



SEVERN  
BUSINESS  
COLLEGE

## Pearson BTEC Level 3 Diploma for Managers

Course Handbook





**Qualification Title**

Pearson BTEC Level 3 Diploma for Managers

**Qualification Number**

603/4160/0

**Level**

3

**TQT**

430 Hours

**Guided Learning Hours**

260

**Pearson BTEC Level 3 Diploma for Managers**

The Pearson BTEC Level 3 Diploma for Managers is for learners working or who are intending to work in, first line management roles, such as a team leader or supervisor. Their key responsibilities are likely to include: supporting, managing and developing team members, managing projects, planning and monitoring workloads and resources, delivering operational plans, resolving problems, and building relationships internally and externally.

It is suitable for learners, who may or may not be in employment, who want to develop technical knowledge to prepare for employment or progress their career by achieving a recognised qualification based on current employer recognised standards.

**Structure of the Pearson BTEC Level 3 Diploma for Managers**

Unit number	Units	Unit level	Guided Learning Hours
1	Principles of Leadership	3	25
2	Principles of Managing Operations and Budgets	3	30
3	Principles of Managing People	3	25
4	Principles of Communication and Relationship Management	3	30
5	Principles of Project Management	3	25
6	Understanding Personal Effectiveness as a Manager	3	30
7	Leading and Developing People	3	17
8	Managing Individuals and a Team to Achieve Results	3	16
9	Managing Operations and Budgets	3	20
10	Communicating and Building Relationships with Others	3	17
11	Managing Projects	3	15
12	Managing Personal Effectiveness in a Management Role	3	10

Guided Learning Hours are an estimate of the number of hours that will be needed for a typical learner to achieve the unit. Guided learning includes all training that involves centre staff in teaching and supervising learners, as well as all assessment activities.

**Assessment**

Assessment is through practical assignments with no exams - to more accurately reflect the real working environment.

Students need to submit 3 assignments every 3 months.

**Unit Grading**

Pass	<ul style="list-style-type: none"> <li>To pass the unit, the evidence that the learner presents for assessment must demonstrate that they have met the required standard specified in the learning outcomes and assessment criteria.</li> </ul>
No grade	<ul style="list-style-type: none"> <li>Plagiarism</li> </ul>

**UNIT SPECIFICATIONS****Unit Number**

1

**Unit**

Principles of Leadership

**Level**

3

**Guided Learning Hours**

25

## Introduction

As a manager, your role will involve leading a team to deliver the organisation's strategy successfully. The overall performance of the team often depends on the style of leadership the manager uses, the atmosphere of the environment in which the team is working and the skills, abilities and morale of the team and individual team members. Change is constant in organisations and it is the manager's responsibility to manage change in their team and lead their team successfully through changes.

In this unit, you will look at different leadership styles and consider which style to adopt in different work situations. You will also look at the importance of adapting leadership styles to different situations to provide effective leadership. You will examine different organisational cultures, the factors affecting organisational cultures and your role as a leader in creating a strong, healthy culture that enables your team to perform well. Alongside the cultural aspects of the work environment there are also considerations of equality, diversity and inclusion. This unit will allow you to look closely at the legal requirements and responsibilities of employers under current legislation, potential consequences of non-compliance, the benefits of an inclusive working environment and how organisations can create an inclusive working environment.

Developing team members is an important aspect of leading a team. This unit explores how coaching and delegation can be used to develop team members and the practicalities of using these approaches to support development.

Finally, you will look at the impact of change, the importance of effective leadership in implementing change and the recognised principles and practice of managing a team through change effectively.

## Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Understand different Leadership styles and their use in different work contexts	<p><b>1A Leadership styles and their characteristics</b></p> <ul style="list-style-type: none"> <li>• The difference and relationship between leadership and management (influencing and inspiring people and giving them a sense of direction and purpose versus planning, organising, directing and controlling resources to complete tasks and activities).</li> <li>• Definition, characteristics and negative and positive impact of different leadership styles:               <ul style="list-style-type: none"> <li>o autocratic</li> <li>o paternalistic</li> <li>o democratic</li> <li>o laissez-faire.</li> </ul> </li> </ul> <p><b>1B Appropriate leadership styles in different work situations</b></p> <ul style="list-style-type: none"> <li>• Factors affecting the suitability and use of different leadership styles, including:               <ul style="list-style-type: none"> <li>o competence, proficiency and experience of the team or leader (multi skilled, new or untrained staff)</li> <li>o stage of team development – team dynamics</li> <li>o nature of the work</li> <li>o time and resource constraints</li> <li>o organisational culture</li> <li>o organisational environment/context, e.g. ongoing changes in structure, downsizing, large teams, corporate crisis or actual emergency, etc.</li> </ul> </li> <li>• Main benefit of adapting leadership styles with reference to effective leadership and meeting the needs of individuals and the team.</li> <li>• Consequences of ineffective/poor leadership in terms of productivity and team performance, staff morale and turnover, staff development and organisational culture.</li> </ul>	<p>1.1 Analyse different styles of leadership used in organisations</p> <p>1.2 Assess the suitability of different leadership styles to different work situations</p> <p>1.3 Explain the need to adjust leadership style to different work situations</p>
2 Understand organisational cultures and the role of managers in developing culture	<p><b>2A Meaning, importance and types of organisational culture</b></p> <ul style="list-style-type: none"> <li>• Definition of organisational (or corporate) culture, i.e. system of shared assumptions, values and beliefs which govern how people behave in an organisation.</li> <li>• Dominant culture versus subcultures: impact of subcultures.</li> <li>• Characteristics, strengths, weaknesses and impact on individuals and teams of different types of organisational culture:               <ul style="list-style-type: none"> <li>o Power, Role, Task and Person cultures (Charles Handy (1999))</li> </ul> </li> </ul>	<p>2.1 Assess the relevance of different types of organisational cultures to a specific organisational context</p> <p>2.2 Explain how different internal and external factors influence organisational culture</p> <p>2.3 Explain the value of a strong, healthy organisational culture and how managers can contribute to creating this</p>

	<ul style="list-style-type: none"> <li>o Clan, Hierarchical, Market and Advocacy cultures (Competing Values Framework).</li> <li>• Importance of a strong, healthy organisational culture in terms of creating brand identity, driving day-to-day operations, staff morale and wellbeing, staff retention and performance.</li> </ul> <p><b>2B Influences on organisational culture</b></p> <ul style="list-style-type: none"> <li>• Key influences on organisational culture and why and how they impact, including: <ul style="list-style-type: none"> <li>o internal factors, including history of the organisation, nature of its business, its goals and objectives, organisational structure, its size and geographical location of the organisation, management style and the staff, functional cultures of stakeholders</li> <li>o external factors, including political, economic, social, technological, legal, environmental, functional cultures of stakeholders</li> <li>o internal stakeholders, including owners, managers and staff</li> <li>o external stakeholders, including customer, suppliers, employer bodies, local community and government.</li> </ul> </li> </ul> <p><b>2C Relationship between leadership and culture</b></p> <ul style="list-style-type: none"> <li>• The manager as a leader and the architect of culture – how managers can create and influence organisational and team culture, including: <ul style="list-style-type: none"> <li>o creating a clear strategic vision</li> <li>o role modelling positive behaviours and values in line with the desired culture</li> <li>o creating or adapting systems, policies and procedures to align with the new values and desired culture</li> <li>o encouraging team behaviour that is aligned with the desired culture</li> <li>o building mutual respect and understanding; creating an inclusive work environment.</li> </ul> </li> </ul>	
<p>3 Understand the need for equality, diversity and inclusion in the workplace</p>	<p><b>3A Equality, diversity and inclusion</b></p> <ul style="list-style-type: none"> <li>• Definition of the terms ‘equality’, ‘diversity’ and ‘inclusion’.</li> <li>• Distinction between equality, diversity and inclusion and the importance of this.</li> </ul> <p><b>3B Responsibilities of employers under current equality legislation</b></p> <ul style="list-style-type: none"> <li>• Nine protected characteristics under the current equality legislation: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and belief, sex, sexual orientation.</li> <li>• Unlawful behaviour under the legislation: victimisation, bullying, harassment and discrimination on the basis of protected characteristics: <ul style="list-style-type: none"> <li>o direct and indirect discrimination.</li> </ul> </li> <li>• Organisational requirements to comply with legislation relating to recruitment, working practices, pay and benefits, facilities and access, career development etc.</li> <li>• Responsibilities of employers, including informing staff of legal requirements for equality and diversity; checking compliance and adherence; staff training on equality and diversity; making reasonable adjustments to remove barriers; investigating complaints of harassment and discrimination; publishing/reporting required data in a timely manner; taking corrective actions.</li> <li>• Employers’ liabilities – employer’s legal responsibility for acts carried out by their employees or agents; impact of reasonable preventative action.</li> <li>• Consequences of non-compliance, including reputational</li> </ul>	<p>3.1 Explain the difference between the terms ‘equality’, ‘diversity’ and ‘inclusion’</p> <p>3.2 Describe the requirements and responsibilities of employers under current equality legislation and the potential consequences of non-compliance</p> <p>3.3 Describe working practices that organisations can use to create an inclusive work environment</p> <p>3.4 Outline the benefits of an inclusive working environment of an organisation</p>

	<p>risk, enforcement actions taken by the regulatory body (e.g. investigations, unlawful act or compliance notices, etc.), time and effort in dealing with grievances, cost of legal representation for grievance cases.</p> <p><b>3C How to create an inclusive working environment</b></p> <ul style="list-style-type: none"> <li>• Working practices that support inclusion, including: <ul style="list-style-type: none"> <li>o establishing diversity goals and metrics and implementing action plans to meet these goals</li> <li>o implementing anti-discrimination policies and establishing corporate values and behavioural standards that reflect diversity and inclusion</li> <li>o creating employee groups, networks and mentoring programmes to empower employees of diverse backgrounds</li> <li>o offering unconscious bias and sensitivity training</li> <li>o challenging and addressing exclusionary behaviours and practices, including stereotyping and tokenism</li> <li>o making behaviours, programmes and policies regarding inclusion visible, e.g. explicitly rewarding inclusive behaviour, engaging employees in developing policies etc.</li> </ul> </li> <li>• The benefits of an inclusive work environment in terms of organisational reputation and brand, productivity, employee satisfaction and well being, staff retention, innovation and customer experience.</li> </ul>	
<p>4 Understand how coaching and delegation can be used to support the development of individuals in the workplace</p>	<p><b>4A Benefits of using coaching to develop individuals</b></p> <ul style="list-style-type: none"> <li>• Definition of coaching and the difference between coaching, mentoring and training.</li> <li>• Benefits of using coaching to support the development of individuals, including: <ul style="list-style-type: none"> <li>o empowering individuals and encouraging personal development and engagement</li> <li>o can be tailored to the individual, their knowledge, experience and learning styles (visual, auditory and kinaesthetic)</li> <li>o can focus on the development of specific skills and tasks</li> <li>o allows for structured but flexible delivery</li> <li>o can generate measurable learning and performance targets.</li> </ul> </li> </ul> <p><b>4B Coaching models</b></p> <ul style="list-style-type: none"> <li>• Different coaching models, their stages and effectiveness in delivering coaching, including: <ul style="list-style-type: none"> <li>o GROW – Goal, Reality, Options, Will/Way forward</li> <li>o CLEAR – Contracting, Listening, Exploring, Action, Review</li> <li>o FUEL – Frame the conversation, Understand the current state, Explore the desired state, Lay out a plan for success.</li> </ul> </li> </ul> <p><b>4C Delegation and development of individuals</b></p> <ul style="list-style-type: none"> <li>• Definition of delegation and relationship with development, including enabling the development of new skills, honing current skills and abilities, motivating and boosting employee morale, empowerment, creating opportunities for coaching etc.</li> <li>• When to delegate and when not to delegate: <ul style="list-style-type: none"> <li>o type of tasks that can be delegated, e.g. tasks with clearly defined procedures and expected results, closely related to the delegate’s current work, allows development, can be done better by the delegate etc.</li> <li>o type of tasks that should not be delegated, e.g. tasks of highly sensitive nature, not clearly defined or with some uncertainty or requires decision making etc.</li> </ul> </li> <li>• Difference between accountability, responsibility and authority and how they factor into delegation.</li> <li>• Factors to consider when delegating, including deadlines, skills and abilities of potential delegates, development</li> </ul>	<p>4.1 Outline the benefits of using coaching to support the development of individuals in the workplace</p> <p>4.2 Describe the different models that can be used to structure coaching sessions effectively</p> <p>4.3 Explain how delegation can support the development of individuals in the workplace</p> <p>4.4 Describe best practices for using delegation to effectively support the development of individuals in the workplace</p>

	<p>needs, workload, resistance etc.</p> <p><b>4D Best practices in delegating</b>, including:</p> <ul style="list-style-type: none"> <li>o clearly defining outcomes and deadlines</li> <li>o providing training and guidance and necessary resources</li> <li>o defining level of authority needed to complete and sharing this with relevant others</li> <li>o providing support, monitoring progress and providing feedback</li> <li>o evaluating performance.</li> </ul>	
<p>5 Understand the principles and practices of managing change within a team</p>	<p><b>5A Leadership and change</b></p> <ul style="list-style-type: none"> <li>• Types of change: step change, incremental change, planned change, unplanned change.</li> <li>• Positive and negative responses to change within the team.</li> <li>• Importance of effective leadership when implementing change within a team, with emphasis on the manager’s role of providing direction and driving processes to embed the change and creating a positive and supportive environment to enable the change.</li> <li>• Consequences of poor leadership in terms of the extent of success of change, impact on working relationships, staff turnover, motivation and morale of work force, and productivity.</li> </ul> <p><b>5B How to manage change effectively</b></p> <ul style="list-style-type: none"> <li>• Definition of change management.</li> <li>• Stages, benefits and limitations of the following change management models: <ul style="list-style-type: none"> <li>o Lewin’s 3-Stage Change Model</li> <li>o Kotter’s 8-Step Change Model</li> <li>o Kübler-Ross 5-Stage Model.</li> </ul> </li> <li>• Comparison between the models in terms of whether bottom-up or top-down, employee-focused or organisation-focused, macro- or micro-level and ease of use (simple or complex).</li> <li>• Strategies for leading and supporting a team through change, including: <ul style="list-style-type: none"> <li>o assessing change readiness and planning change activities (e.g. training) and support systems</li> <li>o using a change management model and a leadership style that is suited for the situation</li> <li>o communicating effectively – using appropriate verbal and non-verbal communication techniques, active listening, communication techniques</li> <li>o demonstrating appropriate personal behaviours, including patience, being honest and transparent (presenting the facts), empathy</li> <li>o consulting with the team and other relevant stakeholders in decision making; considering level of commitment of stakeholders (high, medium, low).</li> </ul> </li> </ul> <p><b>5C How to manage risks associated with change</b></p> <ul style="list-style-type: none"> <li>• Types of risk that can occur from change management, including: <ul style="list-style-type: none"> <li>o active and passive resistance to change from employees</li> <li>o disruption to the operation of the business</li> <li>o risks associated with enforcing change.</li> </ul> </li> <li>• Ways of managing risks, including: <ul style="list-style-type: none"> <li>o risk assessment to determine likelihood of the risks happening and severity</li> <li>o questions to be asked when assessing risk, e.g.: Is speed of adoption appropriate? Is the business meeting change objectives? Will completion of change project be timely?</li> <li>o identifying contingency options associated with selected risks, including proactive planning, action plans and</li> </ul> </li> </ul>	<p>5.1 Explain the need for effective leadership when implementing change in a team</p> <p>5.2 Compare change management models used to manage change in organisations</p> <p>5.3 Describe strategies that can be used to lead and support a team through change</p> <p>5.4 Explain how to manage the risks associated with change</p>

## UNIT SPECIFICATIONS

### Unit Number

2

### Unit

Principles of Managing Operations and Budgets

### Level

3

### Guided Learning Hours

30

### Introduction

As a first line manager, implementing the operational plan of your department or team to deliver the organisational strategy will be a fundamental part of your role. To do this effectively, it is important that you have a good understanding of resource and budget management, data use and management, and the financial governance and compliance requirements that must be met. In this unit, you will look at how organisational strategy is developed, how it relates to the operational plan and how to implement the operational plan for your department or team, with a focus on how to manage resources to achieve maximum utilisation.

You will explore the use of valid and reliable data in operational management and the regulatory requirements for handling data. You will learn about the financial governance and compliance requirements within which organisations need to operate, including the consequences of non-compliance.

You will explore the key terminology relating to financial accounting and reporting, and how organisations can achieve Value for Money (VfM).

Finally, you will learn about the importance of operating within a budget, how to control different types of costs in a budget and how to monitor and control a budget.

### Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Understand how Organisational strategy is developed	<p><b>1A Development of organisational strategy</b></p> <ul style="list-style-type: none"> <li>• Description of organisational strategy, including its purpose and how it relates to the type and function of an organisation.</li> <li>• Process of developing organisational strategy:               <ul style="list-style-type: none"> <li>o determining current strategic position: identifying strategic issues (e.g. growth, diversification, cost reduction, innovation etc.); conducting internal and external environmental (PESTLE) scans; competitive analysis; customer segmentation; SWOT analysis</li> <li>o formulating strategy: developing vision and mission statements; articulating core values; identifying competitive advantage and potential risks; identifying strategic options (e.g. low cost, best value, differentiation, focus etc.)</li> <li>o developing the strategic plan: setting priorities and long-term strategic objectives; setting SMART goals and success criteria; setting Key Performance Indicators (KPIs)</li> <li>o communicating/cascading the strategy to the operational teams</li> <li>o executing/implementing the strategic plan: translating the strategic plan into an operational plan to deliver the strategy</li> <li>o review and evaluation.</li> </ul> </li> <li>• Role of the manager in delivering organisational strategy.</li> </ul>	<p>1.1 Describe the process of developing organisational strategy</p> <p>1.2 Explain why it is important to define the organisational mission statement, strategic objectives and success criteria when developing strategy</p> <p>1.3 Explain the different internal and external factors that can influence organisational strategy</p>
2 Understand how to implement the operational plan of a department or team within the limits of the	<p><b>2A Operational plans</b></p> <ul style="list-style-type: none"> <li>• Definition of operation plans, including reference to: short- to medium-term planning; how different functional areas of the organisation use their resources to achieve the strategic objectives; performance objectives (cost,</li> </ul>	<p>2.1 Explain the relationship between organisational strategy and the operational plan of a department or team</p> <p>2.2 Describe the components of an</p>

resources available	<p>dependability, flexibility, quality and speed).</p> <ul style="list-style-type: none"> <li>• Purpose of an operational plan, including its role in: <ul style="list-style-type: none"> <li>o directing the implementation of organisational strategy</li> <li>o ensuring consistency and alignment with organisational strategy, managing the utilisation of resources</li> <li>o identifying responsibilities and tasks.</li> </ul> </li> <li>• Difference between strategic and operational plans and objectives.</li> <li>• Key components of an operational plan: SMART objectives; activities to be delivered; roles and responsibilities; quality standards; performance measures (e.g. targets and KPIs); risk management plan; human (staffing) and financial resources (budget); implementation schedule; process for tracking and monitoring progress.</li> <li>• Importance of aligning operational or team plans to organisational strategy with reference to achievement of business objectives, consistency with strategy, avoiding conflict between departments and staff engagement and motivation.</li> </ul> <p><b>2B Implementation of an operational plan</b></p> <ul style="list-style-type: none"> <li>• Activities to be undertaken in implementing the operational plan of a department or team: <ul style="list-style-type: none"> <li>o identifying any interdependencies with activities of other teams</li> <li>o considering requirements relating to areas such as health and safety, compliance, policies and procedures, documentation and record keeping etc.</li> <li>o communicating the team’s operational objectives, activities, output/outcomes and KPIs to team members using appropriate methods, e.g. team meetings</li> <li>o prioritising and scheduling work activities, including use of tools such as Gantt and milestone charts</li> <li>o securing, as appropriate, and allocating resources to complete activities</li> <li>o agreeing SMART performance goals for individuals based on the team’s operational objectives</li> <li>o providing guidance and support to the team in completing activities</li> <li>o monitoring and measuring progress, including the use of KPIs, benchmarking, gap analysis, customer and employee feedback, observations and reports.</li> </ul> </li> </ul> <p><b>2C Managing and maximising use of resources</b></p> <ul style="list-style-type: none"> <li>• Considerations when securing and managing physical resources including: <ul style="list-style-type: none"> <li>o organisational needs and workload dependency</li> <li>o costs and available budget</li> <li>o procurement process and compliance</li> <li>o delivery and installation timescales</li> <li>o maintenance requirements</li> <li>o health and safety requirements; staff training needs.</li> </ul> </li> <li>• Human resources: <ul style="list-style-type: none"> <li>o securing staff: external recruitment (contract, temporary permanent); internal (secondment); recruitment considerations, including compliance procedures, recruitment costs, timescales, budget, induction etc.</li> <li>o allocating work activities, including considerations such as staff working patterns (e.g. full-time, part-time, flexible working patterns, contract); staff skills and expertise; roles and responsibilities; development needs; delegation; staff training; staff absence (annual leave, sickness etc.).</li> </ul> </li> <li>• Difference between resource allocation and resource utilisation.</li> <li>• How to maximise the utilisation of resources, including:</li> </ul>	<p>operational plan</p> <p>2.3 Describe the activities to be undertaken when implementing the operational plan of a department or team</p> <p>2.4 Explain the factors to be considered when securing and allocating physical and human resources to implement an operational plan</p> <p>2.5 Describe techniques that can be used to maximise the utilisation of resources when implementing an operational plan</p> <p>2.6 Explain the impact of specific operational constraints on the effective implementation of an operational plan</p>
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	<ul style="list-style-type: none"> <li>o robust resource planning and scheduling (use of reliable data and expert judgement in estimating the resource and time required)</li> <li>o tracking employee time against activities using timesheet software and analysing data to ensure time is spent on the right activities</li> <li>o making use of opportunities to leverage the higher-level capabilities of employees</li> <li>o ongoing training and development of employees</li> <li>o adopting new practices to empower employees. <ul style="list-style-type: none"> <li>• Considerations when monitoring and evaluating resources, including impact on the environment; waste reduction; value for money (VfM); improvements and recommendations; service level agreements etc.</li> <li>• Different types of operational constraints and their impact on the implementation of an operational plan, including staffing (expertise, availability and motivation); budget; equipment and technology; quality assurance; legal and compliance etc.</li> </ul> </li> </ul>	
<p>3 Understand how data is managed and used in operational management</p>	<p><b>3A Collection of data</b></p> <ul style="list-style-type: none"> <li>• Definition of operational (business) data, including data on staff, direct competitors, creditors, suppliers, information on customers and accounting data.</li> <li>• Difference between qualitative and quantitative data and their uses and limitations (e.g. misinterpretations, subjectivity and bias, access and confidentiality).</li> <li>• Internal data: collected from different functional areas such as sales (e.g. sales reports and customer transactions); finance (e.g. cash flow statement, budget variance etc.); marketing (e.g. website traffic, phone reports, promotional codes etc.); human resources (e.g. staff turnover etc.).</li> <li>• External data collected from customers and stakeholders using methods such as surveys, observation, interviews, focus groups, industry reports etc.</li> <li>• Quality of data: <ul style="list-style-type: none"> <li>• valid: unbiased, representative and verifiable</li> <li>• reliable: consistent, stable, dependable, plausible</li> <li>• timely.</li> <li>• Factors affecting the validity and reliability of collected data, including accuracy and relevance of data, level of detail, trusted sources, ownership of data and currency of data.</li> </ul> </li> </ul> <p><b>3B Data analysis</b></p> <ul style="list-style-type: none"> <li>• How to carry out data analysis: coding and categorising data; identifying patterns and trends; summarising and drawing generalisations; identifying deviations.</li> <li>• Issues to consider in data analysis and interpretation, e.g. scope and size of sample, validity and reliability of data, presentation of information, errors in methodology used, confusion over statistical significance.</li> </ul> <p><b>3C Technology and legislation in data management</b></p> <ul style="list-style-type: none"> <li>• Use of technology to manage data, e.g.: <ul style="list-style-type: none"> <li>o cloud software so that it is visible to key members of staff</li> <li>o software such as spreadsheets, e.g. using pivot tables to manipulate data accurately</li> <li>o using technology to allow data to be used in different ways and to be presented in a range of formats to suit the end purpose.</li> </ul> </li> <li>• Data protection legislation principles: <ul style="list-style-type: none"> <li>o use data fairly and lawfully</li> <li>o use data for limited, specifically stated purposes</li> <li>o use data in a way that is adequate, relevant and not excessive</li> </ul> </li> </ul>	<p>3.1 Describe how operational data can be collected and analysed in organisations to ensure validity and reliability</p> <p>3.2 Describe how technology can be used to improve data management in organisations</p> <p>3.3 Describe how organisations should manage data to ensure compliance with data protection legislation</p> <p>3.4 Outline the legal and commercial consequences for organisations that do not comply with data protection legislation</p> <p>3.5 Explain how the use of data can contribute to effective operational management</p>

	<ul style="list-style-type: none"> <li>o ensure date is accurate</li> <li>o data is kept for no longer than is absolutely necessary</li> <li>o data is handled according to people’s data protection rights.</li> <li>• How to maintain security and confidentiality of data in organisations, including: <ul style="list-style-type: none"> <li>o controlling access to stored data, e.g. using passwords, firewalls and encryption for digitally stored data or use of locked cupboards for physically stored data</li> <li>o implementing privacy policies and organisational procedures around access, use and disclosure of data</li> <li>o providing staff training on data security risks and promoting best practices for keeping data safe, e.g. not leaving computer unattended, secure printing, managing passwords etc.</li> </ul> </li> <li>o secure disposal of confidential data, e.g. shredding.</li> <li>• Consequences of non-compliance with data protection legislation, including reputational damage, loss of consumer trust, business closure and prosecution (personal, corporate, penalties or fines, imprisonment).</li> </ul> <p><b>3D Use of data in operational management</b></p> <ul style="list-style-type: none"> <li>• How data supports effective operations management in terms of decision making, benchmarking, productivity, cost reduction and efficiency savings.</li> </ul>	
<p>4 Understand financial Governance and compliance in organisations and the concept of Value for Money (VfM)</p>	<p><b>4A Financial governance and compliance</b></p> <ul style="list-style-type: none"> <li>• Definition of financial governance and areas covered, including financial reporting, auditing, dealing with income, record keeping and data security.</li> <li>o Processes, controls and polices to meet financial governance and compliance requirements, including: <ul style="list-style-type: none"> <li>o processes, policies, financial controls and documentation used for financial reporting</li> <li>o processes and framework for conducting audits</li> <li>o policies and procedures for setting up and maintaining records</li> <li>o processes used to track income and expenditure.</li> </ul> </li> <li>• Importance of good financial governance and compliance in terms of accuracy of financial data; quality of budgeting, planning and forecasting; ownership and accountability; risk identification and monitoring.</li> <li>• Risks of poor financial governance and compliance such as fraud, misappropriation, regulatory penalties, reduced stakeholder confidence and loss of revenue.</li> </ul> <p><b>4B Financial terminology</b></p> <ul style="list-style-type: none"> <li>• Meaning of a range of financial terminology: income, expenditure, transaction, cash flow, accounts, gross profit, net profit, capital, debtors, creditors, turnover, profit and loss account, balance sheet, break-even point, tax, VAT, assets, depreciation, investments, accruals, stock, liabilities.</li> </ul> <p><b>4C Value for Money (VfM)</b></p> <ul style="list-style-type: none"> <li>• Definition of Value for Money (VfM).</li> <li>• Benefits of Value for Money to organisations, including effective, efficient and economic operations and optimal use of organisational resources.</li> <li>• Responsibility to achieve Value for Money: statutory requirement when using public funds (public sector); stakeholder expectations in private sector organisations.</li> <li>• Ways of achieving Value for Money (VfM) in organisations: <ul style="list-style-type: none"> <li>o procurement and working with suppliers — using strategies such as effective negotiations, volume discounts, bulk buying across the organisation, getting added services and benefits at the same costs etc.</li> </ul> </li> </ul>	<p>4.1 Explain the need for good financial governance and compliance in organisations</p> <p>4.2 Describe the processes and polices an organisation can implement to satisfy financial governance and compliance requirements</p> <p>4.3 Outline the meaning of a range of terminology relating to financial accounting and reporting</p> <p>4.4 Explain why the concept of Value for Money (VfM) is important for organisations</p> <p>4.5 Explain how organisations can achieve Value for Money (VfM)</p>

	<ul style="list-style-type: none"> <li>o working with customers – using strategies such as building healthy relationships and trust with customers, effective communications, providing only products/services that meet customers’ needs etc.</li> <li>o operational management – using strategies such as undertaking impact measurements and cost–benefit analysis, collaborative working and challenging the use of financial resources.</li> </ul>	
5 Understand how to Monitor budgets to Ensure efficiency and control costs	<p><b>5A Types of budgets and the need for budgets</b></p> <ul style="list-style-type: none"> <li>• Types of budgets, including master, operating, expenses, departmental, functional, capital and cash.</li> <li>• Purpose of a budget, including to: <ul style="list-style-type: none"> <li>o control income and expenditure</li> <li>o establish priorities and targets</li> <li>o provide direction and co-ordination</li> <li>o assign responsibilities and improve efficiency</li> <li>o monitor performance and inform management decisions.</li> </ul> </li> <li>• The importance of operating within a budget in terms of compliance with financial governance processes, financial viability, ability to pay staff and suppliers, reputation, meeting stakeholders’ expectations and collective responsibility.</li> </ul> <p><b>5B How to control costs within a budget</b></p> <ul style="list-style-type: none"> <li>• Types of cost within a budget: <ul style="list-style-type: none"> <li>o fixed costs – e.g. taxes, rent, lease, salaries, loan, interest etc.</li> <li>o variable costs – e.g. materials, supplies, production wages etc.</li> <li>o semi-variable – e.g. telephone, mobile, internet etc.</li> </ul> </li> <li>• Ways of controlling the different types of costs, for example: <ul style="list-style-type: none"> <li>o implementing stock control systems and measures and improving storage safety and security to reduce material costs</li> <li>o improved scheduling, forecasting labour needs and monitoring of work activities to improve resource utilisation and ultimately reduce labour costs</li> <li>o negotiating lower rents, sub-letting space or flexible working to reduce space costs.</li> </ul> </li> </ul> <p><b>5C How to monitor and control a budget</b></p> <ul style="list-style-type: none"> <li>• Techniques used to monitor budgets, such as: <ul style="list-style-type: none"> <li>o conducting regular reviews</li> <li>o tracking expenditure and identifying spending patterns/trends</li> <li>o measuring actual versus forecast</li> <li>o forecasting full year spend based on year to date</li> <li>o calculation of variances etc.</li> </ul> </li> <li>• Actions that can be taken to control a budget, such as delaying spend, restricting discretionary spend, chasing-up sales orders and unpaid invoices, communicating cost awareness, reviewing resources etc.</li> </ul> <p><b>5D Limitations of budgeting</b></p> <ul style="list-style-type: none"> <li>• Limitations of using budgets, including: <ul style="list-style-type: none"> <li>o can lead to inflexibility in decision making</li> <li>o need to be changed as circumstances change</li> <li>o can create some behavioural challenges in a business</li> <li>o can result in short-term decisions to keep within budget.</li> </ul> </li> </ul>	<p>5.1 Outline the purposes of a budget</p> <p>5.2 Explain why it is important to operate within a budget</p> <p>5.3 Describe how to control different types of costs within a budget</p> <p>5.4 Describe different techniques used for monitoring a budget</p> <p>5.5 Describe actions that can be taken to control a budget</p> <p>5.6 Outline the limitations of using budgets</p>

## UNIT SPECIFICATIONS

### Unit Number

3

## Unit

Principles of Managing People

## Level

3

## Guided Learning Hours

25

## Introduction

People are an organisation's most valuable asset and, as such, effective people management is important if organisations are to become and remain successful. The ability to manage people, as individuals and as a team, to work together harmoniously to deliver a common goal is a critical skill for any manager. High-performing individuals and teams are created in an environment where there is a shared understanding of values, goals and objectives.

In this unit, you will explore the concepts of people and team management, and the related theories and models of developing, managing and motivating a team. You will also explore the functions and role of manager in meeting legal requirements, and the recognised practices of managing performance in the workplace.

## Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Understand people and team management models, theories and principles	<p><b>1A Models of human resource management (HRM)</b></p> <ul style="list-style-type: none"><li>• Definition of human resource management (HRM).</li><li>• Models and theories related to human resource management:<ul style="list-style-type: none"><li>o Hard and Soft HRM models – features and impact of each model</li><li>o how these models relate to different leadership styles (autocratic and democratic) and human behaviour theory: McGregor's Theory X and Theory Y</li><li>o the right approach dependent on organisational context and behaviour of employees; balance of models to find best fit.</li></ul></li></ul> <p><b>1B People management</b></p> <ul style="list-style-type: none"><li>• Difference between people management and team management:<ul style="list-style-type: none"><li>o people management: subset of human resource (HR) management; focused on harnessing and optimising the skills of individuals to get the best out of people; includes activities such as recruitment, training and development (professional and personal), providing guidance and direction, managing behaviours, performance management and talent management</li><li>o team management: coordinating and bringing a group of people to work together to achieve a common goal; includes activities such as setting team performance objectives, reviewing team performance and methods and directing team decision making.</li></ul></li><li>• The increasing role for line managers in people management resulting from factors such as:<ul style="list-style-type: none"><li>o flattening of organisational structures and downsizing and delayering in organisations</li><li>o increased devolution of people management from corporate human resource (HR) departments to line managers</li><li>o increase in service industries and knowledge-based occupations (technical and professional jobs).</li></ul></li><li>• The impact of good people management in terms of:<ul style="list-style-type: none"><li>o improved organisational performance, reputation and customer experience</li><li>o cost reduction and efficiency for organisations – reduced labour turnover, greater productivity, fewer disruptions to work activities</li></ul></li></ul>	<p>1.1 Analyse human resource management (HRM) models and how they are applied in an organisation</p> <p>1.2 Explain the role of managers in people management in a particular organisational context</p> <p>1.3 Explain the impact of good people management on organisations and individuals</p> <p>1.4 Evaluate the use of different theories and models of team building and development in the workplace</p> <p>1.5 Describe how different factors affect the dynamics of a team</p> <p>1.6 Describe how a manager can manage team dynamics to ensure successful team collaboration</p>

	<ul style="list-style-type: none"> <li>o value creation and competitive advantage through highly talented, empowered and motivated staff</li> <li>o job satisfaction and improved confidence and engagement from employees.</li> </ul> <p><b>1C Skills and attributes of an effective people manager</b></p> <ul style="list-style-type: none"> <li>• Skills and abilities, including good verbal, non-verbal and written communication skills; ability to build relationships; mentoring and coaching skills; ability to apply organisational and legal frameworks; ability to use HR and other organisational systems etc.</li> <li>• Attributes, including self-awareness; emotional intelligence; engaging and collaborative; transparency and honesty; good role model for organisational values etc.</li> </ul> <p><b>1D Theories and models of team building and development</b></p> <ul style="list-style-type: none"> <li>• Characteristics of a team (shared purpose; involved in similar activity; interdependence; defined roles; personal relationships).</li> <li>• Types of teams, including functional, matrix, cross-functional, project and virtual.</li> <li>• Team-building models and theories, to include: <ul style="list-style-type: none"> <li>o Belbin Team Roles: nine team roles and their strengths and weaknesses; creating the right balance of roles within a team for optimum efficiency and effectiveness</li> <li>o Tuckman stages of team development: features of the four stages of development; the role of the manager during each of the stages.</li> </ul> </li> </ul> <p><b>1E Team dynamics</b></p> <ul style="list-style-type: none"> <li>• Meaning of team dynamics.</li> <li>• Factors influencing team dynamics and their impact, including personality types, leadership style, team size, skills and knowledge, team roles (assigned and adopted), processes and procedures and organisational culture.</li> <li>• How to manage team dynamics, including: clearly defined roles in the team; setting clear behavioural expectations; holding people to account; promoting positive working relationships and mutual respect; proactive regular feedback; acknowledging and rewarding success.</li> </ul>	
<p>2 Understand theories and approaches to Motivating individuals in the workplace</p>	<p><b>2A Motivation theories and models</b></p> <ul style="list-style-type: none"> <li>• Maslow’s Hierarchy of Needs theory: employees motivated by satisfied needs, needs organised in a hierarchy, lower-order needs satisfied before higher-order needs. <ul style="list-style-type: none"> <li>o Hierarchy of Needs: physiological; safety; love and belonging; self esteem; self-actualisation.</li> </ul> </li> <li>• Herzberg’s Two-Factor theory: job satisfaction and job dissatisfaction act independently of each other, motivator factors affect job satisfaction, hygiene factors affect job dissatisfaction, both sets of factors must be addressed to motivate staff: <ul style="list-style-type: none"> <li>o motivator factors – recognition and status, opportunity for promotion, greater responsibility, stimulating work, sense of achievement</li> <li>o hygiene factors – good working conditions; job security; relationship with manager and colleagues; wages, salaries and fringe benefits.</li> </ul> </li> <li>• The application of these models and theories in modern day people management practice.</li> </ul> <p><b>2B Recognition and reward as a motivational technique</b></p> <ul style="list-style-type: none"> <li>• Extrinsic rewards: direct financial payments, indirect financial payments, benefits, incentive programmes, working conditions.</li> <li>• Intrinsic rewards: recognition, empowerment, role</li> </ul>	<p>2.1 Evaluate the relevance of theories of motivation to the practice of motivating individuals in the workplace</p> <p>2.2 Describe how recognition and reward can be used as a motivational technique</p>

	<p>development, personal fulfilment, sense of contribution.</p> <ul style="list-style-type: none"> <li>• Total reward: a strategy that brings together both intrinsic and extrinsic rewards.</li> <li>• Risks involved in the use of rewards: reward does not engage or motivate employees, reward results in inappropriate or unproductive activity and behaviour, rewards create divisions among employees.</li> </ul>	
3 Understand human resource legal and organisational compliance requirements when managing people	<p><b>3A Human resource functions and relationship with manager's role</b></p> <ul style="list-style-type: none"> <li>• Legal requirements that managers must adhere to when dealing with: <ul style="list-style-type: none"> <li>o recruitment and selection, e.g. legislation related to equality, eligibility to work, safeguarding, data protection, employment contracts etc.</li> <li>o workplace safety, e.g. legislation and regulations related to health and safety at work, display screens, personal protective equipment, RIDDOR etc.</li> <li>o discipline and grievance, e.g. employment legislation etc.</li> <li>o sickness and absence, e.g. working time regulations</li> <li>o harassment and bullying, e.g. equality legislation.</li> </ul> </li> </ul> <p><b>3B Impact on HR legal and compliance requirements on HRM function</b></p> <ul style="list-style-type: none"> <li>• Transparent process for recruitment and selection.</li> <li>• HR policies that comply with legal requirements (pay, terms of employment contract, working hours, employee entitlements).</li> <li>• Written disciplinary and grievance procedures.</li> <li>• Mechanisms for informing workers of their legal responsibilities and rights (employee handbook, intranet).</li> <li>• Organising training for line managers.</li> <li>• Providing facilities to support flexible working.</li> <li>• Clear policy on equality and diversity that is shared with all staff.</li> <li>• Leave policy.</li> <li>• Health and safety policy and related procedures.</li> </ul>	<p>3.1 Describe the legal requirements relating to human resources that managers must adhere to when managing people</p> <p>3.2 Outline the impact of human resource legal and compliance requirements on the human resource management (HRM) function of an organisation</p>
4 Understand the principles and practice of managing the performance of individuals in the workplace	<p><b>4A High-performing teams</b></p> <ul style="list-style-type: none"> <li>• Characteristics of a high-performing team: sense of purpose, open communication, sharing of good practice, knowledgeable and skilled, trust and mutual respect, shared leadership, flexibility and adaptability, continuous learning and development, and motivated.</li> </ul> <p><b>4B Managing performance</b></p> <ul style="list-style-type: none"> <li>• Factors that affect performance, including: <ul style="list-style-type: none"> <li>o non-work factors: personal finance, family and relationships, lifestyle</li> <li>o individual factors: personal resilience, ability to cope, personal behaviours and attributes, experiences, attitudes, personality, physical and mental health</li> <li>o work environment factors: work demands, level of control, level of support, role clarity, working relationships, degree of organisational change</li> <li>o work performance: productivity, engagement and motivation, error rate, absences.</li> </ul> </li> </ul> <p><b>4C Techniques used to manage performance</b></p> <ul style="list-style-type: none"> <li>• Techniques for managing individual performance: <ul style="list-style-type: none"> <li>o setting goals and objectives: use of SMART (specific, measurable, achievable, realistic and time bound) objectives; purpose of SMART objectives</li> <li>o monitoring performance on an ongoing basis, including use of one-to-one and team meetings, progress and project reports, observations etc.</li> <li>o assessing/measuring individual performance, including</li> </ul> </li> </ul>	<p>4.1 Explain the key factors that impact on the performance of individuals in the workplace</p> <p>4.2 Describe different techniques used in managing individual performance in the workplace</p> <p>4.3 Explain the need for SMART objectives and goals when managing individual performance</p> <p>4.4 Explain how good absence management contributes to effective performance management</p> <p>4.5 Explain the importance of using data from a relevant range of sources when assessing individual performance</p> <p>4.6 Explain best practice for conducting effective performance reviews and appraisals for individuals</p> <p>4.7 Describe different strategies that can be used to provide constructive feedback on performance to individuals</p> <p>4.8 Explain why it is important to follow organisational procedures when dealing with performance</p>

	<p>use of appraisal meetings, 360-degree feedback, Key Performance Indicators (KPIs) and outputs, customer feedback, understanding constraints affecting performance etc.</p> <ul style="list-style-type: none"> <li>o use of reward systems such as performance-related pay, bonus payments, team-based pay</li> <li>o addressing underperformance, including providing feedback, implementing improvement actions, using organisational processes, e.g. grievance procedures.</li> </ul> <p><b>4D Absence management</b></p> <ul style="list-style-type: none"> <li>• Reasons for absence, e.g. sickness, family or caring responsibilities etc.</li> <li>• Ways of managing absence: <ul style="list-style-type: none"> <li>o have clear attendance and absence policies in place to support employees' understanding of standards</li> <li>o use of real time data and reports to track absence statistics and identify absence trends for individuals and teams</li> <li>o use of 'trigger' systems to identify when sickness absence has reached the tolerance level</li> <li>o effective use of empathy and active listening skills when discussing absence with individuals</li> <li>o hold return-to-work interviews and discuss the absence with the employees; seek medical opinions if necessary.</li> </ul> </li> <li>• Impact of effective absence management with reference to reduced costs, supporting and meeting the needs of employees, increased productivity improving employees' wellbeing, improved teamwork and working relationships.</li> </ul> <p><b>4E Conducting performance reviews and appraisals</b></p> <ul style="list-style-type: none"> <li>• Reasons for performance reviews and appraisals, including formal mechanism for reviewing and assessing past performance; opportunity to look forward to set future objectives; identifying and agreeing development needs and personal objectives; collecting feedback and ideas from team members.</li> </ul> <p><b>performance of individuals in the workplace</b></p> <ul style="list-style-type: none"> <li>• Best practice in conducting performance reviews and appraisals, including: <ul style="list-style-type: none"> <li>o preparation: gathering data and feedback on performance, records from previous appraisals and identifying future objectives based on business needs; identifying and setting up any organisational specific systems to be used</li> <li>o shared understanding on the objectives and success criteria/measures</li> <li>o properly planned and agreed by both parties with clarity about the purpose and process of the appraisal</li> <li>o discussion focused on performance and behaviours and not on the person; employee encouraged to engage in the review; avoid the halo effect</li> <li>o provision of productive, actionable feedback and use of positive communication skills (active listening, positive non-verbal communication)</li> <li>o evaluation of performance and using incentives in a fair and consistent manner</li> <li>o provide appropriate learning and development opportunities.</li> </ul> </li> </ul> <p><b>4F Providing constructive feedback</b></p> <ul style="list-style-type: none"> <li>• Meaning of constructive feedback and types of constructive feedback in the workplace (positive, negative, negative feed forward and positive Feed forward).</li> <li>• Different models for delivering feedback, including:</li> </ul>	<p>management issues</p>
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	<p>BOOST; Situation–Behaviour–Impact (SBI); Clear, Owned, Regular, Balanced, Specific (CORBS) etc.</p> <ul style="list-style-type: none"> <li>• Strategies for giving constructive feedback, including: <ul style="list-style-type: none"> <li>o use of a recognised model for delivering the feedback</li> <li>o focus on business objectives</li> <li>o keep eye contact at all times when giving feedback and use positive body language</li> <li>o choose a suitable time and place to deliver feedback</li> <li>o use of active listening and appropriate questioning (open and closed questions).</li> </ul> </li> </ul> <p><b>4G Disciplinary and grievance procedures</b></p> <ul style="list-style-type: none"> <li>• Disciplinary procedure: procedure to deal with employee misconduct or unsatisfactory performance.</li> <li>• Grievance procedure: framework for the quick and effective resolution of workplace issues.</li> <li>• Importance of following disciplinary and grievance processes, including: <ul style="list-style-type: none"> <li>o ensures reasonable standard of behaviour on both sides</li> <li>o reduces the likelihood of breach of contract claims</li> <li>o adherence to the processes is considered in an employment tribunal case.</li> </ul> </li> </ul>	
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## UNIT SPECIFICATIONS

### Unit Number

4

### Unit

Principles of Communication and Relationship Management

### Level

3

### Guided Learning Hours

30

### Introduction

Communicating effectively and building good working relationships are important aspects of your role as a manager. With the increase in communications technology, managers are faced with a wider choice of communication methods and a greater challenge of ensuring that communications are effective, timely and meet the needs of diverse audiences. Effective communications play an important role in developing and maintaining good working relationships, which is essential to your success in the workplace. You will be expected to work with internal and external stakeholders including customers, work colleagues, suppliers and external organisations. Building and maintaining positive relationships with stakeholders is key to your personal and organisational success.

In this unit, you will explore the different forms of communication and the legal requirements for communication in the workplace, how to chair and lead meetings effectively and how to manage challenging conversations. You will look at the principles of stakeholder management, the impact of emotional intelligence and unconscious bias on relationship management and how to manage cross-team relationships and collaboration.

### Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Understand how to Communicate effectively in the workplace	<p><b>1A Communication forms and methods</b></p> <ul style="list-style-type: none"> <li>• Formal and informal communications.</li> <li>• Communication forms, their methods and advantages and limitations: <ul style="list-style-type: none"> <li>o verbal – e.g. face to face, telephone, conference call etc.</li> <li>o non-verbal – body language – positive and negative, facial expressions, eye contact, gestures, posture, touch; benefits of positive body language, impacts of negative body language</li> <li>o written – e.g. letter, report, bulletin, poster, agenda, minutes, flyers etc.</li> <li>o digital/electronic – e.g. social media, internet, intranet,</li> </ul> </li> </ul>	<p>1.1 Analyse the different forms of communication used in the workplace</p> <p>1.2 Describe how legal requirements and organisational policies affect communications in the workplace</p> <p>1.3 Describe how to overcome barriers to communications in the workplace</p> <p>1.4 Assess the impact of ineffective communications in the workplace</p>

	<p>emails, instant messaging etc.</p> <ul style="list-style-type: none"> <li>• Communication process: source, message, encoding, channels, decoding, recipient, context, noise, feedback.</li> <li>• Communication needs and requirements, including purpose, appropriate communication methods, language needs, organisational standards and protocols and receiver expectations.</li> <li>• Factors that affect choice of communication method, including audience (internal, external); communication purpose; subject matter and volume of information to be communicated; urgency; need for a permanent record; safety and information security; cost.</li> </ul> <p><b>1B Legal requirements and organisational policies</b></p> <ul style="list-style-type: none"> <li>• Legal requirements affecting communications, including data protection legislation, equality and diversity legislation and digital communications legislation.</li> <li>• Organisational policies, such as communication policies, brand guidelines, house style, digital communication policies and procedures, whistle blowing etc.</li> </ul> <p><b>1C Barriers to communication and impact of ineffective communication</b></p> <ul style="list-style-type: none"> <li>• Barriers to communication, including: <ul style="list-style-type: none"> <li>o personal factors, such emotions, lack of interest or relevance, distraction, perception and personal viewpoint</li> <li>o physical disabilities (e.g. hearing problems, speech difficulties)</li> <li>o inappropriate body language</li> <li>o language differences, e.g. understanding accents, use of jargon etc.</li> <li>o expectations and prejudices (false assumptions, unconscious bias and stereotyping)</li> <li>o cultural differences.</li> </ul> </li> <li>• Ways to overcome barriers to communication, including self-awareness and managing own emotions and attitudes; use of multiple communication channels; developing awareness and understanding of audience needs and background; use of effective delivery techniques; effective use of seven Cs of communication etc.</li> <li>• Impact of ineffective communication, including increased errors and mistakes; poor decision making; conflict and disagreements; misunderstanding and confusion; lower efficiency; decreased employee morale.</li> </ul>	
<p>2 Know how to chair meetings effectively</p>	<p><b>2A Chairing meetings</b></p> <ul style="list-style-type: none"> <li>• Role of the chairperson of a meeting, i.e. presiding over a meeting to ensure objectives are achieved and meeting protocols are followed.</li> <li>• Responsibilities of the chairperson of a meeting: <ul style="list-style-type: none"> <li>o check all persons invited have arrived and signed in, review the agenda, outline the purpose of the meeting</li> <li>o control the meeting (agenda order, persons dominating discussion, interruptions, refocus discussion, set the pace, keep to time)</li> <li>o ensure all comments are addressed through the chair, indicate progress made, conclude one point before the next, emphasise main points, support the note taker, clarify any misunderstanding</li> <li>o summarise achievements and actions agreed, arrange time and date of next meeting, sign off minutes.</li> </ul> </li> </ul> <p><b>2B Preparing for and facilitating meetings</b></p> <ul style="list-style-type: none"> <li>• Preparing for the meeting: <ul style="list-style-type: none"> <li>o plan and prepare the agenda – identify items to be covered; check venue, staff to invite and availability; confirm date and time; ensure sufficient time is allocated to</li> </ul> </li> </ul>	<p>2.1 Outline the role and responsibilities of the chairperson of a meeting</p> <p>2.2 Outline the actions that a chairperson should carry out to prepare for a meeting</p> <p>2.3 Describe the techniques that a chairperson can use to facilitate a meeting to ensure it delivers the intended objectives</p> <p>2.4 Describe how a chairperson can ensure that the actions agreed in a meeting are completed</p>

	<p>discuss each item, order of items</p> <ul style="list-style-type: none"> <li>o discuss and confirm with staff making contributions to meeting</li> <li>o send meeting invitations, agenda, previous minutes and any other necessary pre-reading information</li> <li>o collate responses, prepare final list of staff attending, note staff unable to attend</li> <li>o receive advance preparation from staff, distribute as appropriate.</li> </ul> <ul style="list-style-type: none"> <li>• Facilitating during the meeting: set clear expectations; manage time and relevance, intermittent summaries to keep on track; formalise agreements and actions; manage disagreements; summarise agreed actions, arrange next meeting.</li> </ul> <p><b>2C Monitoring meeting outcomes</b></p> <ul style="list-style-type: none"> <li>• Recording outcomes, assigned and agreed actions and timescales.</li> <li>• Use of action logs, collaborative tools and digital notebooks.</li> <li>• Following up and monitoring completion of actions.</li> </ul>	
<p>3 Know how to manage Difficult conversations and raise concerns in the workplace</p>	<p><b>3A Challenging conversations</b></p> <ul style="list-style-type: none"> <li>• Meaning of ‘challenging conversation’: potentially contentious or sensitive; may elicit strong complex emotions that may be hard to predict or control.</li> <li>• The importance of having challenging conversations as a manager, including resolving conflicts, maintaining a productive work environment and maintaining good working relationships with colleagues.</li> <li>• Scenarios/situations that may result in challenging conversations, such as addressing poor performance; dealing with unacceptable behaviour; giving developmental feedback; turning down employee requests; dealing with sensitive personal issues; investigating complaints; handling a grievance or disciplinary process; giving news of redundancy or corporate change.</li> <li>• How to prepare for a challenging conversation, including: <ul style="list-style-type: none"> <li>o being clear about the purpose of the conversation and the desired outcome</li> <li>o assessing and dealing with own emotions and attitudes to the situation</li> <li>o thinking about the message to be communicated and practising how to deliver it (tone of voice; body language; avoiding vague phrases and potentially confusing euphemisms; use of solution-oriented words)</li> <li>o considering the likely emotional reaction from the other person and think about the best way to manage this; prepare answers to obvious questions</li> <li>o checking organisational policies and scheduling the meeting.</li> </ul> </li> <li>• Best practice in managing challenging conversations, including: <ul style="list-style-type: none"> <li>o face-to-face and one-to-one meeting</li> <li>o use questioning and active listening skills appropriately; ask questions at the right time depending on situation and listen actively to the other person (avoid interrupting)</li> <li>o communicate the key message clearly</li> <li>o allow time for the person to absorb the message and respond</li> <li>o be empathetic, patient and understanding; do not take negative emotional reactions personally</li> <li>o check understanding of key message before concluding the meeting.</li> </ul> </li> </ul> <p><b>3B Raising concerns and whistle blowing</b></p>	<p>3.1 Describe how to manage challenging conversations in the workplace</p> <p>3.2 Describe the situations under which issues and concerns should be raised</p> <p>3.3 Explain why it is important to follow organisational procedures for raising concerns and whistleblowing</p>

	<ul style="list-style-type: none"> <li>• Raising concerns: reporting of issues beyond authority, reporting structures.</li> <li>• Whistle blowing: definition – a worker bringing information about a wrongdoing to the attention of their employers or a relevant organisation.</li> <li>• Qualifying disclosures: a criminal offence, breach of a legal obligation, miscarriage of justice, danger to the health and safety of any individual, damage to the environment, deliberate attempt to conceal any of the previous.</li> </ul>	
<p>4 Understand how to develop and maintain effective stakeholder relationships</p>	<p><b>4A Identification of stakeholders</b></p> <ul style="list-style-type: none"> <li>• Stakeholders of an organisation: owners; employees; shareholders; customers; suppliers; investors.</li> <li>• Different levels of stakeholder power/influence (financial, status, expertise).</li> </ul> <p><b>4B Principles of stakeholder management</b></p> <ul style="list-style-type: none"> <li>• The Clarkson principles of stakeholder management: <ul style="list-style-type: none"> <li>o principle 1 – acknowledge/actively monitor concerns of all stakeholders <ul style="list-style-type: none"> <li>- benefits: potential concerns/problems are identified, stakeholders feel listened to, valued</li> </ul> </li> <li>o principle 2 – listen to/openly communicate with stakeholders about concerns/contributions <ul style="list-style-type: none"> <li>- benefits: better-informed decision making, transparency of communications/decisions made</li> </ul> </li> <li>o principle 3 – adopt sensitive processes/behaviour to address stakeholder concerns <ul style="list-style-type: none"> <li>- benefits: encourages cooperation/negotiation/resolution</li> </ul> </li> <li>o principle 4 – recognise the interdependence of efforts/rewards among stakeholders <ul style="list-style-type: none"> <li>- benefits: increased stakeholder loyalty, increased motivation/involvement of stakeholders</li> </ul> </li> <li>o principle 5 – work cooperatively with other individuals/groups to ensure that that risks and harm arising from activities are minimised and, where they cannot be avoided, appropriately compensated <ul style="list-style-type: none"> <li>- benefits: improves efficiency, builds/strengthens reputation</li> </ul> </li> <li>o principle 6 – avoid activities that might put human rights at risk <ul style="list-style-type: none"> <li>- benefits: builds trust with stakeholders</li> </ul> </li> <li>o principle 7 – acknowledge potential conflicts between stakeholders <ul style="list-style-type: none"> <li>- benefits: conflicts are identified and addressed, supports/encourages issue resolution.</li> </ul> </li> </ul> </li> </ul> <p><b>4C Use of negotiation and influencing in stakeholder relationships</b></p> <ul style="list-style-type: none"> <li>• Negotiating concepts and principles: <ul style="list-style-type: none"> <li>o negotiation strategies, including problem solving, contending, yielding, compromising, inaction</li> <li>o components of a negotiation strategy – process (prepare, discuss, clarify goals, propose, negotiate, agree, implement action); approach (hard, soft, assertive, empathetic)</li> <li>o negotiation techniques, including pre-negotiation (problem analysis, preparation), during negotiation (active listening, emotional control, verbal communication, state desired outcomes, questioning, exercising silence, collaboration, decision making, interpersonal skills, ethics and reliability)</li> <li>o desired negotiation outcomes – defeat other party, collaborate, accommodate, withdraw</li> <li>o requirements of negotiation – reach an understanding, resolve points of difference, to gain advantage, craft outcomes that satisfy interests.</li> </ul> </li> </ul>	<p>4.1 Explain how the use of stakeholder management principles can make the process of managing stakeholders more efficient and effective</p> <p>4.2 Explain how to use negotiation and influencing strategies and techniques to engage with stakeholders successfully</p> <p>4.3 Evaluate strategies used to effectively manage conflict with stakeholders</p> <p>4.4 Discuss the impact of effective and ineffective stakeholder communications</p>

	<ul style="list-style-type: none"> <li>• Influencing concepts and principles: <ul style="list-style-type: none"> <li>o influencing strategies, including avoidance, competitive, collaborative and accommodative</li> <li>o influencing styles and approaches: push versus pull; logical versus emotional</li> <li>o techniques, including being clear about the goals/reason for needing to influence stakeholders, understanding stakeholder needs, inspiring confidence, leading by example.</li> </ul> </li> <li>• Ways to manage stakeholder expectations, including using preferred methods of communication, keeping stakeholders engaged, accurately mapping stakeholder expectations, manage conflicting stakeholder interests.</li> <li>• Importance of dealing with issues promptly (builds trust, build/strengthens relationships, prevents loss of time/resources, builds/strengthens reputation).</li> </ul> <p><b>4D Managing conflict in stakeholder relationships</b></p> <ul style="list-style-type: none"> <li>• Identifying causes of conflict, e.g. power struggles, professional differences, personalities, priorities and schedules, resource conflict, organisational structure, communication.</li> <li>• Bell and Hart’s eight causes of conflict: conflicting resources, conflicting work style, conflicting perceptions, conflicting goals, conflicting pressures, conflicting roles, different personal values, unpredictable policies.</li> <li>• Strategies for handling conflict: accommodating, avoiding, collaborating, compromising, competing.</li> <li>• Facilitation: one-to-one and group discussions, clarify positions and facts with individuals.</li> <li>• Use of official processes: formal disciplinary procedures, explain processes to employees concerned, investigate conflict situation, escalate issues to senior colleagues</li> <li>• Techniques to manage conflict, e.g. listening and showing empathy, investigating conflict, identifying the root cause of conflict, identifying options to resolve conflict, offering alternative solutions, agreeing a way forward, implementing solutions, monitoring progress of conflict resolution activities, considering preventative strategies.</li> <li>• Potential consequences of conflict: <ul style="list-style-type: none"> <li>o internal stakeholders, e.g. impact on morale, decreased productivity, stress and anxiety, increased absenteeism, increase in grievances</li> <li>o external stakeholders, e.g. decreased customer satisfaction, impact on reputation, decreased revenue through sales.</li> </ul> </li> <li>• Communicating with stakeholders: <ul style="list-style-type: none"> <li>o timing and frequency of communication</li> <li>o impact of effective stakeholder communications, e.g. facilitates understanding, increase efficiency, builds stronger relationships, stakeholder feels part of the process and involved in decision-making process</li> <li>o impact of ineffective stakeholder communications, e.g. leads to misunderstandings, inaccurate communications cause confusion and mistrust, can be emotional and distort meaning.</li> </ul> </li> </ul>	
<p>5 Understand the impact of emotional intelligence and unconscious bias on relationship management</p>	<p><b>5A Emotional intelligence and how it is used</b></p> <ul style="list-style-type: none"> <li>• Emotional intelligence: definition – the capacity to be aware of, control, and express one's emotions, and to handle interpersonal relationships judiciously and empathetically.</li> <li>• Use of emotional intelligence in building relationships: <ul style="list-style-type: none"> <li>o using empathy to calm conflict situations</li> <li>o de-escalating conflict by slowing down and making</li> </ul> </li> </ul>	<p>5.1 Explain why the use of emotional intelligence is important in building and maintaining relationships</p> <p>5.2 Describe ways of developing and improving emotional intelligence</p> <p>5.3 Explain the concept of unconscious bias and its relationship to diversity and inclusion</p>

	<p>conscious choices about outcomes</p> <ul style="list-style-type: none"> <li>o minimising own negative emotional reactions to situations</li> <li>o controlling own emotions in tense or uncomfortable situations</li> <li>o demonstrating sensitivity to others' feelings.</li> </ul> <ul style="list-style-type: none"> <li>• How to develop and improve emotional intelligence, including managing personal negative emotions, practising empathy, being aware of stressors, monitoring and taking responsibility for own behaviours and feelings etc.</li> </ul> <p><b>5B Unconscious bias</b></p> <ul style="list-style-type: none"> <li>• Meaning of unconscious bias and the different types of unconscious bias (affinity ambiguity, confirmation, attribution and comparison)</li> <li>• Relationship between unconscious bias and diversity, and inclusion in terms of potential negative impact.</li> </ul>	5.4 Describe how unconscious bias can impact on relationship building
6 Understand how to facilitate cross-team relationships	<p><b>6A Cross-team relationships and collaboration</b></p> <ul style="list-style-type: none"> <li>• Definition of cross-team relationship and collaboration.</li> <li>• Collaboration techniques, including brainstorming, affinity sorting/affinity diagrams, ranking.</li> <li>• Need for collaboration: reasons, cross-disciplinary skills and insight, innovation, builds trust, communication, stakeholder/team buy-in, greater productivity.</li> <li>• Features of effective collaboration: shared goals, respect for all perspectives, empowerment of individuals, open communication, equal access to information, a collective mindset.</li> <li>• Potential implications of ineffective collaboration: conflict between individuals and departments, wasted resources, organisation's competitive ability is weakened, delays, inefficiencies, poor lines of communication.</li> </ul> <p><b>6B Managing knowledge during collaboration</b></p> <ul style="list-style-type: none"> <li>• Managing knowledge when collaborating with other departments: strategies and processes (designed to identify, capture, structure, value, leverage, and share an organisation's intellectual assets to enhance its performance and competitiveness).</li> <li>• Factors to consider: tacit and explicit knowledge to be managed; availability of IT systems to support the process (intranets, databases); organisational culture (trust and willingness to share knowledge); suitability of engagement approaches, intellectual property; collaborative technologies to manage knowledge (groupware).</li> </ul>	<p>6.1 Analyse the need for effective cross-team collaboration in the workplace</p> <p>6.2 Describe how to build relationship across teams to achieve organisational objectives</p> <p>6.3 Describe how to manage knowledge when collaborating with other teams</p> <p>6.4 Describe the challenges of cross-team working</p>

## UNIT SPECIFICATIONS

### Unit Number

5

### Unit

Principles of Project Management

### Level

3

### Guided Learning Hours

25

### Introduction

Project management is a formal process that many organisations use to realise specific aim(s) and objective(s). Some of the main benefits of project management include: ensuring projects are delivered on time and within budget, keeping deliverables aligned to organisational objectives, guaranteeing return on investment and keeping key stakeholders informed. In many instances, a

project team will be established to support the successful delivery of the project and ensure that it meets the needs and expectations of stakeholders.

In this unit, you will explore the basic principles of project management, including the project life cycle, common roles and responsibilities, and how effective project management benefits organisations. You will develop your knowledge and understanding of the processes, activities and tools required for planning each phase of a project. You will also develop your understanding of what is involved in delivering a project, including managing resources and risks, monitoring and tracking activities, the impact of unforeseen obstacles and why it is important to regularly review the progression of a project.

## Assessment

Learning Outcomes	Unit Content	Assessment Criteria
<p>1 Understand the basic principles of project management</p>	<p><b>1A Understanding projects and project management</b></p> <ul style="list-style-type: none"> <li>• Definition and characteristics of a project; how it differs from operations, including concepts of being temporary, unique and for a specific purpose.</li> <li>• Examples of projects, e.g. development of a new product or service, implementing a change in structure or staffing of an organisation, or a new business procedure or process.</li> <li>• Definition of project management; benefits of effective project management, including efficiency, effectiveness, customer satisfaction, competitive edge.</li> </ul> <p><b>1B Common roles and responsibilities within project teams:</b></p> <ul style="list-style-type: none"> <li>• Roles and responsibilities within project teams, relationships between these roles and the activities carried out by each role; roles including project manager, project sponsor, project board and project team members.</li> </ul> <p><b>1C Key stages in the project life cycle</b></p> <ul style="list-style-type: none"> <li>• Initiation: identification and justification of project need; assessing the size, scope and feasibility of the project.</li> <li>• Planning: establishing business requirements, costs, schedule, deliverables, delivery dates; resource, quality and communication planning; risk analysis.</li> <li>• Execution and control: project monitoring and control; measuring performance, taking corrective actions and reporting.</li> <li>• Closure and evaluation: determining overall success of the project; documenting lessons learned.</li> </ul>	<p>1.1 Explain the stages in the project life cycle</p> <p>1.2 Describe the common roles and responsibilities within a project team</p> <p>1.3 Outline the benefits of effective project management to an organisation</p>
<p>2 Understand the processes, activities and project management tools involved in the planning phase of a project</p>	<p><b>2A Project planning processes and activities</b></p> <ul style="list-style-type: none"> <li>• Importance of confirming the project scope with the project sponsor, including clarifying final deliverable, objectives assumptions, limitations etc.</li> <li>• Project planning processes and activities: <ul style="list-style-type: none"> <li>o scope planning – setting SMART objectives; determining the wider project deliverables; gathering and recording the requirements of the deliverables and project</li> <li>o project breakdown – breaking down the work of the project into smaller manageable tasks; identifying work packages</li> <li>o project schedule planning – identifying activities for each work package; determining sequencing of activities; identifying milestones; scheduling activities using appropriate tools, e.g. Gantt chart</li> <li>o resource planning – people, equipment, money, space; assessing resource availability required; estimating resource for each activity and duration</li> <li>o budget planning – calculating estimates for all project costs, including potential overruns; creating a budget plan</li> <li>o procurement planning – contract planning; procurement process</li> <li>o risk management – identifying and evaluating risks; creating risk mitigation plans; creating the risk log and contingency plans</li> <li>o quality planning – determining quality standards;</li> </ul> </li> </ul>	<p>2.1 Explain why it is important to confirm the scope of a project</p> <p>2.2 Describe the processes and activities involved in planning a project</p> <p>2.3 Explain a range of project management tools that are used in planning a project</p>

	<p>identifying quality criteria to be used for the project; quality assurance process analysis</p> <ul style="list-style-type: none"> <li>o communication planning – identify stakeholders and their expectations; communications requirements analysis; determining method, frequency and timeframe for communications; creating communication plan.</li> </ul> <p><b>2B Project management tools and techniques used in project planning</b></p> <ul style="list-style-type: none"> <li>• Purpose and use of a range of project management tools in project planning, including work breakdown structure (WBS), Gantt chart, network diagram, critical path diagram, milestone charts, fishbone diagrams and cost–benefit analysis.</li> </ul>	
<p>3 Understand how to deliver a project successfully</p>	<p><b>3A Managing resources when delivering a project</b></p> <ul style="list-style-type: none"> <li>• Physical resources: securing, procuring and organising equipment, materials and supplies, technology and venues/physical facilities; mobilisation and maintenance of physical resources, as appropriate.</li> <li>• Human resources: <ul style="list-style-type: none"> <li>o selecting and preparing people, e.g. internal and external recruitment, secondment, arranging training and support</li> <li>o allocating tasks to team and monitoring work; delegation; resource levelling</li> <li>o managing people and performance including effective leadership, motivation, developing positive relationships and a collaborative project culture, performance appraisal, providing feedback and resolving conflicts.</li> </ul> </li> <li>• Finance: implementing cost control mechanisms; monitoring spending against budget; cash flow and contingency planning; complying with organisational financial governance requirements.</li> </ul> <p><b>3B Project tracking</b></p> <ul style="list-style-type: none"> <li>• Use of project management tools and techniques to track project activity and progress against planned deliverables, milestones and deadlines, including Gantt charts, critical path diagrams and milestone charts.</li> </ul> <p><b>3C Project monitoring and control</b></p> <ul style="list-style-type: none"> <li>• Areas for monitoring: project objectives and time spent on project tasks; resources used; compliance with quality standards.</li> <li>• Importance of monitoring these areas – interrelationships and dependencies between the three areas; maintaining a balance.</li> <li>• Process of project control: <ul style="list-style-type: none"> <li>o establishing the standard, i.e. project plan</li> <li>o gathering monitoring information (regular scheduled project review meetings; project status reports)</li> <li>o comparing progress against the project plan and project objectives to identify variance, (variance tolerance)</li> <li>o identifying causes of problems and developing options for solution</li> <li>o gaining support and agreement for preferred solution and planning actions</li> <li>o implementing corrective action to bring the project back on track or change the plan.</li> </ul> </li> <li>• Impact of project delivery problems on the progress and success of a project; problems include limited resources, overrun costs, poor communications, missed deadlines, lack of commitment and changes to project scope.</li> </ul> <p><b>3D Managing project risks and issues</b></p> <ul style="list-style-type: none"> <li>• The difference between risks and issues, and the difference in their impact on a project; examples of risks and issues in a project.</li> <li>• How to manage risks:</li> </ul>	<p>3.1 Describe how to manage resources to deliver a project successfully</p> <p>3.2 Explain the need to monitor and control time, cost and quality in delivering a project</p> <p>3.3 Describe the process and tools involved in tracking, monitoring and controlling a project during delivery</p> <p>3.4 Assess the impact of project delivery problems on the progress and success of a project</p> <p>3.5 Describe how to manage project risks and issues during the delivery of a project</p> <p>3.6 Explain why it is important to review the performance of a project</p>

	<ul style="list-style-type: none"> <li>o create awareness of the risks identified in planning phase and their triggers</li> <li>o regular review of the risk log to check any changes to risk probability; updating risk log to check off risks related to activities already completed</li> <li>o close monitoring of high risk tasks and stages, e.g. tasks that take a long time to complete, tasks involving use of new technology, stages with little slack</li> <li>o apply agreed risk mitigation strategies (risk avoidance, risk sharing, risk reduction, risk transfer) where risks have materialised</li> <li>o communication with stakeholders regarding risks</li> <li>o amend project plans where risks impact on critical path or timelines. <ul style="list-style-type: none"> <li>• Managing issues: early identification, limiting or removing their impact, working with others to resolve.</li> <li>• Importance of reviewing the performance of a project, e.g. lessons learnt.</li> </ul> </li> </ul>	
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## UNIT SPECIFICATIONS

### Unit Number

6

### Unit

Understanding Personal Effectiveness as a Manager

### Level

3

### Guided Learning Hours

30

### Introduction

Employers are no longer just looking for people with technical specialist skills. They are also looking to find staff who can represent their brand effectively and who have the right mix of transferable skills and personal attributes to deal with the challenges of the modern workplace. Having the right mix of these skills enables individuals to become more personally effective in carrying out their job role.

People who are personally effective are able to make the best use of their abilities. They are better able to manage their time and emotions, get along with their colleagues, deal with changing situations and challenges, solve problems, manage their personal performance and, ultimately, become strong ambassadors for their organisation. Personal effectiveness enables individuals to become more productive in their job role and to contribute to the success of their organisation. In this unit, you will learn about professionalism and its importance in the workplace. You will develop knowledge and understanding of the transferable skills and personal attributes that underpin personal effectiveness in a management job role, the strategies for developing these skills and personal attributes, and the benefits they bring.

The content in this unit can be integrated and delivered in other units to show the relationship between the personal behaviours and transferable skills with the other technical knowledge and competencies of a manager's role. For example, the content for professionalism could be delivered alongside the content on leadership in *Unit 1: Principles of Leadership*. Similarly, the content for accountability and adaptability could be delivered alongside the content operational and budget management in *Unit 2: Principles of Managing Operations and Budgets*.

### Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Understand professionalism and its importance in a management role	<b>1A Meaning of professionalism</b> <ul style="list-style-type: none"> <li>• Meaning of professionalism, i.e. meeting the expectations, standards and values defined by the employer; following the rules, guidelines, duties, and responsibilities related to a job role; written or unwritten rules, guidelines and expectations.</li> <li>• Different requirements of professionalism in different work environments and organisations; influenced by the nature of the industry and job role, customer expectations,</li> </ul>	1.1 Analyse the requirements for professionalism in a management role in a specific organisational context 1.2 Describe where to find information on employer expectations and standards for professionalism in a specific organisational context

	<p>regulatory requirements, brand, organisational culture.</p> <p><b>1B Characteristics of professionalism</b></p> <ul style="list-style-type: none"> <li>• Personal behaviours and conduct as a manager, including: <ul style="list-style-type: none"> <li>o following organisational code of conduct and professional code of conduct (e.g. general conduct, conflict of interest, social media use, privacy and confidentiality, relationships, accepting gifts)</li> <li>o demonstrating a positive work attitude and commitment</li> <li>o showing respect and consideration for colleagues (e.g. safeguarding, supporting personal and career development, valuing contributions of all team members etc.)</li> <li>o being courteous, cooperative and inclusive (authentic, monitoring own unconscious bias)</li> <li>o being honest and transparent in behaviours and communications.</li> </ul> </li> <li>• Competence in the job role: <ul style="list-style-type: none"> <li>o having the necessary managerial competencies and knowledge to do the job, e.g. project management skills, budget management, operational planning, performance management etc.</li> <li>o having relevant generic workplace competencies, e.g. negotiating, basic computer skills, communication, building relationships etc.</li> <li>o carrying out the responsibilities of the job role to the required standard</li> <li>o meeting agreed deadlines and performance standards</li> <li>o meeting necessary regulatory requirements e.g. data protection, health and safety, HR legal requirements etc.</li> </ul> </li> <li>• Personal dress and appearance, including good personal hygiene; cleanliness; following organisational dress code; maintaining a smart appearance etc.</li> <li>• Communication: good listening and speaking skills; effective use of communication techniques; appropriate non-verbal communications; positive and professional language; good grammar and punctuation in written and digital communications; following organisational greeting guidelines.</li> </ul> <p><b>1C Sources of information on professional standards</b></p> <ul style="list-style-type: none"> <li>• Sources of information for professional standards in the workplace, e.g. job descriptions, induction process, employee handbook, line manager, human resources (HR) team, organisational intranet, professional body etc.</li> </ul> <p><b>1D Importance of professionalism in a management role</b></p> <ul style="list-style-type: none"> <li>• Importance of professionalism to the employer: consistent experience for customers; employee motivation; improved employee performance; compliance with specific industry requirements; enhancing organisational brand and reputation; more productive working relationships among staff.</li> <li>• Importance of professionalism to the employee: mutual respect between colleagues; clear boundaries; good team spirit; increased job satisfaction and personal growth.</li> </ul>	<p>1.3 State why professionalism is important as a manager</p>
<p>2 Understand how to develop a range of Transferable skills and Personal attributes that contribute to personal effectiveness at work</p>	<p><b>2A Good work ethics</b></p> <ul style="list-style-type: none"> <li>• Meaning of work ethics.</li> <li>• Elements of good work ethics with relevant behavioural examples: <ul style="list-style-type: none"> <li>o being responsible (completing assigned tasks on time and to required standards)</li> <li>o punctuality; commitment; honesty and integrity</li> <li>o professional behaviours and communications</li> <li>o demonstrating a positive approach</li> <li>o taking initiative/being proactive</li> <li>o self-development and self-motivation.</li> </ul> </li> </ul>	<p>2.1 Describe what it means to have good work ethics and how to demonstrate good work ethics in a management role</p> <p>2.2 Explain how to improve accountability as a manager and the effects of a lack of accountability in the workplace</p> <p>2.3 Explain how to develop personal adaptability and the benefits of adaptability in the workplace</p>

	<ul style="list-style-type: none"> <li>• Ways of demonstrating good work ethics, including: <ul style="list-style-type: none"> <li>o taking ownership for understanding own role, goals and responsibilities</li> <li>o role modelling organisational behaviours and values</li> <li>o compliance with regulatory and governance requirements</li> <li>o continuously updating knowledge of organisational procedures, standards and relevant regulations and legislation; continuing professional development (CPD).</li> </ul> </li> </ul> <p><b>2B Accountability in the workplace</b></p> <ul style="list-style-type: none"> <li>• Meaning of accountability in a work context (being answerable; taking ownership for actions and decisions).</li> <li>• Difference between accountability and responsibility.</li> <li>• Behaviours that demonstrate accountability, including: showing a willingness to drive and achieve results; showing resilience in leading team to achieve targets; being proactive in monitoring team progress and resolving issues; taking ownership over results.</li> <li>• Improving accountability in leadership: using SMART goals/targets; prioritising teamwork; addressing poor performance quickly (avoiding procrastination); having difficult conversations about quality of work and performance; creating a culture of psychological safety; following-up on actions agreed with team members; developing a culture of accountability; keeping track of own commitments.</li> <li>• Effects of lack of accountability, including: potential financial losses; increased costs; not achieving team and organisational goals/targets; poor team relationships; potential negative impact on the quality and level of customer service; low staff morale.</li> </ul> <p><b>2C Personal adaptability in the workplace</b></p> <ul style="list-style-type: none"> <li>• Meaning of adaptability in a workplace context (i.e. willingness and ability to readily respond to changing circumstances and expectations).</li> <li>• The need for adaptability: fast pace of change in industry and technology; responding to impact of external factors; responding to stakeholder emerging needs; mental and physical wellbeing.</li> <li>• Behaviours that demonstrate adaptability at work: <ul style="list-style-type: none"> <li>o looking for ways to make changes work rather than identifying why changes will not work</li> <li>o responding positively to changing priorities and timescales (e.g. changing work planned to respond to an emerging problem)</li> <li>o willingness to learn new methods and procedures</li> <li>o being open to different views and listening to others</li> <li>o making changes to ways of working on the basis of constructive feedback</li> <li>o developing multiple solutions to a problem and/or contingencies.</li> </ul> </li> <li>• How to develop adaptability, including: <ul style="list-style-type: none"> <li>o observing and learning from others</li> <li>o monitoring trends and changes in the work environment</li> <li>o improving problem solving and critical thinking skills</li> <li>o developing resilience and emotional intelligence</li> <li>o making use of opportunities to engage in diverse and challenging activities/projects (leaving the comfort zone).</li> </ul> </li> <li>• Benefits of adaptability in the workplace: <ul style="list-style-type: none"> <li>o for individuals – increased opportunities for career progression, success at work, being better able to deal with life challenges, being a more valuable employee, demonstrating leadership capabilities</li> <li>o for employers – innovation, effective change and crisis</li> </ul> </li> </ul>	<p>2.4 Explain how to build personal resilience and the benefits of doing so in the workplace</p> <p>2.5 Explain how to self-manage in the workplace and the benefits of effective self-management for self and team members</p> <p>2.6 Describe how to problem solve in the workplace</p> <p>2.7 Analyse the different techniques for decision making and the factors to be considered in making decisions in the workplace</p>
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	<p>management, remaining competitive, improved problem solving, employee wellbeing.</p> <p><b>2D Personal resilience in the workplace</b></p> <ul style="list-style-type: none"> <li>• Meaning of resilience (i.e. an individual's capacity to respond to pressure and the demands of daily life).</li> <li>• Factors affecting resilience, including adaptability, self-confidence, social support, purposefulness, physical and mental wellbeing, environment.</li> <li>• The need for resilience: managing stress and workplace pressures; dealing with changing economy and modern work practices; mental and physical well-being; personal growth.</li> <li>• Strategies to build resilience, including: <ul style="list-style-type: none"> <li>o developing high-quality and supportive relationships</li> <li>o developing awareness of own strengths and weaknesses</li> <li>o using challenges as learning opportunities</li> <li>o focusing on positive outcomes and celebrating success</li> <li>o committing to realistic goals and seeking help and support as needed</li> <li>o practising self-reflection</li> <li>o maintaining a healthy diet and regular exercise.</li> </ul> </li> <li>• Benefits of resilience in the workplace: <ul style="list-style-type: none"> <li>o for individuals – increased confidence, being more able to manage stress, increased opportunities for career progression</li> <li>o for employers – more stable workforce, increased productivity, improved performance.</li> </ul> </li> </ul> <p><b>2E Self-management in the workplace</b></p> <ul style="list-style-type: none"> <li>• Meaning of self-management skills, i.e. ability to control feelings, emotions and activities to feel and be more productive.</li> <li>• Areas of self-management: self-awareness; stress management; time management.</li> <li>• Self-awareness: emotional awareness; self-assessment (personal strengths, weaknesses, resources and limitations); self-confidence.</li> <li>• Developing self-awareness: <ul style="list-style-type: none"> <li>o asking for feedback to get different perspectives; identifying blind spots</li> <li>o paying attention to other people's body language, emotions and words</li> <li>o recording thoughts, feelings, successes and failures</li> <li>o identifying strengths and weakness (e.g. using psychometric tests)</li> <li>o exploring feelings and emotions; practising regular self-reflection and self-motivation.</li> </ul> </li> <li>• Potential causes of stress in the workplace, e.g. work overload, excessive travel, poor relationships, organisational changes, lack of communication.</li> <li>• Warning signs of stress, e.g. fatigue, anxiety, inability to concentrate, muscle tension, headaches, mood swings.</li> <li>• Managing stress: seeking clarity on job/task requirements; prioritising and organisation; creating a balanced schedule; asking for help and support from others; avoiding perfectionism; balanced nutrition and regular exercise; taking regular breaks; not overcommitting.</li> <li>• Time management strategies: 'To do' lists (monthly, weekly, daily); prioritising tasks (importance versus urgency, Covey Time Management Matrix); scheduling tasks and allowing flexibility in scheduling; setting realistic goals and deadlines; regularly reviewing workload; managing emails effectively (4Ds – Do, Delegate, Defer, Delete).</li> <li>• Benefits of effective self-management: greater self-</li> </ul>	
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	<p>confidence and creativity; stronger working relationships; better decision making; job satisfaction; higher productivity and lower rate of absence from work; safer workplaces; positive work–life balance.</p> <p><b>2F Problem solving and decision making in the workplace</b></p> <ul style="list-style-type: none"> <li>• Nature of problems at work: people (e.g. personality differences, cultural issues); processes (e.g. inefficient, not clear); systems and equipment (e.g. outdated, breakdown/failure, new); resources (e.g. inadequate); communications.</li> <li>• Scope and impact of problem: who is affected and how many people; what is affected; who can resolve; duration of impact (short term, medium term, long term); financial loss; customer dissatisfaction.</li> <li>• Sources of help for solving problems, including colleagues, managers/supervisors, policies and procedures.</li> <li>• Problem-solving process: identifying the problem; developing understanding of the problem (e.g. fact-finding, analysis, understanding the interests of others); identifying possible options/solutions; evaluating options/solutions; deciding on an option/solution and documenting; implementing solution; seeking feedback, monitoring and evaluating success.</li> <li>• Approaches that support problem solving, including, PDCA, problem-solving cycle, FOCUS model.</li> <li>• Relationship between problem solving and decision making.</li> <li>• Meaning of decision making.</li> <li>• Features, advantages and disadvantages of different decision making techniques including decision tree, decision matrix, cost–benefit analysis, PEST analysis, SWOT analysis, Pareto analysis.</li> <li>• Factors for consideration, including organisational values and culture, ethics, type of decision (strategic versus tactical), value for money (VFM), internal organisational factors.</li> <li>• Skills needed for decision making, including research (reliability of sources), analysis, collaboration, emotional intelligence.</li> </ul>	
<p>3 Understand how to Manage personal Performance in the workplace</p>	<p><b>3A Managing personal performance in the workplace</b></p> <ul style="list-style-type: none"> <li>• How to identify own responsibilities: job description; contract; staff handbook; code of conduct; organisational structure.</li> <li>• Goal setting: agreeing SMART objectives with line manager; alignment of personal objectives with organisational aims/goals; relationship of personal objectives to those of team members and other colleagues.</li> <li>• Measurement standards: agreeing criteria for measuring progress and achievement with line manager; varying criteria depending on organisation and role (e.g. quality of work, volume of work, timeliness of completion, customer satisfaction).</li> <li>• Completing tasks/work: meeting quality standards and agreed timescales; reporting problems beyond own level of competence.</li> <li>• How to monitor and assess own performance: <ul style="list-style-type: none"> <li>o asking for performance feedback from relevant colleagues</li> <li>o attending and engaging in regular one-to-one meetings</li> <li>o actively participating in annual performance appraisal (e.g. regularly updating performance review systems, preparing evidence for discussion at meeting etc.)</li> <li>o being receptive to feedback on performance; using</li> </ul> </li> </ul>	<p>3.1 Describe how to manage personal performance in the workplace</p> <p>3.2 State why it is important to manage own personal performance in the workplace</p>

	<p>feedback from performance appraisals to inform personal development planning.</p> <p><b>3B Importance of managing personal performance in the workplace</b></p> <ul style="list-style-type: none"> <li>• Benefits to individuals: clear understanding of job expectations; enhanced employment opportunities; job satisfaction; career progression; financial rewards or recognition for good performance.</li> <li>• Benefits to employer/organisation: delivery of strategic and operational goals; increased efficiency and productivity; reduced staff turnover.</li> </ul>	
4 Understand how to Manage personal and Professional development in the workplace	<p><b>4A Learning and development needs</b></p> <ul style="list-style-type: none"> <li>• Professional development: development of role-related technical skills and knowledge; IT skills; communication</li> <li>• Personal development: development of transferable skills, e.g. selfawareness, adaptability, self-management etc.</li> <li>• How to identify learning needs: skills audit; analysis of job description and personal and team objectives; analysing changes in industry and the external environment; feedback from others; personal reflections.</li> <li>• Different learning styles: visual, auditory and kinaesthetic.</li> </ul> <p><b>4B Learning and development activities</b></p> <ul style="list-style-type: none"> <li>• Formal versus informal development activities.</li> <li>• Features and advantages of different activities such as qualifications, training courses, on-the-job training, coaching, shadowing, job enlargement, job enrichment, mentoring.</li> <li>• Suitability of activities depending on factors such as nature of learning needs, learning styles, outcomes required, cost etc.</li> </ul> <p><b>4C Personal development plan</b></p> <ul style="list-style-type: none"> <li>• Purpose of a personal development plan (PDP).</li> <li>• Contents of a PDP: SMART objectives; selected learning and development activities; resources; timescales; success criteria; review mechanisms.</li> <li>• Process of creating and managing a PDP: identify learning needs (knowledge, skills and behaviours to be developed); select relevant learning and development activities to meet needs; undertake planned activities; progress review; adapting plan according to outcome of review; review target completion.</li> </ul>	<p>4.1 Describe how to identify own learning and development needs</p> <p>4.2 Compare different development activities that can be used in the development process</p> <p>4.3 Describe how to produce and maintain a personal development plan</p>

## UNIT SPECIFICATIONS

### Unit Number

7

### Unit

Leading and Developing People

### Level

3

### Guided Learning Hours

17

### Introduction

Leadership is one of the most influential and critical element of all successful organisations. Effective leaders have the necessary knowledge and skills to inspire and impact their teams, allowing organisations to run competently and smoothly. They not only lead people to accomplish common goals but also help them to achieve their potential and give individuals a sense of personal accomplishment and fulfilment.

The aim of this unit is to enable you to develop the key skills required to lead people effectively. You will develop the skills to communicate organisational strategy and team purpose in an effective manner to ensure shared understanding within the team. You will create a productive and supportive environment to enable the team to achieve, including building trust within the team, contributing positively to discussions and providing constructive feedback to support the progress of work activities. You will also have the opportunity to use coaching to support the development of team members, creating, implementing and reviewing an appropriate coaching plan for individuals within the team. Change that affects a team can be unsettling and you will develop the skills to manage the team and provide effective leadership during a process of change.

## Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Be able to communicate organisational strategy and team purpose effectively	<p><b>1A Communicating organisational strategy and team purpose</b></p> <ul style="list-style-type: none"> <li>• Analysing and translating strategy: identifying components of organisational strategy that are relevant to the team functions; explaining the relationship between the team activities and strategy.</li> <li>• Communication approach:               <ul style="list-style-type: none"> <li>o using a mix of video, audio, visual and written communication, as appropriate</li> <li>o using simple but relevant messaging</li> <li>o being flexible and allowing opportunity for questions and feedback</li> <li>o using appropriate verbal and non-verbal communication techniques; listening to team members and observing their behaviours.</li> </ul> </li> <li>• Presentation style: inspirational and persuasive; use of storytelling; being personable; changing tone of voice and behaviours accordingly to match team needs; mirroring audience vocal style and body language.</li> <li>• Checking team members' understanding – use of questioning, active listening and communication techniques (e.g. paraphrasing, summarising, reflecting, clarifying).</li> </ul>	<p>1.1 Confirm team role and purpose in delivering the organisational strategy with relevant others</p> <p>1.2 Communicate organisational strategy and team purpose using a communication approach and presentation style that effectively conveys the message</p> <p>1.3 Confirm team understanding using appropriate communication skills and techniques</p>
2 Be able to create a productive and supportive environment for the team to achieve	<p><b>2A Encouraging teamwork, team relationships and building trust</b></p> <ul style="list-style-type: none"> <li>• Applying leadership style appropriate to the team development stage and existing situations/contexts to lead the team effectively.</li> <li>• Creating opportunities for team building, e.g. regular team meetings, team building away days, social activities etc.</li> <li>• Building trust across the team using appropriate techniques, such as:               <ul style="list-style-type: none"> <li>o role modelling the behaviours expected of the team</li> <li>o encouraging input and collaboration from all team members</li> <li>o respecting diversity and valuing the contribution of each team member; welcoming and responding positively to feedback</li> <li>o communicating in an open and honest way</li> <li>o creating a sense of belonging and discouraging cliques from forming</li> <li>o delivering on promises, being reliable and consistent.</li> </ul> </li> </ul> <p><b>2B Managing conflict</b></p> <ul style="list-style-type: none"> <li>• Managing conflict using recognised best practice, including:               <ul style="list-style-type: none"> <li>o recognising signs of conflict (for example, anger, reduced productivity, ongoing disagreements, cliques etc.)</li> <li>o identifying the root cause of the conflict (using effective questioning and listening skills, interpreting non-verbal communications etc.)</li> <li>o applying a recognised conflict resolution model</li> <li>o exploring best solutions with all parties and offering alternative solutions</li> </ul> </li> </ul>	<p>2.1 Create opportunities for team building that are appropriate for the team</p> <p>2.2 Build trust within the team using recognised principles and demonstrating positive personal behaviours</p> <p>2.3 Manage conflict within the team to reach an acceptable resolution in a positive and timely manner</p> <p>2.4 Contribute positively to team discussions</p> <p>2.5 Provide constructive feedback and share good practice to support progress of work activities</p> <p>2.6 Role model values and behaviours that reflect the organisational culture and that support team development</p>

	<p>o using escalation procedures, if necessary.</p> <p><b>2C Communicating and sharing good practice</b></p> <ul style="list-style-type: none"> <li>• Contributing to team and cross-team discussions, including: <ul style="list-style-type: none"> <li>o showing respect for the views of others and showing willingness to understand others' concerns and considerations</li> <li>o communicating effectively (clear and simple language, effective questioning and listening skills, use of techniques such as summarising and paraphrasing)</li> <li>o presenting viewpoints confidently, using valid evidence to support them</li> <li>o building rapport with other teams to create long-term relationships.</li> </ul> </li> <li>• Providing feedback effectively, including: <ul style="list-style-type: none"> <li>o basing feedback on credible data and/or objective judgements</li> <li>o using recognised models and strategies (e.g. right timing, preparation, being authentic, using constructive criticism etc.)</li> <li>o using effective questioning and listening skills.</li> </ul> </li> <li>• Sharing good practice, including: <ul style="list-style-type: none"> <li>o identifying areas of good practice (for example, analysing and interpreting organisational data, researching industry best practice approaches and benchmarks)</li> <li>o communicating examples of good practice; encouraging sharing of experiences and knowledge (own and team members).</li> </ul> </li> </ul> <p><b>2D Demonstrating supportive behaviours</b></p> <ul style="list-style-type: none"> <li>• Developing own understanding of the organisational culture and values.</li> <li>• Role modelling organisational values and culture.</li> <li>• Demonstrating positive behaviours that support team development, such as patience, empathy, honesty and openness, fairness and impartiality, reliability; being approachable and confident; being calm and assertive.</li> </ul>	
<p>3 Be able to use coaching to support the development of team members</p>	<p><b>3A Planning and preparing for coaching</b></p> <ul style="list-style-type: none"> <li>• Planning coaching sessions: based on identified development needs; agreeing aims and objectives; establishing needs and ability of participants; identifying appropriate resources; identifying requirements, such as health and safety; identifying contingencies; developing a coaching plan; developing activities to achieve coaching objectives.</li> <li>• Coaching plan components: including areas such as development success measures; manager and team member responsibilities; milestones/measurement points; target dates; resources required.</li> <li>• Preparing coaching sessions: preparing self; preparing materials; obtaining and preparing equipment.</li> </ul> <p><b>3B Delivering coaching sessions and reviewing outcomes</b></p> <ul style="list-style-type: none"> <li>• Using coaching techniques: following a recognised coaching model; using appropriate communication skills, including effective questioning and active listening; building rapport; establishing participant readiness; using performance analysis; giving clear explanations and instructions; use of demonstrations.</li> <li>• Giving feedback using recognised techniques, e.g. using BOOST (balanced, observed, objective, specific, timely), SBI, CORBS etc.; delivered in appropriate location; using positive-negative-positive.</li> <li>• Reviewing impact of coaching: determining outcomes using available information such as sales data, post-</li> </ul>	<p>3.1 Create and agree a coaching plan for an individual to meet their identified development needs</p> <p>3.2 Implement the agreed coaching plan to address the development needs using a recognised coaching model and appropriate coaching techniques</p> <p>3.3 Use communication skills effectively to support the coaching process</p> <p>3.4 Record coaching sessions and outcomes in line with organisational requirements</p> <p>3.5 Review the impact of the coaching on the performance of the individual and the organisation</p>

	<p>coaching skills audit, feedback from customers etc.; identifying and noting areas for improvement.</p> <ul style="list-style-type: none"> <li>• Meeting organisational requirements: recording coaching sessions and documenting outcomes and achievements in line with organisational requirements.</li> </ul>	
4 Be able to manage change affecting the team effectively	<p><b>4A Planning for managing change</b></p> <ul style="list-style-type: none"> <li>• Types of changes that may affect team: for example, change in policies and procedures, organisational restructuring, change of location, range of products and services etc.</li> <li>• Understanding the change: reasons for the change; affected stakeholders; identifying the potential impact of the change for individuals and whole team (positive and negative); identifying potential barriers.</li> <li>• Planning how to overcome barriers to change: informing and educating; providing clear vision and leadership; creating a change climate that engages people to become involved and to contribute; establishing clear processes to generate ideas and suggestions.</li> <li>• Working with other teams to identify appropriate actions to mitigate or eliminate barriers to change.</li> </ul> <p><b>4B Managing the team through change</b></p> <ul style="list-style-type: none"> <li>• Applying relevant change management practices and processes, including: <ul style="list-style-type: none"> <li>o use of relevant project management tools</li> <li>o communicating rationale and benefits of change</li> <li>o creating and sharing the change management plan, including SMART objectives</li> <li>o allocating and delegating tasks so team members can drive the change</li> <li>o managing expectations and holding people accountable to ensure timely completion of tasks</li> <li>o monitoring barriers and implementing identified actions to eliminate/mitigate, as appropriate.</li> </ul> </li> <li>• Providing effective leadership through change, including: <ul style="list-style-type: none"> <li>o providing a positive and professional environment to ensure success</li> <li>o engaging and empowering team members throughout the change</li> <li>o recognising team members' feelings and managing these effectively</li> <li>o demonstrating empathy and emotional intelligence in supporting team members.</li> </ul> </li> <li>• Reviewing all areas of the change management process (planning, communication, support, dealing with barriers etc.) to identify areas for improvement.</li> </ul>	<p>4.1 Describe the nature and cause of a specific change situation in the work environment that affects the team</p> <p>4.2 Assess the potential positive and negative impact of the change on the team</p> <p>4.3 Plan how to overcome identified barriers, applying recognised change management principles</p> <p>4.4 Manage the team through the change using appropriate recognised change management principles and practices</p> <p>4.5 Provide leadership through the change ensuring minimal impact on team wellbeing and operational efficiency</p> <p>4.6 Review how effectively the team was managed throughout the change</p>

## UNIT SPECIFICATIONS

### Unit Number

8

### Unit

Managing Individuals and a Team to Achieve Results

### Level

3

### Guided Learning Hours

16

### Introduction

The ability to develop individuals and manage a team that works together effectively to deliver results is a critical skill for any manager. High-performing individuals and teams are created in an environment where there is a shared understanding of values, goals and objectives, and where they are supported and motivated to achieve their goals and objectives.

The aim of this unit is to enable you to develop the key skills required to develop and manage people. You will have the opportunity to set operational objectives and performance goals for a team and individuals. You will develop the skills needed to support, develop and motivate individuals to become high-performing team members. This will involve identifying the development needs of individuals and putting in place appropriate development activities to meet these needs.

It is important that teams and individuals can see how they are progressing and you will have the opportunity to monitor team and individual progress against operational objectives and performance goals. As part of this, you will provide constructive and motivational feedback to support improved performance.

## Assessment

Learning Outcomes	Unit Content	Assessment Criteria
<p>1 Be able to set operational objectives and performance goals for a team and individuals</p>	<p><b>1A Setting operational objectives and performance goals</b></p> <ul style="list-style-type: none"> <li>• Role of the manager in delivering the operational plan.</li> <li>• Operational objectives: determined by organisational strategy, mission and aims; targeted to achieve specific strategic outcomes (performance, financial, quality, core values).</li> <li>• Performance goals: related to specific duties or tasks in job role; related to departmental and organisational objectives.</li> <li>• Setting operational objectives:               <ul style="list-style-type: none"> <li>o analysing department/organisational objectives and operational plan to identify requirements for team operational objectives</li> <li>o using organisational processes and tools to translate requirements into SMART operational objectives for the team, for example consulting with others, using templates and online systems etc.</li> <li>o communicating operational objectives to teams and individuals effectively, for example team meetings, one-to-one meetings.</li> </ul> </li> <li>• Identifying outcomes/outputs expected and agree Key Performance Indicators (KPIs) and targets to track progress.</li> <li>• Setting performance goals for team members, including:               <ul style="list-style-type: none"> <li>o reviewing team operational objectives and team members' expertise, personal development requirements and responsibilities to identify requirements for performance goals</li> <li>o discussing and agree SMART performance goals with individuals</li> <li>o ensuring team members have necessary resources to achieve the goals.</li> </ul> </li> </ul>	<p>1.1 Set and agree SMART operational objectives for the team that align with strategic/departmental objectives</p> <p>1.2 Agree appropriate Key Performance Indicators (KPIs) to measure progress against the objectives</p> <p>1.3 Communicate operational objectives and KPIs to team in a manner that secures commitment from the team</p> <p>1.4 Set and agree SMART performance goals for individuals that align with wider team operational objectives</p> <p>1.5 Use organisational tools, procedures and processes appropriately in setting and agreeing operational objectives and performance goals</p>
<p>2 Be able to support, develop and motivate the team and individuals to become high performing</p>	<p><b>2A Developing a high-performing team and individuals</b></p> <ul style="list-style-type: none"> <li>• Maintaining a balanced and effective team, e.g. assigning the necessary roles in the team with clear responsibilities; managing factors affecting the team dynamics; encouraging team bonding and team building.</li> <li>• Providing practical ongoing support and guidance to the team/individuals to achieve the operational objectives and performance goals, e.g. providing clear guidance on work activities; sharing best practice ways of working; providing relevant resources; developing and implementing efficient procedures; resolving any issues or barriers to achieving the goals; ensuring the team understands performance indicators/measures.</li> <li>• Developing individuals:               <ul style="list-style-type: none"> <li>o identifying individual development needs using a range of information sources, e.g. person specifications, KPIs and targets to be met, team objectives, outcomes of previous appraisals, feedback from others etc.</li> <li>o agreeing SMART development objectives and appropriate</li> </ul> </li> </ul>	<p>2.1 Manage team roles and dynamics to enable effective collaboration and team working</p> <p>2.2 Provide appropriate ongoing support and guidance to enable the team and individuals to perform well</p> <p>2.3 Identify the development needs of individuals using information from a range of relevant sources</p> <p>2.4 Select and facilitate an appropriate range of development activities to meet the development needs of individuals</p> <p>2.5 Motivate individuals to achieve personal and team objectives using recognised and appropriate motivational techniques</p> <p>2.6 Manage ongoing performance of the team and individuals to ensure</p>

	<p>development opportunities and activities, e.g. coaching, mentoring, off-the-job courses etc.</p> <p>o monitoring and reviewing development over time.</p> <p><b>2B Motivating individuals and managing their performance</b></p> <ul style="list-style-type: none"> <li>• Motivating individuals: <ul style="list-style-type: none"> <li>o identifying what motivates different individuals, e.g. observations of individual behaviours and performance; discussions with individuals etc.</li> <li>o applying a motivational theory appropriately to different individuals, for example Maslow’s Hierarchy of Needs, Herzberg’s Two-Factor theory etc.</li> <li>o offering encouragement.</li> </ul> </li> <li>• Managing ongoing performance: <ul style="list-style-type: none"> <li>o holding regular one-to-one meetings to review individual performance following organisational procedures and using appropriate recording documentation</li> <li>o reviewing individual performance against agreed performance standards</li> <li>o providing constructive feedback on performance using recognised strategies, e.g. BOOST, giving recommendations on how to improve, focusing on the situation, being specific etc.</li> <li>o recognising and reinforcing high performance</li> <li>o using organisational processes to manage absence</li> <li>o taking appropriate actions to correct underperformance, for example using organisational performance management processes, using a performance improvement plan (PIP), coaching etc.</li> </ul> </li> <li>• Demonstrating appropriate behaviours, e.g. being responsible and accountable, setting high standards and maintaining high expectations.</li> </ul>	<p>objectives and goals are met</p>
<p>3 Be able to monitor team and individual progress against operational objectives and performance goals and provide constructive feedback</p>	<p><b>3A Monitoring progress</b></p> <ul style="list-style-type: none"> <li>• Tracking team and individual progress against performance indicators and performance standards on a regular basis.</li> <li>• Adjusting resources as necessary to achieve objectives.</li> </ul> <p><b>3B Assessing performance and providing feedback</b></p> <ul style="list-style-type: none"> <li>• Making objective judgements on team/individual performance using relevant data (e.g. KPIs and targets achieved, quality data etc.), feedback from others and own observations of performance and constraints.</li> <li>• Communicating overall performance to the team/individuals.</li> <li>• Recognising and highlighting areas where the team/individuals have performed well, i.e. met or exceeded objectives or goals.</li> <li>• Identifying areas where objectives or goals were not met and providing constructive feedback on how to improve.</li> <li>• Agreeing course of action to address underperforming areas, for example using organisational performance management processes, using a performance improvement plan (PIP), coaching etc.</li> <li>• Demonstrating appropriate behaviours, e.g. being constructive and supportive, being positive, adaptable and solutions focused, building trust, being honest and open, being consistent and impartial.</li> </ul>	<p>3.1 Track team and individual progress against performance indicators and performance standards on a regular basis</p> <p>3.2 Assess team and individual performance using relevant data from a range of sources</p> <p>3.3 Communicate overall team performance to team effectively</p> <p>3.4 Provide constructive and motivational feedback to team</p> <p>3.5 Provide constructive and motivational feedback to individuals and take any necessary steps to address underperformance</p>

## UNIT SPECIFICATIONS

### Unit Number

9

## Unit

Managing Operations and Budgets

## Level

3

## Guided Learning Hours

20

## Introduction

The successful implementation of an operational plan is crucial to achieving the strategic goals and objectives of an organisation. As a manager, you have a key role to play in the implementation of the plan. Your responsibilities will include organising and managing the necessary resources and monitoring progress against targets.

The aim of this unit is to enable you to develop the key skills required to manage operations within the workplace. You will develop the skills needed to deliver against an operational plan, identifying SMART objectives, work activities and KPIs, communicating these to the team in an effective manner to ensure shared understanding within the team and monitoring team outputs. Finance is a key part of operational management and you will use budget control practices to achieve budget targets. Change in the workplace can be unsettling and you will have the opportunity to respond to the resulting challenges in a professional manner. You will take ownership of the challenges to determine solutions to overcome these, involving the team, others and senior management as appropriate. You will also develop the skills needed to collate and analyse data to support decision making in the organisation.

## Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Be able to deliver against an operational plan	<p><b>1A Identifying and communicating work activities</b></p> <ul style="list-style-type: none"><li>• Translating the operational plan to identify the work of the team:<ul style="list-style-type: none"><li>o determining the activities that must be carried out by the team to meet the identified operational objectives</li><li>o identify any interdependencies with activities of other teams.</li></ul></li><li>• Communicating activities, output/outcomes and KPIs to team members using appropriate methods, for example team meetings.</li><li>• Check team's understanding of activities to be completed.</li></ul> <p><b>1B Planning, resourcing and monitoring progress</b></p> <ul style="list-style-type: none"><li>• Planning work:<ul style="list-style-type: none"><li>o setting clear and realistic goals and objectives</li><li>o ensuring there is sufficient staff with relevant skills, knowledge and expertise</li><li>o identifying time required, prioritising activities using agreed criteria</li><li>o negotiating deadlines and timescales where priorities conflict.</li></ul></li><li>• Scheduling work:<ul style="list-style-type: none"><li>o based on available resources/equipment</li><li>o assessing the impact of current working arrangements (job sharing, parttime, flexible working)</li><li>o identifying and obtaining budgets and resources required</li><li>o identifying risks and contingencies to avoid and/or overcome these.</li></ul></li><li>• Providing resources and guidance to support team in completing activities/undertaking actions.</li><li>• Managing team performance, measuring performance against agreed KPIs; providing feedback and taking actions to improve underperformance.</li></ul>	<p>1.1 Identify the work activities to be carried out by the team to deliver the operational plan</p> <p>1.2 Communicate activities to team members using an appropriate communication approach to ensure shared understanding</p> <p>1.3 Organise, prioritise and schedule work activities to support successful operational delivery</p> <p>1.4 Allocate work activities to team members taking account of individual roles, strengths and abilities</p> <p>1.5 Monitor and measure the team's outputs against KPIs and take any necessary actions</p>
2 Be able to respond professionally to operational challenges/issues resulting from change and implement	<p><b>2A Responding to challenges/issues in the workplace due to change</b></p> <ul style="list-style-type: none"><li>• Operational challenges/issues as a result of change: e.g. lack of time, resources or trained staff; cultural issues; risk aversion etc.</li><li>• Individual personal challenges/issues as a result of</li></ul>	<p>2.1 Identify two operational challenges/issues resulting from a change within the organisation</p> <p>2.2 Take ownership to resolve challenges/issues, demonstrating proactivity, resilience and</p>

<p>solutions to overcome these</p>	<p>change: e.g. fear of failure, anxiety, stress, insecurity etc.</p> <ul style="list-style-type: none"> <li>• Recognising and planning for potential challenges/issues based on the nature of change, e.g. using lessons-learnt reports, talking to colleagues, reviewing management reports.</li> </ul> <p><b>2B Finding solutions to identified challenges/issues</b></p> <ul style="list-style-type: none"> <li>• Finding solutions to challenges/issues, including: <ul style="list-style-type: none"> <li>o consulting with relevant colleagues, as appropriate</li> <li>o applying relevant problem-solving techniques and models to identify potential solutions, e.g. use of the problem-solving process, using problem-solving techniques (e.g. PDCA, FOCUS model, problem-solving cycle etc.)</li> <li>o use of decision-making techniques to select the most appropriate solution, e.g. decision tree, decision matrix, cost-benefit analysis etc.</li> <li>o using data to identify solutions.</li> </ul> </li> <li>• Identifying solutions (for example, increased resources, more time, additional training etc.).</li> <li>• Making requests for approval of solutions to senior managers, with robust supporting evidence.</li> <li>• Implement solutions in timely and efficient manner; support team members accordingly to adapt to changes, as necessary.</li> <li>• Responding positively to challenges/issues: demonstrating accountability, flexibility, resilience and proactivity.</li> <li>• Following relevant organisational procedures and processes.</li> </ul> <p><b>2C Escalating issues/challenges</b></p> <ul style="list-style-type: none"> <li>• Recognising boundary and limit of own authority.</li> <li>• Assessing the need to escalate, e.g. lack of knowledge and skills to resolve, beyond own remit, explored all potential resolutions etc.</li> <li>• Using organisational escalation procedures appropriately – directing to right person; use of appropriate documentation, systems and channels.</li> <li>• Taking ownership: following up to ensure resolution is followed through; providing additional information as necessary; updating affecting parties on progress.</li> </ul>	<p>adaptability</p> <p>2.3 Use recognised problem-solving and decision-making techniques to identify and select appropriate solutions to overcome these challenges/issues</p> <p>2.4 Use information from the team and others to support decision making</p> <p>2.5 Seek approval from senior management for the identified solutions</p> <p>2.6 Implement the solutions in a timely and efficient manner, following organisational procedures</p> <p>2.7 Escalate resolution of one operational challenge/issue following organisational procedures</p>
<p>3 Be able to collate and analyse data and create reports</p>	<p><b>3A Analysis and interpretation of data</b></p> <ul style="list-style-type: none"> <li>• Data collation: bringing data together and presenting in a manageable form to make it easier to analyse: <ul style="list-style-type: none"> <li>o summarising, categorising/grouping and tabulating data from relevant primary (e.g. documents, emails, surveys etc.) and secondary sources (e.g. articles, industry magazines and reports, internet etc.)</li> <li>o presenting data in tables, charts, graphs etc.</li> </ul> </li> <li>• Analysing and interpreting business data: <ul style="list-style-type: none"> <li>o using basic statistical techniques to describe quantitative data (e.g. mean, mode and median, range, standard deviation)</li> <li>o identifying patterns and themes in the data to draw conclusions relevant to the purpose of the report</li> <li>o explaining how the conclusions support decision making</li> <li>o assessing credibility of secondary data sources, e.g. author, currency, purpose, audience, facts versus opinions</li> <li>o using appropriate pictorial representations, for example scatter plots, correlations and association, cross-tabulations.</li> </ul> </li> </ul> <p><b>3B Producing reports using outputs from data analysis</b></p> <ul style="list-style-type: none"> <li>• Using the agreed reporting format and house style; following organisational procedures; acknowledging the limitations of the analysis, referencing data sources.</li> </ul>	<p>3.1 Collate data from primary and secondary sources to inform a management report</p> <p>3.2 Use appropriate data analysis techniques to extract and interpret data to provide information that can support decision making</p> <p>3.3 Prepare reports that meet audience needs and organisational requirements and standards to present the information from data analysis</p>

	<ul style="list-style-type: none"> <li>• Using appropriate written communications: appropriate tone, language and use of formality; correct grammar and spelling; writing style appropriate to purpose of the report and audience.</li> <li>• Formats for the presentation of information: table, chart, graph, diagram.</li> </ul>	
4 Be able to apply financial organisational governance and compliance requirements to ensure effective budget controls	<p><b>4A Budget control</b></p> <ul style="list-style-type: none"> <li>• Confirm expenditure requirements with relevant colleagues.</li> <li>• Use the budget process in line with own area of authority, organisational governance and compliance requirements.</li> <li>• Identifying, investigating and monitoring variances (absolute, relative).</li> <li>• Negotiating revisions to budget, as necessary.</li> <li>• Monitoring budgets at agreed intervals and reporting regularly against budgets.</li> </ul> <p><b>4B Organisational governance and compliance</b></p> <ul style="list-style-type: none"> <li>• Complying with organisational governance: <ul style="list-style-type: none"> <li>o following policies, processes and procedures that exist to satisfy governance and statutory compliance requirements</li> <li>o ensuring costs are controlled</li> <li>o delivering value for money (VFM) and efficiency</li> <li>o complying with internal requirements, for example audit requirements.</li> </ul> </li> <li>• Demonstrating appropriate behaviours: professionalism, i.e. open and honest, shows integrity, pays attention to detail and operates within organisational values.</li> </ul>	<p>4.1 Use recognised budgetary control practices and organisational governance processes to control expenditure to achieve budget targets</p> <p>4.2 Explain how they have complied with organisational governance and compliance requirements</p>

## UNIT SPECIFICATIONS

### Unit Number

10

### Unit

Communicating and Building Relationships with Others

### Level

3

### Guided Learning Hours

17

### Introduction

An organisation cannot overlook the importance of communication and collaboration between departments. Business innovation and improvement requires collaboration among a variety of departments. Collaboration is important, especially as organisations become more geographically dispersed and complex.

The aim of this unit is to enable you to develop the skills required to communicate effectively in the workplace, including skills in chairing and presenting at meetings. You will also develop the skills and abilities to collaborate with colleagues in other teams.

This unit will give you the ability to negotiate with and influence others, whether they are customers, colleagues or senior managers.

### Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Be able to communicate effectively with others, using verbal, written and digital communication formats	<p><b>1A Communicating effectively</b></p> <ul style="list-style-type: none"> <li>• Using different methods of communication for different purposes: verbal (face to face, telephone, video conferencing, telephone conferencing); written (letters, emails, reports); digital (web posts, social networking, instant messaging, podcasts, webinars, emails).</li> <li>• Using appropriate verbal and non-verbal communication techniques and behaviours, including:</li> </ul>	<p>1.1 Communicate clearly, using verbal and non-verbal communication skills and techniques that are appropriate to the situations</p> <p>1.2 Communicate accurately and clearly in writing, in line with organisational standards and</p>

	<ul style="list-style-type: none"> <li>o verbal techniques, such as use of questioning; active listening; empathising, summarising and paraphrasing; use of positive non-technical language; reflecting to check understanding; use of appropriate formality etc.</li> <li>o non-verbal techniques such good eye contact; using positive facial expressions; adopting an open posture; mirroring positive body language etc.</li> <li>• Clear and accurate written communication, including: <ul style="list-style-type: none"> <li>o using professional language, correct spelling, tone and grammar</li> <li>o using appropriate tone and vocabulary to suit purpose (informal, formal)</li> <li>o appropriate use of jargon, abbreviations and acronyms</li> <li>o clear presentation of information</li> <li>o use of appropriate format, house style</li> <li>o meeting business communication conventions, as appropriate to the intended audience and subject matter.</li> </ul> </li> <li>• Following organisational procedures, protocols and corporate communication guidelines.</li> <li>• Adapt style and method, considering: <ul style="list-style-type: none"> <li>o the primary and secondary audience</li> <li>o the communication objectives</li> <li>o the context of the communication situation.</li> </ul> </li> <li>• Confirming understanding of the message.</li> </ul>	<p>accepted business conventions</p> <p>1.3 Communicate clearly using a digital platform, in line with organisational digital media policies</p> <p>1.4 Follow organisational procedures when communicating</p> <p>1.5 Adapt verbal and non-verbal communication techniques as appropriate to meet the specific or changing needs of the audience and/or the situation</p>
<p>2 Be able to chair meetings, presenting information and managing discussions effectively to achieve the agreed objectives</p>	<p><b>2A Chairing meetings</b></p> <ul style="list-style-type: none"> <li>• Preparing for meetings (organisational skills): planning the date, time and location; sourcing and booking the meeting venue; preparing and distributing meeting-related documentation, e.g. agenda, minutes of last meeting etc.; considering potential issues, e.g. clashing personalities, hidden agendas etc.; Considering meeting protocols and procedures.</li> <li>• Facilitating and managing meetings: <ul style="list-style-type: none"> <li>o opening the meeting and introducing the agenda</li> <li>o outlining the purpose of the meeting</li> <li>o controlling the meeting (agenda order, persons dominating discussion, interruptions, refocusing discussion, setting the pace, keeping to time)</li> <li>o indicating progress made, concluding one point before the next</li> <li>o emphasising main points and supporting the note taker</li> <li>o clarifying any misunderstanding</li> <li>o summarising achievements and agreed actions</li> <li>o arranging the time and date of next meeting, if appropriate.</li> </ul> </li> <li>• Using relevant interpersonal skills: communicating clearly; problem-solving skills; negotiation skills; building rapport; resolving conflicts; questioning techniques; active listening; summarising techniques.</li> <li>• Using emotional intelligence to adapt leadership style where necessary to ensure the best decisions are taken.</li> <li>• Demonstrating appropriate behaviours: being assertive, methodical, consistent and fair; attention to detail.</li> </ul> <p><b>2B Presenting information during meetings</b></p> <ul style="list-style-type: none"> <li>• Confirm and interpret the information to be presented and any required format.</li> <li>• Consider the most appropriate format for the presentation of the information (e.g. tables, graphs, pie charts etc.).</li> <li>• Consider the needs of the audience in deciding how to present the information.</li> <li>• Follow relevant organisational templates and guidelines in presenting information.</li> </ul>	<p>2.1 Plan and prepare for meetings accordingly</p> <p>2.2 Facilitate and manage discussions during meetings to achieve meeting objectives</p> <p>2.3 Present information during meetings to team and management in a clear and logical manner</p> <p>2.4 Take the necessary steps to ensure that agreed actions from meetings are completed</p>

	<ul style="list-style-type: none"> <li>• Use a logical structure to present the information.</li> <li>• Use questioning to confirm understanding and gather thoughts from management or team members.</li> </ul> <p><b>2C Following up after meetings</b></p> <ul style="list-style-type: none"> <li>• Ensuring minutes are circulated in a timely manner.</li> <li>• Ensuring agreed actions are recorded correctly.</li> <li>• Liaising with colleagues to ensure that agreed actions are completed.</li> </ul>	
3 Be able to collaborate and build relationships with other teams to achieve team and/organisational objectives	<p><b>3A Contributing to cross-team working</b></p> <ul style="list-style-type: none"> <li>• Contributing to cross-team discussions: <ul style="list-style-type: none"> <li>o showing respect for the views of others</li> <li>o showing willingness to understand other teams' concerns and considerations</li> <li>o communicating effectively (clear and simple language, effective questioning and listening skills, use of techniques such as summarising and paraphrasing)</li> <li>o presenting viewpoints confidently, using valid evidence to support them</li> <li>o creating rapport with other teams to build long-term relationships.</li> </ul> </li> <li>• Providing feedback effectively: <ul style="list-style-type: none"> <li>o basing feedback on credible data and/or objective judgements</li> <li>o using recognised models and techniques, e.g. CORBS, SBI etc.</li> <li>o using effective questioning and listening skills.</li> </ul> </li> <li>• Sharing good practice: <ul style="list-style-type: none"> <li>o identifying areas of good practice (for example analysing and interpreting organisational data, researching industry best practice approaches and benchmarks)</li> <li>o communicating examples of good practice to other team, using appropriate communication methods and techniques; encouraging sharing of experiences and knowledge.</li> </ul> </li> </ul>	<p>3.1 Agree objectives and priorities of cross-team collaborations</p> <p>3.2 Build trust with colleagues using recognised principles and demonstrating positive personal behaviours</p> <p>3.3 Contribute positively to cross-team discussions to achieve agreed objectives</p> <p>3.4 Provide constructive feedback within cross-team discussions</p> <p>3.5 Identify and share good practice with other teams</p>
4 Be able to build positive relationships with customers and manage these effectively	<p><b>4A Engaging with customers and building relationships</b></p> <ul style="list-style-type: none"> <li>• Using verbal and non-verbal communication skills relevant to the situation.</li> <li>• Using positive language and emotional intelligence to manage interactions.</li> <li>• Demonstrating appropriate behaviours: professionalism (demonstrating organisational values and following processes), being friendly and approachable, being transparent and honest, being flexible and adaptable, delivering on promises.</li> <li>• Creating rapport to build long-term relationships.</li> </ul> <p><b>4B Maintaining positive customer relationships</b></p> <ul style="list-style-type: none"> <li>• Maintain positive long-term relationships with customers, using recognised practices such as: <ul style="list-style-type: none"> <li>o providing necessary information in a timely manner</li> <li>o meeting customer needs within own remit and liaising with other relevant teams to meet needs outside of remit</li> <li>o meeting Service Level Agreements (SLAs) and monitoring customer satisfaction</li> <li>o negotiating with and influencing customers to reach a satisfactory agreement</li> <li>o being available when required to answer routine questions</li> <li>o resolving problems and complaints in a timely manner.</li> </ul> </li> </ul>	<p>4.1 Communicate effectively with customers, using appropriate communication skills and techniques</p> <p>4.2 Build rapport and trust with customers, using recognised principles and demonstrating positive personal behaviours</p> <p>4.3 Manage customer relationship in a way that results in customer satisfaction</p> <p>4.4 Resolve customer issues to maintain a positive relationship</p>
5 Be able to use negotiation and influencing skills effectively to	<p><b>5A Negotiating and influencing</b></p> <ul style="list-style-type: none"> <li>• Negotiations could be with customers, colleagues in other teams, team members or other managers.</li> </ul>	<p>5.1 Prepare effectively for negotiations</p> <p>5.2 Influence negotiations to achieve the desired outcomes</p>

achieve desired outcomes	<ul style="list-style-type: none"> <li>• Pre-negotiation – preparing to negotiate: <ul style="list-style-type: none"> <li>o identifying goals and outcomes to be achieved</li> <li>o carrying out research on the other party and identifying their interest and benefits</li> <li>o setting negotiation parameters and fall back positions.</li> </ul> </li> <li>• Negotiating successfully: <ul style="list-style-type: none"> <li>o using positive language and emotional intelligence to guide negotiations: communicating effectively to understand other party position (listening and questioning skills, verbal and non-verbal communications)</li> <li>o building rapport and developing relationships (identifying shared goals/outcomes, mirroring, empathising)</li> <li>o using appropriate influencing strategies and techniques</li> <li>o overcoming objections and showing the other party how their needs will be met</li> <li>o managing personal impact and presence (for example demonstrating a balance of confidence, conviction and vulnerability, being authentic and consistent).</li> </ul> </li> <li>• Recording agreement: using organisational documentation and sign-off processes, detailing agreed actions and terms.</li> </ul>	<p>5.3 Maintain accurate records of negotiations, outcomes and agreements made</p> <p>5.4 Adhere to organisational policies and procedures, and legal and ethical requirements when conducting negotiations</p> <p>5.5 Review the effectiveness of own performance in the negotiation process</p>
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## UNIT SPECIFICATIONS

### Unit Number

11

### Unit

Managing Projects

### Level

3

### Guided Learning Hours

15

### Introduction

The aim of this unit is to enable you to develop the key skills required to plan and manage a project to meet a specified organisational need. You will be able to develop your project planning skills, establishing objectives, timescales and stakeholder expectations. To support this, you will use appropriate project management tools and create the required project planning documentation, including a stakeholder communication plan.

Based on your plan, you will have the opportunity to deliver the project against the requirements you have specified. Key aspects of this will be allocating and monitoring resources, monitoring project progress using appropriate project management tools, managing risks and issues, and evaluating the effectiveness of project delivery.

### Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Be able to plan a project to meet a specific organisational need	<p><b>1A Project planning</b></p> <ul style="list-style-type: none"> <li>• Confirming project scope: clarifying the requirements of the project with project sponsor; confirming understanding of project objectives and timescales.</li> <li>• Engagement with stakeholders to agree involvement and expectations (internal and external stakeholders).</li> <li>• Identifying activities to be completed and the sequencing of activities.</li> <li>• Resourcing: <ul style="list-style-type: none"> <li>o identify the resources needed to complete the project activities</li> <li>o resources, including people, equipment, technology, time, space (venue and other physical facilities), materials and supplies, budget (money)</li> </ul> </li> </ul>	<p>1.1 Clarify project objectives and timescales</p> <p>1.2 Identify and engage with stakeholders to agree involvement and expectations</p> <p>1.3 Estimate and secure the resources required to deliver the project</p> <p>1.4 Use relevant project management tools in planning the project</p> <p>1.5 Create project documentation, including a project plan, communication plan and a risk and</p>

	<ul style="list-style-type: none"> <li>o secure the resources to deliver the project successfully and on time.</li> <li><b>1B Project documentation and project tools</b></li> <li>• Setting up the project plan: <ul style="list-style-type: none"> <li>o use of relevant project management tools, such as Gantt chart, PERT chart, Plan on a page</li> <li>o project plan to include: project objectives, project stages, project activities, actions, project team members and their responsibilities, target timescales and resource requirements.</li> </ul> </li> <li>• Creating a communication plan to include: relevant stakeholders, information to be communicated and timescales.</li> <li>• Creating a risks and issues log: <ul style="list-style-type: none"> <li>o identifying, categorising and analysing types and probability of risk, e.g. environmental uncertainty, supply chain, outsourcing, market, task loading</li> <li>o risks and issues log to include: known and potential risks and likelihood, impact and possible mitigation strategies/steps.</li> </ul> </li> <li>• Use of other project tools in planning stage, e.g. fishbone diagram, cost– benefit analysis, milestone chart, RACI.</li> </ul>	issue log
2 Be able to deliver a project successfully against a project plan	<p><b>2A Organising and managing resources</b></p> <ul style="list-style-type: none"> <li>• Allocating resources in accordance with the project plan (finance, human resources, for example staff numbers; specific expertise; physical resources, for example equipment and materials).</li> <li>• Ensuring appropriate sufficiency and type of resources are available: monitoring resource usage against project plan; resource levelling.</li> </ul> <p><b>2B Managing project risks and issues</b></p> <ul style="list-style-type: none"> <li>• Following risk management processes, including: <ul style="list-style-type: none"> <li>o risk awareness</li> <li>o monitoring of risk log to assess changes to risk probability</li> <li>o making risk decisions</li> <li>o applying risk mitigation strategies where risks materialise</li> <li>o communicating with stakeholder regarding risks</li> <li>o amend project plan where risks impact on timelines.</li> </ul> </li> <li>• Identifying and assessing issues; implementing and supervising controls.</li> </ul> <p><b>2C Monitoring and communicating project progress</b></p> <ul style="list-style-type: none"> <li>• Using project management plan (Gantt chart, PERT chart, Plan on a page) to track activities and progress against planned deliverables, milestones and deadlines.</li> <li>• Monitoring progress against the project plan, including: <ul style="list-style-type: none"> <li>o setting project review dates</li> <li>o recording achievements against activities and milestones</li> <li>o recording feedback from progress updates</li> <li>o project reviews and focus group meetings with team and stakeholders</li> <li>o reviewing progress using project plan</li> <li>o reviewing and revising objectives.</li> </ul> </li> </ul> <p><b>2D Evaluating project effectiveness</b></p> <ul style="list-style-type: none"> <li>• Assessing: <ul style="list-style-type: none"> <li>o the success of the project against original project scope, project plan and objectives</li> <li>o the achievement of critical success factors and performance measures</li> <li>o negative outcomes and implications (internal and external).</li> </ul> </li> <li>• Lessons learnt for the future.</li> <li>• Demonstrating appropriate behaviours when delivering</li> </ul>	2.1 Allocate resources in line with the project plan to ensure sufficiency and availability of resource 2.2 Review resource usage and make any necessary changes to ensure effective resource utilisation 2.3 Track and monitor progress against project deliverables, milestones and deadlines using the appropriate project management tools 2.4 Regularly communicate with project team and stakeholders in line with the communication plan 2.5 Manage risks and issues to ensure successful project delivery 2.6 Revise project plan to take account of any changes in circumstances or risk impact 2.7 Demonstrate appropriate behaviours in the delivery of the project 2.8 Evaluate the effectiveness of the project delivery

	the project: resilience and accountability; attention to detail; being solutions-focused; conscientious, collaborative, positive and adaptable, clear communication, proactive.	
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## UNIT SPECIFICATIONS

### Unit Number

12

### Unit

Managing Personal Effectiveness in a Management Role

### Level

3

### Guided Learning Hours

10

### Introduction

In this unit, you will apply your transferable skills and personal attributes to demonstrate your effectiveness in your role as a manager. You will demonstrate your ability to manage your own time effectively and efficiently and to use feedback gained from others in your workplace in order to help you improve your performance. Additionally, you will have the opportunity to create a personal development plan, which will allow you to review and evaluate your performance against a set of key goals and targets, and to monitor this plan to ensure continuous improvement.

### Assessment

Learning Outcomes	Unit Content	Assessment Criteria
1 Be able to demonstrate Professionalism and good work ethics in a management role	<p><b>1A Demonstrating professionalism as a manager</b></p> <ul style="list-style-type: none"> <li>• Positive personal behaviours: politeness and kindness; allowing others to express their views; listening to others; fairness and integrity; use of positive body language; utilising emotional intelligence and personal awareness.</li> <li>• Showing respect for colleagues as a manager, including: <ul style="list-style-type: none"> <li>o respecting colleagues' personal time and work-life balance</li> <li>o taking all necessary steps to safeguard colleagues from harassment or bullying</li> <li>o supporting colleagues to understand fully their responsibilities, areas of authority and accountability</li> <li>o encouraging and assisting colleagues to develop their skills and progress their careers</li> <li>o valuing the contribution of colleagues, and recognising their achievements</li> <li>o showing regard for the physical and mental health, safety and wellbeing of colleagues, recognising their specific needs and the pressures and problems they face.</li> </ul> </li> <li>• Behaving in an honest, open and trustworthy manner, e.g.: <ul style="list-style-type: none"> <li>o taking responsibility for own actions and decisions</li> <li>o disclosing any personal interest which may affect decision making</li> <li>o taking timely and reasonable actions in identifying and resolving ethical conflicts of values</li> <li>o being truthful and transparent in all communications</li> <li>o neither offering nor accepting gifts or services which could create, or imply, an improper obligation.</li> </ul> </li> <li>• Professional conduct, including: complying with code of conduct for managers stipulated by professional body; avoiding behaviours that will damage the reputation of the profession; not taking personal advantage of access to confidential, proprietary, commercially sensitive and</li> </ul>	<ul style="list-style-type: none"> <li>1.1 Show courtesy, respect and consideration to colleagues and other stakeholders</li> <li>1.2 Behave in an open, honest and trustworthy manner</li> <li>1.3 Show respect for diversity and actively promote diversity and inclusion in the workplace</li> <li>1.4 Demonstrate fairness and impartiality when addressing personal performance or standards of behaviour</li> <li>1.5 Demonstrate personal qualities and behaviours that reflect good work ethics</li> </ul>

	<p>personal information etc.</p> <ul style="list-style-type: none"> <li>• Showing respect for diversity and inclusion: being tolerant and openminded, respecting the background, values, beliefs and customs of colleagues; use of non-discriminatory language; using communication appropriate to different people and situations; integrity, fairness and consistency in decision making.</li> <li>• Promoting diversity and inclusion, including: <ul style="list-style-type: none"> <li>o ensuring colleagues are aware of their responsibilities under equality legislation and organisational policy</li> <li>o identifying potential issues</li> <li>o recommending ways to improve equality and inclusion</li> <li>o supporting individuals with diverse needs.</li> </ul> </li> </ul> <p><b>1B Demonstrating good work ethics in a management role</b></p> <ul style="list-style-type: none"> <li>• Demonstrating good work ethics, including: <ul style="list-style-type: none"> <li>o taking ownership for understanding own role, goals, responsibilities and standards for performance</li> <li>o behaving in a manner that supports the organisation's overall objectives and reputation</li> <li>o complying, and promoting compliance with organisational policies and procedures and relevant legislation (e.g. data protection, health and safety, equality etc.) in carrying out own job role</li> <li>o managing own time and workload effectively</li> <li>o managing own continuing professional development (CPD)</li> <li>o establishing, maintaining and developing business relationships based on mutual confidence, trust and respect.</li> </ul> </li> </ul>	
<p>2 Be able to manage own Personal performance in the workplace</p>	<p><b>2A Managing personal performance in the workplace</b></p> <ul style="list-style-type: none"> <li>• Managing own workload and time pressures, including: <ul style="list-style-type: none"> <li>o agreeing priorities, realistic goals and deadlines with line manager</li> <li>o prioritising tasks using appropriate basis, e.g. importance versus urgency (Covey Time Management Matrix); Lakein's ABC; stakeholder needs and influence; timescales</li> <li>o use of time management techniques appropriate to the situation, such as 'To do' lists (monthly, weekly, daily); scheduling activities; delegating</li> <li>o allowing flexibility in scheduling to facilitate any changing priorities.</li> <li>o Managing activities to completion, e.g. regularly reviewing workload; keeping multi-tasking to a minimum; taking actions to minimise distractions; managing emails effectively (4Ds – Do, Delegate, Defer, Delete).</li> <li>o Responding positively to changing priorities, such as: <ul style="list-style-type: none"> <li>o being receptive and positive (e.g. saying 'yes' rather than 'no' and asking questions to understand the nature and reason for the change)</li> <li>o controlling emotions and not taking it personally (use of emotional intelligence)</li> <li>o agreeing new priorities with line manager</li> <li>o thinking creatively about how to facilitate the change</li> <li>o collaborating with colleagues where appropriate to implement change</li> <li>o managing own stress and showing resilience.</li> </ul> </li> </ul> </li> </ul> <p><b>2B Monitoring and assessing own performance</b></p> <ul style="list-style-type: none"> <li>o Asking for feedback: <ul style="list-style-type: none"> <li>o potential sources of feedback: direct reports; line manager; senior management; other teams and departments; other stakeholders</li> <li>o areas for feedback: personal and professional behaviours, leadership style; people management; performance targets;</li> </ul> </li> </ul>	<p>2.1 Manage own workload and time pressures using appropriate time management tools and techniques</p> <p>2.2 Respond positively to changing business priorities and adapts work plan appropriately to meet these</p> <p>2.3 Proactively seeks feedback about own performance and leadership style from a range of sources</p> <p>2.4 Assess own performance and reflect on feedback to identify strengths and weaknesses</p> <p>2.5 Make timely improvements to own performance using learning from feedback received</p>

	<p>communications; quality standards</p> <ul style="list-style-type: none"> <li>o seeking clarification where necessary: positive use of questioning; asking for examples; paraphrasing and summarising key points.</li> <li>o Reflecting on feedback, including assessing suitability of management style against organisational culture and team needs; evaluating impact of management style on team. <ul style="list-style-type: none"> <li>• Applying feedback on performance to improve own work practice on an ongoing basis, for example, adjusting leadership style, making changes to management practice etc.</li> <li>• Attending and engaging in regular one-to-one meetings.</li> <li>• Actively participating in performance appraisal process, e.g. regularly updating performance review systems, preparing evidence for discussion at meeting etc.).</li> <li>• Using feedback to inform personal development planning.</li> </ul> </li> </ul>	
<p>3 Be able to manage own personal and professional development in the workplace</p>	<p><b>3A Identifying learning and development needs</b></p> <ul style="list-style-type: none"> <li>• Other sources of information for self-assessment: <ul style="list-style-type: none"> <li>o analysis of industry/professional trends and the external environment</li> <li>o analysis of job description and team objectives; CPD requirements</li> <li>o performance reviews and appraisals</li> <li>o own career aspirations and personal brand</li> <li>o customer surveys; KPI reports.</li> </ul> </li> <li>• Using self-assessment tools, e.g. reflection activities, SWOT analysis, skills audit, analysis of feedback.</li> <li>• Reflecting on outcomes of self-assessment activities in relation to: <ul style="list-style-type: none"> <li>o own skills, knowledge and behaviours</li> <li>o productivity level, quality standards and working practices</li> <li>o identifying strengths and weaknesses</li> <li>o identifying areas for development</li> <li>o recognising achievements and successes.</li> </ul> </li> </ul> <p><b>3B Agreeing SMART objectives and selecting appropriate development activities</b></p> <ul style="list-style-type: none"> <li>• Working with line manager or relevant others to agree the scope of development plan: agreeing a reasonable number of development areas for focus in the development plan - consideration of factors such as time, capacity and resources.</li> <li>• Agreeing SMART learning and development objectives to address the agreed development areas as well as to build and leverage strengths.</li> <li>• Agreeing what success looks like (evidence of success; success criteria).</li> <li>• Identifying learning and development activities: <ul style="list-style-type: none"> <li>o considerations, including development needs and objectives, development impact, budget, learning styles, capacity etc.</li> <li>o selecting a variety of learning and development activities, e.g. applying the 70:20:10 model (Lombardo &amp; Eichinger (2000)).</li> </ul> </li> </ul> <p><b>3C Producing and managing a personal development plan (PDP)</b></p> <ul style="list-style-type: none"> <li>• Contents of a PDP: agreed SMART objectives; selected learning and development activities; success criteria; resources; timescales; review mechanisms.</li> <li>• Using relevant organisational systems, procedures and templates to produce and record PDP.</li> <li>• Monitoring a personal development plan: <ul style="list-style-type: none"> <li>o setting review dates</li> <li>o reviewing and revising objectives</li> </ul> </li> </ul>	<p>3.1 Agree specific, measurable, achievable, realistic and time-bound (SMART) learning and development objectives to meet identified needs</p> <p>3.2 Produce a personal development plan to meet agreed SMART objectives</p> <p>3.3 Undertake planned learning and development activities to fulfil the personal development plan</p> <p>3.4 Review progress against agreed objectives and amend the personal development plan accordingly</p> <p>3.5 Record personal development in a continuous professional development (CPD) log</p> <p>3.6 Evaluate the effectiveness of own CPD in improving performance in own job role as a manager</p>

	<ul style="list-style-type: none"> <li>o tracking against targets (milestones, completion)</li> <li>o identifying reasons for deviations from plan and exploitative or corrective actions.</li> </ul> <p><b>3D Maintaining a continuous professional development (CPD) log</b></p> <ul style="list-style-type: none"> <li>• Recording learning and development activities in a CPD log: <ul style="list-style-type: none"> <li>o date and duration of learning and development activities</li> <li>o learning and development achieved – what was learnt (formally and informally)</li> <li>o rationale for the appropriateness of the learning and development (how well it matches identified development needs)</li> <li>o how you have applied, are applying or will apply what has been learnt in the workplace.</li> </ul> </li> <li>• Use of professional body template or other acceptable template; regular updating of CPD log to accurately capture learning and development activities.</li> <li>• Evaluating the effectiveness of own CPD: using information from range of valid sources to assess changes in skills, behaviours and knowledge, e.g. feedback from manager, peers and direct reports; outcomes of appraisals and reviews; diagnostic tests.</li> </ul>	
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