

U28303: Provide leadership in your area of responsibility

Unit Descriptor:

The unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area. The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation

PERFORMANCE CRITERIA

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To be competent you must achieve the following:

This element requires that you:

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| 1. Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area. | a Articulate a vision that generates excitement, enthusiasm and commitment. |
| 2. Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation. | b Create a sense of common purpose. |
| 3. Steer your area successfully through difficulties and challenges, including conflict within the area. | c Take personal responsibility for making things happen. |
| 4. Create and maintain a culture within your area which encourages and recognises continuous improvement. | d Make complex things simple for the benefit of others. |
| 5. Develop a range of leadership styles and select and apply them to appropriate situations and people. | e Encourage and support others to take decisions autonomously. |
| 6. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say. | f Act within the limits of your authority. |

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| 7. Give people in your area support and advice when they need it especially during periods of setback and change. | g | Make time available to support others. |
| 8. Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful. | h | Show integrity, fairness and consistency in decision-making. |
| 9. Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries. | i | Seek to understand people's needs and motivations. |
| 10. Encourage people to give a lead in their own areas of expertise and show willingness to follow this lead. | j | Model behaviour that shows respect, helpfulness and co-operation. |
| 11. Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance. | k | Encourage and support others to make the best use of their abilities. |

UNDERPINNING KNOWLEDGE

General knowledge and understanding

You need to understand:

1. The fundamental differences between management and leadership.
2. How to create a compelling vision for an area of responsibility.
3. How to select and successfully apply different methods for communicating with people across and area of responsibility.
4. A range of different leadership styles and how to select and apply these to different situations and people.
5. How to get and make use of feedback from people on your leadership performance.
6. Types of difficulties and challenges that may arise, including conflict within the area, and ways of identifying and overcoming them.
7. The benefits of and how to create and maintain a culture which encourages continuous improvement.
8. The importance of encouraging others to take the lead and ways in which this can be achieved.
9. How to empower people effectively.
10. How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

Industry/sector specific knowledge and understanding

11. Leadership styles common in the industry/sector.
12. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

13. Your own values, motivations and emotions.
14. Your own strengths and limitations in the leadership role.
15. The strengths, limitations and potential of people that you lead.
16. Your own role, responsibilities and level of power.

UNDERPINNING KNOWLEDGE (continued)**Context specific knowledge and understanding (continued)**

17. The vision and objectives of the overall organisation.
18. The vision, objectives, culture and operation plans for your area of responsibility.
19. Types of support and advice that people are likely to need and how to respond to these.
20. Leadership styles used across the organisation.

EVIDENCE REQUIREMENTS

1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria <ul style="list-style-type: none"> possible examples of evidence 	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	Plans, procedures, records of meetings and other communications you have prepared that clearly articulate your vision and show how it is to be translated into action:				
O1 O2 O5 O6 O7 O8 O9 O10	<ul style="list-style-type: none"> vision statement, policy statements, operational objectives plans and procedures 	a, b, c, f	1,2,3,7	11,12	13,14,15 16,17,18 19,20
	<ul style="list-style-type: none"> notes, presentations and materials from team briefings and other meetings and discussions, newsletters, notices, intranet and internet pages. 	a, b, c, d, e f, g, h, j, k	1,2,3,4 7,8,9 10	11,12	13,14,15 16,17,18 19,20
	<ul style="list-style-type: none"> personal statements (how you ensured that your vision was understood and used by others to shape their behaviour) 	a, b, c, d, e f, g, h, i, j, k	1,2,3,4 7,8,9 10	11,12	13,14,15 16,17,18 19,20
	<ul style="list-style-type: none"> witness statements (by those using your vision to shape their behaviour) 	a, b, c, d, e f, g, h, i, j, k	-	-	-
	Records of critical incidents that show decisions you have made and how you have delegated responsibility to others, and have authorized activities designed to address significant problems and seized opportunities:				
O2 O3 O4	<ul style="list-style-type: none"> contemporaneous notes, diary entries or memoranda to record significant difficulties or problems (eg those with possible disciplinary, business or legal consequences) 	b, c, e, f, k	1, 3, 4, 6 7, 8, 9,10	11,12	13,14,15, 16,19,20
O5 O6 O7	<ul style="list-style-type: none"> letters, memoranda, emails, reports and other communications to inform appropriate people and make a formal records of your decisions and actions (eg to resolve problems and delegate responsibility for future actions) 	b, c, d, e, f h, j, k	1, 3, 4, 6 8, 9, 10	11,12	13,14,15, 16,19,20
O8 O9 O10	<ul style="list-style-type: none"> minutes or notes of progress report meetings 	b, c, e, f, g, h, i, j, k	1, 4, 5, 6, 8, 9, 10	11,12	13,14,15, 16,19,20
	<ul style="list-style-type: none"> personal statements (how you made significant decisions and delegated responsibility to others) 	c, e, f, g, h, i j, k	1, 4, 6, 7 8, 9, 10	11,12	13,14,15, 16,19,20
	<ul style="list-style-type: none"> witness statements (how you made significant decisions and delegated responsibility to others) 	c, e, f, g, h i, j, k	-	-	-

EVIDENCE REQUIREMENTS (continued)

Performance Criteria	Evidence of Performance Criteria • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
O1 O3 O4 O5 O9 O10	Proposals you have made, parameters you have set, plans you have made and records you kept of development meetings and projects designed to encourage creative ideas-generation and innovation:				
	• proposals for, and agenda and reports and of meetings	a, b, c, e, f k	4, 6, 7, 8 9, 10	12	14,15,16 17,18,19
	• criteria used to sort and evaluate creative ideas	f, h	4, 7	12	16,17,18
	• proposals to develop new and innovative products, production systems or operational procedures	a, c, d, f	2, 3, 7	12	16,17,18
O1 O2 O11	Records of feedback you have received from managers, peers, those you manage and other colleagues, about your management and leadership performance:				
	• records of appraisal or performance review interviews with your line manager	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• records of 360° appraisals by colleagues	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• notes of informal feedback, reflective logs or Continuous Professional Development (CPD) records	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
	• critical incident personal reports	a, b, c, d, e f, g, h, i, j	1, 2, 4, 5	11,12	13,14,16 19,20
• witness statements (experiences of your leadership and management performance)	a, b, c, d, e f, g, h, i, j	-	-	-	

EVIDENCE REQUIREMENTS (continued)**2. Methods of Assessment**

A combination of direct performance evidence (e.g. observation of performance and products of work) and supplementary evidence such as witness testimony personal statement, professional discussion and questioning.

3. Context of Assessments

The unit should be assessed using evidence from the workplace. Simulations are **not** allowed.

4. Links to other units

This unit is linked to the units **Provide leadership for your team** and **Allocate and monitor the progress and quality of work in your area of responsibility** in the overall suite of National Occupational Standards for management.