Quality Endorsed Unit

This unit does not form part of a regulated qualification.

Unit Title: Management in a Community Work Setting

Unit Reference Number: PR3/3/WR/005

Level: 3

Credit Value: 2

Minimum Guided Learning Hours: 10

Learning Outcome (The Learner will):	Assessment Criterion (The Learner can):
1. Understand the role and functions of management	1.1 Identify two management models
	1.2 Summarise a manager's responsibilities for planning, coordinating and controlling work
	1.3 Identify own organisation's vision, mission and objectives
	1.4 Explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives
2. Understand the role of management within a community work setting	2.1 Identify a main role of management within a community work setting
	2.2 Explain the importance of effective decision-making in planning community work programmes
	2.3 Identify information required to make decisions that consider business objectives, values and policies
	2.4 Explain how a management model could be used to guide a manager's actions within a chosen project

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3. Understand performance management within a community work setting	3.1	Identify two features of a performance management system
	3.2	Explain the difference between outcomes and outputs
	3.3	Explain the relationship between business objectives and performance management
	3.4	Identify three performance management techniques used in a community work setting, explaining their purpose and application.
	3.5	Summarise how to use information effectively in a performance management activity

Indicative Content	
LO1	Learners should understand a range of different Management models within the Classical, Neoclassical and Modern approaches e.g. Scientific Management, Expectancy (Three Factors) Theory, Ethical decision-making model. They should be able to identify two of these models and briefly explain them. Learners must summarise a manager's responsibilities for planning, coordinating and controlling work; they should show the stages of this and how each one impacts the next, for example using a Gantt Chart or Work Action Planning. Learners should be able to identify their own organisation's vision, mission and objectives, understanding why an organisation has these and how they translate into their own community work. This leads them to then explain how a manager's role contributes to the achievement of an organisation's vision, mission and objectives; ensuring this is cascaded effectively across the organisation's structure.
LO2	Learners need to identify a (key) role of management (such as objective setting, managing people or managing resources) within a community work setting and the factors around why this is important within the particular setting. They will then explain the importance of effective decision-making in planning community work programmes – and the potential impact of this. Learners should identify various pieces of information required to make decisions that consider business objectives, values and policies. These could include charitable objects, resources available, funding requirements, and inclusion policy, etc… Learners should use information from LO1 to choose an appropriate model and explain how it might be used to guide a manager's actions within a project they are, or intend to be, working on. They should show the features of why it's appropriate for a particular task etc. There could be more than one example used for this.

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LO3	Learners should identify two features of a performance management system, such as objective setting, target setting, monitoring processes, supervision, and evaluation. They should understand each feature, its purpose and why it is important. Learners need to understand what an ‘outcome’ is and what it means (in relation to a specific action set from a performance management event). They also need to understand what an ‘output’ is and how these are measured both positively and negatively in terms of managing performance - and any action that needs to be taken if these are not as expected. They should then be able to effectively explain the difference between outcomes and outputs. Learners must explain the relationship between business objectives and performance management. They should highlight why it is important for business objectives to be set, indicating what some of these are for their own organisation. They should describe what happens if, after evaluation, objectives are both met or not met in terms of resetting objectives, modifying actions, and supporting staff development. Learners should identify three performance management techniques (e.g. Work Action Planning; Supervision & Appraisal; Task Delegation; Evaluation) used in a community work setting, explain their purpose and how they are or would be applied within their own setting. Learners should summarise how to use information effectively in a chosen performance management activity. They should describe why the information is important and the purpose of each part.

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