are key to achieving it. Managers need to understand the patterns of behaviour that individuals and groups display in order to take appropriate actions. In this unit, you will examine how characteristics, such as individual differences of needs and wants have an impact on organisational behaviour.

Motivation at work can take place in different ways and you will examine motivation theory to explore how intrinsic and extrinsic motivation has an impact on individual behaviour. People working together in teams can benefit organisations and help them to achieve their goals. A motivated workforce is more likely to be efficient and can contribute to the long-term profitability of the business. If team members co-operate, they can inspire each other.

Co-operation helps the team to solve problems and identify the individual skills in the team. You will investigate how work can be allocated within the team so that the complementary skills of team members can be used to best effect, the benefits of team development and teamworking. Learners will examine the skills required by different team members and how an effective team leader can motivate and develop individuals within teams.

Sometimes when people work in teams, they have their own ways of communicating, which can affect others and cause conflict or tension. You will examine the factors that cause conflict and identify the skills needed to manage it effectively.

## Learning outcomes and assessment criteria

In order to pass this unit, the evidence that the learner presents for assessment needs to demonstrate that they can meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

### On completion of this unit a learner should:

Learning outcomes	Assessment criteria
<p>1 Understand workplace learning and development methods</p>	<p>1.1 Identify the benefits of a systematic approach to the management of learning, training and development</p> <p>1.2 Analyse the importance of learning and development for organisations</p> <p>1.3 Analyse the nature of learning, development and learning behaviour</p> <p>1.4 Evaluate different methods of learning</p>
<p>2 Understand the nature of individuals' influences on their behaviour at work</p>	<p>2.1 Analyse the role of wants, needs and expectations in driving an individual's motivation</p> <p>2.2 Analyse the impact of intrinsic and extrinsic rewards on motivation and satisfaction and their relationship to morale</p> <p>2.3 Explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour</p> <p>2.4 Evaluate the link between motivation, morale and workplace performance</p>
<p>3 Understand the concept of leadership and its influence on team working</p>	<p>3.1 Analyse how leadership influences people and situations</p> <p>3.2 Evaluate different models and theories of leadership</p> <p>3.3 Analyse the impact of different leadership styles on leading and communicating within teams</p> <p>3.4 Evaluate the benefits and drawbacks of different types of communication network</p>

Learning outcomes	Assessment criteria
<p>4 Understand the factors that contribute to successful team development and performance</p>	<p>4.1 Analyse the nature and importance of teamwork for an organisation</p> <p>4.2 Describe the stages of group development</p> <p>4.3 Analyse the factors that influence effective team performance</p> <p>4.4 Describe the characteristics of team effectiveness</p> <p>4.5 Evaluate the relationship between different group roles and effective team performance</p>
<p>5 Understand problem-solving and conflict resolution when managing people</p>	<p>5.1 Explain the potential for conflict caused by different stakeholders' objectives</p> <p>5.2 Analyse different approaches for dealing with conflict within teams and between individuals</p> <p>5.3 Evaluate problem-solving and interpersonal skills needed to manage people</p>

## Unit content

### 1 Understand workplace learning and development methods

*Workplace learning and development:* importance for organisations – to meet strategic objectives, e.g. increase profit, increase turnover, become market leader; operational objectives, e.g. increase productivity, introduce new technology, improve health and safety, create a more flexible workforce, introduce succession training for promotion, improve job performance and motivation; satisfy UK and EU legislation; Investors in People status; meet departmental objectives; individual level, e.g. appraisal

*Learning and development cycle:* stages, e.g. identify learning needs, plan and design learning, deliver learning, evaluate learning outcomes; research and analyse needs, e.g. Learning Needs Analysis, Training Needs Analysis, programme review, questionnaire, employer contact; plan and prepare, e.g. learning opportunities, course development; facilitate and assess learners achievement, e.g. learning programme, assessment of achievement; evaluate and improve, e.g. programme evaluation, reflection, CPD; learning behaviour, e.g. focused attention, create personal meaning of content, relevant application, application of personal knowledge, application of subject knowledge, reflective thinking

*Methods of learning:* use of delegation; coaching; job rotation; job shadowing; project work; training courses; computer-based training; e-learning; blended learning; distance learning; coaching and mentoring; work shadowing; workplace training sessions; demonstration; learning style inventory; Vark's learning style test; Jackson's learning styles profiler; NLP meta programs-based iWAM learning style questionnaire; preferred learning style

### 2 Understand the nature of individuals' influences on their behaviour at work

*Motivation:* definition and importance of motivation; needs-based motivational theory, e.g. Maslow's Hierarchy of Needs; Herzberg's two-factor theory – motivators and hygiene factors, e.g. intrinsic (achievement, recognition, the work itself, responsibility and growth) extrinsic (pay, working conditions); meeting wants, needs and expectations, e.g. communications, training and development, employee relations

*Impact of intrinsic and extrinsic rewards:* effect on job performance and job satisfaction

*Factors affecting behaviour:* individual differences, e.g. abilities, intelligence, personality, background and culture, gender, race; attitudes affected by cultural factors; management and leadership style; organisational policies such as the reward system

*Motivation, morale and workplace performance:* team working; practical measures to motivate staff, e.g. giving recognition, providing effective feedback, mentoring, showing appreciation, respect for others, treating people equally; promotion of anti-discriminatory practices and behaviours; team-building processes; conflict resolution; delegation and empowerment; coaching, support, mentoring; training, supervision, monitoring and evaluation

### 3 Understand the concept of leadership and its influence on team working

*Leadership:* definitions; leadership qualities, e.g. delivering results, showing enthusiasm, integrity, sensitivity, communicating the vision; interpersonal skills, e.g. communication (active listening, questioning, body language, assertiveness); role of the leader for team development, performance and cohesion, e.g. setting SMART objectives, motivating team members, monitoring progress, evaluating results, recognising achievements, encouraging ideas, encouraging others to take the lead, challenging ways of working, dealing with conflict; methods of recognising creativity

*Models and theories of leadership:* current theories; types of power and authority, e.g. French and Raven (coercive, reward, legitimate, referent, expert); situational theories, e.g. Adair (task, team and individual), Tannenbaum and Schmidt (tell, sell, consult, share, delegate model), Handy (best-fit approach); universal theories e.g. Transformational Leadership, Transactional Leadership, Bennis, Bass); charismatic leadership (Conger and Kanungo, Shamir, House and Arthur)

*Leadership styles:* e.g. autocratic, democratic, participative, laissez-faire; impact of styles on team performance; adapting leadership style according to situation; identifying own leadership style; having a good cultural fit within the organisation; influences on style, e.g. culture of organisation, beliefs and values of leader; emotional leadership styles, e.g. Goleman's Six Styles, Hay and McBer's Emotional Competence Inventory, Dulewicz and Higgs Leadership Dimensions

*Communication network:* meetings, team briefings, communication channels, group think; benefits and drawbacks of different networks; barriers to effective communication

### 4 Understand the factors that contribute to successful team development and performance

*Teams:* types, e.g. formal; informal; size, e.g. small, large; temporary project/task teams; permanent groupings; benefits of teams, e.g. contribution to departmental and organisational productivity and effectiveness, target setting and monitoring, how performance is monitored; reduction of alienation; fostering innovation; sharing expertise; implementing change; roles; identification and development of talent, e.g. Belbin's team roles; stages of team development, e.g. Tuckman (forming, norming, storming, performing) Leigh and Maynard (starting, sorting, stabilising, succeeding, stopping)

*Effective teams:* characteristics, e.g. participative leadership, loyalty, trust, open communication, shared goals and objectives, shared responsibility, shared vision, common purpose, co-operation between members, motivation; team performance, e.g. monitoring against objectives, using performance indicators, appraisal, providing support and development

## 5 Understand problem-solving and conflict resolution when managing people

*Conflict:* identifying conflict at work; causes of conflict, e.g. dissatisfaction with workload, perceived lack of fairness, insufficient sharing of information, perceived lack of appreciation, personal grievances against other team members; individual conflict, e.g. personality clashes, differences of opinion, bullying or harassment; group conflict, e.g. rivalry between groups, disagreement over team goals, unfair treatment between groups, unclear job roles; conflict between groups of employees and management, e.g. specific issues such as pay or health and safety; general issues such as poor motivation or management styles; signs of conflict, e.g. heated exchanges, standoffs, cutting off from colleagues, motivation drops, behaviour changes, productivity falls, sickness and absences increase

*Ways of resolving conflict:* open communication; quiet word approach; education; networking; participation; negotiation; building alliances; creating positive attitudes; fight it, challenge it, flight from it, ignore it; freeze it, indecision, prolonging; face it, problem-solving cycle e.g. identify the problem and set goals, analyse the problem, collect data, analyse data, search for solutions, analyse solutions, create action plan, evaluate the plan, action the plan; formal investigation, use of internal procedures; use of outside agencies; Mintzberg's decisional roles, e.g. entrepreneur, disturbance handler, resource allocator, negotiator

## Essential guidance for tutors

### Delivery

Learners are expected to enquire into the topics under discussion, to question theory and to compare and contrast theory with their professional knowledge and practice. For some learners this will mean building on existing knowledge and earlier studies, while for others it will mean drawing on experience gained in a work environment.

Delivery will be through blended learning, using business resources and class-based teaching. Standard tuition materials, texts, business simulations, exercises and formative assessments can be used. Other delivery techniques can also be used, for example, practical work, role play, guest speakers, tutorials, seminars and discussion groups where personal and professional practice can be shared and discussed can also be used. Learners are encouraged to engage in social learning to carry out practical work, discuss problems, consider experiences, work on case studies, prepare reports for presentation and carry out research on managing people and performance in a business environment. Learners in work are expected to use their working context and roles to learn about the practical techniques associated with managing people and performance in a business environment.

## Assessment

This guidance supports assessors in making decisions about how best to assess each unit and the evidence needed to meet the assessment requirements. Centres can adapt the guidance for learners and the particular assessment context, as appropriate.

It is important that suitable organisations are chosen for investigation so that learners can acquire the information they need to meet the assessment criteria.

Evidence can be presented as written reports or presentations. If presentations are used, then copies of slides, handouts and presenter notes must be included, as well as learner observation records completed by the tutor.

For assessment criterion 1.1, learners will need to identify the benefits of a systematic approach to the management of learning, training and development in a selected organisation. This can be built on for assessment criterion 1.2 to analyse the importance of learning and development for their selected organisation.

For assessment criterion 1.3, learners need to analyse the nature of learning, development and learning behaviour, applying the concepts of the learning development cycle, and showing how people have preferred methods of learning.

For assessment criterion 1.4, learners should be aware that organisations use a variety of methods and activities to train their staff and understand key concepts such as on- and off-the-job training. Learners can use their selected organisation to research learning methods.

For learning outcome 2, learners need to understand the nature of individuals' influences on behaviour at work. For assessment criterion 2.1, learners will analyse the role of wants, needs and expectations in driving an individual's motivation.

For assessment criterion 2.2, learners should analyse the impact of rewards on motivation and satisfaction and their relationship to morale. Some reward systems emphasise payment by results and are influenced more by ideas of scientific management, whereas other reward systems emphasise the personal and social nature of motivation and draw on ideas from Maslow and Herzberg. Learners need to analyse how organisations use reward systems because they believe they work in motivating employees, so a case study is likely to illustrate why an organisation chooses a particular approach to motivation. Learners can use their selected organisation as a case study.

To manage people effectively, it is necessary to understand factors that affect how people behave at work and for assessment criterion 2.3, learners need to explain the way in which abilities, aptitudes, personalities and perceptions affect individuals' behaviour. For assessment criterion 2.4, learners can draw everything together and evaluate the link between motivation, morale and workplace performance, demonstrating some background knowledge of motivational theories such as those of Maslow and Hertzberg.

For assessment criterion 3.1, learners must analyse how leadership influences people and situations. They can use examples of well-known leaders to illustrate leadership attributes and skills and draw on the importance of adapting leadership style to suit the particular situation, also how leadership skills link to the practical application of motivating people in the workplace. This will lead to assessment criterion 3.2 where learners will need to evaluate different models and theories of leadership. This should be related to a specific business situation, learners do not need to use lots of different theories to demonstrate a wide-ranging knowledge but should draw on a couple of them to illustrate understanding using their selected organisation help in applying the theories to real contexts.



This can then be developed for assessment criterion 3.3 where learners need to analyse the impact of different leadership styles on leading and communicating within teams.

For assessment criterion 3.4, learners can use their selected organisation to evaluate the benefits and drawbacks of different types of communication network.

For assessment criterion 4.1, 4.2, 4.3 and 4.4, learners should analyse the nature and importance of teamwork for an organisation and describe the stages of group development. They should analyse the factors that influence effective team performance and describe the characteristics of team effectiveness, drawing on examples from their own experience where possible.

This can be brought together with an evaluation of the relationship between different group roles and effective team performance for assessment criterion 4.5.

For assessment criterion 5.1, learners need to explain the potential for conflict caused by different stakeholders' objectives. For assessment criterion 5.2, learners should analyse different approaches for dealing with conflict within teams and between individuals, using examples from their own experience where possible.

For assessment criterion 5.3, learners must evaluate the problem-solving and interpersonal skills needed to manage people, including leadership skills.

Evidence of Recognition of Prior Learning (RPL) can also be used within the unit to confirm competence. Wherever possible, the learning outcomes in this unit should be assessed holistically across the qualification.

## Indicative resource materials

### Books

Adair J – *Effective Leadership* (Pan, 2009) ISBN: 9780330504195

Belbin M – *Team Roles at Work* (Butterworth-Heinemann Ltd, 2010)  
ISBN: 9781856178006

Donovan P, Townsend, J and Hailstone P – *The Training Needs Analysis Pocketbook*  
(Management Pocketbooks, 2004) ISBN: 978-1903776247

Honey P – *Teams and Teamwork* (Peter Honey, 2001) ISBN: 9781902899152

Moskowitz M – *A Practical Guide to Training and Development* (Wiley & Sons, 2008)  
ISBN: 9780470189467

### Journals

*Management Today* (Haymarket Business Media)

*People Management* (Chartered Institute of Personnel and Development)

*Professional Manager* (Chartered Management Institute)

### Websites

[www.belbin.com](http://www.belbin.com) – Dr Meredith Belbin’s website: team role theory

[www.bized.ac.uk](http://www.bized.ac.uk) – Biz/ed: business education website, including learning materials and quizzes

[www.businessballs.com](http://www.businessballs.com) – Businessballs: free materials, articles and ideas for team roles and leadership

[www.cipd.org.uk](http://www.cipd.org.uk) – The Chartered Institute of Personnel and Development: resources on managing people and performance

[www.managementhelp.org](http://www.managementhelp.org) – Free management library: overview and checklist on conducting appraisals

[www.managers.org.uk](http://www.managers.org.uk) – Chartered Management Institute: resources on managing people and performance

[www.thetimes100.co.uk](http://www.thetimes100.co.uk) – The Times 100: case studies on teams