

## **U28403: Allocate and monitor the progress and quality of work in your area of responsibility**

### Unit Descriptor:

This unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments. The 'area of responsibility' may be, for example, a branch or department or functional area or any 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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| <p>1. Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.</p>  | <p>a Recognise changes in circumstances promptly and adjust plans and activities accordingly.</p> |
| <p>2. Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.</p>                    | <p>b Prioritise objectives and plan to work to make best use of time and resources.</p>           |
| <p>3. Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.</p>                       | <p>c Make time available to support others.</p>   |
| <p>4. Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level or expected performance.</p> | <p>d Take personal responsibility for making things happen.</p>                                   |

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| 5. Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relations to allocated work.  | e Show an awareness of your own values, motivations and emotions.                   |
| 6. Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback. | f Show integrity, fairness and consistency in decision-making.                      |
| 7. Support individuals and/or teams in identifying and dealing with problems and unforeseen events.   | g Clearly agree what is expected of others and hold them to account.                |
| 8. Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.              | h Seek to understand people's needs and motivations.                                |
| 9. Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.  | i Take pride in delivering high quality work.                                       |
| 10. Identify unacceptable or poor performance, discuss the cause (s) and agree ways of improving performance with individuals and/or teams.   | j Are vigilant for possible risks and hazards.                                      |
| 11. Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.   | k Encourage and support others to make the best use of their abilities.             |
| 12. Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.   |   |
| 13. Review and update plans of work for your area, clearly communicating any changes to those affected.   | l. Use a range of leadership styles appropriate to different people and situations. |

## UNDERPINNING KNOWLEDGE

### General knowledge and understanding

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*You need to understand:*

1. How to select and successfully apply different methods for communicating with people across an area of responsibility.
2. The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.
3. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.
4. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.
5. The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.
6. Why it is important to allocate work to individuals and/or teams on a fair basis and how to do so effectively.
7. Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.
8. The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.
9. Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
10. Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.
11. How to provide prompt and constructive feedback to individuals and/or teams.
12. Why it is important to monitor your area for conflict and how to identify the cause (s) of conflict when it occurs and deal with it promptly and effectively.
13. Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause (s) and agree ways of improving performance with them.
14. The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
15. The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.

**UNDERPINNING KNOWLEDGE (continued)****General knowledge and understanding (continued)**

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16. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated, improve their performance and for recognising their achievements.
17. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
18. The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and clearly communicate the changes to those affected.
19. Labour laws of the country.

**Industry/sector specific knowledge and understanding**

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20. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.
21. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

**Context specific knowledge and understanding**

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22. The individuals and/or teams in your area of responsibility.
23. The vision and objectives for your area of responsibility.
24. The vision and objectives of the overall organisation.
25. The work required in your area of responsibility.
26. The available resources for undertaking the required work.
27. The plan of work for your area of responsibility.
28. The organisation's written health and safety policy statement and associated information and requirements.
29. Your organisation's policy and procedures in terms of personal development.
30. Organisational standards or level of expected performance.
31. Organisational policies and procedures for dealing with poor performance.
32. Organisational grievance and disciplinary policies and procedures.
33. Organisational performance appraisal systems.

## EVIDENCE REQUIREMENTS

### 1. Critical Aspects of Evidence

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	<b>Records of work allocation to people and teams in your area of responsibility;</b>				
	• notes or minutes of meetings with your manager regarding the work required from your team, and any priorities	a, b, d, i, j	1, 2, 3 18	19,20	21,22,23 24,25,27
	• business, operational or production plans or schedules and other documents identifying the work required from your area of responsibility that you have agreed, and any priorities you have identified	a, b, d, g, i, j	1, 2, 3 18	19,20	21,22,23 24,25,27
O1 O2 O3	• detailed work plans or schedules, timetables and other plans for individuals' and teams' work activities, tasks, production targets or other ways of defining workloads	a, b, d, g, i j, k	3, 4, 5 6, 18	19,20	21,22,23 24,25,26 27
O4 O5	• notes of meetings and briefings to discuss work plans or schedules, timetables and allocate individual and team work activities, tasks, production targets etc	a, b, c, d, e f, g, h, i, j k, l	3, 4, 5 6, 7, 8, 9	19,20	21,22,23 24,25,26 27
	• personal statements (reflections on the process and reasoning behind work planning and allocation, including work priorities, availability of resources, and the relative abilities and development needs of team members)	a, b, c, d, e f, h, i, j, k, l	2, 3, 4 5, 6, 7, 8	19,20	21,22,23 24,25,26 27
	• witness statements (comments on the process of work planning and allocation and perceptions of its fairness, appropriateness and clarity	c, f, g, h, k, l	-	-	-

**EVIDENCE REQUIREMENTS (continued)**

Performance Criteria	Evidence of Performance Criteria: • possible examples of evidence	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	<b>Records of the quality and quantity of the work people and teams in your area of responsibility:</b>				
O5 O6 O7	• records of the monitoring or work output/production for quality, consistency with specifications, etc (eg quality control sampling records, control charts, etc) that you have collected or commissioned	g, l, j	10, 13 14, 17 18	19,20	21,22,23 24,25,26 27,29
O8 O9 O10 O11 O12	• records of individual and team work output or production records, production/operational reports that you have prepared, etc	a, g, l, j	13, 14 15, 17 18	19,20	21,22,23 24,25,26 27,29
	• records of any changes to work plans or schedules that you have initiated	a, d, f, g, i, j, l	14, 15 16, 17 18	19,20	21,22,23 24,25,26 27,29
	• notes, reports, recommendations to managers or other records of problems or critical incidents and action you have taken in relation to supplied materials; equipment, vehicles or facilities, products/service quality; health, safety or security; customers; or team members' work performance (including issues requiring disciplinary action, and training or coaching activity you have organised or undertaken)	a, d, e, f, g, i, j, l	12, 13 14, 15 16, 17 18	19,20	21,22,23 24,25,26 27,28,29 30,31,32
	• notes, emails, memos or other records of formal or informal feedback or performance appraisal of team members	c, e, f, g, h j, k, l	10, 11 12, 13 14, 15 16, 17, 18	19,20	21,24,25,26 27,28,29 30,31,32
	• personal statement (reflections on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)	a, c, e, f, j, k, l	10, 11 12, 13 14, 15 16, 17 18	19,20	21,22,23 24,25,26 27,28,29 30,31,32

**EVIDENCE REQUIREMENTS (continued)**

Performance Criteria	Evidence of Performance Criteria:	Behaviours	Knowledge and Understanding		
			General	Industry specific	Context specific
	<ul style="list-style-type: none"> <li>possible examples of evidence</li> <li>witness statements (comments on your own role in dealing with problems or critical incidents affecting the team and its performance, and how you encourage the team and individual members to work to the best of their ability to achieve or exceed targets for quality and quantity of products or services)</li> </ul>	c, f, g, h, k, 1	-	-	-

**2. Method 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 Assessment**

The unit should be assessed using evidence from the workplace. Simulation is **not** allowed.

**4. Links to other units**

This unit is linked to the units **Develop productive working relationships with colleagues**, and **Provide leadership in your area of responsibility** in the overall suite of National Occupational Standards for management.