

# **SPECIFICATION**

**IAO LEVEL 3 DIPLOMA IN LEADERSHIP AND MANAGEMENT**

**QUALIFICATION NUMBER: 603/2516/1**

Innovate Awarding is an Ofqual regulated awarding organisation with an innovative and dynamic approach. We develop off-the-shelf, customised and fully bespoke qualifications across a growing number of sectors – all on the Regulated Qualifications Framework (RQF).

Our portfolio is always growing and we currently have qualifications in the following sectors:

**Active Leisure**  
**Business and Management**  
**Childcare**  
**Employability**  
**Retail**

**Health and Social Care**  
**Hospitality and Catering**  
**IT**  
**Logistics**  
**Education and Training**

We currently offer over 100 qualifications and we're continuously developing and diversifying our portfolio. Please visit our website regularly to keep up-to-date [www.innovateawarding.org](http://www.innovateawarding.org).

This document will be updated if there are any changes, so it is important to make sure you are working from the most up-to-date version, which is available to download from our website.

This specification also provides details on administration, quality assurance policies and the requirements as well as responsibilities that are associated with the delivery of vocational qualifications.

Innovate Awarding is an Ofqual-regulated Awarding Organisation in England.

If you have any questions regarding qualifications in general, aspects of specific qualifications or our quality assurance policies and procedures, visit our website where a lot more information is available.

If you cannot find what you are looking for on our website, please call or email our customer support team:

Telephone: 0117 314 2800  
Email: [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org)

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*“We work with a wide variety of organisations such as employers, training providers, FE colleges and Sector Skills Councils and develop off-the-shelf, customised and bespoke qualifications.”*

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## Qualification summary

<b>Qualification Accreditation Number (QAN)</b>	603/2516/1
<b>Qualification review date</b>	31 <sup>st</sup> October, 2025
<b>Guided Learning Hours (GLH)</b>	Minimum 142 hours
<b>Total Qualification Time (TQT)</b>	370 hours
<b>RQF level</b>	3
<b>Qualification credit value</b>	37 credits
<b>Minimum credits at/above level</b>	37 credits
<b>Assessment requirements</b>	Portfolio of Evidence  This qualification is internally assessed and internally quality assured by Centre staff and externally quality assured by Innovate Awarding External Quality Advisors (EQAs).
<b>Aims and objectives of the qualification</b>	This RQF competence-based qualification focuses on key operational management and leadership skills enabling the learner to be competent in an operational role within the active leisure sector. This qualification covers a wide range of management and leadership elements, including the managing of budgets, projects and delivery of customer service and focuses on teamwork principles, recruitment, selection and induction practices.
<b>Entry guidance</b>	There are no formal entry requirements for this qualification, although learners may find it useful to have already completed the IAO Level 2 Diploma in Team Leading.
<b>Progression opportunities</b>	Learners who achieve this qualification could progress into or within employment in many areas as team leaders or supervisors, and/or continue their study in this or other areas. Learners who complete this qualification may go on to further study in related areas such as: <ul style="list-style-type: none"> <li>• Level 5 Diploma in Leadership and Management.</li> </ul>

## **Funding**

For details on eligibility for government funding please refer to the following websites:

<http://www.education.gov.uk/section96/>

<https://www.gov.uk/government/organisations/education-and-skills-funding-agency>

## **Innovate Awarding**

When you work with Innovate Awarding, you're working with an awarding organisation that sets itself apart – a dynamic company with a collaborative approach to doing business. We're consultative and innovative...everything that our customers say they want an awarding organisation to be.

We're easy to work with, committed and passionate about exceeding our customers' expectations. We're not tied down by bureaucracy and red tape and can think outside the box and respond quickly to our customers' needs.

We have a Performance Pledge that details guaranteed response times. Copies of these can be found on our website [www.innovateawarding.org](http://www.innovateawarding.org).

### **Feedback**

Your feedback is very important to us. We're always open to suggestions when it comes to enhancing and improving our services, products and systems. Email us at [contactus@innovateawarding.org](mailto:contactus@innovateawarding.org) or call us on 0117 314 2800.

### **Complaints**

If we do get things wrong, we'll make every effort to resolve your issues quickly and efficiently. If you'd like to raise a formal complaint then we recommend you read our Complaints Procedure which can be found on our website.

### **Fees**

Our fees structure is transparent and straightforward. Our fees are published on our website in a clear format with no hidden charges. Unlike other awarding organisations, we do not charge an annual centre fee. Visit our website to compare our fees.

### **Enquiries and appeals**

We recognise that sometimes decisions are made that a centre (or learner) may wish to appeal. We have an Enquiries and Appeals Policy and Process on our website that sets out guidelines on grounds for appeal and the process.

### **Data Protection**

Innovate Awarding takes the protection of data seriously; we have a data protection statement outlining how we and our centres, comply with the current legislation on data protection. This statement can be found on our website.

## **Equality and Diversity**

Innovate Awarding is committed to giving everyone who wants to gain one of our qualifications an equal opportunity of achieving it in line with current UK legislation (Equality Act 2010) and EU directives.

Centres are required, as conditions of approval, to use an equality and diversity policy that works together with ours and that they maintain an effective complaint and appeals process. We expect centres to tell learners how to find and use their own equality and diversity and appeals processes. For information, please visit our website.

## **Reasonable Adjustment and Special Consideration**

All learners must be treated fairly and equally and be given every opportunity to achieve our/the qualifications. A copy of our policy on Reasonable Adjustments and Special Considerations, and application form, can be found on our website.

## **Malpractice and Maladministration**

Innovate Awarding has a responsibility to do everything it can to prevent any malpractice or maladministration from occurring, and where it has already occurred, ensuring action is taken proportionate to the gravity and scope of the occurrence.

A copy of our policy and procedure on Malpractice and Maladministration is available on our website.

## **Recognition of Prior Learning (RPL)**

RPL recognises how the contribution of a learner's previous experience could contribute to a qualification or unit. Innovate Awarding have produced guidance on RPL and this can be found within our Information and Guidance for Centres on our website.

**Please note the above is not a comprehensive guide to running qualifications. Once approved centres must adhere to the Centre Agreement and Information and Guidance for Centres.**

## **The Regulated Qualifications Framework (RQF)**

### **What is the RQF?**

The Regulated Qualifications Framework (RQF) is an Ofqual regulated system of cataloguing qualifications. Qualifications on the RQF can be found by their size or level. Qualifications at a given level can differ depending on their content and purpose.

All of Innovate Awarding's qualifications are on the RQF.

### **Qualification Level**

The level reflects the challenge or difficulty of the qualification. There are eight levels of qualification from 1 to 8, supported by three "Entry" levels.

### **Qualification Size**

The size of a qualification reflects the estimated total amount of time it would take the average learner to study and be assessed. The size of a qualification is expressed in terms of Total Qualification Time (TQT). The time spent being taught or supervised, rather than studying alone, is the Guided Learning Hours (GLH).

Qualifications can sit at different levels, but require similar amounts of study and assessment. Similarly, qualifications at the same level can take different amounts of time to complete.

## Qualification Structure

To achieve this qualification, learners must complete the mandatory units of 37 credits. A minimum of 37 credits must come at Level 3.

The Minimum Guided Learning Hours (GLH) for this qualification is 142 hours.

The Total Qualification Time (TQT) for this qualification is 370 hours

## Unit Structures

All units are listed below.

## Mandatory units

Unit ref	Unit title	Level	Credit value	GLH
F/616/6130	An introduction to organisational governance and finance	3	3	11
D/616/6135	Change leadership	3	2	7
K/616/6137	Coaching and mentoring	3	1	5
T/616/6139	Data management and technology in organisations	3	1	5
M/616/6141	Effective communication	3	3	9
A/616/6143	Implementing strategies	3	4	16
Y/616/6148	Improving own performance as a leader and a manager	3	3	10
R/616/6150	Leadership and management fundamentals	3	3	10
D/616/6152	Leading effective teams	3	2	6
H/616/6153	Managing projects	3	3	11
T/616/6156	Managing resources	3	2	7
A/616/6157	Managing workplace performance	3	2	6
F/616/6158	Solving problems through effective decision making	3	3	11
J/616/6159	Stakeholder management	3	2	16
A/616/6160	The role of human resources in support of a manager	3	1	5
F/616/6161	Working with others	3	2	7

<b>Title:</b>	<b>F/616/6130 An introduction to organisational governance and finance</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of organisational governance	1.1 Describe what is meant by the term organisational governance 1.2 Describe the roles of components of an organisational governance structure 1.3 Explain factors which drive organisational governance 1.4 Explain why organisations should have effective organisational governance
2. Understand the requirement for ethical leadership and management in organisational governance	2.1 Describe what is meant by the term ethical leadership and management 2.2 Describe how ethics influence managers and leaders 2.3 Explain why an ethical approach to leadership and management is important to organisational governance
3. Understand the importance of gaining value for money through effective budget management	3.1 Describe what is meant by the term value for money 3.2 Describe what is meant by the term budget management 3.3 Explain ways to avoid cost overruns
4. Apply techniques to manage a budget	4.1 Identify income and expenditure in context 4.2 Plan financial spend within a budget 4.3 Monitor a budget 4.4 Respond appropriately to budget variances
<b>Additional information/Amplification</b>	
Learning Outcome 1	

Learners will develop an understanding of:

- systems, practices and processes of corporate governance
- the influence of stakeholders on corporate governance
- components of a suitable structure and responsibilities of the managing director, company secretary and non-executive directors
- factors such as the economy, technology, globalisation and ethics and compliance

#### Learning Outcome 2

Learners will study the importance of ethics in leadership and management through topics such as:

- sustainability
- fair trade
- CSR
- the psychological contract with employees
- triple bottom line
- morality and values
- ethical decision making
- sharing best practices

#### Learning Outcome 3

Learners will be introduced to topics such as:

- income
- expenditure
- cashflow
- budgets as plans
- budget variances
- benchmarking within budgets

#### Learning Outcome 4

Learners will be introduced to tools and techniques such as:

- budget sheets/records
- variance analysis
- cost reduction through effective planning
- resource allocation

#### **Unit aim (s)**

Through this unit learners will become aware of the concept of corporate governance and the role it plays in supporting organisational success. Within this unit learners will also explore the relationships between corporate governance and ethical leadership and

	<p>management and how non-financial managers are still required to apply basic financial practices to support organisational effectiveness.</p> <p>As such, this unit’s aim is to draw together three fundamental principles relating to management: governance, ethics and finance so that all those who hold a position of responsibility are aware of the wider organisational situation.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Ethical Stance</p> <p>Information and Knowledge Management</p> <p>Thinking and Decision Making</p>

<b>Title:</b>	<b>D/616/6135 Change leadership</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>7</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand change as a concept and as a process	1.1 Describe ways in which own organisation has changed 1.2 Explain barriers to change 1.3 Explain a change process in context
2. Understand what drives organisational change	2.1 Describe internal drivers of change 2.2 Describe external drivers of change
3. Apply techniques to identify drivers of change	3.1 Conduct an internal environmental analysis 3.2 Conduct an external environmental analysis
4. Adopt approaches to deliver a change initiative	4.1 Determine likely resistance to change in context 4.2 Develop a strategy to overcome barriers to change 4.3 Select the most appropriate leadership style(s) based on the nature of the change
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1</p> <p>Learners will need to develop an awareness of:</p> <ul style="list-style-type: none"> <li>• recent changes within an organisation</li> <li>• barriers such as culture, structure, people, cost and communication</li> <li>• the components of a change process</li> </ul> <p>Learning Outcome 2</p> <p>Learners will become aware of factors such as:</p>	

- Strategy, goals and objectives
- Changes in leadership
- Product diversification
- Competitor activity
- Changes in the use of technology
- Changing customer tastes/demand
- Globalisation

**Learning Outcome 3**

Learners will be introduced to, and engage in the use of, analytical tools such as:

- SWOT
- TOWS
- STEEPLE
- Value Chain
- Lewin’s Forcefield Analysis

**Learning Outcome 4**

Learners will establish likely resistance in their own work area and develop a strategy/action plan to overcome this resistance.

Learners will adopt leadership styles based on:

- individuals
- team competencies and dynamics
- the change context
- adopt an appropriate leadership style from Ashridge studies model of Tells, Sells, Consults or Joins

**Unit aim (s)**

Through this unit learners will become aware of the changes which have, are and will affect the organisation in which they work. The unit encourages learners to analysis the organisation’s environment and to identify, and overcome, real/potential barriers to change.

The aim of this unit is, therefore, to provide leaners with fundamental knowledge to be able to apply basic analytical techniques and approaches to support an organisation’s need for change.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Knowledge Testing Competency Based Testing End-point Assessment
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	The following standards from the NOS for Management and Leadership have been mapped to this unit:  Adaptability and Innovation Focus on Results

<b>Title:</b>	<b>K/616/6137 Coaching and mentoring</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>5</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the role of a coach	1.1 Explain coaching as a concept 1.2 Describe the coaching cycle 1.3 Suggest why coaching is a valuable tool for a leader
2. Understand the role of a mentor	2.1 Explain mentoring as a concept 2.2 Describe a mentoring model 2.3 Suggest why mentoring is a valuable tool for a manager
3. Apply coaching and mentoring techniques in context	3.1 Implement a coaching program in context 3.2 Implement a mentoring program in context 3.3 Use correct documentation based on coaching and mentoring programmes
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1</p> <p>Learners will develop an awareness of:</p> <ul style="list-style-type: none"> <li>• coaching models such as GROW and FUEL</li> <li>• stages in the cycle</li> <li>• goal setting</li> <li>• prepare</li> <li>• implement actions</li> <li>• assess</li> <li>• reflection</li> <li>• coaching to improve performance, develop relationships, build teams, motivate individuals</li> </ul> <p>Learning Outcome 2</p>	

Learners will engage with topics such as:

- mentoring as part of learning and development
- mentoring activities
- models such as resource based, training based and informal/formal mentoring
- mentoring as part of professional development, relationship building, benefits to the mentor and mentee

### Learning Outcome 3

Based on appropriate and relevant models in the context of their role and organisation, learners will be able to produce:

- a coaching schedule
- a mentoring schedule
- records of coaching and mentoring sessions

<p><b>Unit aim (s)</b></p>	<p>This unit considers the role of a leader/manager as a coach and mentor. Learners will become aware of the distinctiveness of each role and where the locus of control sits within coaching and mentoring sessions. Learners will develop an understanding of the benefits to leaders and managers of these forms of performance enhancement.</p> <p>The aim of the unit is to establish in the minds of learners the value to be gained from implementing coaching and mentoring programmes.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing Competency Based Testing End-point Assessment</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Concern for Others Persuasiveness Relationship Management</p>

<b>Title:</b>	<b>T/616/6139 Data management and technology in organisations</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>5</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the management of data in organisations	1.1 Describe what is meant by the term data 1.2 Describe what is meant by the term data management 1.3 Describe the components of a typical data management system 1.4 Explain why the management of data is important to an organisation
2. Understand typical technology used in organisations	2.1 Describe types of technology used in organisations 2.2 Suggest why the use of technology is important to an organisation
3. Know the laws which influence the management of data and the use of technology in an organisation	3.1 Describe how laws influence the management of data in an organisation 3.2 Describe how laws influence the use of technology in an organisation
<b>Additional information/Amplification</b>  Learning Outcome 1  Learners will develop an understanding of: <ul style="list-style-type: none"> <li>• data as statistics and facts used for analysis or for reference</li> <li>• data management as the storage, organisation and use of information</li> <li>• the components of a data management system such as inputs, processing, storage, outputs</li> </ul> Learning Outcome 2  Learners will develop their understanding of technologies such as: <ul style="list-style-type: none"> <li>• computers</li> <li>• communication tools</li> </ul>	

- Management Information Systems (MIS)
- payroll systems
- production systems
- CRM
- social Media
- accounting packages

### Learning Outcome 3

Learners will be introduced to laws such as:

- Data Protection Act
- Copyright Act
- Computer Misuse Act
- Health and Safety at Work Act

<p><b>Unit aim (s)</b></p>	<p>Through this unit learners will become aware of how data is management within an organisation and the legal restraints placed on the obtaining, storage and use of data and information. In addition, learners will develop their awareness of different technologies which organisations use to support operations which, again, are influenced by legal considerations.</p> <p>The aim of this unit is, therefore, to provide leaners with fundamental knowledge to be able to legally manage data and use technology within their area of responsibility.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing Competency Based Testing End-point Assessment</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit;</p> <p>Information and Knowledge Management</p>

<b>Title:</b>	<b>M/616/6141 Effective communication</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>9</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the concept of communication	1.1 Explain a communication model 1.2 Differentiate between verbal and non-verbal communication 1.3 Suggest why effective communication skills are important to a leader and manager
2. Know how to use different methods of communication	2.1 Compare different methods of communication 2.2 Explain when to use different methods of communication
3. Chair meetings effectively	3.1 Explain the role of a chairperson 3.2 Organise and lead a formal meeting
4. Communicate with different stakeholders	4.1 Report verbally and in writing to superiors 4.2 Engage in effective communication with peers and subordinates 4.3 Engage in effective communication with internal and external stakeholders
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1</p> <p>Learners will develop an awareness of:</p> <ul style="list-style-type: none"> <li>• communication models such as Shannon and Weaver’s model, transactional models, the linear model</li> <li>• the importance of feedback in communication</li> <li>• non-verbal communication <ul style="list-style-type: none"> <li>○ facial expressions</li> <li>○ body posture</li> </ul> </li> </ul>	

- gestures
- eye contact
- tone of voice
- verbal communication
  - use of words
  - enunciation
  - clarity of speech
  - using communication for control, co-ordination, relationship building and delegating tasks

### Learning Outcome 2

Learners will engage with methods such as:

- written communication through examples such as
  - letters
  - emails
  - reports
- verbal communication through examples such as
  - presentations
  - phone calls
  - meetings
  - interviews

### Learning Outcome 3

Learners will be required to:

- schedule a meeting
- produce associated documentation, e.g.
  - agenda
  - minutes
  - complete post meeting actions

### Learning Outcome 4

Learners will use existing and new knowledge to communicate with different stakeholders using different but appropriate communication methods based on the situation/context.

### Unit aim (s)

This unit considers the importance of effective communication to a leader and manager. Having completed this unit learners will have developed the fundamental knowledge to be able to improve the way in which they communicate with a range of internal and external stakeholders.

	The aim of this unit is to support the effectiveness and efficiency of a leader/manager through the development of his/her communication skills.
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Communication</p> <p>Relationship Management</p>

<b>Title:</b>	<b>A/616/6143 Implementing strategies</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>4</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand key strategy concepts and models	1.1 Explain why organisations must have a strategy 1.2 Explain the relationship between organisational strategy and business functions 1.3 Compare the features of different strategy models
2. Understand the strategy planning cycle	2.1 Explain what is meant by the term strategy planning cycle 2.2 Explain the components of a strategy planning cycle 2.3 Suggest why strategy planning is important for a manager
3. Apply knowledge of strategy concepts, models and the planning cycle to implement a strategic plan	3.1 Use a plan to create meaningful targets 3.2 Collaborate with other teams and functions to deliver strategic aims 3.3 Use other management concepts and principles to support strategy implementation
4. Reflect on own performance when implementing a strategic plan	4.1 Record key events during the implementation of a strategic plan 4.2 Suggest ways in which to improve own performance when implementing a strategic plan
<b>Additional information/Amplification</b>	
Learning Outcome 1	

Learners will need to develop a basic understanding of:

- strategy as a process and as a requirement
- business functions
- models such as
  - Porter’s Five Forces
  - Ansoff matrix
  - BCG matrix
  - STEEPLE
  - SWOT

### Learning Outcome 2

Learners will explore strategy planning through an understanding of:

- a planning cycle to include
  - vision/mission
  - context analysis
  - goal setting
  - implementation
  - monitoring
  - evaluation

### Learning Outcome 3

Learners will demonstrate, through practical application;

- the creation of an appropriate strategic plan
- the employment of others in an organisation to support a plan. E.g.:
  - Senior Management Team (SMT)
  - HR
  - Finance
- concepts such as:
  - performance management
  - problem solving
  - stakeholder management

### Learning Outcome 4

Through objective reflection and using information gained from others, learners will:

- Compile a reflective journal
- produce a reflective statement

### Unit aim (s)

Through this unit learners will combine knowledge, understanding and skills

	<p>developed through other units to implement an aspect of an organisation’s strategy. Learners will explore fundamental strategic models on which to support their implementation decisions. Internal and external collaboration is an important aspect of this unit.</p> <p>This unit aims to provide learners with a fundamental appreciation of the importance of strategy and the associated plans and actions. In doing so learners will be in a stronger position to lead and manage their teams when there is a clear directional focus on established targets.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing Competency Based Testing End-point Assessment</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit;</p> <p>Focus on Results Relationship Management Strategic Awareness</p>

<b>Title:</b>	<b>Y/616/6148 Improving own performance as a leader and a manager</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the importance of Continuing Professional Development to a manager	1.1 Explain what is meant by the term Continuing Professional Development (CPD) 1.2 Explain the stages in the CPD cycle 1.3 Explain why CPD is important to a manager and an organisation
2. Know ways in which own competences can be improved	2.1 Differentiate between hard and soft skills 2.2 Compare ways to improve competences
3. Know how to manage own time	3.1 Describe what is meant by the term time management 3.2 Suggest why time management is important to a manager 3.3 Describe tools which can support effective time management 3.4 Apply time management techniques
4. Develop own CPD plan	4.1 Determine own CPD requirements 4.2 Determine own learning style 4.3 Determine skills and competence requirements 4.4 Produce and implement a relevant and supportive CPD plan
5. Reflect on the success of a CPD plan	5.1 Maintain a reflective journal of CPD activity 5.2 Evaluate the employment of CPD activities to improve own performance

## **Additional information/Amplification**

### Learning Outcome 1

Learners will develop an awareness of CPD to include:

- the relevance of CPD in the workplace
- using CPD to improve results
- CPD being unique to an individual
- CPD as an investment
- CPD to build confidence as well as competences
- CPD as a cyclical process
- maintaining professional currency
- improving productivity
- preparing for future roles

### Learning Outcome 2

Learners will be introduced to the concepts of hard and soft skills to include:

- hard skills for example
  - technical competencies
  - management functions
  - IT skills
- soft skills for example
  - interpersonal
  - communication
  - emotional intelligence
  - leadership traits

Learners will also consider the benefits of CPD activities such as:

- on and off the job training
- coaching and mentoring
- workshops and seminars
- training and development

### Learning Outcome 3

Learners will become aware of:

- time management as a process and as a tool
- tools such as:
  - diary management
  - task prioritisation
  - goal setting
  - to do lists
  - protecting time
- the benefits of time management to issues such as:

- improving performance
- completing more tasks
- relieving stress
- improving quality

#### Learning Outcome 4

Learners will use various techniques and tools to produce, implement and monitor a CPD plan such as:

- following a model CPD cycle
- SWOT analysis
- learning style assessment
- skills analysis
- review appraisals
- peer reviews
- SMART objectives
- the CPD record

#### Learning Outcome 5

Through meaningful reflection will consider:

- decisions taken in constructing a CPD plan
- the selection of CPD activities
- the relationship between the CPD plan and own skills development
- Use of experience to inform practice

#### **Unit aim (s)**

To improve effectiveness and efficiency leaders and managers must engage in CPD. This is a key concept which learners will become aware of through this unit. This unit's content combines the underpinning rationale for CPD with the application of various skills, techniques and tools, within a CPD cycle, which will locate in the minds of learners the requirement for them to engage in meaningful CPD.

The aim of this unit is to provide learners with a deep understanding of CPD and how it will be of benefit to them and their employer.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Knowledge Testing Competency Based Testing End-point Assessment
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	The following standards from the NOS for Management and Leadership have been mapped to this unit:  Desire to Learn Focus on Results Self-management

<b>Title:</b>	<b>R/616/6150 Leadership and management fundamentals</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>10</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the role of a leader	1.1 Define the term 'leadership' 1.2 Explain the requirements for effective leadership 1.3 Suggest ways to lead effectively
2. Know why organisations have managers	2.1 Describe what is meant by the term management 2.2 Explain the functions of management 2.3 Describe different roles of a manager 2.4 Identify the differences between leadership and management
3. Apply leadership in context	3.1 Select appropriate leadership styles and behaviours 3.2 Demonstrate leadership in different situations 3.3 Reflect on own performance as a leader
4. Demonstrate functions of a manager	4.1 Apply suitable management functions
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1 Learners will need to develop a basic understanding of:</p> <ul style="list-style-type: none"> <li>• leadership styles</li> <li>• leadership roles</li> <li>• leadership behaviours</li> </ul> <p>Learning Outcome 2 Learners will need to develop a basic understanding of:</p>	

- management functions such as planning, organising, co-ordinating, commanding and controlling (Fayol)
- theorists such as Mintzberg
- key differences - leaders have 'willing followers' whereas managers can use their authority to gain compliance.

**Learning Outcome 3**

Learners will engage in real or scenario based situations where they use their knowledge to:

- effectively lead individuals and teams
- be an open and honest leader
- raise concerns where necessary
- lead by example
- apply theory such as Ashridge studies

**Learning Outcome 4**

By understanding management functions learners will be able to plan, control, organise and co-ordinate resources

<p><b>Unit aim (s)</b></p>	<p>This unit introduces learners to the concepts of leadership and management. Learners will develop a fundamental awareness and understanding of leadership as a role and management as a function. Key to nurturing this understanding will be through effectively operating as a leader and as a manager in different situations.</p> <p>The aim of this unit is, therefore, to establish in the mind of learners the essential knowledge required to perform as a leader and as a manager where the practical application of knowledge is a key aspect of the unit.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	The following standards from the NOS for Management and Leadership have been mapped to this unit:  Concern for Others Focus on Results Persuasiveness
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<b>Title:</b>	<b>D/616/6152 Leading effective teams</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>6</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the concept of teams	1.1 Describe different types of teams 1.2 Describe different roles within a team 1.3 Explain how teams are established
2. Understand team dynamics	2.1 Describe what is meant by the term team dynamics Describe barriers to establishing positive team dynamics 2.2 Explain why positive dynamics are important to a leader and a team
3. Develop positive team dynamics	3.1 Identify the impact of individuals on team dynamics 3.2 Apply leadership models to enhance team dynamics
4. Be able to develop trust within a team	4.1 Determine the level of trust within a team 4.2 Implement plans and/or activities to increase trust within a team
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1</p> <p>Learners will engage with topics such as:</p> <ul style="list-style-type: none"> <li>• interdependent and independent teams</li> <li>• Belbin's team roles</li> <li>• Tuckman's model of team development</li> </ul>	

### Learning Outcome 2

Learners will need to develop a basic understanding of:

- team dynamics as a concept and as a leadership tool
- how individual's impact on team dynamics

Learners will engage in real situations or scenarios where they use their knowledge to establish and maintain productive teams through effective leadership of a team.

### Learning Outcome 3

Learners will be introduced to models such as:

- Belbin's Team Roles
- Tuckman's Team Development
- Ashbridge Studies

### Learning Outcome 4

Learners could be introduced to concepts such as:

- team building activities
- the psychology of teams
- interpersonal behaviour

<b>Unit aim (s)</b>	<p>Through this unit learners will begin to gain an understanding of teams and how important they are to a leader so that performance is both effective and efficient. Learners will engage with some fundamental team related concepts which will enable them to recognise key characteristics of individuals within a team and their likely impact on team dynamics and trust within a team.</p> <p>The aim of this unit is, therefore, to enable learners to develop and maintain an effective team where an understanding of individual behaviours is a key consideration.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	The following standards from the NOS for Management and Leadership have been mapped to this unit:  Concern for Others Focus on Results Persuasiveness
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<b>Title:</b>	<b>H/616/6153 Managing projects</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes</b> <b>The learner will:</b>	<b>Assessment Criteria</b> <b>The learner can:</b>
<b>1. Understand the project life cycle</b>	1.1 Describe the phases of the project life cycle 1.2 Explain the role of a project manager at each phase of the cycle 1.3 Explain the role of different stakeholders at each phase of the project life cycle
<b>2. Know how to deliver a project</b>	2.1 Use project goals to create objectives 2.2 Determine performance standards and measurements for a project 2.3 Compare the extent to which projects have been effective
<b>3. Manage resources and risk</b>	3.1 Select members of a project team based on a skills analysis 3.2 Determine -suitable resource requirements 3.3 Work within operational constraints 3.4 Identify project risks 3.5 Monitor the progress of a project
<b>4. Use project management tools</b>	4.1 Produce appropriate project management documentation 4.2 Evaluate the extent to which a project has been successful
<b>Additional information/Amplification</b>	
Learning Outcome 1 Learners will develop an awareness of: <ul style="list-style-type: none"> <li>• project initiation</li> <li>• project planning</li> </ul>	

- project execution
- project closure
- management tasks associated with each phase of the cycle
- stakeholder input and influence at each phase of the project

### Learning Outcome 2

Learners will engage with topics such as:

- SMART objectives
- the importance of the triple constraint i.e. time, cost and quality to a project
- establishing appropriate benchmarks and key performance indicators
- case studies of projects

### Learning Outcome 3

Learners will be introduced to:

- skills analysis
- resource scheduling
- resource allocation and levelling
- constraints such as time, budget and resource availability
- project risk assessment
- project milestones

### Learning Outcome 4

Learners will use project management tools and techniques such as:

- project initiation document
- project planning software
- Gantt charts
- critical path analysis
- network diagrams
- work breakdown structure
- risk assessments
- monitoring and evaluation frameworks

### Unit aim (s)

This unit draws on knowledge gained through other units as the foundation for learners to develop a fundamental understanding of the role and requirements of a project manager. Learners will use this understanding to support their understanding of the project life cycle and the associated

	<p>tools and techniques which project managers employ to deliver a successful project.</p> <p>This unit's aim is focused on supporting learners to apply knowledge to the creation and implementation of project management tools and techniques in a workplace context.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Focus on Results</p> <p>Information and Knowledge Management</p> <p>Relationship Management</p> <p>Thinking and Decision Making</p>

<b>Title:</b>	<b>T/616/6156 Managing resources</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>7</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the resources available within an organisation	1.1 Describe different resources 1.2 Explain ways to use each resource
2. Know how to monitor the use of different resources	2.1 Explain the consequences of ineffective resource management 2.2 Describe ways in which managers can monitor resource allocation 2.3 Suggest ways in which effective resource management could support business operations
3. Allocate resources to achieve a goal	3.1 Apply techniques to make effective use of human resources 3.2 Apply fundamental financial techniques to operate within budgetary constraints 3.3 Determine the distribution of physical resources to support individuals and teams
4. Monitor resource usage	4.1 Establish key benchmarks and key performance indicators for each resource 4.2 Design and implement a monitoring and evaluation plan 4.3 Manage situations where resources will not meet benchmark standards or performance indicators
<b>Additional information/Amplification</b>	
Learning Outcome 1	

Learners will need to develop an awareness of:

- Financial resources
- Non-financial resources such as:
  - Workforce
  - Equipment
  - Materials
  - Time
  - Resource allocation

#### Learning Outcome 2

Learners will explore the concept of resource management through engagement with topics and tools such as:

- planning which includes budgeting and forecasting
- the use of technology
- benchmarking
- key performance indicators
- variance analysis and reporting
- management by exception

#### Learning Outcome 3

Learners will explore concepts such as:

- Delegation
- Empowerment
- Physical resources such as:
  - MHE
  - PPE
  - IT

#### Learning Outcome 4

Learners will establish specific benchmarks and key performance indicators which are to be included in a monitoring and evaluation plan.

Learners will then implement corrective action if/when required.

#### **Unit aim (s)**

Learners will become aware of the importance of effective resource management through the creation of benchmarks and key performance indicators. These will be used to monitor the

	<p>performance of a resource be it physical, human or financial so that effective corrective action can be imposed as and when required.</p> <p>The aim of this unit is, therefore, to extend a manger’s skillset so (s)he can make more effective and efficient use of available resources.</p>
<p><b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b></p>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<p><b>Details of the relationship of the unit and relevant National Occupational Standards</b></p>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Adaptability and Innovation</p> <p>Focus on Results</p>

<b>Title:</b>	<b>A/616/6157 Managing workplace performance</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>6</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the concept of performance management	1.1 Explain the purpose of performance management 1.2 Describe the tools used in performance management 1.3 Suggest reasons why effective performance management is important to an organisation's strategy
2. Know the performance management process	2.1 Describe what is meant by the term performance management system 2.2 Explain the components of the performance management cycle 2.3 Illustrate ways in which performance management processes could be improved in context
3. Conduct performance management	3.1 Set targets and objectives for individuals and teams 3.2 Record the performance of individuals and teams 3.3 Use performance management tools to effectively support individuals and teams
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1</p> <p>Learners will need to develop a basic understanding of:</p> <ul style="list-style-type: none"> <li>• the role of managers in performance management</li> <li>• tools such as             <ul style="list-style-type: none"> <li>○ objective setting</li> <li>○ appraisals</li> </ul> </li> </ul>	

- learning and development
- feedback

### Learning Outcome 2

Learners will explore the role of a performance management system through an understanding of:

- performance management frameworks
- the performance management cycle
- aligning the process to improving business performance

### Learning Outcome 3

Learners will demonstrate, through practical application:

- the setting of SMART objectives
- the use of a performance management system
- the creation of a performance management plan

<b>Unit aim (s)</b>	<p>Through this unit learners will develop a fundamental awareness and understanding of performance management as a concept and as a process. Learners will be introduced to performance management tools which they will employ in the workplace to support individuals to improve their own performance and that of the team(s) in which they are located.</p> <p>This unit has as its aim the provision of both skills and knowledge which will enable learners to be effective managers of performance in a workplace context.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Communication Concern for Others Focus on Results</p>

<b>Title:</b>	<b>F/616/6158 Solving problems through effective decision making</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>3</b>
<b>GLH:</b>	<b>11</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the decision-making process	1.1 Describe the stages in a decision-making process 1.2 Explain the importance of objectivity and reasoning in the decision-making process 1.3 Compare sources of data and information used to inform decision making
2. Analyse data and information	2.1 Apply data/information collection techniques 2.2 Differentiate between useful and irrelevant data and information 2.3 Analyse quantitative data 2.4 Analyse qualitative data
3. Understand problem solving techniques	3.1 Describe what is meant by the term problem solving 3.2 Describe typical workplace problems 3.3 Compare different problem-solving techniques
4. Use decision-making to solve a problem	4.1 Involve others to support decision making 4.2 Determine the scope and impact of a problem 4.3 Apply a decision-making process and appropriate techniques
5. Communicate decisions to relevant stakeholders	5.1 Determine who needs to be informed of a decision 5.2 Use a suitable communication method

	5.3 Use feedback from stakeholders to reflect on the decision making relevant adjustments
<p><b>Additional information/Amplification</b></p> <p>Learning Outcome 1 Learners will develop an awareness of decision making to include:</p> <ul style="list-style-type: none"> <li>• A decision-making process such as: <ul style="list-style-type: none"> <li>○ situation analysis</li> <li>○ goal identification</li> <li>○ information gathering</li> <li>○ establish courses of action</li> <li>○ implement, monitor, evaluate</li> </ul> </li> <li>• applying logic</li> <li>• evidence verification</li> <li>• sources of data and information classified as: <ul style="list-style-type: none"> <li>○ primary</li> <li>○ secondary</li> <li>○ quantitative</li> <li>○ qualitative</li> </ul> </li> </ul> <p>Learning Outcome 2 Learners will be introduced to techniques such as</p> <ul style="list-style-type: none"> <li>• Gathering data/information through, for example: <ul style="list-style-type: none"> <li>○ Interviews</li> <li>○ Surveys</li> <li>○ Document analysis</li> </ul> </li> <li>• Quantitative analysis <ul style="list-style-type: none"> <li>○ Statistical analysis</li> <li>○ Using scalars</li> <li>○ Trend analysis</li> </ul> </li> <li>• Qualitative analysis</li> <li>• Content analysis</li> </ul> <p>Learning Outcome 3 Learners will become aware of techniques such as:</p> <ul style="list-style-type: none"> <li>• Cause and effect diagram</li> <li>• Root cause analysis</li> <li>• 5 Whys</li> <li>• Ideas storm</li> </ul>	

**Learning Outcome 4**

Learners will use various techniques and tools from LOs 2 and 3 to solve a workplace problem.

**Learning Outcome 5**

Learners will communicate with stakeholders though, for example;

- presentations
- reports
- meetings
- or a combination of these

<b>Unit aim (s)</b>	<p>Managers are presented with problems on an almost daily basis. Some of these problems are singular in their frequency and are often easily resolved. However, there are occasions where more thought and diligence are required to resolve a problem especially if this is a recurring or costly one.</p> <p>This unit aims to direct a learner to apply the tools and techniques in a workplace context where real problems are examined, and potential solutions reached.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Communication          Focus on Results          Information and Knowledge Management          Thinking and Decision Making</p>

<b>Title:</b>	<b>J/616/6159 Stakeholder management</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>16</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know how stakeholders influence organisations	1.1 Describe what is meant by the term stakeholder 1.2 Determine an organisation's stakeholders 1.3 Compare the interests of different stakeholders 1.4 Describe how different stakeholders could influence an organisation
2. Understand the importance of ethical stakeholder management	2.1 Describe what is meant by the term ethical stakeholder management 2.2 Describe ways in which to ethically manage stakeholder relationships 2.3 Explain why the management of stakeholder expectations is important to a manager
3. Conduct a stakeholder analysis	3.1 Apply an appropriate analysis tool 3.2 Determine the extent to which each stakeholder relationship could influence management behaviour
4. Construct and implement a stakeholder management plan	4.1 Create a stakeholder management plan 4.2 Implement stakeholder management plan
<b>Additional information/Amplification</b>  Learning Outcome 1  Learners will need to develop a fundamental understanding of: <ul style="list-style-type: none"> <li>• stakeholders as a concept</li> <li>• stakeholder characteristics</li> </ul>	

- internal and external stakeholders
- stakeholder analysis
  - power interest matrix
  - stakeholder mapping

### Learning Outcome 2

Learners will explore the concept of stakeholder management through an awareness of:

- ethics
- techniques to develop positive relationships
- barriers to positive relationships
- stakeholder management plans

### Learning Outcome 3

Learners will:

- use a tool from LO 1 as the basis for a stakeholder analysis
- produce a stakeholder matrix based on the selected tool

### Learning Outcome 4

Learners will become aware of the importance of stakeholder management plans to other considerations such as:

- stakeholder relationships
- strategy plans
- project plans

### Unit aim (s)

Learners will become aware of the importance of understanding why and how stakeholders have an influence on organisations, managers and their decisions. Learners will use this knowledge to conduct their own stakeholder analysis resulting in the establishment of plans to provide guidance on how each individual stakeholder will be managed.

This unit's aim is to demonstrate to learners the importance of knowing your stakeholders and why/how positive stakeholder relationships must be developed ethically.

<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	Knowledge Testing Competency Based Testing End-point Assessment
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	The following standards from the NOS for Management and Leadership have been mapped to this unit:  Ethical Stance Relationship Management

<b>Title:</b>	<b>A/616/6160 The role of human resources in support of a manager</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>1</b>
<b>GLH:</b>	<b>5</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Understand the human resource (HR) function	1.1 Describe the role of the HR function 1.2 Explain HR activities 1.3 Describe ways in which HR use technology to support managers
2. Understand relevant HR legal requirements	2.1 Describe the main components of employment law 2.2 Explain the relevant components of human rights legislation 2.3 State why it is important for managers to be aware of employment law and human rights legislation
3. Know how the HR function can support line managers	3.1 Explain why line managers require the support of HR 3.2 Explain ways in which HR can provide support to a line manager 3.3 Suggest ways in which the relationship between a line manager and HR can be improved
<b>Additional information/Amplification</b>	
<p>Learning Outcome 1</p> <p>Learners will develop an awareness of the HR function to include:</p> <ul style="list-style-type: none"> <li>• recruitment and selection</li> <li>• terms and conditions</li> <li>• discipline and grievance</li> <li>• the use of HR management systems</li> </ul> <p>Learning Outcome 2</p>	

Learners will be introduced to relevant topics such as

- Equality and diversity
- Redundancy
- Termination and dismissal
- Discrimination in the Workplace
- Health and Safety at Work
- Civil and political rights
- Freedom of speech
- Freedom from slavery and forced labour

### Learning Outcome 3

Learners will become aware of types of support such as;

- providing advice and guidance on laws and legislation
- managing the recruitment and selection process
- absence management
- co-ordinating training and development
- updating HR systems

<b>Unit aim (s)</b>	<p>Line managers are employed to focus on their own areas of responsibilities where technical competences are of paramount concern. However, managers must be aware of the laws and legislation which impact on themselves and the way they interact with others. Additionally, managers must also be fully aware of the human resource function and its role in supporting a manger to comply with relevant legal requirements.</p> <p>The aim of this unit is to develop a better understanding, by managers, of the role of the HR function and the importance of the relationship between HR and line managers.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>
<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	<p>The following standards from the NOS for Management and Leadership have been mapped to this unit:</p> <p>Relationship Management</p>

<b>Title:</b>	<b>F/616/6161 Working with others</b>
<b>Level:</b>	<b>3</b>
<b>Credit Value:</b>	<b>2</b>
<b>GLH:</b>	<b>7</b>
<b>Learning Outcomes The learner will:</b>	<b>Assessment Criteria The learner can:</b>
1. Know how to build positive working relationships	1.1 Describe what is meant by the term working relationships 1.2 Explain the role of emotional intelligence in developing workplace relationships 1.3 Explain why positive workplace relationships are important to a leader/manager
2. Know how to manage workplace conflict	2.1 Describe what is meant by the term workplace conflict 2.2 Describe situations where conflict exists in own workplace 2.3 Explain techniques for managing workplace conflict
3. Know how to build effective relationships with stakeholders	3.1 Describe what is meant by the term stakeholder relationships 3.2 Describe relationships with internal stakeholders in the context of own role 3.3 Describe relationships with external stakeholders in the context of own role 3.4 Suggest why positive stakeholder relationships are important to a leader/manager
4. Apply appropriate techniques to develop positive working relationships	4.1 State techniques to develop positive working relationships 4.2 Describe ways in which team members have engaged with others 4.3 Demonstrate appropriate techniques to develop positive working relationships

## **Additional information/Amplification**

### Learning Outcome 1

Learners will develop an awareness of:

- working relationships as a concept – the professional and personal interaction between people in a working environment
- the components of emotional intelligence
  - self-awareness
  - self-regulation
  - empathy
  - social skills
  - motivation
- using working relationships to, for example,
  - develop team work
  - build trust
  - increase motivation
  - improve productivity

### Learning Outcome 2

Learners will become aware of:

- the positive aspects of workplace conflict to:
  - improve creativity
  - improve decision making
  - aid teambuilding
  - promote discussion
  - build cohesion
- the negative aspects of workplace conflict
  - increased work-related stress
  - damage to team dynamics
  - leads to bullying and harassment
  - damage to productivity
- techniques such as:
  - using interpersonal skills
  - establishing the cause of conflicts
  - acting impartially
  - encouraging positivity
  - using leadership

### Learning Outcome 3

Learners will:

- become aware of the stakeholder relationship concept – the engagement with stakeholders to support productive business activity
- recognise positive and negative interaction with all stakeholders
- appreciate that positive stakeholder relationships could, for example:
  - build trust and respect
  - improve workplace relationships
  - improve productivity
  - decrease costs
  - support team growth

Learning Outcome 4

Learners will become familiar with techniques such as:

- establishing mutually beneficial objectives
- using emotional intelligence
- planning to avoid conflict
- seeking support for peers and superiors
- establishing the needs of different stakeholders

<b>Unit aim (s)</b>	<p>Individuals in the workplace must work with others whether these are colleagues or other stakeholders such as customers or suppliers. Through this unit learners will become aware of the importance of developing positive working relationships and how to manage conflict to improve rather than diminish these relationships.</p> <p>The aim of this unit is to help enable a leader/manager to be more productive through the effective use of others to help achieve goals and objectives.</p>
<b>Assessment requirements specified by a sector or regulatory body (if appropriate)</b>	<p>Knowledge Testing</p> <p>Competency Based Testing</p> <p>End-point Assessment</p>

<b>Details of the relationship of the unit and relevant National Occupational Standards</b>	The following standards from the NOS for Management and Leadership have been mapped to this unit:  Communication Concern for Others Persuasiveness Relationship Management Self-management
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