**M&L24: PRINCIPLES OF PEOPLE MANAGEMENT**

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| **Centre Number :** | |  | **Centre Name :** | |  | |
| **Learner Registration No :** | |  | **Learner Name:** | |  | |
| **Learning Outcome / Section 1: Understand the principles of work force management** | | | | | | |
| **Assessment Criteria (AC)** | **Assessment Guidance** | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* |
| AC 1.1  Explain the relationship between the Human Resources (HR) functions and other business functions | * You need to give details of a number of the roles and responsibilities undertaken by Human Resources functions e.g. recruitment. * You need explain, using examples, how these roles and responsibilities relate to other business functions in achieving organisational objectives   **Answer:** | | | | |  |
| Pass or Referral |
| AC 1.2  Explain the purpose and process of workforce planning. | .   * You need to define the purpose workforce planning * You need to explain the stages in the process of workforce planning using examples   **Answer:** | | | | |  |
| Pass or Referral |
| AC 1.3  Explain how employment law affects an organisation’s HR and business policies and practices | * You need to explain, through examples, how complying with requirements of at least two different forms of employment legislation ( for example, employment rights, health and safety, or equality) is achieved through company policy, procedures and practices   **Answer:** | | | | |  |
| Pass or Referral |
| AC 1.4  Evaluate the implications for an organisation of utilising different types of employment contract | * You will need to define at least two different types of employment contract and describe their main features * You need to evaluate the effectiveness of these contracts by examining their advantages and disadvantages for the or**ganisation** * You need to decide which employment situations/relationships these contracts are most suited to. Use examples to support your decision   **Answer:** | | | | |  |
| Pass or Referral |
| AC 1.5  Evaluate the implications for an individual of different types of employment contract | * You need to evaluate the effectiveness of these employment contracts by examining their advantages/ disadvantages for the **individua**l. It is suggested you use the types of contract described in 1.4. If you use a different type of contract be sure to include a description the main features * You need to decide what factors that might cause an individual to prefer a specific type of employment contact to suit their purposes   **Answer:** | | | | |  |
| Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | |
| **Learning Outcome / Section 2: Understand equality of opportunity, diversity and inclusion** | | | | | | |
| **Assessment Criteria (AC)** | **Assessment Guidance** | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* |
| AC 2.1  Explain the organisation’s responsibilities and liabilities under equality legislation | * You need to explain, using examples, the organisation’s responsibilities as set out in the Equality Act 2010 * You need to explain what liabilities would be faced by an organisation failing to comply with this legislation   **Answer:** | | | | |  |
| Pass or Referral |
| AC 2.2  Explain the benefits that effective equality of opportunity, diversity and inclusion policies bring to individuals and organisations | * You need to explain the benefits of effective equality of opportunity AND diversity AND inclusion policies, using examples of relevant policies. * Your explanation of the benefits of these policies should include more than **one** benefit for the individual and more than one benefit for organisation and be illustrated with examples.     **Answer:** | | | | |  |
| Pass or Referral |
| AC 2.3  Explain the language and behavior that support commitments to equality of opportunity, diversity and inclusion | * You need to explain how language AND behaviour supports commitments to equality of opportunity, diversity and inclusion. You should illustrate your explanation with examples of both positive and negative language, **and** positive and negative behaviour and their potential impact.   **Answer:** | | | | |  |
| Pass or Referral |
| AC2.4  Explain how to measure diversity within an organisation | Measuring of diversity can involve the use of **quantitative**, representative date – age, gender, racial origin – linked to recruitment, promotion, access to and take-up of training opportunities etc.  It can also involve the use of **qualitative** information – employee satisfaction surveys, analysis of employee complaints/grievances, observations of language and behaviour etc.   * You need to explain the technique(s) you think would be appropriate for use in a particular organisation   **Answer:** | | | | |  |
| Pass or Referral |
| Section comments (optional): | | | | Verification comments (optional): | | |
| **Learning Outcome / Section 3: Understand team building and dynamics** | | | | | | |
| **Assessment Criteria (AC)** | **Assessment Guidance** | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* |
| AC 3.1  Explain the difference between a group and a team | Both ‘groups’ and ‘teams’ are collections of people but there are a number of characteristics that make them different.   * You need to explain what these differences are and illustrate your answer with examples   **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.2  Outline the characteristics of an effective team | A team shares a common goal or objective and there are a number of other characteristics that will make the team effective in achieving that goal or objective.   * You need to outline what you believe those characteristics are.   **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.3  Explain the techniques of building a team | Having identified the characteristics of an effective team rather than merely a group or collection of people, you need to understand how those characteristics can be developed. There are a number of techniques that can be used.   * You need to identify and explain how to use at least two of thesetechniques.   **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.4  Explain techniques to motivate team members | For a team to be effective its members must be willing and motivated to achieving the team’s objectives. If a team members are not motivated to achieve this the team’s effectiveness will be reduced. Individuals are all influenced by different motivational needs that they seek to satisfy and there are a number of theories that explain how this occurs.   * You should chose at least one of these recognised motivation theories and describe the main features. Explain what techniques can be used to motivate team members and when and why they will be effective. Examples will help you to illustrate your answer   **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.5  Explain the importance of communicating targets and objectives to a team | One of the key defining factors of an effective team is that they share a common goal or objective and are aware of targets they are working towards. There are a number of ways in which these can be communicated to them by the organisation. On the other hand inappropriate communication of lack of communication can produce negative effects   * You need to explain the main ways targets and objectives can be communicated to a team and why this is important The impact of inappropriate communication should also be included in your explanation   **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.6  Examine the theories of team development | As a group of people become a team at start to work effectively together the team will normally pass through a number of ‘stages’ and there are theories that describe these.   * You should use a model to describe the characteristics of these stages   **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.7  Explain common causes of conflict within a team | Conflict exists in a team when different individuals hold different views or opinions and cannot reach a common agreement. There are a number of factors that can lead to this.   * You need to explain the factors that can cause conflict to occur.   Use examples to illustrate your answer  **Answer:** | | | | |  |
| Pass or Referral |
| AC 3.8  Explain techniques to manage conflict within a team | There are a number of theories of models that show how conflict in a team can be managed or resolved.   * You need describe the main features of one of these theories or models. * You need to explain how to apply the techniques they suggest. Showing how these could be applied to a conflict situation that you have experienced should illustrate this explanation well.   **Answer:** | | | | |  |
| Pass or Referral |
| Section comments (optional): | | | | Verification comments (optional): | | |
| **Learning Outcome / Section 4: Understand performance management** | | | | | | |
| **Assessment Criteria (AC)** | **Assessment Guidance** | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* |
| AC 4.1  Identify the characteristics of an effective performance management system | Performance management is a holistic process of bringing together many activities that collectively contribute to the effective management of people. The ultimate aim of such a system is to improve overall organisational performance There are number of characteristics in an effective system. Amongst these are:   * Objective and target setting * Employee development * Appraising and measuring performance * Giving feedback * Motivation and reward * Managing underperformance * You should briefly describe each characteristic from the above and show how they would make up an effective performance management system   **Answer:** | | | | |  |
| Pass or Referral |
| AC 4.2  Explain the uses of specific, measurable, achievable, realistic and time bound (SMART) objectives and priorities | An ‘objective’ is a specific result that a person or system aims to achieve within a time frame and with available resources  Objectives provide focus and clear direction, and should be SMART:   * Specific: Clear, unambiguous, straightforward, understandable * Measurable: Related to quantified or qualitative performance measures * Achievable: With known resources * Realistic: Linked to business needs * Time-bound: Building-in completion date and review dates   Some objectives will need to be completed before others usually based on their urgency and importance. This determines their level of priority.   * You need to explain when such objectives should be used in performance management and give at least one example of a SMART objective to be used   Explain whether this should be seen as a short term or long term objective and why.  **Answer:** | | | | |  |
| Pass or Referral |
| AC 4.3  Describe best practice in conducting appraisals | Performance appraisal is part of performance management; it is operational, uses data and information and relates to individuals.  Best practice in appraisal should focus on:   * Preparation and planning * Assessing performance * Giving feedback * Positive reinforcement * Agreement on future planning * You should use each of the above headings and any others you feel appropriate to describe good practice in conducting an appraisal   **Answer:** | | | | |  |
| Pass or Referral |
| AC 4.4  Explain the factors to be taken into account when managing people’s wellbeing and performance | An organisation has a moral and legal responsibility to secure the well- being of employees.  Research indicates that well-being of staff can have a major impact on their performance.  If wellbeing is undermined negative effects can include:  Sickness and absenteeism   * Errors * Poor customer service * Negative atmosphere * High staff turnover.   To provide more positive approach to promoting wellbeing for employees organisations should consider:   * Effectiveness of employee communication * Employee work/ life balance * Farness of employment terms and conditions * Job security * Training and development * Stress management and counselling   You need to identify at least two factors that may cause employee wellbeing to be undermined and their possible effects. Identify and explain ways that employers can offset these effects  **Answer:** | | | | |  |
| Pass or Referral |
| AC 4.5  Explain the importance of following disciplinary and grievance processes | In handling underperformance disciplinary and grievance processes may need to be followed. You will need to identify and briefly describe the key stages in such a process and explain why it is important that these be followed.  **Answer:** | | | | |  |
| Pass or Referral |
| Section comments (optional): | | | | Verification comments (optional): | | |
| **Learning outcome / Section 5** : **Understanding training and development** | | | | | | |
| **Assessment Criteria (AC)** | **Assessment Guidance** | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* |
| AC 5.1  Explain the benefits of employee development | Employee development refers to the joint initiative between employer and employee to develop new or improved knowledge and skills - both personal and professional – through the provision of learning opportunities. Properly planned and organised this process delivers benefits for the organisation and the individual.     * You should Identify and explain at least **two** of these potential benefits for the **organisation** and **two** for the **individual**. Use examples to illustrate your explanation   **Answer:** | | | | |  |
| Pass or Referral |
| AC 5.2  Explain the advantages and limitations of different types of training and development methods | There are a number of different training and development methods that are available. These include:   * Training – on or off the job * Coaching * Mentoring * Job rotation, secondment and work shadowing * Action learning sets – where a small group of individuals engage regularly to solve problems at work by sharing ideas and solutions. * Learning delivered through and distance or e-learning.   Choose at least **two** different training and development methods and explain their advantages and limitations. Use examples to illustrate your explanation  **Answer:**  . | | | | |  |
| Pass or Referral |
| AC 5.3  Explain the role of targets, objectives and feedback in employee development | Successful training and development requires the identification of current and future training and development needs – for both individuals and the business. These should be in line with company objectives and agreed by relevant stakeholders.  Those needs should be defined in terms of targets and objectives and incorporated into training and development plans for both teams and individuals.  The ‘target’ is the overall goal or outcome desired.  ‘Objectives’ are the activities that need to be completed if the target is to be achieved. The SMART model should be applied  ‘Feedback’ is the process of monitoring progress being made in the achievement of objectives. This involves identifying achievements and areas that still needing improvement. Feedback can be formal or informal and is essential for the reinforcement of learning   * You need to identify a training need for an individual and explain how this can be translated into targets and objectives. Illustrating your explanation with examples would clarify this. * You also need explain the role that feedback will play in the successful achievement of targets and objectives   **Answer:** | | | | |  |
| Pass or Referral |
| AC 5.4  Explain how personal development plans support the training and development of individuals | Personal development plans incorporate targets/goals and objectives and identify the specific actions to be taken with timescales. Resource requirements and milestones in the plan may also be included. The plan should provide for the opportunity for monitoring and review and for the learner to receive feedback at appropriate intervals   * You should select a specific model of a development plan and explain the purpose of the elements of the plan in achieving individual training and development.   **Answer:** | | | | |  |
| Pass or Referral |
| AC 5.5  Explain how to make use of planned and unplanned learning opportunities to meet individuals’ preferred learning styles | Learning and development can be **planned** as activities on the development plan.  However there occasions when situations occur that are not planned or predictable and that present the need or offer the opportunity for individuals to ‘learn’ as a result of reflective learning or action learning  It is also important to acknowledge that not everyone learns in the same way. Some people learn from seeing something being done, others prefer to learn by doing something themselves. There are a number of models of learning styles and it is useful to know which style(s) of learning suit you best so that you can build this into your development plans. You should also know the preferred learning styles of others whose training and development you need to organise   * You need identify and explain a situation where you felt that you gained new knowledge and skills but not as a result of any pre-planned learning and development activity. Explain how and why this learning occurred. * Briefly describe a simple learning styles model and explain how this can be used to identify learning opportunities for yourself and others both planned and unplanned   **Answer:** | | | | |  |
| Pass or Referral |
| AC 5.6  Explain how to support individuals’ learning and development | Apart from identifying training needs, and preparing and implementing training and development plans, there are a number of other ways in which the line manager can support individual and team development. Research indicates the effectiveness of formal training programmes is substantially increased by on- the- job support.  Such support includes:   * Providing work based learning opportunities and resources including time * Providing feedback and guidance * Providing or arranging for coaching * Providing or arranging for mentoring * You should select at least two from the above list and explain how they can be used to support individuals’ learning and development. Use examples to illustrate you explanation   **Answer:** | | | | |  |
| Pass or Referral |
| Section comments (optional): | | | | Verification comments (optional): | | |
| Learning outcome / Section 6 : Understanding reward and recognition | | | | | | |
| **Assessment Criteria (AC)** | **Assessment Guidance** | | | | | **Assessor feedback on AC**  *[comments not necessary in every box]* |
| AC 6.1  Describe the components of ‘total reward’ | Total reward looks at the package of both intrinsic and extrinsic rewards an employee receives. The component parts are financial reward, employee benefits, and non- financial benefits such as recognition.   * You need to describe what might be included in each of these three components   **Answer:** | | | | |  |
| Pass or Referral |
| AC 6.2  Analyse the relationship between motivation and reward | Employee rewards can be linked to the motivational needs of individual employees.   * You need to identify the motivational needs of individuals – perhaps based on the motivation model(s) you used in section 3 and show how these link to the different components of a total reward system to show how motivation and reward are connected   **Answer:** | | | | |  |
| Pass or Referral |
| AC 6.3  Explain different types of pay structure | Pay structures refer to the collection of pay grades levels and bands the link related jobs so the organisations can develop a competitive, fair and transparent system of reward that is affordable for the organisation. The commonest structures are individual pay rates/ ranges, graded structures, and pay spines. However there are other variations.   * You need to explain the basic elements of at least two different types of structure and Show how they relate to examples from your own experience**.**   **Answer:** | | | | |  |
| Pass or Referral |
| AC 6.4  Explain the risks involved in the management of reward schemes | There are a number of potential risks related to the management of any reward scheme. These could be legal, strategic or could relate to employee motivation.   * You need to identify and explain at least two of these risks. Use examples to illustrate your explanation   **Answer:** | | | | |  |
| Pass or Referral |
| **Section comments** (optional): | | | | **Verification comments** (optional): | | |
| **Assessor’s Decision** | | | | **Quality Assurance Use** | | |
| **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of Assessor:**  **Date:** | | **Outcome** (*delete as applicable*): **PASS / REFERRAL** | | **Signature of QA:**  **Date of QA check:** |