

A photograph of three business professionals (two men and one woman) in business attire, gathered around a table and looking at architectural plans or documents. The scene is dimly lit, with a strong blue and purple color cast. The woman in the center is pointing at a document. The man on the left is looking down at the plans. The man on the right is also looking at the documents.

**TEAM  
LEADER  
DEVELOPMENT  
SERIES**

# Activities MANAGEMENT

Cathy Lake



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**Team Leader Development Series**

**Cathy Lake**

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# Introduction

## Introduction

There are four books in the Team Leader Development Series, *People and Self Management*, *Information Management*, *Resources Management* and *Activities Management*, covering key topics from the four principal roles of management. The series has been designed to provide you with the knowledge and skills needed to carry out the role of team leader. The actual name of the job role of a team leader will vary from organization to organization. In your organization, the job role might be called any of the following:

- team leader
- supervisor
- first line manager
- section leader
- junior manager
- chargehand
- foreman
- assistant manager
- administrator.

If you work in the services or a hospital, team leaders may be called by another name not on the above list. However, in this series 'team leader' has been used throughout to describe the job role.

## Who the series is intended for

If you have line-management responsibility for people within your organization, or you are hoping to progress to a position in which you will have this responsibility, then this series is for you. You may have been recently promoted into a team leader position or you may have been a team leader for some time. The series is relevant for you whether you work in a



small organization or a large organization, whether you work in the public sector, private sector or voluntary sector. The books are designed to provide you with practical help which will enable you to perform better at work and to provide support to a range of programmes of study which have been designed specifically for team leaders.

## Related programmes of study

There are a number of management qualifications that have been designed for team leaders. The titles in this series have been structured around the four key roles of management: Managing People, Managing Activities, Managing Resources and Managing Information. The content of each title has been developed in accordance with all the main qualifications in this area. Your tutor, manager or trainer will help you design a programme of study for your particular qualification route. Further details about each syllabus can be found in the tutor supplement that accompanies this textbook.

*Activities Management* covers the core topics in this key role of management detailed in the programmes of study from the National Examining Board of Supervision and Management, the Institute of Supervisory Management, Edexcel and the Institute of Management who all award qualifications in Supervisory Management. The Team Leader Development Series has also been devised to provide material that is relevant for those who are working towards a NVQ or SVQ at level 3 in management. The national management standards at this level cover the full range of general management activities which all managers working in a team leader position are expected to carry out. The Team Leader Development Series covers all the core topics involved with the activities defined in each of the key roles of management listed above. Your tutor will have full details about the national standards.

The content of *Activities Management* covers the essential underpinning knowledge for the following units:

- A1 Maintain activities to meet requirements
- E5 Identify improvements to energy efficiency
- E8 Provide advice and support for improving energy efficiency
- F5 Provide advice and support for the development and implementation of quality systems
- F7 Carry out quality audits

These units of competence consist of the following elements:

- A1.1 Maintain work activities to meet requirements
- A1.2 Maintain healthy, safe and productive working conditions
- A1.3 Make recommendations for improvements to work activities
- E5.1 Identify opportunities to improve energy efficiency
- E5.2 Recommend improvements to energy efficiency
- E8.1 Encourage involvement in energy efficiency activities
- E8.2 Provide advice on the competencies needed to use energy efficiently
- E8.3 Provide advice on the training needed to use energy efficiently
- F7.1 Audit compliance with quality systems
- F7.2 Follow-up quality audits

The work-based assignments, which can be used to gather evidence for your portfolio, are mapped to the relevant elements of competence so that you can see which elements you are working towards.

As part of your work towards a vocational qualification in management at level 3, you also have to demonstrate that you have developed a number of personal competencies (in other words, skills and attitudes) that will enable you to apply your knowledge and understanding to a range of different situations at work. You will cover the range of personal competencies in many aspects of your work. This book will be particularly helpful in providing support for the following personal competencies:

- acting assertively
- behaving ethically
- building teams
- focusing on results
- influencing others
- managing self
- thinking and taking decisions

## Synopsis of *Activities Management*

The book begins with a chapter on quality – an issue that is central to the management of activities. The main principles, tools and techniques of quality management are described and

there is also an introduction to ISO9000, the international standard for quality management systems. The second chapter is devoted to planning. The planning process is described, together with planning techniques that are commonly used within organizations. Monitoring is covered in the third chapter, with advice on how you can measure and control time, money and quality. There is also information on dealing with problems. The fourth chapter is concerned with managing raw materials, supplies and equipment. The issues discussed here include ordering, storage and security. The fifth chapter examines health and safety, including your legal rights and responsibilities. The final chapter considers the contribution you can make to the conservation of natural resources and to the general awareness of your colleagues, and perhaps your customers, in relation to environmental issues.

## Learning structure

Each chapter begins with **Learning objectives**, a list of statements which say what you will be able to do, after you have worked through the chapter. This is followed by the 'Introduction', a few lines which introduce the material that is covered in the chapter.

There are several **Activities** in each chapter. You will find the answers at the end of the book.

There are also **Investigates** in each chapter, these are related to something which has been covered in the text. The suggestion is that you investigate the matter that has just been covered in your own organization. It is important, that you understand what you have learned, but also that you can relate what you have learned to your own organization.

Each chapter has a **Summary**, the summary recaps the main points that have been covered in the chapter, it rounds off the knowledge and skill areas that have been covered in the main body of the chapter, before the text moves into a range of tasks that you can complete to consolidate your learning.

There are a set of **Review and discussion questions** following the summary. You answer these after you have worked through the chapter to check whether you have understood and remembered the information that you have just read. Answers and guidelines to these questions can be found in the tutor resource material.

You are provided with an opportunity to deal with the issues raised in the chapter that you have just read by analysing the **Case study**. The case study is a scenario based in the workplace and a chance to 'practice' how you might deal with a situation at work.

There is a **Work-based assignment** at the end of each chapter, these have been designed, so that if you complete the assignment, you will be able to apply the knowledge and skills that you have covered in the chapter in the workplace. The relevant units of competence are shown in the portfolio icon where applicable. These will be of use to you if you are studying towards an S/NVQ at Level 3 in management.

Each chapter contains an **Action plan**. This is a step-by-step framework that you can use to start putting into practice some of the ideas you have been considering in the preceding chapter.

# 1 Quality

## Learning objectives

On completion of this chapter you will be able to:

- describe the principles of quality management
- describe the principles of Total Quality Management (TQM)
- use a selection of quality management tools
- outline the requirements of ISO9001
- advise on the development and implementation of quality systems within your own department.

## NVQ links

This chapter covers much of the underpinning knowledge required for the vocational qualification in management at level 3 for the optional units:

### **Unit F5 Provide advice and support for the development and implementation of quality systems**

which consists of four elements

- F5.1 Provide advice and support for the assessment of processes and working environments
- F5.2 Provide advice and support for the assessment of plans to improve quality systems
- F5.3 Provide advice and support for the development of measurement systems
- F5.4 Provide advice and support for the collection, analysis and documentation of information.

### **Unit F7 Carry out quality audits**

which consists of two elements

- F7.1 Audit compliance with quality systems
- F7.2 Follow-up quality audits.

## Introduction

In everyday language, the word 'quality' is used to describe top-of-the-range, luxury items. Quality is often associated with high specifications and expense. For example, we would expect to pay more for the extra features and the high standard of workmanship we would get in a 'quality car'. However, in management terminology, 'quality' has a different meaning. It is defined as:

*The totality of features and characteristics of a product or service that bear on its ability to satisfy stated or implied needs.*

(ISO 8402: Quality Vocabulary)

You may also hear quality defined more concisely, as:

*conformance to requirements.*

An even simpler definition of quality is:

*fitness for use.*

A quality product or service is one that does the job for which it was intended. In some cases this will mean that it is produced to a high specification. However, in other situations, a high specification is not what is required. For example, if you are buying a car to drive to work every day and only have a limited budget, features such as petrol consumption, reliability and safety may be more important to you than electric windows or the ability to get from 0 to 60 in eight seconds. Quality is actually defined by the requirements of the customer.

Quality management is concerned with methods and systems to ensure that an organization meets the needs of its customers. These customers include the people who buy the organization's products and services. Quality managers also think of the organization itself as a chain of customers and suppliers, all of whom have requirements that must be met.

In this chapter you will read about the approach known as Total Quality Management. You will also find out about ISO9000, an internationally recognized standard for quality systems. You will investigate what a concern for quality means for the people who work for an organization, and consider the contribution that you can make to maintaining and improving quality within your own area of responsibility.

## Customers and suppliers

All organizations have external customers and suppliers. The customers are the people who receive the services or buy the products that the organization is in business to provide. A customer may be an individual, a group of people or another organization. Frequently, a product passes through the hands of several different customers before it reaches the end-user. For example:

- a market garden grows tomatoes and sells them to a **wholesaler**
- the wholesaler sells boxes of tomatoes to a **supermarket group**
- the supermarket group passes boxes of tomatoes on to one of its **supermarkets**
- a **customer** goes into the supermarket and buys half a kilo of tomatoes
- the customer puts a tomato into the lunch box that her **child** takes to school.

There are five customers here: the wholesaler, the supermarket group, the individual supermarket, the customer and the child. Some of these customers have purchased the tomato, while others have received it without payment. It is not necessary to pay for something in order to be a customer.

External suppliers are the people who provide the things that the organization needs in order to make its products or deliver its services. These supplies can include raw materials, components, equipment, premises, energy or even information. An agency that provides staff to work in the organization is another external supplier.

Some supplies are bought and sold many times, or passed on in other ways, before they reach the organization that uses them. There are often chains of suppliers, just like the chains of customers described above.

### Activity 1

Look back at the example of the tomato. Who are the suppliers here?

See Feedback section for answer to this activity.

Every time an item changes hands, a transaction takes place, involving both a supplier and a customer. And if the customer then passes the item on to someone else, the customer

becomes the supplier. Unless you are the end-user of a product or service, like the child who eats the tomato with his lunch, you are almost certainly both a supplier and a customer.

All organizations know that it is important to please their external customers. If the diners at a restaurant do not like the food that is served, they will not eat there again. If a television company receives a flood of complaints from viewers, it may find it difficult to renew its franchise. It is also extremely important for an organization to have suppliers on which it can depend. For example, if the agency that supplies an office with temporary staff sends people who are incompetent or dishonest, it will be very difficult for the office to function properly.

## Internal customers and suppliers

An organization is connected to other organizations by customer/supplier chains. These relationships also exist within the organization itself. Each time you receive a pack of paper for the photocopier from the stores, or ask someone from the IT department to come up and fix your computer, you are an internal customer. Each time you do something for another department within your organization, you are an internal supplier.

You may also be part of a customer/supplier chain within your own department or section. When you ask a member of your team to complete a task, you are a customer and the team member is the supplier. When your line manager asks you to prepare a report, you are the supplier and your manager is the customer. Remember, it is not necessary for money to change hands for a customer/supplier transaction to take place. All that is necessary is that some product, or some service, is provided.

Anyone who has worked in an organization knows the frustration of not being able to complete a task because another department has been incompetent or slow. If you were to receive poor service like this from an outside supplier, you would be very unlikely to use them again. However, when the service has been delivered by another part of your own organization, you do not usually have this option. One of the important ideas behind quality management is that people need to take these internal customer/supplier relationships just as seriously as those with their external customers and suppliers.



## Investigate 1

Who are your internal customers?

Who are your internal suppliers?

Make two lists.

## The requirements of customers

The quality expert Joseph Juran, who was one of the major figures in the development of Total Quality Management after the Second World War, identified five dimensions to quality:

- quality of design
- conformance to manufacturing standards
- lack of breakdowns
- satisfactory performance
- ease of maintenance after purchase.

It is quite easy to see how these dimensions apply to manufactured items such as fridges or computers. They are all areas where customers could have definite requirements. When you are thinking about the needs of customers in relation to other types of products, or services, a slightly different set of issues may be more appropriate. For example, here are some points you might want to consider when assessing the way a hotel receptionist deals with guests:

- consistency
- politeness
- responsiveness
- competence
- honesty.

If you were drawing up a list of your requirements for the information you receive from other departments in your organization, it might cover these points:

- adequacy
- accuracy
- how up-to-date it is
- relevancy
- organization
- comprehensibility
- presentation.