UNIT SUMMARY

What is the unit about?

This unit is mainly about making sure you have the personal resources (particularly knowledge, understanding, skills and time) to undertake your work role, and reviewing your performance against agreed objectives. It also covers identifying and undertaking aunderstanding where gaps have been identified.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to unit **A2. Manage your own resources and professional development** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing your own resources. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Setting objectives
- Communicating
- Planning
- Time management
- Evaluating
- Reviewing
- Learning
- Obtaining feedback
- Self-assessment

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify and agree the requirements of your work role with those you report to.
2. Discuss and agree personal work objectives with those you report to and how you will measure progress.
3. Identify any gaps between the requirements of your work role and your current knowledge, understanding and skills.
4. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills.
5. Undertake the activities identified in your development plan and discuss, with those you report to, how they have contributed to your performance.
6. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide you with objective and valid feedback.

7. Discuss and agree, with those you report to, any changes to your personal work objectives and development plan in the light of performance, feedback received, any development activities undertaken and any wider changes.
8. Check, on a regular basis, how you are using your time at work and identify possible improvements.
9. Ensure that your performance consistently meets or goes beyond agreed requirements.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You prioritise objectives and plan work to make best use of time and resources.
3. You take personal responsibility for making things happen.
4. You take pride in delivering high quality work.
5. You agree achievable objectives for yourself and give a consistent and reliable performance.
6. You find practical ways to overcome barriers.
7. You make best use of available resources and seek new sources of support when necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Why managing your resources (particularly knowledge, understanding, skills and time) is important.
2. How to identify the requirements of a work role.
3. How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).
4. How to measure progress against work objectives.
5. How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills.
6. What an effective development plan should contain.
7. The type of development activities that can be undertaken to address identified gaps in knowledge, understanding and skills.
8. How to identify whether/how development activities have contributed to your performance.
9. How to get and make effective use of feedback on your performance.

10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.

11. How to record the use of your time and identify possible improvements.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

Context specific knowledge and understanding

1. The agreed requirements of your work role including the limits of your responsibilities.

2. Your agreed personal work objectives.

3. The reporting lines in your organisation.

4. Your current knowledge, understanding and skills.

5. Identified gaps in your current knowledge, understanding and skills.

6. Your personal development plan.

7. Your organisation's policy and procedures in terms of personal development.

8. Available development opportunities and resources in your organisation.

9. Possible sources of feedback in your organisation.

Manage your own resources and professional development

UNIT SUMMARY

What is the unit about?

This unit is about managing your personal resources (particularly knowledge, understanding, skills, experience and time) and your professional development in order to achieve your work objectives and your career and personal goals.

You need to understand your work role and how it fits into the overall vision and objectives of the organisation whilst also understanding what is driving you in terms of your values and your career and wider personal aspirations.

Identifying and addressing gaps in your skills and knowledge and understanding is an essential aspect of this unit.

Who is the unit for?

The unit is recommended for first line managers, middle managers and senior managers.

Links to other units

This unit is linked to units **A1. Manage your own resources** and **A3. Develop your personal networks** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A3 Check your own skills,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in managing your own resources and professional development. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Setting objectives
- Evaluating
- Planning
- Learning
- Reviewing
- Communicating
- Self-assessment
- Time management
- Stress management
- Obtaining feedback
- Reflecting
- Prioritising

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Evaluate, at appropriate intervals, the current and future requirements of your work role taking account of the vision and objectives of your organisation.
2. Consider your values and your career and personal goals and identify information which is relevant to your work role and professional development.
3. Discuss and agree personal work objectives with those you report to and how you will measure progress.
4. Identify the learning styles which work best for you and ensure that you take these into account in identifying and undertaking development activities.
5. Identify any gaps between the current and future requirements of your work role and your current knowledge, understanding and skills.
6. Discuss and agree, with those you report to, a development plan to address any identified gaps in your current knowledge, understanding and skills and support your own career and personal goals.
7. Undertake the activities identified in your development plan and evaluate their contribution to your performance.
8. Review and update your personal work objectives and development plan in the light of performance, any development activities undertaken and any wider changes.
9. Get regular and useful feedback on your performance from those who are in a good position to judge it and provide objective and valid feedback.
10. Ensure that your performance consistently meets or goes beyond agreed requirements.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You address multiple demands without losing focus or energy.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You prioritise objectives and plan work to make best use of time and resources.
4. You take personal responsibility for making things happen.
5. You take pride in delivering high quality work.
6. You show an awareness of your own values, motivations and emotions.
7. You agree achievable objectives for yourself and give a consistent and reliable performance.

8. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.

9. You make best use of available resources and proactively seek new sources of support when necessary.

10. You reflect regularly on your own experiences and use these to inform future action.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The principles which underpin professional development.

2. The importance of considering your values and career and personal goals and how to relate them to your work role and professional development.

3. How to evaluate the current requirements of a work role and how the requirements may evolve in the future.

4. How to set work objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

5. How to identify development needs to address any identified gaps between the requirements of your work role and your current knowledge, understanding and skills.

6. What an effective development plan should contain and the length of time that it should cover.

7. The range of different learning styles and how to identify the style(s) which work(s) best for you.

8. The type of development activities that can be undertaken to address identified gaps in your knowledge, understanding and skills.

9. How to identify whether/how development activities have contributed to your performance.

10. How to update work objectives and development plans in the light of performance, feedback received, any development activities undertaken and any wider changes.

11. How to monitor the quality of your work and your progress against requirements and plans.

12. How to evaluate your performance against the requirements of your work role.

13. How to identify and use good sources of feedback on your performance.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and continuing professional development.

Context specific knowledge and understanding

1. The requirements of your work role including the limits of your responsibilities.

2. The vision and objectives of your organisation.

3. Your own values and career and personal goals.

4. Your personal work objectives.

5. Your preferred learning style(s).

6. Your current knowledge, understanding and skills.

7. Identified gaps in your current knowledge, understanding and skills.

8. Your personal development plan.

9. Available development opportunities and resources in your organisation.

10. Your organisation's policy and procedures in terms of personal development.

11. The reporting lines in your organisation.

12. Possible sources of feedback in your organisation.

Managing self and personal skills
Develop your personal networks

UNIT SUMMARY

What is the unit about?

This unit is about developing your personal networks to support both your current and future work.

Your personal networks may include people in your own organisation, people you meet from other organisations and people you are in contact with over the phone or the Internet.

Developing personal networks is based on the principles of reciprocity (exchanging things with others for mutual benefit) and confidentiality. People only want to network if there are mutual benefits from exchanging information and other resources. There must also be clearly agreed boundaries of confidentiality – certain information and resources may not be exchanged because they are confidential.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to units **A2. Manage your own resources and professional development** and **D2. Develop productive working relationships with colleagues and stakeholders** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A3 Check your own skills,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in developing your personal networks. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Setting objectives
- Questioning
- Time management
- Information management
- Presenting information
- Influencing and persuading
- Reflecting
- Learning
- Evaluating
- Risk management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Develop and maintain personal networks of contacts, which are appropriate to meet your current and future needs for information and resources.

2. Ensure that key members of your personal networks have an accurate idea of your knowledge, understanding, skills, abilities and experience and are aware of the benefits of networking with you.

3. Establish boundaries of confidentiality between yourself and members of your personal networks and, where appropriate, develop guidelines for exchanging information and resources.

4. Develop your personal networks to reflect your changing interests and needs.

5. Make active use of the information and resources gained through your personal networks.

6. Introduce people and organisations with common interests to each other.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You acknowledge when your own interests are in conflict with common goals.

2. You state your own position and views clearly and confidently in conflict situations.

3. You encourage others to share information and knowledge within the constraints of confidentiality.

4. You identify and work with people and organisations that can provide support for your work.

5. You work to develop an atmosphere of professionalism and mutual support.

6. You clarify your own and other's expectations of relationships.

7. You model behaviour that shows respect, helpfulness and co-operation.

8. You keep promises and honour commitments.

9. You consider the impact of your own actions on others.

10. You reflect regularly on your own experiences and use these to inform future actions.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of networking for individuals and organisations.

2. Principles of effective communication and how to apply them in developing personal networks.

3. The range of different types of questions, and how and when to use them.

4. The range of different communication styles and how people prefer to communicate.

5. The range of methods for developing effective relationships with others in the work context and, where necessary, how to end relationships which are no longer of use.

6. How to make active use of the information and resources gained through personal networks.

7. The principles of confidentiality, and how to develop guidelines for exchanging information between individuals and organisations.

Industry/sector specific knowledge and understanding

1. Industry/sector legislation, requirements, regulations, policies and professional codes that are relevant to networking and confidentiality of information.

Context specific knowledge and understanding

1. Your own values, motivations and emotions, and the effect of these on your own actions.

2. Your own interests and how these may conflict with the interests of others.

3. Your own objectives in developing your personal networks.

4. Your current and likely future needs for information and resources.

5. Your knowledge, understanding, skills, abilities and experience.

6. People and organisations that can support your work, and vice versa.

7. The range of information and resources people may need.

8. People and organisations in your current personal networks.

B
1

Providing direction
**Develop and implement operational plans
for your area of responsibility**

UNIT SUMMARY

What is the unit about?

Every organisation should have an overall strategic business plan and each identified area of responsibility should also have an operational plan that will contribute to achieving the objectives set out in the strategic business plan.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for middle managers.

Links to other units

This unit is linked to units **B6. Provide leadership in your area of responsibility, D6. Allocate and monitor the progress and quality of work in your area of responsibility, E2. Manage finance for your area of responsibility** and **F3. Manage business processes** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in developing and implementing operational plans for your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Planning
- Risk management
- Delegating
- Networking
- Involving others
- Innovating
- Consulting
- Communicating
- Influencing and persuading
- Monitoring
- Evaluating
- Setting objectives
- Building consensus

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Balance new ideas with tried and tested solutions.
2. Balance risk with desired outcomes.
3. Make sure your plans are consistent with the objectives of your area of responsibility.
4. Make sure your plan is flexible and complements related areas of work.

5. Develop and assign objectives to people together with the associated resources.
6. Win the support of key colleagues and other stakeholders.
7. Monitor and control your plan so that it achieves its overall objectives.
8. Evaluate the implementation of your plan and make recommendations that identify good practice and areas for improvement.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.
2. You work towards a clearly defined vision of the future.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You reflect regularly on your own and others' experiences, and use these to inform future action.
5. You prioritise objectives and plan work to make best use of time and resources.
6. You set demanding but achievable objectives for yourself and others.
7. You create a sense of common purpose.
8. You balance agendas and build consensus.
9. You consider the impact of your own actions on others.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Principles and methods of short to medium-term planning.
2. The importance of creativity and innovation in operational planning.
3. How to develop and assign objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time–bound).
4. How to analyse and manage risk.
5. How to develop and plan for contingencies.
6. Principles and methods of delegation.
7. How to use resources effectively to achieve objectives.
8. How to consult with colleagues and other key stakeholders.
9. How to monitor and control operational plans to achieve their objectives.
10. How to develop and use an evaluation framework.

Develop a strategic business plan for your organisation

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector.

2. Market developments in your sector.

3. Actual and potential competitors, and their strategies and plans.

4. Actual and potential partners, and their strategies and plans.

Context specific knowledge and understanding

1. The market in which your organisation works.

2. The overall vision of your organisation and the goals you are responsible for achieving.

3. Your organisation's actual and potential customer base.

4. Available market opportunities.

5. How to respond to market opportunities.

6. Colleagues and other key stakeholders, and their needs and expectations.

7. Processes for consultation.

8. Sources of information you can use to monitor and evaluate plans.

9. Procedures for reporting and making recommendations.

B2 Map the environment in which your organisation operates

UNIT SUMMARY

What is the unit about?

This unit is about making sure you have a clear and up-to-date picture of the environment in which your organisation operates and can produce information which could be used for planning and operational purposes. The environment includes the 'external' operating environment – for example, customers and their needs, market trends, new technologies and methods, legislation, and the activities of competitors and partners. It also includes the 'internal' operating environment – for example, resources available to and the culture of the organisation.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B3. Develop a strategic business plan for your organisation, B4. Put the Strategic business plan into action D2. Develop productive working relationships with colleagues and stakeholders** and **E4. Promote the use of technology within your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A1 Review the business,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in mapping the environment in which your organisation operates. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Networking
- Analysing
- Decision-making
- Communicating
- Consulting
- Monitoring
- Evaluating
- Scenario–building
- Information management
- Presenting information

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Obtain information on customers and competitors from a wide variety of sources and actively use the information to support planning and decision–making.

2. Monitor and evaluate trends and developments inside and outside your organisation.

3. Identify good practice and benchmark your organisation's performance and practices with comparable organisations in your sector and other sectors, both nationally and internationally.

4. Identify and prioritise the strengths and weaknesses of your organisation and opportunities and threats in your organisation's external environment.

5. Explore and assess a range of future scenarios within the environment in which your organisation operates.

6. Consult with all relevant colleagues and other key stakeholders on future market and organisational development in order to inform and support organisational decisions.

7. Organise information and knowledge in a way that supports effective planning.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. You analyse and structure information to develop knowledge that can be shared.

3. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

4. You identify strengths, weaknesses, opportunities and threats to current and future work.

5. You identify systemic issues and trends and recognise their impact upon current and future work.

6. You anticipate likely future scenarios based on realistic analysis of trends and developments.

7. You articulate the assumptions made and risks involved in understanding a situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Different sources of information on customers and competitors and how to use them effectively.

2. How to measure and review organisational performance.

3. How to analyse organisational culture.

4. How to carry out benchmarking to identify good practice in relation to an organisation's performance and practices.

5. How to undertake a strengths, weaknesses, opportunities and threats (SWOT) analysis.

6. How to undertake an analysis of the political, economic, social, technological, legal and environmental (PESTLE) factors in the external environment.

7. How to analyse stakeholder interests.

8. How to build future scenarios and assess their implications.

Industry/sector specific knowledge and understanding

1. Sources of information on trends and developments in your sector, including those at a global level and how to access these.

2. Current and emerging trends and developments in your sector internationally, nationally and locally.

3. Legal, regulatory and ethical requirements in your sector.

Context specific knowledge and understanding

1. Relevant factors in the international, national and local market in which your organisation works.

2. Your organisation's actual and potential customer base.

3. The needs and expectations of your actual and potential customers and other key stakeholders.

4. Your actual and potential competitors, including their activities and relative performance levels.

5. Your actual and potential partners, including their activities and relative performance levels.

6. Your organisation's structure.

7. Your organisation's culture.

8. Your organisation's performance and the factors that influence this.

B3

Providing direction
Develop a strategic business plan
for your organisation

UNIT SUMMARY

What is the unit about?

This unit is about providing your organisation with a clear sense of direction and long-term plans that will help it move in that direction.

Managers and leaders need to focus on the future and provide a clear vision of where the organisation is going and the route it is going to follow to get there.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

This unit is recommended for senior managers.

Links to other units

This unit is linked to units **B2. Map the environment in which your organisation operates, B4. Put the strategic business plan into action** and **B7. Provide leadership for your organisation, D4. Plan the workforce, E3. Obtain additional finance for the organisation** and **E4. Promote the use of technology within your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *A2 Develop your plans for the business,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in developing a strategic business plan. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Leadership
- Analysing
- Planning
- Risk management
- Innovating
- Delegating
- Prioritising
- Setting objectives
- Networking
- Involving others
- Communicating
- Decision-making
- Balancing competing needs and interests
- Consulting
- Negotiating
- Influencing and persuading

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish a clear, achievable and compelling vision which sets out where the organisation should be going.
2. Identify and prioritise strategic objectives that are consistent with the vision of the organisation.
3. Balance risk with desired outcomes.
4. Balance innovation with tried and tested solutions.
5. Ensure that your plan is flexible and open to change.
6. Develop policies and values that will guide the work of others towards your vision.
7. Delegate responsibility for achieving goals and allocate resources effectively.
8. Identify measures and methods for monitoring and evaluating the plan.
9. Balance the needs and expectations of key stakeholders and win their support.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.
2. You generate and recognise imaginative and innovative solutions.
3. You reflect regularly on your own and others' experiences, and use these to inform future action.
4. You balance risks against the benefits that may arise from taking risks.
5. You balance agendas and build consensus.
6. You consider the impact of your own actions on others.
7. You take opportunities when they arise to achieve longer-term aims.
8. You create a sense of common purpose.
9. You find practical ways to overcome barriers.
10. You show sensitivity to stakeholders' needs and interests and manage these effectively.

B3

Providing direction
**Develop a strategic business plan
for your organisation**

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of long and medium-term planning to the success of an organisation.

2. The principles of strategic management and business planning.

3. What a written strategic business plan should cover.

4. The importance of creativity and innovation in strategic management.

5. How to identify potential risks in relation to the achievement of objectives.

6. How to develop strategic objectives which are SMART (Specific, Measurable, Achievable, Realistic, and Time-bound).

7. How to delegate responsibility and allocate resources to support a strategic plan.

8. How to identify sustainable resources and ensure their effective use to support a strategic plan.

9. The importance of consulting with colleagues and other stakeholders during the development of the plan and how to do so effectively.

10. How to develop measures and methods for monitoring and evaluating performance against the strategic business plan.

11. How to take account of unfamiliar cultural practices, expectations and business processes when dealing with overseas companies or customers.

12. How to use the skills and experiences of staff from different cultures or countries and the business benefits of sharing different perspectives and learning from others.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector.

2. Market developments in your sector at local, national and international levels.

Context specific knowledge and understanding

1. The market in which your organisation works.

2. Your organisation's actual and potential customer base.

3. The needs and expectations of your actual and potential customers.

4. Your actual and potential competitors and partners, and their strategies and plans.

5. New and available market opportunities at local, national and international levels.

6. Your organisation's ability to respond to market opportunities.

7. Colleagues and other key stakeholders, and their needs and expectations.

8. Processes for consultation within your organisation.

9. Sources of information that can aid monitoring and evaluation.

UNIT SUMMARY

What is the unit about?

Once a strategic business plan has been developed and agreed, it needs to be put into action. This means: 'selling' the plan to the managers and other staff involved in putting it into practice; having agreed standards for measuring success; carefully monitoring the implementation of the plan and making adjustments along the way – a process that may need a lot of flexibility and openness to change.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B2. Map the environment in which your organisation operates, B3. Develop a strategic business plan for your organisation, B7. Provide leadership for your organisation**, **D4. Plan the workforce, E3. Obtain additional finance for the organisation** and **E4. Promote the use of technology within your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *D1 Carry out your business plan,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in putting the strategic business plan into action. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Planning
- Monitoring
- Leadership
- Innovating
- Problem-solving
- Risk management
- Communicating
- Delegating
- Networking
- Involving others
- Presenting information
- Evaluating
- Consulting
- Influencing and persuading

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Make sure the people involved understand and support the plan, and their responsibilities in relation to it.

2. Use agreed methods and measures to monitor implementation of the plan.

3. Identify variations from agreed standards and the reasons for these.

4. Adjust the plan or the people and resources in a way that is consistent with the organisation's overall vision and objectives.

5. Inform the people involved of adjustments to the plan and help them make changes to their own plans.

6. Record how the plan has been put into practice, evaluated and adjusted, in a way that will help future planning.

7. Identify good practice and areas for improvement and communicate these to colleagues and key stakeholders.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You work to turn unexpected events into opportunities rather than threats.

2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

3. You constantly seek to improve performance.

4. You respond positively and creatively to setbacks.

5. You show sensitivity to stakeholders' needs and interests and manage these effectively.

6. You work towards a clearly defined vision of the future.

7. You take opportunities when they arise to achieve longer-term aims.

8. You take and implement difficult and/or unpopular decisions, if necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Principles and methods of strategic management and business planning.

2. The importance of communicating the plan to people and ensuring understanding and how to do so effectively.

3. How to monitor and review implementation of and performance against the plan.

4. How to assess and manage risk.

5. How to further develop and adjust the plan.

6. How to adjust the way you allocate people and resources to implement the plan.

7. The importance of identifying ways in which future planning can be improved.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector.

2. Market developments in your sector at local, national and international levels.

Context specific knowledge and understanding

1. The agreed strategic business plan for your organisation.

2. The market in which your organisation works.

3. Customer feedback, financial and other management information.

4. Your organisation's structure and business processes.

5. Your organisation's culture.

6. Colleagues and other key stakeholders, and their needs and expectations.

7. The processes for communication within your organisation.

UNIT SUMMARY

What is the unit about?

This unit is about providing direction to the members of your team and motivating and supporting them to achieve the objectives of the team and their personal work objectives.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to units **B6. Provide leadership in your area of responsibility, C1. Encourage innovation in your team, D1. Develop productive working relationships with colleagues, D5. Allocate and check work in your team** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in providing leadership for your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Team-building
- Leading by example
- Providing feedback
- Setting objectives
- Motivating
- Consulting
- Problem-solving
- Valuing and supporting others
- Monitoring
- Managing conflict
- Decision-making
- Following

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Set out and positively communicate the purpose and objectives of the team to all members.
2. Involve members in planning how the team will achieve its objectives.
3. Ensure that each member of the team has personal work objectives and understands how achieving these will contribute to achievement of the team's objectives.

4. Encourage and support team members to achieve their personal work objectives and those of the team and provide recognition when objectives have been achieved.
5. Win, through your performance, the trust and support of the team for your leadership.
6. Steer the team successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the team.
7. Encourage and recognise creativity and innovation within the team.
8. Give team members support and advice when they need it especially during periods of setback and change.
9. Motivate team members to present their own ideas and listen to what they say.
10. Encourage team members to take the lead when they have the knowledge and expertise and show willingness to follow this lead.
11. Monitor activities and progress across the team without interfering.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You create a sense of common purpose.
2. You take personal responsibility for making things happen.
3. You encourage and support others to take decisions autonomously.
4. You act within the limits of your authority.
5. You make time available to support others.
6. You show integrity, fairness and consistency in decision-making.
7. You seek to understand people's needs and motivations.
8. You model behaviour that shows respect, helpfulness and co-operation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Different ways of communicating effectively with members of a team.

2. How to set objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-bound).

3. How to plan the achievement of team objectives and the importance of involving team members in this process.

4. The importance of and being able to show team members how personal work objectives contribute to achievement of team objectives.

5. That different styles of leadership exist.

6. How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.

7. Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.

8. The importance of encouraging others to take the lead and ways in which this can be achieved.

9. The benefits of and how to encourage and recognise creativity and innovation within a team.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

1. The members, purpose, objectives and plans of your team.

2. The personal work objectives of members of your team.

3. The types of support and advice that team members are likely to need and how to respond to these.

4. Standards of performance for the work of your team.

UNIT SUMMARY

What is the unit about?

The unit is about providing direction to people in a clearly and formally defined area or part of an organisation and motivating and supporting them to achieve the vision and objectives for the area.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where leadership in your area of responsibility may be required.

Skills

Listed below are the main generic 'skills' that need to be applied in providing leadership in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Influencing and persuading
- Leading by example
- Motivating
- Consulting
- Planning
- Setting objectives
- Providing feedback
- Coaching
- Mentoring
- Valuing and supporting others
- Empowering
- Learning
- Following
- Managing conflict
- Obtaining feedback

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Create a vision of where your area is going and clearly and enthusiastically communicate it, together with supportive objectives and operational plans, to the people working within your area.

2. Ensure that people working within your area understand and can see how the vision, objectives and operational plans link to the vision and objectives of the overall organisation.

3. Steer your area successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the area.

4. Create and maintain a culture within your area which encourages and recognises creativity and innovation.

5. Develop a range of leadership styles and select and apply them to appropriate situations and people.

6. Communicate regularly, making effective use of a range of different communication methods, with all the people working within your area and show that you listen to what they say.

7. Give people in your area support and advice when they need it especially during periods of setback and change.

8. Motivate and support people in your area to achieve their work and development objectives and provide recognition when they are successful.

9. Empower people in your area to develop their own ways of working and take their own decisions within agreed boundaries.

10. Encourage people to take the lead in their own areas of expertise and show willingness to follow this lead.

11. Win, through your performance, the trust and support of people within your area for your leadership and get regular feedback on your performance.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You articulate a vision that generates excitement, enthusiasm and commitment.

2. You create a sense of common purpose.

3. You take personal responsibility for making things happen.

4. You make complex things simple for the benefit of others.

5. You encourage and support others to take decisions autonomously.

6. You act within the limits of your authority.

7. You make time available to support others.

8. You show integrity, fairness and consistency in decision-making.

9. You seek to understand people's needs and motivations.

10. You model behaviour that shows respect, helpfulness and co-operation.

11. You encourage and support others to make the best use of their abilities.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The fundamental differences between management and leadership.

2. How to create a compelling vision for an area of responsibility.

3. How to select and successfully apply different methods for communicating with people across an area of responsibility.

4. A range of different leadership styles and how to select and apply these to different situations and people.

5. How to get and make use of feedback from people on your leadership performance.

6. Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the area, and ways of identifying and overcoming them.

7. The benefits of and how to create and maintain a culture which encourages and recognises creativity and innovation.

8. The importance of encouraging others to take the lead and ways in which this can be achieved.

9. How to empower people effectively.

10. How to select and successfully apply different methods for encouraging, motivating and supporting people and recognising achievement.

Industry/sector specific knowledge and understanding

1. Leadership styles common in the industry/sector.

2. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

1. Your own values, motivations and emotions.

2. Your own strengths and limitations in the leadership role.

3. The strengths, limitations and potential of people that you lead.

4. Your own role, responsibilities and level of power.

5. The vision and objectives of the overall organisation.

6. The vision, objectives, culture and operational plans for your area of responsibility.

7. Types of support and advice that people are likely to need and how to respond to these.

8. Leadership styles used across the organisation.

UNIT SUMMARY

What is the unit about?

This unit is about providing direction to people in the organisation and enabling, inspiring, motivating and supporting them to achieve what the organisation has set out to do.

It is expected that you will be aware of and be able to apply different styles of leadership appropriate to different people and situations.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where leadership for your organisation may be required.

Skills

Listed below are the main generic 'skills' that need to be applied in providing leadership for your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Empowering
- Communicating
- Influencing and persuading
- Leading by example
- Planning
- Inspiring
- Motivating
- Problem-solving
- Valuing and supporting others
- Monitoring
- Consulting
- Obtaining feedback
- Following
- Managing conflict

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Develop and clearly and enthusiastically communicate and reinforce the organisation's purpose, values and vision to people across the organisation and, where appropriate, to external stakeholders.

2. Ensure that organisational plans support the organisation's purpose, values and vision.

3. Steer the organisation successfully through difficulties and challenges, including conflict, diversity and inclusion issues within the organisation.

4. Create and maintain a culture within the organisation which encourages and rewards creativity and innovation.

5. Develop, select and apply leadership styles which are appropriate to the different people and situations you face.

6. Motivate people across the organisation to achieve their objectives and reward them when they are successful.

7. Give people across the organisation support and advice when they need it especially during periods of setback and change.

8. Motivate people across the organisation to present their own ideas and listen to what they say.

9. Empower people across the organisation to develop their own ways of working within agreed boundaries.

10. Encourage people across the organisation to take the lead when they have the knowledge and expertise and show willingness to follow this lead.

11. Win, through your performance, the trust and support of people across the organisation and key stakeholders for your leadership of the organisation and get regular feedback on your performance.

12. Monitor activities and progress in different areas of the organisation without interfering.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You articulate a vision that generates excitement, enthusiasm and commitment.
2. You create a sense of common purpose.
3. You take personal responsibility for making things happen.
4. You present information clearly, concisely, accurately and in ways that promote understanding.
5. You encourage and support others to take decisions autonomously.
6. You act within the limits of your authority.
7. You make time available to support others.
8. You show integrity, fairness and consistency in decision-making.
9. You seek to understand people's needs and motivations.
10. You model behaviour that shows respect, helpfulness and co-operation.
11. You make complex things simple for the benefit of others.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The differences between management and leadership.
2. How to develop a compelling vision for an organisation.
3. The importance of and what is meant by organisational values.
4. Ways of ensuring that organisational plans support the organisation's purpose, values and vision.
5. How to select and successfully apply different methods and techniques for communicating with people across an organisation.
6. Types of challenges and difficulties that may arise, including conflict, diversity and inclusion issues within the organisation, and ways of identifying and overcoming them.
7. Different theories, models and styles of leadership and how to select and successfully apply these to different people and situations.
8. The effect that different leadership styles can have on organisations.
9. How to select and successfully apply different methods and techniques for motivating, rewarding, influencing and persuading people.
10. How to empower people effectively.
11. How to get and make use of feedback on your leadership performance.
12. The organisational benefits of and how to create a culture which encourages and recognises creativity and innovation.
13. How to recognise and develop the leadership capability of other people and follow their lead.

Industry/sector specific knowledge and understanding

1. Leadership styles common in the industry/sector and their strengths and limitations.
2. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

1. Your own values, motivations and emotions, and the effect these have on your own actions and on other people.
2. Your own strengths and limitations in the leadership role.
3. The strengths, limitations and potential of people that you lead.
4. Your own role, responsibilities and level of power.
5. The purpose and values of and vision for your organisation.
6. The leadership culture and capability of your organisation.
7. The plans of your organisation.
8. The types of support and advice that people are likely to need and how to respond to these.
9. External stakeholders you may need to communicate and work with.

Ensure compliance with legal, regulatory, ethical and social requirements

UNIT SUMMARY

What is the unit about?

Organisations must show that they act responsibly in relation to their staff, customers, investors and the communities in which they work. All types of organisations must obey the law in key areas such as health and safety, employment, finance and company law. Many organisations also have to work within specific regulations for their industry and ethical frameworks. Organisations who want to maintain a good reputation also have to take account of the views of people in their communities on a whole range of issues such as the environment and other ways in which the organisation affects people's quality of life.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where compliance with legal, regulatory, ethical and social requirements is a possible requirement.

Skills

Listed below are the main generic 'skills' that need to be applied in ensuring compliance with legal, regulatory, ethical and social requirements. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Communicating
- Involving others
- Analysing
- Monitoring
- Assessing
- Motivating
- Decision-making
- Reporting
- Risk management
- Valuing and supporting others
- Presenting information
- Leadership

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Monitor the relevant national and international legal, regulatory, ethical and social requirements and the effect they have on your area of responsibility, including what will happen if you don't meet them.

2. Develop effective policies and procedures to make sure your organisation meets all the necessary requirements.

3. Make sure relevant people have a clear understanding of the policies and procedures and the importance of putting them into practice.

4. Monitor the way policies and procedures are put into practice and provide support.

5. Encourage a climate of openness about meeting and not meeting the requirements.

6. Identify and correct any failures to meet the requirements.

7. Identify reasons for not meeting requirements and adjust the policies and procedures to reduce the likelihood of failures in the future.

8. Provide full reports about any failures to meet the requirements to the relevant stakeholders.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. You make time available to support others.

3. You give feedback to others to help them improve their performance.

4. You identify and raise ethical concerns.

5. You are vigilant for potential risks.

6. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

7. You encourage others to share information and knowledge within the constraints of confidentiality.

8. You show sensitivity to stakeholders' needs and manage these effectively.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of having an ethical and value-based approach to governance and how to put this into practice.
2. Relevant legal requirements governing the running of organisations.
3. Current and emerging social attitudes to management and leadership practice and the importance of being sensitive to these.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector, both national and international.
2. Procedures to follow if you do not meet the requirements.
3. Particular current and emerging social concerns and expectations that are relevant to your sector.
4. Ways in which other organisations deal with current and emerging social concerns and expectations.

Context specific knowledge and understanding

1. The culture and values of your organisation and what effect they have on corporate governance.
2. Policies and procedures that make sure people meet the requirements.
3. The processes for maintaining the relevant policies and procedures and making sure they continue to be effective and sustainable.
4. The different ways in which people may not meet the requirements and the risks of these actually happening.
5. The procedures for dealing with people who do not meet the requirements, including requirements for reporting.

UNIT SUMMARY

What is the unit about?

Every organisation, whatever its size or history, has a culture (simply defined as 'the way we do things around here'). The culture of an organisation is based on assumptions and values about organisations, working life and relationships. These values influence the way people behave towards each other and customers, and how they relate to their work. There may be no such thing as a 'right' or 'wrong' culture. However, the culture of an organisation has to be in line with its overall vision and strategy. If culture and strategy do not match, it's unlikely the vision will be achieved.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to a number of units in the overall suite of National Occupational Standards for Management and Leadership, particularly **B7. Provide leadership for your organisation, C3. Encourage innovation in your organisation, C4. Lead change, C5. Plan change, E7. Ensure an effective organisational approach to health and safety** and **F10. Develop a customer-focused organisation**.

Skills

Listed below are the main generic 'skills' that need to be applied in developing the culture of your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Leading by example
- Learning
- Managing conflict
- Communicating
- Valuing and supporting others
- Monitoring
- Motivating
- Building consensus
- Influencing and persuading

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Agree values and assumptions that encourage behaviour that is consistent with your organisation's overall vision and strategy and the needs and interests of key stakeholders.

2. Make sure your personal behaviour, actions and words consistently reinforce these values and assumptions.

3. Communicate agreed values to people across your organisation and motivate them to put these into practice.

4. Put in place policies, programmes and systems to support agreed values.

5. Counter messages that conflict with agreed values.

6. Continuously monitor and adjust values and assumptions, and the way they are applied.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constructively challenge the status quo and seek better alternatives.

2. You find practical ways to overcome barriers.

3. You show an awareness of your own values, motivations and emotions.

4. You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.

5. You make time available to support others.

6. You clearly agree what is expected of others and hold them to account.

7. You create a sense of common purpose.

8. You deploy a range of legitimate strategies and tactics to influence people.

9. You recognise the opportunities presented by the diversity of people.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand:

General knowledge and understanding

1. The concept of culture as applied to organisations.

2. Different definitions of organisational culture.

3. The importance of values in underpinning individual and organisational performance.

4. Internal and external factors that influence organisational culture, including national cultures.

5. Different types of organisational culture.

6. The relationship between organisational culture, strategy and performance.

7. The principles and methods of managing culture change within organisations.

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements in your sector.

2. Dominant types of organisational culture in your sector and their strengths and limitations.

Context specific knowledge and understanding

1. Your organisation's vision and strategy.

2. Current organisational culture.

3. Values, assumptions and behaviours that are consistent and inconsistent with your vision and strategy.

4. Needs and interests of key stakeholders.

5. Effective methods of communicating values, and supporting the way they are applied in your organisation.

6. Effective ways of dealing with messages and behaviour that conflict with agreed values and assumptions.

UNIT SUMMARY

What is the unit about?

This unit is about taking the lead in establishing and operating an effective risk management process across your organisation. This involves systematically identifying, evaluating and prioritising potential risks and communicating information to enable appropriate decisions and actions to be taken. It also involves developing an organisational culture in which individuals are risk aware but are not afraid of taking decisions and undertaking activities which involve acceptable levels of risk.

For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, **or** a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to a number of units in the overall suite of National Occupational Standards for Management and Leadership where risk is a factor that needs to be considered in planning and undertaking activities.

Skills

Listed below are the main generic 'skills' that need to be applied in managing risk. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Evaluating
- Reviewing
- Consulting
- Presenting information
- Decision-making
- Monitoring
- Communicating
- Influencing and persuading
- Leadership
- Contingency planning
- Prioritising
- Planning
- Scenario-building
- Information management
- Involving others
- Thinking systematically

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Ensure that your organisation has a written risk management policy, including setting out responsibilities for risk management, which is clearly communicated across the organisation and to other relevant parties.

2. Establish, and periodically review, risk criteria for your organisation, seeking and taking account of the views of relevant people across the organisation and stakeholders.

3. Evaluate significant current and planned organisational activities and identify potential risks, the nature of the risks, the probability of occurrence and consequences.

4. Produce a risk profile for your organisation and, taking account of the organisation's risk criteria and other relevant information, prioritise the identified risks.

5. Communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders, to enable decisions and actions to be taken in terms of accepting or treating the risks.

6. Collect and evaluate information from across the organisation on how identified risks have been or are being dealt with, including contingency plans which have been put in place.

7. Develop an organisational culture in which people are risk aware but are prepared to take acceptable risks and to make and learn from mistakes.

8. Ensure that there is senior management commitment to the risk management process.

9. Ensure that sufficient resources are allocated across the organisation to support and enable effective risk management.

10. Monitor and review the effectiveness of the risk management process in your organisation, identifying potential improvements and making changes where necessary.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.

2. You show sensitivity to stakeholders' needs and interests and manage them effectively.

3. You identify people's information needs.

4. You identify the implications or consequences of a situation.

5. You use communication styles that are appropriate to different people and situations.

6. You balance risks against the benefits that may arise from taking risks.

7. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

8. You are vigilant for potential risks and hazards.

9. You take personal responsibility for making things happen.

10. You balance agendas and build consensus.

11. You create a sense of common purpose.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Types of risk and the factors which drive different types of risk.

2. Key stages in the risk management process.

3. The importance of protecting the interests of stakeholders and how to identify their views in relation to risk.

4. The importance of showing senior management commitment to risk management.

5. How to develop a written risk management policy and what it should cover.

6. How to communicate the written risk management policy to people who work for the organisation and other relevant parties.

7. How and when to revise the written risk management policy including taking views from across the organisation and other relevant parties.

8. What risk criteria might cover and the importance of seeking and taking account of the views of relevant people across the organisation and stakeholders.

9. How and where to identify current and planned organisational activities.

10. Ways of identifying and clearly describing potential risks in relation to current and planned activities, the nature of the risks, the probability of occurrence and consequences.

11. Why it is important and how to communicate information on identified risks to relevant people across the organisation and, where appropriate, to stakeholders.

12. The type of decisions and actions that might be taken in relation to identified risks.

13. Why it is important and how to collect and evaluate information on how identified risks have been or are being dealt with, including contingency plans.

14. Ways of developing an organisational culture in which people are risk aware but are prepared to take acceptable risks in undertaking activities.

15. The type of resources required to raise risk awareness across the organisation and with stakeholders and implement the risk management policy effectively.

16. How to establish effective systems for monitoring the risk management process of an organisation.

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation operates.

2. Sector-specific legislation, regulations, guidelines and codes of practice.

3. Current and emerging political, economic, social, technological, legal and environmental developments in the sector(s) in which your organisation operates.

4. Typical risks encountered in the sector(s) in which your organisation operates.

Context specific knowledge and understanding

1. The vision, values, objectives and plans of your organisation.

2. Your organisation's products and services.

3. Other relevant parties with an interest in risk management in your organisation.

4. Mechanisms for consulting with and the views of relevant people across the organisation and stakeholders in relation to risk.

5. The written risk management policy of the organisation, including allocated responsibilities for risk management, and how it is communicated to people who work for the organisation and to other relevant parties.

6. Risk criteria of your organisation.

7. Significant current and planned organisational activities and the related potential risks, including probability of occurrence and consequences.

8. The risk profile of your organisation and prioritised risks.

9. Relevant people across the organisation and, where appropriate, stakeholders, to whom information on identified potential risks should be communicated.

10. Decisions and actions taken across the organisation in relation to identified potential risks, including any contingency plans which have been put in place.

11. Your organisation's culture in relation to risk.

12. How senior management's commitment to risk management has been demonstrated.

13. Resources made available across the organisation to support risk management.

14. Systems in place for monitoring and reviewing the effectiveness of the risk management process in your organisation.

15. Identified improvements and changes made to the risk management process in your organisation.

UNIT SUMMARY

What is the unit about?

This unit is about actively promoting equality of opportunity, diversity and inclusion in your area of responsibility. It is intended to go beyond compliance with equality legislation and move towards a situation where there is awareness in your area of and active commitment to the need to ensure equality of opportunity and the benefits of diversity and inclusion.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit links to a number of units in the overall suite of National Occupational Standards for Management and Leadership which involve managing or working with people.

Skills

Listed below are the main generic 'skills' that need to be applied in promoting equality of opportunity, diversity and inclusion in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Leadership
- Motivating
- Monitoring
- Information management
- Evaluating
- Valuing and supporting others
- Consulting
- Balancing competing needs and interests
- Influencing and persuading
- Planning
- Reporting
- Decision-making
- Reviewing
- Risk management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Ensure commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion, including making them priority areas in terms of informing the vision and objectives for your area and planning and decision-making.

2. Ensure that your behaviour, words and actions and those of people working in your area of responsibility support a commitment to equality of opportunity, diversity and inclusion.

3. Identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.

4. Identify the diversity and needs of your area's current customers and potential customers and identify areas where needs could be better satisfied and where the diversity of customers could be improved.

5. Ensure that the organisation's written equality, diversity and inclusion policy is clearly communicated to all people in your area of responsibility and other relevant parties.

6. Implement the organisation's written equality, diversity and inclusion policy in your area, including relevant parts of any accompanying organisation-wide action plan, seeking and making the required resources available.

7. Ensure regular consultation with people in your area of responsibility or their representatives on equality, diversity and inclusion issues.

8. Seek and make use of specialist expertise in relation to equality, diversity and inclusion issues.

9. Ensure that working arrangements, resources and business processes in your area of responsibility respond to different needs, abilities, values and ways of working.

10. Monitor, review and report to the relevant people on progress in relation to equality of opportunity, diversity and inclusion within your area of responsibility, identifying required actions and changes to practice.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You use communication styles that are appropriate to different people and situations.

2. You understand individuals' needs, feelings and motivations and take an active interest in their concerns.

3. You encourage and support others to make the best use of their abilities.

4. You use a range of leadership styles appropriate to different people and situations.

5. You show a clear understanding of different customers and their needs.

6. You treat individuals with respect and act to uphold their rights.

7. You show integrity, fairness and consistency in decision-making.

8. You make time available to support others.

9. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Different definitions of diversity and inclusion.

2. The different forms which discrimination and harassment might take.

3. The business case for ensuring equality of opportunity and promoting diversity and inclusion.

4. The probable effects of not promoting equality of opportunity, diversity and inclusion within your area of responsibility.

5. How commitment within your area of responsibility to promoting equality of opportunity, diversity and inclusion might be demonstrated.

6. Why it is important to make equality, diversity and inclusion priority areas and how to do so effectively.

7. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion.

8. How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion.

9. How and where to identify your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.

10. The importance of identifying the diversity and needs of your area's current and potential customers in order to identify areas for improvement and how to do so effectively.

11. How to communicate the organisation's written equality, diversity and inclusion policy to people who work in your area of responsibility and other relevant parties.

12. The importance of implementing an organisation's written equality, diversity and inclusion policy and any supporting action plan.

13. The type of resources which might be required to support implementation of an equality, diversity and inclusion policy and any supporting action plan.

14. How and when to consult with people in your area of responsibility or their representatives on equality, diversity and inclusion issues.

15. Sources of specialist expertise in relation to equality, diversity and inclusion.

16. How to provide working arrangements, resources and business processes in your area of responsibility that respond to different needs, abilities, values and ways of working.

17. How to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your area of responsibility.

Industry/sector specific knowledge and understanding

1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion.

2. Equality, diversity and inclusion issues and developments that are particular to the industry or sector.

3. Information sources on equality and diversity and inclusion in the industry or sector, including those at an international level.

Context specific knowledge and understanding

1. The vision, objectives and operational plans for your area of responsibility.

2. The planning and decision-making processes within your area of responsibility.

3. The overall vision, values, objectives, plans and culture of the organisation.

4. The diversity of the people working in your area of responsibility.

5. Your area's current and potential customers and their needs.

6. Other relevant parties with an interest in diversity and inclusion in your area of responsibility.

7. The organisation's written equality, diversity and inclusion policy and any accompanying action plan and how they are communicated to people who work for the organisation, people in your area and to other relevant parties.

8. Sources of specialist expertise in relation to equality, diversity and inclusion used in your area of responsibility.

9. The support and resources allocated to and across your area of responsibility to promote equality of opportunity, diversity and inclusion.

10. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

11. Working arrangements, resources and business processes in your area of responsibility.

12. Systems in place in your area of responsibility for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion.

13. Allocated responsibilities for promoting equality of opportunity, diversity and inclusion in your area of responsibility and the organisation in general.

UNIT SUMMARY

What is the unit about?

This unit is about taking a lead in actively promoting equality of opportunity, diversity and inclusion in your organisation. There are a multitude of organisational benefits from doing this, ranging from releasing the full potential of the workforce to being seen by customers, suppliers, potential employees and the wider community as a fair, forward-looking and ethical employer. There is also the need to comply with equality legislation and any relevant codes of practice.

The unit involves committing senior management to promoting equality of opportunity, diversity and inclusion and backing this up by ensuring that a policy and an action plan exist and are communicated and implemented across the organisation. It also involves monitoring and reviewing progress in order to identify further actions and changes to practice.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, **or** a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit links to a number of units in the overall suite of National Occupational Standards for Management and Leadership which involve managing or working with people.

Skills

Listed below are the main generic 'skills' that need to be applied in promoting equality of opportunity, diversity and inclusion in your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Leadership
- Influencing and persuading
- Monitoring
- Information management
- Communicating
- Thinking strategically
- Motivating
- Reporting
- Valuing and supporting others
- Balancing competing needs and interests
- Reviewing
- Prioritising
- Planning
- Consulting
- Benchmarking
- Decision-making
- Risk management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Ensure senior management commitment to promoting equality of opportunity, diversity and inclusion, including making them priority areas in terms of informing the organisation's overall vision, values, objectives, planning and decision-making.

2. Ensure that your behaviour, words and actions and those of people working for the organisation support a commitment to equality of opportunity, diversity and inclusion.

3. Identify the organisation's and your own responsibilities and liabilities under equality legislation and any relevant codes of practice.

4. Review the diversity and needs of the organisation's current customers and potential customers and identify areas where needs are not being satisfied and where the diversity of customers should be improved.

5. Review the diversity of the workforce, at all levels, in comparison to the local and/or national population, as appropriate, and the organisation's current and potential customers and identify areas for improvement.

6. Ensure that the organisation has a written equality, diversity and inclusion policy and that this is clearly communicated to all people who work for the organisation and other relevant parties.

7. Ensure that the equality, diversity and inclusion policy is supported by an action plan, which prioritises areas for improvement and identifies required resources, and that the plan is communicated and implemented across the organisation.

8. Carry out benchmarking to identify good practice in relation to promoting equality of opportunity, diversity and inclusion and what lessons can be learnt and applied to your organisation.

9. Ensure ongoing consultation with people who work for the organisation or their representatives and other relevant parties on equality, diversity and inclusion issues.

10. Seek and make use of specialist expertise in relation to equality, diversity and inclusion issues.

11. Ensure that systems are in place to monitor, review and report on progress in relation to equality of opportunity, diversity and inclusion within your organisation and that the findings are used to identify required actions and changes to practice.

12. Monitor wider developments in relation to equality, diversity and inclusion and assess their implications for your organisation.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constructively challenge the status quo and seek better alternatives.

2. You model behaviour that shows respect, helpfulness and co-operation.

3. You use communication styles that are appropriate to different people and situations.

4. You recognise the opportunities presented by the diversity of people.

5. You understand individuals' needs, feelings and motivations and take an active interest in their concerns.

6. You encourage and support others to make the best use of their abilities.

7. You use a range of leadership styles appropriate to different people and situations.

8. You show a clear understanding of different customers and their needs.

9. You treat individuals with respect and act to uphold their rights.

10. You show integrity, fairness and consistency in decision-making.

11. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Different definitions of diversity and inclusion.

2. The different forms which discrimination and harassment might take.

3. The business case for ensuring equality of opportunity and promoting diversity and inclusion and how to use it to persuade and influence others.

4. The probable effects of not promoting equality of opportunity, diversity and inclusion in an organisation.

5. Why it is important to ensure senior management commitment to promoting equality of opportunity, diversity and inclusion and how this can be demonstrated.

6. How and where to identify the organisation's and your personal responsibilities and liabilities under equality legislation and any relevant codes of practice.

7. Why it is important to make equality, diversity and

inclusion priority areas and how to do so effectively.

8. Why it is important to lead by example in terms of your behaviour, words and actions supporting a commitment to equality of opportunity, diversity and inclusion.

9. How to recognise when the behaviour, words and actions of others does and does not support a commitment to equality of opportunity, diversity and inclusion.

10. The importance of reviewing the diversity and needs of an organisation's current and potential customers in order to identify areas for improvement and how to do so effectively.

11. The importance of reviewing the diversity of an organisation's workforce, at all levels, in order to identify areas for improvement and how to do so effectively.

12. How to develop an effective written equality, diversity and inclusion policy and what it should cover.

13. How to communicate the organisation's equality, diversity and inclusion policy to all people who work for the organisation and other relevant parties.

14. What should be covered in an action plan for the promotion of equality, diversity and inclusion and how it should be communicated across the organisation and to other relevant parties.

15. The type of support and resources required across the organisation to promote equality of opportunity, diversity and inclusion and ways in which this can be provided.

16. How to carry out benchmarking to identify good practice in relation to promoting equality, diversity and inclusion.

17. Sources of specialist expertise in relation to equality, diversity and inclusion.

18. How and when to consult with people who work for the organisation or their representatives on equality, diversity and inclusion issues.

19. How to establish systems for monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion within an organisation.

20. How/where to obtain information on wider developments in relation to equality, diversity and inclusion and how to assess their implications for your organisation.

Industry/sector specific knowledge and understanding

1. Sector-specific legislation, regulations, guidelines and codes of practice relating to equality, diversity and inclusion.

2. Equality, diversity and inclusion issues and developments that are particular to the industry or sector.

3. Information sources on equality, diversity and inclusion in the industry or sector including those at an international level.

Context specific knowledge and understanding

1. The overall vision, values, objectives, plans and culture of the organisation.

2. The planning and decision-making processes within the organisation.

3. Your organisation's current and potential customers and their needs.

4. The diversity of your organisation's workforce.

5. Appropriate comparators for reviewing the diversity of your organisation's workforce.

6. Other relevant parties with an interest in equality, diversity and inclusion in your organisation.

7. The organisation's written equality, diversity and inclusion policy and action plan and how they are communicated to people who work for the organisation and to other relevant parties.

8. Mechanisms for consulting with people who work for the organisation or their representatives on equality, diversity and inclusion issues.

9. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

10. Organisations to benchmark against in terms of their approach to promoting diversity and inclusion.

11. Sources of specialist expertise in relation to equality, diversity and inclusion used by your organisation.

12. Systems in place for effective monitoring, reviewing and reporting on progress in relation to equality of opportunity, diversity and inclusion.

UNIT SUMMARY

What is the unit about?

This unit is about encouraging and supporting the identification and practical implementation of ideas. The initial ideas will primarily come from members of your team, including yourself, and will focus on

- new products and/or services
- improvements to existing products and/or services
- improvements to existing practices, procedures, systems, ways of working, etc. within the team or those of the wider organisation or customers or suppliers.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to units **B5. Provide leadership for your team** and **C2. Encourage innovation in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in encouraging innovation in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Leadership
- Team-building
- Problem-solving
- Motivating
- Monitoring
- Decision-making
- Providing feedback
- Learning
- Valuing and supporting others
- Risk management
- Thinking creatively

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Motivate members of your team, including yourself, to identify ideas for new products and/or services and improvements.
2. Respond enthusiastically to ideas identified by members of your team and provide constructive feedback.
3. Encourage members of your team to share, discuss and work together in developing initial ideas.
4. Identify and pursue opportunities to work with other teams to generate and develop ideas.

5. Discuss and agree with members of your team those ideas which should be developed further, how they should be developed and the required resources.
6. Provide ongoing support, encouragement and resources to members of your team who are developing and testing ideas and help to remove any identified obstacles.
7. Agree the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so.
8. Support members of your team in submitting formal proposals and plans for the practical implementation of ideas to other people for approval.
9. Oversee practical implementation of ideas by your team and monitor and report on progress.
10. Encourage and develop the creativity of members of your team.
11. Encourage members of your team to take acceptable risks in pursuing innovation and to make and learn from mistakes.
12. Ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.
2. You encourage and support others to make the best use of their abilities.
3. You make time available to support others.
4. You display a curiosity to learn and try out new things.
5. You balance risks against the benefits that may arise from taking risks.
6. You act within the limits of your authority.
7. You constructively challenge the status quo and seek better alternatives.
8. You recognise the achievements and the success of others.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of innovation to your team, the overall organisation and its customers.
2. The key differences between creativity and innovation.
3. How to make time available for identifying and developing ideas.
4. How to motivate people to generate and develop ideas.

5. How to provide constructive feedback on ideas to individuals.

6. The importance of communication in innovation and how to encourage communication across your team.

7. The potential obstacles to creativity and whether/how they can be removed.

8. The reasons for selecting initial ideas for further development.

9. How initial ideas might be further developed and tested.

10. How to recognise and manage risk in innovation.

11. How to develop formal proposals and plans for the practical implementation of an idea and how to support others in doing this.

12. How to develop creativity in yourself and others.

13. The resources required for creativity and innovation, particularly time.

14. How to identify sustainable resources and ensure their effective use to support creativity and innovation.

15. How to learn from mistakes.

16. How to recognise the achievements of the originators/developers of ideas that have been successfully implemented.

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation works.

Context specific knowledge and understanding

1. Your organisation's strategy, if it has one, for innovation.

2. The limits of your authority.

3. Organisational guidelines and procedures for developing and implementing ideas, including who to submit formal proposals and plans to.

4. The needs of your customers.

5. Opportunities to work with other teams in your organisation.

UNIT SUMMARY

What is the unit about?

This unit is about encouraging and supporting the identification and practical implementation of ideas in your area of responsibility. The initial ideas will primarily come from people who work in your area of responsibility, including yourself, and will focus on

■ new products and/or services

■ improvements to existing products and/or services

■ improvements to existing practices, procedures, systems, ways of working, etc. within the team or those of the wider organisation or customers or suppliers.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit is linked to units **B6. Provide leadership in your area of responsibility, C1. Encourage innovation in your team** and **C3. Encourage innovation in your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in encouraging innovation in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

■ Communicating

■ Leadership

■ Problem-solving

■ Thinking creatively

■ Learning

■ Motivating

■ Reviewing

■ Inspiring

■ Analysing

■ Decision-making

■ Providing feedback

■ Information management

■ Involving others

■ Valuing and supporting others

■ Risk management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify and, periodically, review the approach to and level of innovation within your area of responsibility.

2. Motivate all the people working in your area to identify ideas for new products and/or services and improvements and other potential sources of ideas and encourage the sharing of this information.

3. Respond enthusiastically to ideas from individuals or teams and provide constructive feedback.

4. Establish and operate a fair and open method for considering and selecting initial ideas for further development.

5. Discuss and agree ways in which selected ideas can be further developed and tested by individuals or teams.

6. Provide ongoing support, encouragement and resources to individuals and teams engaged in the further development and testing of ideas and help to remove any identified obstacles.

7. Identify, in discussion with the relevant individuals and teams, those ideas which could be practically implemented, providing help in drawing up and submitting business cases and plans in support of ideas.

8. Approve the practical implementation of ideas, based on the identified benefits, risks and required resources, when you have the authority to do so and monitor and review their progress.

9. Champion business cases and plans for ideas submitted by individuals and teams from your area to other people in the organisation and communicate progress and decisions.

10. Recruit and select creative people and encourage and develop the creativity of other people in your area of responsibility.

11. Encourage individuals and teams in your area to take acceptable risks in pursuing innovation and to make and learn from mistakes.

12. Ensure that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.

2. You encourage and support others to make the best use of their abilities.

3. You encourage and support others to take decisions autonomously.

4. You show integrity, fairness and consistency in decision-making.

5. You inspire others, championing work to achieve common goals.

6. You make time available to support others.

7. You balance risks against the benefits that may arise from taking risks.

8. You constructively challenge the status quo and seek better alternatives.

9. You act within the limits of your authority.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of innovation to the organisation, customers and other stakeholders.

2. The difference between creativity and innovation.

3. How to identify the current approach to and level of innovation in a particular area, including any strengths that can be built upon, any weaknesses that need to be addressed and any obstacles to innovation that need to be removed.

4. How to select and apply different methods for motivating people to generate and develop ideas.

5. The different potential sources of ideas for new products and/or services and improvements.

6. The importance of communication in innovation and how to encourage communication across your area of responsibility.

7. The potential obstacles to creativity and innovation and whether and, if so, how they can be removed.

8. Key stages in the creative process.

9. Key stages in the innovation process.

10. How to provide constructive feedback on ideas to teams and individuals.

11. How to establish and operate fair and open methods for selecting initial ideas for further development including providing reasons why particular ideas are not being taken forward.

12. The range of ways in which initial ideas can be further developed and tested including setting guidelines or parameters for the use of resources, the level of acceptable risk and the reporting of progress.

13. How to recognise and manage risk in innovation.

14. How to develop a business case and plans for the practical implementation of an idea and how to support others in doing this.

15. The characteristics/traits/competencies of creative people and how to recognise these.

16. How to unlock creativity in yourself and others.

17. The resources required for creativity and innovation, particularly time.

18. How to identify sustainable resources and ensure their effective use to support creativity and innovation.

19. How to learn from mistakes.

20. How to recognise the achievements of the originators/developers of ideas that have been successfully implemented.

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation works.

2. Information sources on innovation in your sector(s).

3. Current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors.

Context specific knowledge and understanding

1. Your organisation's strategy, if it has one, for innovation.

2. The approach to and level of innovation in your area of responsibility.

3. The role of innovation in your organisation's culture.

4. Organisational guidelines and procedures for developing and implementing ideas.

5. The limits of your authority.

6. The needs of your customers.

UNIT SUMMARY

What is the unit about?

This unit is about encouraging and supporting the identification and practical implementation of ideas across your organisation. The initial ideas will primarily come from people working for your organisation, although you will be expected to look beyond the organisation for opportunities to identify and develop ideas, and will focus on

- new products and/or services
- improvements to existing products and/or services
- improvements to existing practices, procedures, systems, ways of working, etc. across the organisation or those of customers or suppliers.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B7. Provide leadership for your organisation, B9. Develop the culture of your organisation, C2. Encourage innovation in your area of responsibility, E4. Promote the use of technology within your organisation** and **F12. Improve organisational performance** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in encouraging innovation in your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Leadership
- Thinking strategically
- Problem-solving
- Inspiring
- Thinking creatively
- Motivating
- Analysing
- Making decisions
- Networking
- Monitoring
- Involving others
- Valuing and supporting others
- Reporting
- Evaluating
- Risk management
- Reviewing
- Information management
- Learning
- Reflecting

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify and, periodically, review the approach(es) to and level of innovation in your organisation.
2. Ensure that the organisation has a specific strategy in relation to innovation and that this fits with the overall vision, values, objectives and plans of the organisation.
3. Communicate the innovation strategy across the organisation and to other relevant parties.
4. Motivate people across the organisation to identify ideas for new products and/or services and improvements and other potential sources of ideas and encourage the sharing of this information.
5. Respond enthusiastically to ideas and provide constructive feedback to the originators.
6. Ensure that resources, particularly time, are made available across the organisation for the initial generation, further development and testing of ideas and help to remove any identified obstacles.
7. Identify and pursue opportunities for your organisation to work in partnership with external experts and/or in partnership with other organisations to generate and develop ideas.
8. Establish a culture across the organisation which encourages people to take acceptable risks in pursuing innovation and to make and learn from mistakes.
9. Evaluate business cases and plans for the practical implementation of ideas and approve those which appear viable and monitor and review their progress.
10. Establish systems for measuring innovation within the organisation and provide information on organisational performance to relevant parties.
11. Encourage the sharing of knowledge and information across the organisation on issues to do with creativity and innovation.
12. Ensure, across the organisation, that the originators and developers of any ideas which are successfully implemented receive recognition for their achievement.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.
2. You encourage and support others to make the best use of their abilities.

3. You encourage and support others to take decisions autonomously.

4. You seek out and act on new business opportunities.

5. You display a curiosity to learn and try out new things.

6. You make time available to support others.

7. You balance risks against the benefits that may arise from taking risks.

8. You anticipate likely future scenarios based on a realistic analysis of trends and developments.

9. You constantly challenge the status quo and seek better alternatives.

10. You use communication styles that are appropriate to different people and situations.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of innovation to the organisation, its customers and other stakeholders.

2. The difference between creativity and innovation.

3. How to identify and review the approach(es) to and level of innovation in your organisation including any strengths that can be built upon, any weaknesses that need to be addressed and any obstacles to innovation that need to be removed.

4. How to develop an organisational strategy for innovation, what it should cover and how to communicate it across the organisation.

5. How to select and apply different methods for motivating and encouraging people across the organisation to generate, develop and share ideas.

6. The different potential sources of ideas for new products and/or services and improvements.

7. Methods for identifying and pursuing opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas.

8. The importance of communication in the creative process and how to encourage communication across your organisation.

9. The importance of design in innovation.

10. The potential obstacles to innovation and whether/ how they can be removed.

11. The key stages of the creative process.

12. The key stages of the innovation process.

13. How to learn from mistakes and ways of embedding this in the culture of an organisation.

14. How to recognise and manage risk in innovation and encourage others to take acceptable risks in pursuing innovation.

15. How to provide constructive feedback on ideas to teams and individuals.

16. The range of ways in which initial ideas can be further developed and tested.

17. How to identify and work with external specialists and experts and/or in partnership with other organisations to generate and develop ideas which might lead to innovation.

18. The resources and support required for creativity and innovation, particularly time.

19. How to identify sustainable resources and ensure their effective use to support creativity and innovation.

20. How to protect ideas and innovation.

21. How to evaluate business cases and plans for the practical implementation of ideas and approve those which appear viable.

22. How to recognise the achievements of the originators/developers of ideas that have been successfully implemented.

23. How to establish systems for measuring and reporting on innovation within the organisation and providing information on organisational performance to relevant parties.

Industry/sector specific knowledge and understanding

1. The sector(s) in which your organisation works.

2. Possible opportunities to work in partnership with external experts and/or in partnership with other organisations on the generation and development of ideas.

3. Information sources on innovation in your sector(s).

4. Current and emerging political, economic, social, technological, environmental and legal developments in the sector(s) and in related sectors.

Context specific knowledge and understanding

1. The organisation's specific strategy in relation to innovation.

2. The approach(es) to and level of innovation in your organisation.

3. The role of innovation in your organisation's culture and how to build on this.

4. Organisational guidelines and procedures for developing and implementing ideas.

5. The needs of your customers.

6. The overall vision, values, objectives and plans of the organisation.

7. Your organisation's key stakeholders and any other relevant parties interested in innovation.

8. Systems for measuring innovation in your organisation.

UNIT SUMMARY

What is the unit about?

Change, in its various forms, is happening more often within organisations. The driving force for change may be external or internal to the organisation or a mixture of both. It may be a reaction to events or an attempt to improve the organisation for the future including its growth as a business.

This unit reflects the need, in many situations, for someone to take control and provide a lead within the overall organisation or part of an organisation for a specific change or a wider programme of change. It involves selling the vision in terms of what the change is aiming to achieve and supporting the people involved in the practicalities of making the vision a reality.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is closely linked to units **B6. Provide leadership in your area of responsibility, B7. Provide leadership for your organisation, B9. Develop the culture of your organisation, C5. Plan change,** and **C6. Implement change** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in leading change. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Leadership
- Communicating
- Decision-making
- Motivating
- Delegating
- Negotiating
- Influencing
- Problem-solving
- Valuing and supporting others
- Setting objectives
- Prioritising

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Communicate your vision of the future, the reasons for the change and associated benefits to everyone involved.

2. Encourage everyone involved to welcome change as an opportunity.

3. Make sure the people responsible for planning and implementing change understand their responsibilities and have the necessary influence and power.

4. Set and prioritise objectives for the change.

5. Identify strategies for achieving the vision and communicate them clearly to everyone involved.

6. Support people through the change process.

7. Communicate progress to everyone involved and celebrate achievement.

8. Identify and deal with obstacles to change.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You give people opportunities to provide feedback and you respond appropriately.

2. You clearly agree what is expected of others and hold them to account.

3. You articulate a vision that generates excitement, enthusiasm and commitment.

4. You inspire others, championing work to achieve common goals.

5. You show sensitivity to stakeholders' needs and interests and manage these effectively.

6. You use a range of leadership styles appropriate to different people and situations.

7. You identify the implications or consequences of a situation.

8. You take and implement difficult and/or unpopular decisions, if necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The main models and methods for leading organisational change, and their strengths and weaknesses.

2. The relationship between transformational and transactional change.

3. Theory and application of the change/ performance curve.

4. Principles and application of risk assessment.

5. Different leadership styles and behaviours, their strengths and how to use the appropriate style for different circumstances.

6. How to make critical decisions.

7. The political, bureaucratic and resource barriers to change, and the techniques for dealing with these.

8. Different methods of communication and their relevant strengths and weaknesses in various circumstances.

9. The main techniques for solving problems and how to apply them.

10. Stakeholder expectations and how they influence the change process.

Industry/sector specific knowledge and understanding

1. Your organisation's current position in the sector and market in which it operates, compared with its main competitors, relevant to the change programme.

2. The range of information sources that are relevant to your sector, and related sectors, in which the organisation operates.

3. Current and emerging political, economic, social, technological, environmental and legal developments in the sector and in related sectors.

Context specific knowledge and understanding

1. Your vision for the future, the reasons for change, the risks and expected benefits.

2. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.

3. Employees' knowledge, skills and attitudes.

4. How long it will take to make the changes.

5. The culture of the organisation and the implications this has for the change process.

6. Your organisation's communication channels, both formal and informal.

UNIT SUMMARY

What is the unit about?
This unit is about the planning that is needed to make a specific change or put into practice a programme of change. It involves developing a strategy to make the change that is needed, taking note of barriers, risks and the need to put appropriate monitoring and communication systems in place.

Who is the unit for?
The unit is recommended for first line managers, middle managers and senior managers.

Links to other units
This unit is closely linked to units **B6. Provide leadership in your area of responsibility**, **B7. Provide leadership for your organisation, B9. Develop the culture of your organisation, C4. Lead change** and **C6. Implement change organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in planning change. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Planning
- Analysing
- Team-building
- Negotiating
- Obtaining feedback
- Influencing
- Problem-solving
- Monitoring
- Risk management
- Contingency-planning
- Information management
- Decision-making

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify the procedures, systems, structures and roles that need to be changed, and assess the gap between their current and required future state.
2. Identify and assess barriers to change.
3. Develop strategies and plans that set out the way forward.
4. Assess the risks and benefits associated with the strategies and plans and develop contingency arrangements.
5. Make sure your plans include short-term 'wins' as well as longer-term deliverables.
6. Develop systems for monitoring and assessing progress.
7. Develop a communication strategy for the change process that allows people to give feedback.
8. Identify training and support needs and plan how to meet these.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.
2. You present information clearly, concisely, accurately and in ways that promote understanding.
3. You are vigilant for potential risks.
4. You give people opportunities to provide feedback and you respond appropriately.
5. You set demanding but achievable objectives for yourself and others.
6. You work towards a clearly defined vision of the future.
7. You identify the implications or consequences of a situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding
1. The main models and methods for managing change effectively, and their strengths and weaknesses.
2. Effective planning techniques.
3. Theory and application of the change/ performance curve.
4. Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.
5. How to assess the risks and benefits associated with strategies and plans.
6. The importance of contingency planning and how to do so effectively.
7. How to make critical decisions.
8. The political, bureaucratic and resource barriers to change, and the techniques that deal with these.
9. Stakeholder expectations and how they influence the process.

Industry/sector specific knowledge and understanding

1. Your organisation's current position in the sector and market in which it works, compared with its main competitors, relevant to the change programme.

2. The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates.

3. Current and emerging political, economic, social, technological, environmental and legal developments in the sector and in related sectors.

Context specific knowledge and understanding

1. Your vision for the future, the reasons for change, the risks and expected benefits.

2. Business critical activities and interdependencies.

3. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.

4. Your organisation's communication channels, both formal and informal.

UNIT SUMMARY

What is the unit about?

This unit is about putting into practice the strategy and associated plans for a specific change or programme of change. This involves putting in place the necessary resources and supporting systems, including monitoring and communications, to turn the 'vision' into a practical reality.

Who is the unit for?

The unit is recommended for people in first line, middle and senior management and leadership roles.

Links to other units

This unit is closely linked to **B6. Provide leadership in your area of responsibility, B7. Provide leadership for your organisation, C4. Lead change** and **C5. Plan change** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in implementing change. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Delegation
- Negotiating
- Influencing
- Managing conflict
- Problem-solving
- Stress management
- Planning
- Assessing
- Monitoring
- Decision-making
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Put into practice the strategies and plans for change in line with the available resources.

2. Design new work processes, procedures, systems, structures and roles to achieve the vision behind the change.

3. Identify, assess and deal with problems and barriers to change.

4. Monitor, document and communicate progress to all involved.

5. Recognise and reward people and teams who achieve results.

6. Maintain the momentum for change.

7. Make sure change is effective and meets the requirements of the organisation.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. You find practical ways to overcome barriers.

3. You present information clearly, concisely, accurately and in ways that promote understanding.

4. You make time available to support others.

5. You clearly agree what is expected of others and hold them to account.

6. You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

7. You work towards a clearly defined vision of the future.

8. You recognise the achievements and the success of others.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The main models and methods for managing change effectively, and their strengths and weaknesses.

2. Theory and application of the change/performance curve.

3. Theory and understanding of teams, including an understanding of team-building techniques and how to apply them.

4. How to manage reward systems.

5. Problem-solving techniques.

6. The political, bureaucratic and resource barriers to change, and the techniques that deal with these.

7. How to identify development and other support needs and ways in which these needs can be met.

8. How to manage expectations during change.

Industry/sector specific knowledge and understanding

1. Your organisation's current position in the market in which it works, compared with its main competitors, relevant to the change programme.

2. The range of information sources that are relevant to the sector, and related sectors, in which your organisation operates.

Context specific knowledge and understanding

1. Your vision for the future, the reasons for change, the risks and expected benefits.

2. Business critical activities and interdependencies.

3. Those factors (for example, strategy, procedures, policies and structure) that need to be changed, and the associated priorities and reasons.

4. Your organisation's communication channels, both formal and informal.

UNIT SUMMARY

What is the unit about?

This unit is about developing working relationships with colleagues, within your own organisation and within other organisations, that are productive in terms of supporting and delivering your work and that of the overall organisation.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions, including your manager.

Who is the unit for?

The unit is recommended for team leaders and first line managers.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where developing productive relationships with colleagues may be required.

Skills

Listed below are the main generic 'skills' that need to be applied in developing productive working relationships with colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Managing conflict
- Empathising
- Networking
- Information management
- Leading by example
- Valuing and supporting others
- Involving others
- Providing feedback
- Obtaining feedback
- Stress management
- Prioritising

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish working relationships with all colleagues who are relevant to the work being carried out.

2. Recognise, agree and respect the roles and responsibilities of colleagues and, particularly in situations of matrix management, their managers' requirements.

3. Understand and take account of the priorities, expectations and authority of colleagues in decisions and actions.

4. Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.

5. Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.

6. Fulfil agreements made with colleagues and let them know.

7. Advise colleagues promptly of any difficulties or where it will be impossible to fulfil agreements.

8. Identify and sort out conflicts of interest and disagreements with colleagues in ways that minimise damage to work being carried out.

9. Exchange information and resources with colleagues to make sure that all parties can work effectively.

10. Provide feedback to colleagues on their performance and seek feedback from colleagues on your own performance in order to identify areas for improvement.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways that promote understanding.

2. You seek to understand people's needs and motivations.

3. You make time available to support others.

4. You clearly agree what is expected of others and hold them to account.

5. You work to develop an atmosphere of professionalism and mutual support.

6. You model behaviour that shows respect, helpfulness and co-operation.

7. You keep promises and honour commitments.

8. You consider the impact of your own actions on others.

9. You say no to unreasonable requests.

10. You show respect for the views and actions of others.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of developing productive working relationships with colleagues.

2. The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.

3. The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward.

4. Principles of effective communication and how to apply them in order to communicate effectively with colleagues.

5. How to identify disagreements with colleagues and the techniques for sorting them out.

6. How to identify conflicts of interest with colleagues and the measures that can be used to manage or remove them.

7. How to take account of diversity and inclusion issues when developing working relationships with colleagues.

8. The importance of exchanging information and resources with colleagues.

9. How to get and make use of feedback on your performance from colleagues.

10. How to provide colleagues with useful feedback on their performance.

Industry/sector specific knowledge and understanding

1. Regulations and codes of practice that apply in the industry or sector.

2. Standards of behaviour and performance in the industry or sector.

3. Working culture of the industry or sector.

Context specific knowledge and understanding

1. Current and future work being carried out.

2. Colleagues who are relevant to the work being carried out, their work roles and responsibilities.

3. Processes within the organisation for making decisions.

4. Line management responsibilities and relationships within the organisation.

5. The organisation's values and culture.

6. Power, influence and politics within the organisation.

7. Standards of behaviour and performance expected in the organisation.

8. Information and resources that different colleagues might need.

9. Agreements with colleagues.

UNIT SUMMARY

What is the unit about?

This unit is about developing productive working relationships with colleagues, within your own organisation and within other organisations with which your organisation works, and with identified stakeholders.

It involves being aware of the roles, responsibilities, interests and concerns of colleagues and stakeholders and working with and supporting them in various ways. The need to monitor and review the effectiveness of working relationships with colleagues and stakeholders is also a key requirement of this unit.

'Colleagues' are any people you are expected to work with, whether they are at a similar position or in other positions in terms of level of responsibility, including your manager.

For the purposes of this unit, 'stakeholder' refers to individuals or organisations that have a material, legal or political interest in or who may be affected by the activities and performance of your organisation.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is closely linked to units **A3. Develop your personal networks, B2. Map the environment in which your organisation operates**, **D1. Develop productive working relationships with colleagues, D6. Allocate and monitor the progress and quality of work in your area of responsibility** and **E14. Support team and virtual working** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in developing productive working relationships with colleagues and stakeholders. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Balancing competing needs and interest
- Communicating
- Consulting
- Empathising
- Information management
- Leadership
- Managing conflict
- Monitoring
- Networking
- Obtaining feedback
- Presenting information
- Prioritising
- Providing feedback
- Problem-solving
- Reviewing
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify stakeholders and the background to and nature of their interest in the activities and performance of the organisation.

2. Establish working relationships with relevant colleagues and stakeholders.

3. Recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders and, particularly in situations of matrix management, their managers' requirements.

4. Create an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.

5. Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.

6. Provide colleagues and stakeholders with appropriate information to enable them to perform effectively.

7. Consult colleagues and stakeholders in relation to key decisions and activities and take account of their views, including their priorities, expectations and attitudes to potential risks.

8. Fulfil agreements made with colleagues and stakeholders and let them know.

9. Advise colleagues and stakeholders promptly of any difficulties or where it will be impossible to fulfil agreements.

10. Identify and sort out conflicts of interest and disagreements with colleagues and stakeholders in ways that minimise damage to work and activities and to the individuals and organisations involved.

11. Monitor and review the effectiveness of working relationships with colleagues and stakeholders, seeking and providing feedback, in order to identify areas for improvement.

12. Monitor wider developments in order to identify issues of potential interest or concern to stakeholders in the future and to identify new stakeholders.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways that promote understanding.
2. You show respect for the views and actions of others.
3. You seek to understand people's needs and motivations.
4. You comply with and ensure others comply with legal requirements, industry regulations, organisational policies and professional codes.
5. You create a sense of common purpose.
6. You work towards win-win solutions.
7. You show sensitivity to internal and external politics that impact on your area of work.
8. You keep promises and honour commitments.
9. You consider the impact of your own actions on others.
10. You use communication styles that are appropriate to different people and situations.
11. You work to develop an atmosphere of professionalism and mutual support.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of developing productive working relationships with colleagues and stakeholders.
2. Different types of stakeholder and key principles which underpin the 'stakeholder' concept.
3. How to identify your organisation's stakeholders, including background information and the nature of their interest in your organisation.
4. Principles of effective communication and how to apply them in order to communicate effectively with colleagues and stakeholders.
5. Why it is important to recognise and respect the roles, responsibilities, interests and concerns of colleagues and stakeholders.
6. The importance of creating an environment of trust and mutual respect where you have no authority, or shared authority, over those you are working with.
7. The importance of understanding difficult situations and issues from your colleague's perspective and providing support, where necessary, to move things forward.
8. How to identify and meet the information needs of colleagues and stakeholders.
9. What information it is appropriate to provide to colleagues and stakeholders and the factors that need to be taken into consideration.
10. How to consult with colleagues and stakeholders in relation to key decisions and activities.
11. The importance of taking account, and being seen to take account, of the views of colleagues and stakeholders, particularly in relation to their priorities, expectations and attitudes to potential risks.
12. Why communication with colleagues and stakeholders on fulfilment of agreements or any problems affecting or preventing fulfilment is important.
13. How to identify conflicts of interest with colleagues and stakeholders and the techniques that can be used to manage or remove them.
14. How to identify disagreements with colleagues and stakeholders and the techniques for sorting them out.
15. The damage that conflicts of interest and disagreements with colleagues and stakeholders can cause to individuals and organisations.
16. How to take account of diversity and inclusion issues when developing working relationships with colleagues and stakeholders.
17. How to recognise and take account of political issues when dealing with colleagues and stakeholders.
18. How to manage the expectations of colleagues and stakeholders.
19. How to monitor and review the effectiveness of working relationships with colleagues and stakeholders.
20. How to get and make effective use of feedback on the effectiveness of working relationships from colleagues and stakeholders.
21. How to provide colleagues and stakeholders with useful feedback on the effectiveness of working relationships.
22. The importance of monitoring wider developments in relation to stakeholders and how to do so effectively.

Industry/sector specific knowledge and understanding

1. Current and emerging political, economic, social, technological, environmental and legal developments in the industry or sector.
2. Sector-specific legislation, regulations, guidelines and codes of practice.
3. Standards of behaviour and performance in the industry or sector.
4. The culture of the industry or sector.
5. Developments, issues and concerns of importance to stakeholders in the industry or sector.

Context specific knowledge and understanding

1. The vision, values, objectives, plans, structure and culture of your organisation.

2. Relevant colleagues, their work roles and responsibilities.

3. Identified stakeholders, their background and interest in the activities and performance of the organisation.

4. Agreements with colleagues and stakeholders.

5. The identified information needs of colleagues and stakeholders.

6. Mechanisms for consulting with colleagues and stakeholders on key decisions and activities.

7. The organisation's planning and decision-making processes.

8. Mechanisms for communicating with colleagues and stakeholders.

9. Power, influence and politics within the organisation.

10. Standards of behaviour and performance that are expected in the organisation.

11. Mechanisms in place for monitoring and reviewing the effectiveness of working relationships with colleagues and stakeholders.

UNIT SUMMARY

What is the unit about?

This unit is mainly about recruiting and selecting people to undertake identified activities or work roles within your area of responsibility. It involves taking a fair and objective approach to recruitment and selection to ensure that individuals with the required skills, knowledge and understanding, and who are likely to perform effectively, are appointed.

As recruitment and selection can be expensive and time-consuming activities, the unit also involves taking action to understand why colleagues are leaving and taking action to keep colleagues.

Whilst you would be expected to draw on the expertise of personnel specialists, you are not expected to be a personnel specialist yourself.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit is closely linked to unit **D4. Plan the workforce, D7. Provide learning opportunities for colleagues** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *J4 Recruit staff,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in recruiting, selecting and keeping colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Consulting
- Decision-making
- Information management
- Interviewing
- Negotiating
- Obtaining feedback
- Planning
- Problem-solving
- Reviewing
- Team-building
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Talk with colleagues who are leaving your area of responsibility to identify and discuss their reasons for leaving.

2. Identify ways of addressing staff turnover problems, implementing those which clearly fall within your authority and communicating others to the relevant people for consideration.

3. Review, on a regular basis, the work required in your area of responsibility, identifying any shortfall in the number of colleagues and/or the pool of skills knowledge, understanding and experience.

4. Identify and review the options for addressing any identified shortfalls and decide on the best option(s) to follow.

5. Consult with others to produce or update job descriptions and person specifications where there is a clear need to recruit.

6. Consult with others to discuss and agree stages in the recruitment and selection process for identified vacancies, the methods that will be used, the associated timings and who is going to be involved.

7. Ensure that any information on vacancies is fair, clear and accurate before it goes to potential applicants.

8. Seek and make use of specialist expertise in relation to recruiting, selecting and keeping colleagues.

9. Ensure that the skills needed by applicants to succeed in the recruitment process are no more than are required to perform the job

10. Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.

11. Make sure that applicants who are offered positions are likely to be able to perform effectively and work with their new colleagues.

12. Judge whether the recruitment and selection process has been successful in relation to recent appointments in your area and identify any areas for improvements.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise the opportunities presented by the diversity of people.

2. You work to turn unexpected events into opportunities rather than threats.

3. You try out new ways of working.

4. You identify people's information needs.

5. You seek to understand people's needs and motivations.

6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

7. You take and implement difficult and/or unpopular decisions, if necessary.

8. You act within the limits of your authority.

9. You show integrity, fairness and consistency in decision-making.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Why it is important to identify and understand why colleagues are leaving and how to do so constructively and sensitively.

2. The types of reasons colleagues might give for leaving.

3. How to measure staff turnover.

4. The causes and effects of high **and** low staff turnover.

5. Measures which can be undertaken to address staff turnover problems.

6. How to review the workload in your area in order to identify shortfalls in the number of colleagues and/or the pool of skills, knowledge, understanding and experience.

7. How to identify actual skills and avoid stereotyping with regard to skills levels and work ethics.

8. Different options for addressing identified shortfalls and their associated advantages and disadvantages.

9. What job descriptions and person specifications should cover and why it is important to consult with others in producing or updating them.

10. Different stages in the recruitment and selection process and why it is important to consult with others on the stages, recruitment and selection methods to be used, associated timings and who is going to be involved.

11. Different recruitment and selection methods and their associated advantages and disadvantages.

12. Why it is important to give fair, clear and accurate information on vacancies to potential applicants.

13. How cultural differences in language, body language, tone of voice and dress can differ from expectations.

14. How to judge whether applicants meet the stated requirements of the vacancy.

15. Sources of specialist expertise in relation to recruitment, selection and retention.

16. How to take account of equality, diversity and inclusion issues, including legislation and any relevant codes of practice, when recruiting and selecting people and keeping colleagues.

17. How to review the effectiveness of recruitment and selection in your area.

Industry/sector specific knowledge and understanding

1. Turnover rates within similar organisations in the industry/sector.

2. Recruitment, selection and retention issues and specific initiatives and arrangements within the industry/sector.

3. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

1. Current people resources available to your area, including skills, knowledge, understanding and experience of colleagues.

2. Work requirements in your area.

3. Agreed operational plans and changes in your area.

4. The staff turnover rate in your area.

5. Job descriptions and person specifications for confirmed vacancies.

6. Local employment market conditions.

7. The organisation's structure, values and culture.

8. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

9. Sources of specialist expertise in relation to recruitment, selection and retention used by your organisation.

UNIT SUMMARY

What is the unit about?

This unit is about taking a lead in identifying the workforce requirements of your organisation and how these will be satisfied. It involves considering the strategic objectives and plans of the organisation to decide whether the workforce should be expanded, maintained or contracted.

It also involves considering whether there is an appropriate mix of people to achieve the organisation's objectives, and whether any problems with this can be sorted out by recruiting staff, moving staff to other positions or making staff redundant.

'Workforce' covers any person who works for the organisation. Colleagues do not have to be directly employed as there is a wide range of contractual arrangements which could be used to provide the people the organisation needs, and part of the planning process is to decide how this is managed.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is closely linked to units **B3. Develop a strategic business plan for your organisation, B4. Put the strategic business plan into action** and **D3. Recruit, select and keep colleagues** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *J1 Review your staffing,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in planning the workforce. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Balancing competing needs and interests
- Communicating
- Contingency-planning
- Decision-making
- Evaluating
- Information management
- Monitoring
- Planning
- Prioritising
- Thinking creatively
- Thinking strategically

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Evaluate the organisation's strategic objectives and associated plans to obtain information needed for workforce planning purposes and identify any key issues for further consideration.

2. Identify the type of skills, knowledge, understanding and experience required to undertake current and planned organisational activities.

3. Review capacity and capability of the current workforce to meet identified skills, knowledge, understanding and experience requirements.

4. Seek and make use of specialist expertise to assist in workforce planning activities, as necessary.

5. Specify workforce requirements that are capable of achieving the organisation's objectives.

6. Make sure that the organisation has a diverse workforce which provides a suitable mix of people to achieve its objectives.

7. Make sure the cultural needs and requirements of your workforce are considered to maximise efficiency for the organisation.

8. Develop plans that meet the organisation's long, medium, and short-term requirements, making best use of people from inside and from outside the organisation.

9. Ensure a mix of full-time, part-time, temporary and contractual workers appropriate to the needs of the organisation.

10. Make sure that resources needed to recruit, keep and redeploy people are available.

11. Make sure that plans incorporate contingency arrangements to deal with unforeseen circumstances and maintain business continuity.

12. Communicate workforce plans to relevant people for information.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise the opportunities presented by the diversity of people.

2. You are vigilant for potential risks.

3. You identify systemic issues and trends and recognise their effect on current and future work.

4. You anticipate likely future scenarios based on realistic analysis of trends and developments.

5. You take decisions in uncertain situations or based on incomplete information when necessary.

6. You take and implement difficult and/or unpopular decisions, if necessary.

7. You work towards a clearly defined vision of the future.

8. You use communication styles that are appropriate to different people and situations.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. What an effective workforce plan should cover.

2. The information required to undertake workforce planning.

3. Sources of specialist expertise in relation to workforce planning and how to make use of them.

4. Legislation and requirements relating to employment, workers' welfare and rights, equality and health and safety.

5. How to take account of equality, diversity and inclusion issues in workforce planning.

6. Strategies and/or services which need to be in place for when people leave, including redundancy counselling.

7. The importance of putting contingency arrangements in place and how to do so effectively.

8. How a multicultural and international workforce can benefit the organisation.

9. The different ways in which workforce requirements can be met, their advantages and disadvantages, costs and benefits.

Industry/sector specific knowledge and understanding

1. Types of employment agreements typically used within the industry/sector.

2. Patterns for employing, recruiting, and keeping people in the industry/sector.

3. Trends and developments in the sector which are relevant to workforce planning.

4. Legislation, regulations and codes of practice that apply in the industry/sector.

5. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

1. The organisation's vision, strategic objectives and associated plans, structure, values and culture.

2. Employment agreements with people working in and for the organisation.

3. The capacity and capability of the current workforce.

4. The diversity of the organisation's workforce.

5. Factors affecting workforce planning in the organisation.

6. Local employment market conditions.

7. Employment policies and practices within the organisation – including recruitment, selection, induction, development, promotion, retention, redundancy, dismissal, pay and other terms and conditions.

UNIT SUMMARY

What is the unit about?

This unit is about ensuring that the work required of your team is effectively and fairly allocated amongst team members. It also involves checking on the progress and quality of the work of team members to ensure that the required level or standard or performance is being met.

Who is the unit for?

The unit is recommended for team leaders.

Links to other units

This unit is linked to units **B5. Provide leadership for your team, D1. Develop productive working relationships with colleagues, D6 Allocate and monitor the progress and quality of work in your area of responsibility, D7. Provide learning opportunities for colleagues** and **D8. Help team members address problems affecting their performance** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in allocating and checking work in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Providing feedback
- Planning
- Reviewing
- Motivating
- Valuing and supporting others
- Problem-solving
- Monitoring
- Decision-making
- Prioritising
- Team-building
- Managing conflict
- Information management
- Leadership
- Coaching
- Delegating
- Setting objectives
- Stress management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.

2. Plan how the team will undertake its work, identifying any priorities or critical activities and making best use of the available resources.

3. Allocate work to team members on a fair basis taking account of their skills, knowledge and understanding, experience and workloads and the opportunity for development.

4. Brief team members on the work they have been allocated and the standard or level of expected performance.

5. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

6. Encourage team members to ask questions, make suggestions and seek clarification in relation to the work they have been allocated.

7. Check the progress and quality of the work of team members on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.

8. Support team members in identifying and dealing with problems and unforeseen events.

9. Motivate team members to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.

10. Monitor the team for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.

11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with team members.

12. Recognise successful completion of significant pieces of work or work activities by team members and the overall team and advise your manager.

13. Use information collected on the performance of team members in any formal appraisal of performance.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You make time available to support others.

2. You clearly agree what is expected of others and hold them to account.

3. You prioritise objectives and plan work to make best use of time and resources.

4. You state your own position and views clearly and confidently in conflict situations.

5. You show integrity, fairness and consistency in decision-making.

6. You seek to understand people's needs and motivations.

7. You take pride in delivering high quality work.

8. You take personal responsibility for making things happen.

9. You encourage and support others to make the best use of their abilities.

10. You are vigilant for possible risks and hazards.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Different ways of communicating effectively with members of a team.

2. The importance of confirming/clarifying the work required of the team with your manager and how to do this effectively.

3. How to plan the work of a team, including how to identify any priorities or critical activities and the available resources.

4. How to identify sustainable resources and ensure their effective use when planning the work of a team.

5. How to identify and take due account of health and safety issues in the planning, allocation and checking of work.

6. Why it is important to allocate work across the team on a fair basis and how to do so.

7. Why it is important to brief team members on the work they have been allocated and the standard or level of expected performance and how to do so.

8. The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.

9. Ways of encouraging team members to ask questions and/or seek clarification and make suggestions in relation to the work which they have been allocated.

10. Effective ways of regularly and fairly checking the progress and quality of the work of team members.

11. How to provide prompt and constructive feedback to team members.

12. How to select and apply a limited range of different methods for motivating, supporting and encouraging team members to complete the work they have been allocated and improve their performance, and for recognising their achievements.

13. The additional support and/or resources which team members might require to help them complete their work and how to assist in providing this.

14. Why it is important to monitor the team for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.

15. How to take account of diversity and inclusion issues when supporting and encouraging team members to complete the work they have been allocated.16. Why it is important to identify unacceptable or poor performance by members of the team and how to discuss the cause(s) and agree ways of improving performance with team members.

17. The type of problems and unforeseen events that may occur and how to support team members in dealing with them.

18. How to log information on the ongoing performance of team members and use this information for performance appraisal purposes.

Industry/sector specific knowledge and understanding

1. Industry/sector specific legislation, regulations, guidelines, codes of practice relating to carrying out work.

2. Industry/sector requirements for the development or maintenance of knowledge, understanding and skills.

Context specific knowledge and understanding

1. The members, purpose and objectives of your team.

2. The work required of your team.

3. The available resources for undertaking the required work.

4. The organisation's written health and safety policy statement and associated information and requirements.

5. Your team's plan for undertaking the required work.

6. The skills, knowledge and understanding, experience and workloads of team members.

7. Your organisation's policy and procedures in terms of personal development.

8. Reporting lines in the organisation and the limits of your authority.

9. Organisational standards or levels of expected performance.

10. Organisational policies and procedures for dealing with poor performance.

11. Organisational grievance and disciplinary policies and procedures.

12. Organisational performance appraisal systems.

D6 Working with people
Allocate and monitor the progress and quality of work
in your area of responsibility

UNIT SUMMARY

What is the unit about?

This unit is about ensuring that the work required in your area of responsibility is effectively planned and fairly allocated to individuals and/or teams. It also involves monitoring the progress and quality of the work of individuals and/or teams to ensure that the required level or standard of performance is being met and reviewing and updating plans of work in the light of developments.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where work must be allocated and progress and quality must be monitored.

If your organisation is a small firm, you should look at unit *K1 Make sure your staff can do their work,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in allocating and monitoring the progress and quality of work in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Consulting
- Decision-making
- Delegating
- Information management
- Leadership
- Managing conflict
- Monitoring
- Motivating
- Planning
- Problem-solving
- Providing feedback
- Prioritising
- Reviewing
- Setting objectives
- Stress management
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Confirm the work required in your area of responsibility with your manager and seek clarification, where necessary, on any outstanding points and issues.

2. Plan how the work will be undertaken, seeking views from people in your area of responsibility, identifying any priorities or critical activities and making best use of the available resources.

3. Ensure that work is allocated to individuals and/or teams on a fair basis taking account of skills, knowledge and understanding, experience and workloads and the opportunity for development.

4. Ensure that individuals and/or teams are briefed on allocated work, showing how it fits with the vision and objectives for the area and the overall organisation, and the standard or level of expected performance.

5. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

6. Encourage individuals and/or team members to ask questions, make suggestions and seek clarification in relation to allocated work.

7. Monitor the progress and quality of the work of individuals and/or teams on a regular and fair basis against the standard or level of expected performance and provide prompt and constructive feedback.

8. Support individuals and/or teams in identifying and dealing with problems and unforeseen events.

9. Motivate individual and/or teams to complete the work they have been allocated and provide, where requested and where possible, any additional support and/or resources to help completion.

10. Monitor your area for conflict, identifying the cause(s) when it occurs and dealing with it promptly and effectively.

11. Identify unacceptable or poor performance, discuss the cause(s) and agree ways of improving performance with individuals and/or teams.

12. Recognise successful completion of significant pieces of work or work activities by individuals and/or teams.

13. Use information collected on the performance of individuals and/or teams in any formal appraisals of performance.

14. Review and update plans of work for your area, clearly communicating any changes to those affected.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
2. You prioritise objectives and plan work to make best use of time and resources.
3. You make time available to support others.
4. You take personal responsibility for making things happen.
5. You show an awareness of your own values, motivations and emotions.
6. You show integrity, fairness and consistency in decision-making.
7. You clearly agree what is expected of others and hold them to account.
8. You seek to understand people's needs and motivations.
9. You take pride in delivering high quality work.
10. You are vigilant for possible risks and hazards.
11. You encourage and support others to make the best use of their abilities.
12. You use a range of leadership styles appropriate to different people and situations.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to select and successfully apply different methods for communicating with people across an area of responsibility.
2. The importance of confirming/clarifying the work required in your area of responsibility with your manager and how to do this effectively.
3. How to identify and take due account of health and safety issues in the planning, allocation and monitoring of work.
4. How to produce a plan of work for your area of responsibility, including how to identify any priorities or critical activities and the available resources.
5. How to identify sustainable resources and ensure their effective use when planning the work for your area of responsibility.
6. The importance of seeking views from people working in your area and how to take account of their views in producing the plan of work.
7. The values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any team members from a different country or culture and how your own values, ethics, beliefs, faith, cultural conventions, perceptions, expectations, use of language, tone of voice and body language may appear to them.
8. Why it is important to allocate work to individuals and/ or teams on a fair basis and how to do so effectively.
9. Why it is important that individuals and/or teams are briefed on allocated work and the standard or level of expected performance and how to do so effectively.
10. The importance of showing individuals and/or teams how their work fits with the vision and objectives of the area and those of the organisation.
11. Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.
12. Effective ways of regularly and fairly monitoring the progress and quality of work of individuals and/or teams against the standards or level of expected performance.
13. How to provide prompt and constructive feedback to individuals and/or teams.
14. Why it is important to monitor your area for conflict and how to identify the cause(s) of conflict when it occurs and deal with it promptly and effectively.
15. How to take account of diversity and inclusion issues when supporting and encouraging individuals and/or teams to complete the work they have been allocated.
16. Why it is important to identify unacceptable or poor performance by individuals and/or teams and how to discuss the cause(s) and agree ways of improving performance with them.
17. The type of problems and unforeseen events that may occur and how to support individuals and/or teams in dealing with them.
18. The additional support and/or resources which individuals and/or teams might require to help them complete their work and how to assist in providing this.
19. How to select and successfully apply different methods for encouraging, motivating and supporting individuals and/or teams to complete the work they have been allocated and improve their performance, and for recognising their achievements.
20. How to log information on the ongoing performance of individuals and/or teams and use this information for formal performance appraisal purposes.
21. The importance of reviewing and updating plans of work for your area in the light of developments, how to reallocate work and resources and how to clearly communicate the changes to those affected.

Industry/sector specific knowledge and understanding

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

Context specific knowledge and understanding

1. The individuals and/or teams in your area of responsibility.

2. The vision and objectives for your area of responsibility.

3. The vision and objectives of the overall organisation.

4. The work required in your area of responsibility.

5. The available resources for undertaking the required work.

6. The plan of work for your area of responsibility

7. The organisation's written health and safety policy statement and associated information and requirements.

8. Your organisation's policy and procedures in terms of personal development.

9. Organisational standards or level of expected performance.

10. Organisational policies and procedures for dealing with poor performance.

11. Organisational grievance and disciplinary policies and procedures.

12. Organisational performance appraisal systems.

UNIT SUMMARY

What is the unit about?

This unit is about supporting colleagues in identifying their learning needs and helping to provide opportunities to address these needs.

Encouraging colleagues to take responsibility for their own learning is an aspect of this unit as is your role in providing an 'environment', for example, in your team or area of responsibility, in which learning is valued.

For the purposes of this unit, 'colleagues' means those people for whom you have line management responsibility.

Who is the unit for?

The unit is recommended for team leaders, first line managers, middle managers and senior managers.

Links to other units

This unit is linked to units **D3. Recruit, select and keep colleagues, D5. Allocate and check work in your team, D6. Allocate and monitor the progress and quality of work in your area of responsibility** and **D13. Support individuals to develop and maintain their performance** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *K1 Make sure your staff can do their work,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in providing learning opportunities for colleagues. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Coaching
- Communicating
- Demonstrating
- Empowering
- Information management
- Leadership
- Mentoring
- Motivating
- Prioritising
- Planning
- Providing feedback
- Reviewing
- Setting objectives
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Promote the benefits of learning to colleagues and make sure that their willingness and efforts to learn are recognised.

2. Give colleagues fair, regular and useful feedback on their work performance, discussing and agreeing how they can improve.

3. Work with colleagues to identify and prioritise learning needs based on any gaps between the requirements of their work roles and their current knowledge, understanding and skills.

4. Help colleagues to identify the learning style(s) or combination of styles which works best for them and ensure that these are taken into account in identifying and undertaking learning activities.

5. Work with colleagues to identify and obtain information on a range of possible learning activities to address identified learning needs.

6. Recognise and seek to find out about differences in expectations and working methods of any team members from a different country or culture and promote ways of working that take account of their expectations and maximise productivity.

7. Discuss and agree, with each colleague, a development plan which includes learning activities to be undertaken, the learning objectives to be achieved, the required resources and timescales.

8. Work with colleagues to recognise and make use of unplanned learning opportunities.

9. Seek and make use of specialist expertise in relation to identifying and providing learning for colleagues.

10. Support colleagues in undertaking learning activities making sure any required resources are made available and making efforts to remove any obstacles to learning.

11. Evaluate, in discussion with each colleague, whether the learning activities they have undertaken have achieved the desired outcomes and provide positive feedback on the learning experience.

12. Work with colleagues to update their development plan in the light of performance, any learning activities undertaken and any wider changes.

13. Encourage colleagues to take responsibility for their own learning, including practising and reflecting on what they have learned.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise the opportunities presented by the diversity of people.

2. You find practical ways to overcome barriers.

3. You make time available to support others.

4. You seek to understand individuals' needs, feelings and motivations and take an active interest in their concerns.

5. You encourage and support others to make the best use of their abilities.

6. You recognise the achievements and the success of others.

7. You inspire others with the excitement of learning.

8. You confront performance issues and sort them out directly with the people involved.

9. You say no to unreasonable requests.

10. You show integrity, fairness and consistency in decision-making.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The benefits of learning for individuals and organisations and how to promote these to colleagues.

2. Ways in which you can develop an 'environment' in which learning is valued and willingness and efforts to learn are recognised.

3. Why it is important to encourage colleagues to take responsibility for their own learning.

4. How to provide fair, regular and useful feedback to colleagues on their work performance.

5. How to identify learning needs based on identified gaps between the requirements of colleagues' work roles and their current knowledge, understanding and skills.

6. How the values, ethics, beliefs, faith, cultural conventions, perceptions and expectations of any people from other countries or cultures may impact on their personal development and learning.

7. How to prioritise learning needs of colleagues, including taking account of organisational needs and priorities and the personal and career development needs of colleagues.

8. The range of different learning styles and how to support colleagues in identifying the particular learning style(s) or combination of learning styles which works best for them.

9. Different types of learning activities, their advantages and disadvantages and the required resources (for example, time, fees, substitute staff).

10. How/where to identify and obtain information on different learning activities.

11. Why it is important for colleagues to have a written development plan and what it should contain (for example, identified learning needs, learning activities to be undertaken and the learning objectives to be achieved, timescales and required resources).

12. How to set learning objectives which are SMART (Specific, Measurable, Achievable, Realistic and Time-Bound).

13. Sources of specialist expertise in relation to identifying and providing learning for colleagues.

14. What type of support colleagues might need to undertake learning activities, the resources needed and the types of obstacles they may face and how they can be resolved.

15. How to evaluate whether a learning activity has achieved the desired learning objectives.

16. The importance of regularly reviewing and updating written development plans in the light of performance, any learning activities undertaken and any wider changes.

17. How to take account of equality legislation, any relevant codes of practice and general diversity and inclusion issues in providing learning opportunities for colleagues.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the development or maintenance of knowledge, skills and understanding and professional development.

2. Learning issues and specific initiatives and arrangements that apply within the industry/sector.

3. Working culture and practices of the industry/sector.

Context specific knowledge and understanding

1. Relevant information on the purpose, objectives and plans of your team or area of responsibility or the wider organisation.

2. The work roles of colleagues, including the limits of their responsibilities and their personal work objectives.

3. The current knowledge, understanding and skills of colleagues.

4. Identified gaps in the knowledge, understanding and skills of colleagues.

5. Identified learning needs of colleagues.

6. Learning style(s) or combinations of styles preferred by colleagues.

7. The written development plans of colleagues.

8. Sources of specialist expertise available in/to your organisation in relation to identifying and providing learning for colleagues.

9. Learning activities and resources available in/to your organisation.

10. Your organisation's policies in relation to equality and diversity.

11. Your organisation's policies and procedures in relation to learning.

12. Your organisation's performance appraisal systems.

D8 Help team members address problems affecting their performance

UNIT SUMMARY

What is the unit about?

This unit is about helping members of your team address problems affecting their performance. These may be work-related problems or problems arising from their personal circumstances.

The unit involves identifying problems affecting people's performance and discussing these in a timely way with the team members concerned to help them find a suitable solution to their problem. Sometimes you may need to refer the team member to specialist support services.

Who is the unit for?

The unit is recommended particularly for first line managers and middle managers.

Links to other units

This unit is linked to units **B8. Ensure compliance with legal, regulatory, ethical and social requirements, D5. Allocate and check work in your team, D6. Allocate and monitor the progress and quality of work in your area of responsibility, D9. Build and manage teams, D10. Reduce and manage conflict in your team** and **D13. Support individuals to develop and maintain their performance** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in helping team members address problems affecting their performance. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Communicating
- Consulting
- Decision-making
- Empathising
- Information management
- Managing conflict
- Monitoring
- Problem-solving
- Providing feedback
- Reviewing
- Setting objectives
- Team-building
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Give team members opportunities to approach you with problems affecting their performance.
2. Identify performance issues and bring these promptly to the attention of the team members concerned.
3. Discuss problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem.
4. Gather and check information to accurately identify the problem and its cause.
5. Discuss the range of alternative courses of action and agree with the team member a timely and effective way of dealing with the problem.
6. Refer the team member to support services or specialists, where necessary.
7. Keep a confidential record of your discussions with team members about problems affecting their performance.
8. Ensure your actions are in line with your organisation's policies for managing people.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.
2. You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.
3. You make time available to support others.
4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
5. You show integrity, fairness and consistency in decision-making.
6. You confront performance issues and resolve them directly with the people involved.
7. You keep confidential information secure.
8. You check the validity and reliability of information.
9. You identify the implications or consequences of a situation.
10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance in giving team members opportunities to approach you with problems affecting their performance.

2. How to encourage team members to approach you with problems affecting their performance.

3. The importance of identifying performance issues and bringing these promptly to the attention of the team members concerned.

4. The importance of discussing problems with team members at a time and place appropriate to the type, seriousness and complexity of the problem.

5. How to gather and check the information you need to identify the problem and its cause.

6. The importance of identifying the problem accurately.

7. The range of alternative courses of action to deal with the problem.

8. The importance of discussing and agreeing with the team member a timely and effective way of dealing with the problem.

9. When to refer the team member to support services or specialists.

10. The importance of keeping a confidential record of your discussions with team members about problems affecting their performance, and how to do so.

11. The importance of ensuring your actions are in line with your organisation's policies for managing people and their performance.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for helping team members address problems affecting their performance.

Context specific knowledge and understanding

1. The types of problems that your team members may encounter which can affect their performance.

2. Your role, responsibilities and limits of authority when dealing with team members' problems.

3. The range of support services or specialists that exist inside and outside your organisation.

4. Your organisation's policies for managing people and their performance.

UNIT SUMMARY

What is the unit about?

This unit is about building a team and managing it through its various stages of growth. It covers teams set up for a particular project or to carry out a specific task and also teams that are ongoing. It is equally relevant to cases where the manager has to set up the team from scratch and to those situations where the manager inherits an existing team and needs to help it to function effectively.

Who is the unit for?

The unit is recommended for any manager who is required to lead a team.

Links to other units

This unit is linked to units **B5. Provide leadership for your team, D1. Develop productive working relationships with colleagues, D3. Recruit, select and keep colleagues, D8. Help team members address problems affecting their performance, D10. Reduce and manage conflict in your team** and **D13. Support individuals to develop and maintain their performance** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in building and managing teams. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Communicating
- Decision-making
- Evaluating
- Involving others
- Leadership
- Monitoring
- Motivating
- Obtaining feedback
- Problem-solving
- Providing feedback
- Setting objectives
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Clearly articulate the purpose of the team – what it has to achieve, and why a team rather than an individual approach is required.

2. Identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.

3. Identify team members' expertise, knowledge, skills and attitudes and agree their particular roles within the team.

4. Use team selection and development processes to develop any expertise, knowledge, skills and attitudes lacking in the team.

5. Agree with team members the behaviours that are likely to help the achievement of the team purpose and those that should be avoided because they are likely to hinder progress.

6. Help team members understand their unique contribution to the team, the contributions expected of fellow team members and how these complement and support each other.

7. Provide opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.

8. Allow time for the team to develop through its stages of growth.

9. Help the team seize opportunities presented by changes in the team composition and support the introduction of new team members.

10. Encourage team members to share problems with each other and solve these creatively together.

11. Encourage open communication between team members, including providing feedback designed to enhance the performance of fellow team members and the team as a whole.

12. Review the performance of the team at appropriate points and evaluate how well its purpose is being achieved.

13. Celebrate team and individual successes together, and acknowledge when things go wrong, before refocusing the team's energy on achieving its purpose.

14. Disband the team if and when its purpose has been achieved and it is no longer required for other purposes.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways that promote understanding.

2. You keep people informed of plans and developments.

3. You encourage and support others to make best use of their abilities.

4. You clearly agree what is expected of others and hold them to account.

5. You check individuals' commitment to their roles in a specific course of action.

6. You create a sense of common purpose.

7. You articulate a vision that generates excitement, enthusiasm and commitment.

8. You identify and work with people and organisations that can provide support for your work.

9. You work to develop an atmosphere of professionalism and mutual support.

10. You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The principles of effective communication and how to apply them.

2. How to maximise communication when managing remote teams using communications technology (including instant messaging, virtual meetings, conference calls and internet/intranet forums for sharing knowledge).

3. How to identify the diversity of expertise, knowledge, skills and attitudes required to achieve the team purpose.

4. The importance of selecting team members with the required expertise, knowledge and skills and different personalities so they can play complementary roles within the team, and how to do so.

5. The importance of agreeing with team members the behaviours that are likely to help achievement of the team purpose and those that are likely to hinder progress and should be avoided.

6. How to help team members to understand their unique contribution to the team purpose, the contributions expected of fellow team members and how these complement and support each other.

7. The importance of providing opportunities for team members to get to know each other's strengths and weaknesses and build mutual respect and trust.

8. How to encourage team members to get to know each other's strengths and weaknesses and build mutual respect and trust.

9. The importance of encouraging open communication between team members, and how to do so.

10. How to provide feedback to team members to enhance the performance of fellow team members and the team as a whole.

11. The importance of allowing time for the team to develop through its stages of growth (forming, storming, norming, performing), and how to do so.

12. The importance of celebrating team and individual successes together and commiserating together when things go wrong.

13. Ways of refocusing the team's energy on achieving its purpose.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for building and managing teams.

Context specific knowledge and understanding

1. The purpose of the team and what has to be achieved.

2. The required mix of expertise, knowledge and skills to achieve the team purpose.

UNIT SUMMARY

What is the unit about?

This unit is about managing conflicts between members of your team. It covers taking pre-emptive action to avoid conflicts occurring and working with team members to resolve problems when they emerge.

Who is the unit for?

The unit is recommended particularly for first line and middle managers.

Links to other units

This unit is linked to units **B8. Ensure compliance with legal, regulatory, ethical and social requirements, D1. Develop productive working relationships with colleagues, D8. Help team members address problems affecting their performance** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing conflict in your team. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Empathising
- Evaluating
- Information management
- Managing conflict
- Monitoring
- Obtaining feedback
- Problem-solving
- Providing feedback
- Questioning
- Reviewing
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Communicate clearly to team members the standards of work and behaviour expected of them.
2. Help team members understand how the roles of different team members interface, complement and support each other.
3. Identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.
4. Identify potential conflicts between team members and take pre-emptive action to avoid these.
5. Encourage team members to resolve their own problems and conflicts amongst themselves.
6. Take prompt action to deal with conflicts when the team members concerned are not able to resolve the conflicts themselves.
7. Acknowledge and show respect for team members' emotions regarding the conflict and seek to manage any negative emotions.
8. Investigate impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.
9. Identify and agree with team members how to resolve the conflict, without apportioning blame.
10. Seek help from colleagues or specialists, where necessary.
11. Comply with organisational and legal requirements when resolving conflicts.
12. Maintain complete, accurate and confidential records of conflicts and their outcomes.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You respond quickly to crises and problems with a proposed course of action.
2. You find practical ways to overcome barriers.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You show respect for the views and actions of others.
5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
6. You confront performance issues and resolve them directly with the people involved.
7. You clearly agree what is expected of others and hold them to account.
8. You protect your own and others' work against negative impacts.
9. You keep confidential information secure.
10. You recognise when there are conflicts, acknowledge the feelings and views of all parties, and redirect people's energy towards a common goal.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The principles of effective communication and how to apply them.
2. How to help team members understand how the roles of different team members interface, complement and support each other.

3. How to identify and address any issues with organisational structures, systems or procedures that are likely to give rise to conflict.

4. The importance of identifying potential conflicts between team members and taking pre-emptive action to avoid these, and how to do so.

5. The importance of giving team members opportunities to discuss with you serious problems that directly or indirectly affect their work, and how to encourage team members to do so.

6. The importance of taking prompt action to bring up and deal with conflicts when they arise and when the team members concerned are not able to resolve the conflicts themselves.

7. Ways of dealing with conflicts when they arise and what types of action should be taken and when.

8. The importance of acknowledging and showing respect for team members' emotions regarding the conflict and how to seek to manage any negative emotions.

9. How to identify impartially the causes of the conflict, giving all parties opportunities to present the facts and their perceptions about the conflict.

10. The importance of identifying and agreeing with team members how to resolve the conflict, without apportioning blame, and how to do so.

11. When to seek help from colleagues or specialists.

12. The importance of complying with organisational and legal requirements when resolving conflicts.

13. The importance of maintaining complete, accurate and confidential records of conflicts and their outcomes, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing conflict in your team.

Context specific knowledge and understanding

1. The standards of work and behaviour expected of team members.

2. How the roles of different team members interface, complement and support each other.

3. The organisational structures, systems and procedures that are likely to give rise to conflict.

4. The range of specialists inside and outside of the organisation and colleagues.

5. Organisational and legal requirements for resolving conflicts and maintaining records of conflicts and their outcomes.

UNIT SUMMARY

What is the unit about?

This unit is about leading meetings in order to achieve their objectives, which may be to solve problems, take decisions, consult with people or to exchange information and knowledge.

Who is the unit for?

The unit is recommended for managers at all levels.

Links to other units

This unit is linked to units **D12. Participate in meetings, E10. Take effective decisions** and **E11. Communicate information and knowledge** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in leading meetings. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Building consensus
- Communicating
- Consulting
- Decision-making
- Information management
- Involving others
- Leadership
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Setting objectives
- Time management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish the purpose and objectives of the meeting and confirm that a meeting is the best way to achieve these objectives.

2. Prepare carefully how you will lead the meeting and identify who needs to participate.

3. Invite participants, giving them sufficient notice to enable them to attend and stating:
   - the importance of the meeting
   - the role they will be expected to play, and
   - the preparation they need to do.

4. Circulate relevant information in advance and, if required, brief participants individually on the content and purpose of the meeting and their roles.

5. Set a fixed time for the meeting to begin and end and allocate time appropriately for each agenda item.

6. State the purpose of the meeting at the start and check that all participants understand why they are present.

7. Clarify specific objectives at the beginning of each agenda item.

8. Encourage all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants.

9. Discourage unhelpful comments and digressions, refocusing attention on the objectives of the meeting.

10. Manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring key objectives are met and participants are kept informed of changes in the agenda.

11. Summarise the discussion at appropriate times and allocate action points to participants at the end of each agenda item.

12. Take decisions within the meeting's authority, remit or terms of reference.

13. Observe any formal procedures or standing orders that apply to the meeting.

14. Check that decisions and action points are accurately recorded and promptly communicated to those who need to know.

15. Evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You address multiple demands without losing focus or energy.

2. You show respect for the views and actions of others.

3. You present information clearly, concisely, accurately and in ways that promote understanding.

4. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

5. You show integrity, fairness and consistency in decision-making.

6. You make best use of existing sources of information.

7. You check the validity and reliability of information.

8. You present ideas and arguments convincingly and in ways that strike a chord with people.

9. You articulate the assumptions made and risks involved in understanding a situation.

10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of establishing the purpose and objectives of the meeting and how to do so.

2. The importance of confirming a meeting is the best way to achieve these objectives.

3. The importance of preparing how you will lead the meeting and how to do so.

4. How to identify who needs to participate in the meeting.

5. The importance of inviting participants, giving them sufficient notice to enable them to attend.

6. The importance of informing participants of the role they will be expected to play, the preparation they need to do and the importance of the meeting.

7. How to identify relevant information participants require in advance of the meeting.

8. The importance of circulating relevant information in advance and, if required, briefing participants individually on the content and purpose of the meeting and their roles.

9. The importance of setting a fixed time for the meeting to begin and end and allocating time appropriately for each agenda item.

10. How to allocate time appropriately for each agenda item.

11. The importance of stating the purpose of the meeting at the start and checking that all participants understand why they are present.

12. The importance of clarifying specific objectives at the beginning of each agenda item.

13. The importance of encouraging all participants to make clear, concise and constructive contributions from their perspectives, whilst acknowledging and building on the contributions of other participants, and how to do so.

14. The importance of discouraging unhelpful comments and digressions, refocusing attention on the objectives of the meeting, and how to do so.

15. How to manage time flexibly, giving more time to particular agenda items, if necessary, whilst ensuring the key objectives are met and participants are kept informed of changes in the agenda.

16. The importance of summarising the discussion at appropriate times and allocating action points to participants at the end of each agenda item and how to do so.

17. The importance of taking decisions within the meeting's authority, remit or terms of reference and how to do so.

18. The importance of checking that decisions and action points are accurately recorded and promptly communicated to those who need to know.

19. How to evaluate whether the purpose and objectives of the meeting have been achieved and how future meetings could be made more effective.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for leading meetings.

Context specific knowledge and understanding

1. The people who need to participate and the roles they will be expected to play.

2. The types and sources of information required in advance of the meeting.

3. The meeting's authority, remit or terms of reference.

4. Any formal procedures or standing orders that apply to the meeting.

5. The people who are affected by the decisions and need to know about them.

UNIT SUMMARY

What is the unit about?

This unit is about participating in meetings in an active and constructive way.

It involves preparation before the meeting, perhaps researching information, consulting with others and clarifying your own objectives and opinions on the various agenda items. It also involves taking a positive stance within the meeting, presenting information and opinions clearly and concisely and acknowledging and building on the contributions of others, in order to arrive at the meeting's objectives. After the meeting, it may be necessary to communicate decisions to other people, in line with any protocol agreed at the meeting.

Who is the unit for?

The unit is recommended for managers at all levels.

Links to other units

This unit is linked to units **D11. Lead meetings, D17. Build and sustain collaborative relationships with other organisations, E10. Take effective decisions** and **E11. Communicate information and knowledge** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in participating in meetings. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Consulting
- Decision-making
- Involving others
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Researching
- Setting objectives
- Time management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Brief yourself on the content of the meeting, identify relevant information and clarify your opinions on various agenda items.
2. Consult with those who have an interest in the various agenda items in order to understand and be able to represent their opinions.
3. Clarify your objectives from the meeting – what you hope the meeting will achieve.
4. Present relevant information to the meeting clearly and concisely.
5. Present your opinions and the interests of those you are representing in a convincing way, providing evidence to support your case, if required.
6. Articulate any issues and problems emerging from discussions and propose and evaluate possible solutions.
7. Acknowledge and constructively discuss information and opinions provided by other people.
8. Clarify decisions taken on the various agenda items, where necessary.
9. Communicate decisions clearly and concisely and in a timely way to those who have an interest in the various agenda items, in line with any communication protocol agreed at the meeting.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You address multiple demands without losing focus or energy.
2. You show respect for the views and actions of others.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You keep people informed of plans and developments.
5. You state your own position and views clearly and confidently in conflict situations.
6. You make best use of existing sources of information.
7. You check the validity and reliability of information.
8. You state own opinions, views and requirements clearly.
9. You present ideas and arguments convincingly and in ways that strike a chord with people.
10. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of briefing yourself on the content of the meeting.
2. How to identify relevant information for the meeting and clarify your opinions on various agenda items.
3. The importance of consulting those who have an interest in the various agenda items, and how to do so in order to understand and be able to represent their opinions.
4. The importance of setting your objectives for the meeting, and how to do so.

5. The importance of presenting relevant information and opinions to the meeting clearly and concisely, and how to do so.

6. How to present your opinions and the interests of those you are representing in a convincing way.

7. The importance of identifying and articulating any issues and problems emerging from discussions, and how to contribute to resolving them.

8. The importance of acknowledging information and opinions provided by other people and how to discuss these constructively.

9. The importance of clarifying decisions taken on various agenda items, where necessary, and how to do so.

10. The importance of communicating decisions clearly and in a timely way to those who have an interest in the various agenda items, and how to do so in line with any communication protocol agreed at the meeting.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for participating in meetings.

Context specific knowledge and understanding

1. The types and sources of information relevant for the meeting.

2. People who have an interest in the various agenda items.

UNIT SUMMARY

What is the unit about?

This unit is about supporting individuals to develop and maintain their performance at work. These may be people in your own team or individuals from another work group to whom you are providing support.

This unit is based on a commonly-used coaching model where you and the individual clearly agree the improvements in performance required and plan a step-by-step process to achieve a desired standard. You will usually help the individual to develop new skills and experiment with alternative behaviours in a safe environment before applying these for real in the workplace. You will work with the individual to monitor their progress over time, providing specific feedback to help them progress, until they have achieved the desired standard or no longer need your support in developing and/or maintaining their progress.

Who is the unit for?

The unit is recommended particularly for first line managers and middle managers.

Links to other units

This unit is linked to units **D7. Provide learning opportunities for colleagues, D8. Help team members address problems affecting their performance** and **D9. Build and manage teams** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in supporting individuals to improve their performance. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Active listening
- Analysing
- Asking powerful questions
- Assessing
- Coaching
- Communicating
- Empathising
- Inspiring
- Learning
- Monitoring
- Motivating
- Planning
- Providing feedback
- Reviewing
- Risk management
- Self-assessment
- Setting objectives
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Support the individual in identifying their particular needs, abilities and preferences and take these into account when planning and providing support.

2. Ensure that the support requirements of the individual are in line with the business objectives of the organisation.

3. Establish with the individual
   - the area(s) in which they want to develop their performance
   - the standard of performance they wish to achieve
   - why they want to develop their performance
   - the support they can expect from you, and the commitment you expect from them
   - the process by which you will support them.

4. Establish with the individual
   - the timescale of the process
   - the frequency and duration of meetings
   - points at which progress will be reviewed
   - how progress will be measured and assessed.

5. Explore with the individual the skills they need to develop and the behaviours they need to change in order to meet the desired standard of performance.

6. Explore with the individual obstacles which could hinder their progress and how to remove these obstacles.

7. Plan with the individual how they can develop new skills and behaviours in a logical step-by-step sequence.

8. Provide opportunities for the individual to develop new skills and experiment with alternative behaviours in a safe environment.

9. Encourage the individual to identify and seize opportunities to apply their newly-developed skills and behaviours to their work.

10. Explore with the individual any risks involved in applying their newly-developed skills and behaviours to their work and help them plan how to reduce these risks to levels which are acceptable to them and the organisation.

11. Encourage the individual to reflect on their progress and articulate their thoughts and feelings about it.

12. Monitor the individual's progress and provide specific feedback designed to improve their skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance.

D13
Working with people
Support individuals to develop and maintain their performance

13. Use alternative approaches or enlist the support of colleagues and/or specialists, if the individual is not making satisfactory progress.

14. Agree with the individual when they have achieved the desired standard of performance, or when they no longer require your support.

15. Encourage and empower individuals to take responsibility for developing and maintaining their own self-awareness, performance and impact.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to develop performance.

2. You find practical ways to overcome barriers.

3. You keep people informed of plans and developments.

4. You make time available to support others.

5. You encourage and support others to make best use of their abilities.

6. You give feedback to others to help them develop their performance.

7. You recognise the achievements and the success of others.

8. You inspire others with the excitement of learning.

9. You confront performance issues and resolve them directly with the people involved.

10. You identify clearly the value and benefits to people of a proposed course of action.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to identify the particular needs, abilities and preferences of individuals and to take these into account when planning and providing support.

2. The principles, methods, tools and techniques involved in planning and providing support to individuals to improve their performance.

3. The principles, methods, tools and techniques for assessing an individual's performance.

4. The importance of establishing with individuals the course of action, the areas of performance to be targeted and the standard of performance they want to achieve.

5. The principles, methods, tools and techniques for assessing an individual's knowledge, skills and personal qualities and identifying learning needs, and the importance of exploring these with the individual.

6. How to identify obstacles which could hinder an individual's progress and the importance of removing these obstacles.

7. Learning and development opportunities for the individual to develop new skills and experiment with alternative behaviours in a safe environment.

8. The importance of encouraging individuals to identify and seize opportunities to apply their newly-developed skills and behaviours to their work.

9. How to identify risks involved in the application of newly-developed skills and behaviours to the individual's work and how to reduce these risks to levels which are acceptable to them and the organisation.

10. The principles, methods, tools and techniques involved in monitoring individuals' progress of developing their performance.

11. The principles, methods, tools and techniques involved in providing specific feedback to improve their skills, reinforce effective behaviours and enhance their motivation to achieve the desired standard of performance.

12. Alternative approaches and how to make use of these if the individual is not making satisfactory progress.

13. The importance of agreeing with the individual when they have achieved the desired standard of performance, or when they no longer require your support.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for supporting individuals to improve their performance.

Context specific knowledge and understanding

1. Individual's needs, abilities and preferences.

2. Possible obstacles, either organisational or individual related, which could hinder the individual's progress.

3. Risks to individuals when applying their newly-developed skills and behaviours to their work.

4. Sources of advice, guidance and support from colleagues and/or specialists.

UNIT SUMMARY

What is the unit about?

This unit is about initiating and following your organisation's disciplinary procedure in response to misconduct or unsatisfactory performance of a member of your team.

All employing organisations are required to have disciplinary and grievance procedures. As a minimum, these must meet the requirements laid down in relevant employment legislation. However, many organisations have developed more detailed and extensive disciplinary procedures and associated rules to reflect their specific contexts and requirements.

This unit describes the minimum standard of performance expected of managers when they are implementing disciplinary procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

Who is the unit for?

The unit is for line managers who have to deal with misconduct or unsatisfactory performance of members of their team. It is **not** designed for human resources specialists who are required to develop disciplinary procedures and provide specialist support to line managers who are implementing them.

Links to other units

This unit is linked to unit **D15. Initiate and follow grievance procedure** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in implementing disciplinary procedure. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Communicating
- Decision-making
- Empathising
- Interviewing
- Monitoring
- Presenting information
- Questioning
- Reporting
- Researching

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Keep individuals fully informed about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance.

2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing disciplinary procedures about which you are unsure.

3. Carry out necessary investigations promptly to establish the facts relating to any misconduct or unsatisfactory performance.

4. Take preventative measures to resolve issues and deal with cases of minor misconduct or unsatisfactory performance informally, where you consider that an informal approach is likely to resolve the situation effectively.

5. Follow your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.

6. Keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You keep people informed of plans and developments.

4. You give feedback to others to help them improve their performance.

5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

6. You act within the limits of your authority.

7. You consult with internal and/or external experts when necessary.

8. You say no to unreasonable requests.

9. You confront performance issues and resolve them directly with the people involved.

10. You keep confidential information secure.

11. You work to develop an atmosphere of professionalism and mutual support.

12. You take and implement difficult and/or unpopular decisions, if necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of fully informing individuals about the standards of conduct and performance expected of them and your organisation's current procedure for dealing with misconduct or unsatisfactory performance.

2. How to carry out investigations to establish facts relating to any misconduct or unsatisfactory performance.

3. Informal approaches to dealing with cases of minor misconduct or unsatisfactory performance, and when this type of approach is likely to resolve the situation effectively.

4. The differences between misconduct, gross misconduct and unsatisfactory performance, and how each should be handled.

5. The importance of following your organisation's formal disciplinary procedure in serious cases of misconduct or unsatisfactory performance.

6. The importance of communicating clearly, concisely and objectively, and how to do so.

7. How to keep full and accurate records throughout the disciplinary process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for supporting individuals to improve their performance.

Context specific knowledge and understanding

1. Your organisation's procedures for dealing with misconduct or unsatisfactory performance.

2. The standards of conduct and performance expected of individuals.

3. Sources of advice, guidance and support from colleagues, human resources or legal specialists.

4. The limits of your own knowledge, skills and competence.

5. Your organisation's policies and procedures for keeping full and accurate records.

UNIT SUMMARY

What is the unit about?

This unit is about initiating and following your organisation's grievance procedure in response to a concern, problem or complaint raised by a member of your team.

All employing organisations are required to have disciplinary and grievance procedures. As a minimum, these must meet the requirements laid down in relevant employment legislation. However, many organisations have developed more detailed and extensive grievance procedures to reflect their specific contexts and requirements.

This unit describes the minimum standard of performance expected of managers when they are implementing grievance procedures in line with legal and organisational requirements. To meet this standard, managers need both sound technical knowledge of the procedures and well-developed cognitive and interpersonal skills.

Who is the unit for?

The unit is for line managers who have to deal with potential or actual grievances raised by members of their team. It is **not** designed for human resources specialists who are required to develop grievance procedures and provide specialist support to line managers who are implementing them.

Links to other units

This unit is linked to unit **D14. Initiate and follow disciplinary procedure** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in implementing grievance procedure. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Assessing
- Communicating
- Decision-making
- Empathising
- Managing conflict
- Presenting information
- Questioning
- Reporting
- Researching

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Keep individuals fully informed about your organisation's current procedure for raising grievances.

2. Seek support from colleagues or human resources or legal specialists on any aspects of implementing grievance procedures about which you are unsure.

3. Identify potential grievances and take preventative measures to resolve issues where possible.

4. If an individual raises a concern, problem or complaint with you, seek to resolve the situation informally, if you consider that an informal approach is likely to resolve the situation effectively.

5. Follow your organisation's formal grievance procedure, if an individual raises a grievance with you in writing.

6. Keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You keep people informed of plans and developments.

4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

5. You act within the limits of your authority.

6. You consult with internal and/or external experts when necessary.

7. You show integrity, fairness and consistency in decision-making.

8. You keep confidential information secure.

9. You push for concrete information in an ambiguous situation.

10. You identify the implications or consequences of a situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of fully informing individuals about your organisation's current procedure for raising grievances.

2. Informal approaches to dealing with concerns, problems or complaints raised with you, and when this type of approach is likely to resolve the situation effectively.

3. The importance of following your organisation's formal grievance procedure, and when to do so.

4. How to conduct a meeting with an individual to discuss their grievance.

5. How to investigate the grievance fully.

6. The importance of communicating clearly, concisely and objectively, and how to do so.

7. How to keep full and accurate records throughout the grievance process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for implementing grievance procedures.

Context specific knowledge and understanding

1. Your organisation's procedure for dealing with grievances.

2. Sources of advice, guidance and support from colleagues, human resources or legal specialists.

3. Your organisation's policies and procedures for keeping full and accurate records.

UNIT SUMMARY

What is the unit about?

This unit is about managing situations when you are required to dismiss individuals who report to you for reasons of redundancy.

Due to closure or reorganisation of a business or changes in technology, working methods or trading patterns, it is sometimes necessary to make individuals redundant. The strategic decision-making and change-management processes leading to the redundancies are dealt with in other units.

This unit focuses on the sensitive and stressful function that line managers have to perform of dismissing some or all of their team members because of redundancies. This needs to be done fairly and strictly in line with your organisation's policy and relevant legislation. It also requires strong interpersonal skills to treat those made redundant with consideration and compassion whilst ensuring that those remaining in employment are reassured.

Who is the unit for?

The unit is for line managers who have to dismiss individuals in their team for reasons of redundancy. It is **not** designed for senior managers who make the strategic decisions about the number of redundancies and the selection criteria, nor is it designed for human resources specialists who develop redundancy policies and plans and provide specialist support to line managers who are implementing them.

Links to other units

This unit is linked to unit **B8. Ensure compliance with legal, regulatory, ethical and social requirements** in the overall suite of National Occupational Standards for Management and Leadership. Human resource specialists should refer to the Personnel Standards *P11 Develop a strategy and plan for managing changes in people resourcing* and *P33 Operate redundancy procedures*, which describe their responsibilities.

Skills

Listed below are the main generic 'skills' that need to be applied in managing redundancies in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Communicating
- Empathising
- Motivating
- Reporting
- Stress management
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Seek support from colleagues or human resources specialists on any aspects of managing redundancies about which you are unsure.

2. Provide people in your area of responsibility with full, clear and accurate information on
   - your organisation's redundancy policy and any appeals procedure
   - the reasons why it is necessary to make redundancies
   - any consultation about the redundancies which has taken place with staff and their representatives
   - the number of individuals being dismissed for reasons of redundancy
   - the methods and criteria used to select individuals for redundancy
   - any alternative employment opportunities and/or counselling available
   - the process and timescale for the redundancies
   - the method of calculating any redundancy payments.

3. Break the news to individuals selected for dismissal for reasons of redundancy clearly, considerately and confidentially.

4. Keep individuals who remain in employment informed about the process, without breaching confidentiality, in ways that maintain their confidence and morale.

5. Comply fully with your organisation's redundancy policy and relevant legislation throughout the process.

6. Keep full and accurate records of the redundancy process and store these confidentially as long as, but no longer than, necessary.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways that promote understanding.

2. You keep people informed of plans and developments.

3. You show empathy with others' needs, feelings and motivations and take an active interest in their concerns.

4. You make time available to support others.

5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

6. You act within the limits of your authority.

7. You act to uphold individuals' rights.

8. You keep confidential information secure.

9. You model behaviour that shows respect, helpfulness and co-operation.

10. You implement difficult and/or unpopular decisions, if necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of communicating information clearly, concisely and accurately, and how to do so.

2. How to break news to individuals selected for dismissal for reasons of redundancy clearly, considerately and confidentially.

3. The importance of providing counselling both for individuals selected for dismissal for reasons of redundancy and those who remain in employment, where appropriate.

4. The importance of complying fully with your organisation's redundancy policy and relevant legislation throughout the process.

5. The importance of keeping individuals who remain in employment informed about the process, without breaching confidentiality, and how to do so in ways that maintain their confidence and morale.

6. How to keep full and accurate records of the redundancy process and store these confidentially as long as, but no longer than, necessary.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing redundancies.

Context specific knowledge and understanding

1. The limits of your own knowledge, skills, competence and authority.

2. Your organisation's redundancy policy and appeals procedure.

3. Sources of advice, guidance and support from colleagues or human resources specialists.

4. The reasons why it is necessary to make redundancies.

5. The numbers of individuals being dismissed for reasons of redundancy.

6. The methods and criteria for selecting individuals for redundancy.

7. The process and timescales for the redundancies.

8. The methods for calculating any redundancy payments.

9. Any consultation about the redundancies that has taken place with staff and their representatives.

10. Any alternative employment opportunities and how to decide which opportunities would be appropriate to offer to individuals.

11. Any counselling available for individuals selected for dismissal for reasons of redundancy or for those who remain in employment.

12. Your organisation's policies and procedures for keeping full and accurate records.

13. Your organisation's confidentiality policies and procedures.

UNIT SUMMARY

What is the unit about?

This unit is about building and sustaining collaborative relationships with other organisations which share objectives that are similar or complementary to your own organisation's objectives. It does not cover setting up a formal legal partnership, but it does describe good practice in identifying and selecting suitable organisations to collaborate with and a process to ensure that your work with the other organisation is as effective as possible.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to units **B10. Manage risk, D12. Participate in meetings, E10. Take effective decisions** and **E11. Communicate information and knowledge** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing partnership arrangements. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Balancing competing needs and interests
- Communicating
- Decision-making
- Evaluating
- Information management
- Negotiating
- Planning
- Presenting information
- Reporting
- Reviewing
- Risk management
- Setting objectives
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify organisations which share common or complementary objectives and evaluate the feasibility of collaboration in line with your organisation's strategic objectives.

2. Decide whether to collaborate with other organisations, based on an evaluation of mutual net potential benefits, the compatibility of the two organisations and your ability to mitigate any risks involved.

3. Agree internally and with the other organisation:
   - the aims and objectives of collaboration
   - the benefits each organisation expects from collaboration
   - the costs to each organisation from collaboration
   - the actions each organisation will take and when
   - the required outcomes from collaboration
   - arrangements for communicating with each other and reporting progress
   - arrangements for processing information in line with relevant legislation
   - how and when you will review the effectiveness of your collaboration.

4. Take agreed actions at the agreed time; inform the other organisation if you are unable to do so and the reasons for this.

5. Support the other organisation to take their agreed actions at the agreed time.

6. Report to, and receive reports from, the other organisation according to arrangements agreed.

7. Provide feedback to the other organisation in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.

8. Process information supplied by the other organisation in line with arrangements and relevant legislation.

9. Review the effectiveness of your collaboration at agreed times and agree:
   - the extent to which the aims and objectives have been achieved
   - the actions carried out by each organisation, any deviations from the actions agreed and reasons for these
   - any failures or mistakes, the reasons for these and ways of avoiding these failures or mistakes in the future
   - the costs to each organisation of collaboration and ways in which these costs may be reduced in the future
   - the benefits to each organisation, the value of these benefits and how mutual benefits may be increased in the future
   - the extent to which the expectations of each organisation have been met
   - any changes to make your collaboration more effective in the future.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways that promote understanding.

2. You keep people informed of plans and developments.

3. You show respect for the views and actions of others.

4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

5. You identify clearly the value and benefits to people of a proposed course of action.

6. You act to understand and influence the climate and culture of the organisation/partnership.

7. You identify and work with people and organisations that can provide support for your work.

8. You clarify your own and others' expectations of relationships.

9. You articulate the assumptions made and risks involved in understanding a situation.

10. You identify the range of elements in a situation and how they relate to each other.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of identifying and evaluating potential partners.

2. How to identify the potential benefits to each party of collaboration.

3. How to identify the aims, values and working practices of potential partners and assess how compatible these are with your organisation's aims, values and working practices.

4. How to identify the potential costs, both in terms of money and time, to each party of working together.

5. The importance of agreeing with partners the benefits and costs to each party of working together.

6. The importance of basing your decision to collaborate with potential partners on your evaluation of net potential benefits, the compatibility of the two parties and your ability to mitigate any risks involved, and how to do so.

7. The importance of identifying and agreeing with partners the aims and objectives of collaboration, and how to do so.

8. The importance of identifying and agreeing the actions each party will take and when, and how to do so.

9. The importance of identifying and agreeing the arrangements for communicating with each other and reporting progress, and how to do so.

10. How to identify and evaluate any risks involved in working together.

11. The importance of identifying and agreeing how and when you will review the partnership and its effectiveness, and how to do so.

12. The importance of taking agreed actions at the agreed time and informing people promptly if you are unable to do so and the reasons for this.

13. The importance of supporting partners to take their agreed actions at the agreed time, and how to do so.

14. The importance of reporting and receiving reports from partners according to arrangements agreed, and how to do so.

15. How to provide feedback to partners in ways that help them to perform effectively and reinforce their commitment and enthusiasm for collaboration.

16. How to process information supplied by partners in line with arrangements and data protection legislation.

17. The principles of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements and legislation for collaboration with other organisations to achieve common or complementary objectives.

Context specific knowledge and understanding

1. Your organisation's aims, values and working practices.

2. Legal and organisational requirements for data protection.

3. Confidentiality policies for each organisation and how they may impact on the collaboration.

4. Who has a right to the information and knowledge you are communicating.

UNIT SUMMARY

What is the unit about?
This unit is about having ownership of and being responsible for a budget for a defined area or activity of work. It initially involves preparing, submitting and agreeing a budget for a set operating period. It also involves monitoring actual performance against the agreed budget and taking necessary action in response to identified variances and any unforeseen developments.

Who is the unit for?
The unit is recommended for first line managers.

Links to other units
This unit is linked to units **D6. Allocate and monitor the progress and quality of work in your area of responsibility, E2. Manage finance for your area of responsibility, E8. Manage physical resources,** and **F4. Develop and implement marketing plans for your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in managing a budget. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Decision-making
- Monitoring
- Acting assertively
- Presenting information
- Reporting
- Learning
- Negotiating
- Consulting
- Information management
- Evaluating
- Contingency-planning
- Problem-solving

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Evaluate available information and consult with others to prepare a realistic budget for the respective area or activity of work.

2. Submit the proposed budget to the relevant people in the organisation for approval and to assist the overall financial planning process.

3. Discuss and, if appropriate, negotiate the proposed budget with the relevant people in the organisation and agree the final budget.

4. Use the agreed budget to actively monitor and control performance for the respective area or activity of work.

5. Identify the causes of any significant variances between what was budgeted and what actually happened and take prompt corrective action, obtaining agreement from the relevant people if required.

6. Propose revisions to the budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people in the organisation.

7. Provide ongoing information on performance against the budget to relevant people in your organisation.

8. Advise the relevant people as soon as possible if you have identified evidence of potentially fraudulent activities.

9. Gather information from implementation of the budget to assist in the preparation of future budgets.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways that promote understanding.

2. You act within the limits of your authority.

3. You show integrity, fairness and consistency in decision-making.

4. You say no to unreasonable requests.

5. You use communication styles that are appropriate to different people and situations.

6. You take and implement difficult and/or unpopular decisions, if necessary.

7. You respond quickly to crises and problems with a proposed course of action.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding
1. The purposes of budgetary systems.

2. Where to get and how to evaluate the available information in order to be able to prepare a realistic budget.

3. The importance of spending time on and consulting with others in preparing a budget.

4. How to discuss, negotiate and confirm a budget with people who control the finance and the key factors that should be covered.

5. How to use a budget to actively monitor and control performance for a defined area or activity of work.

6. The main causes of variances and how to identify them.

7. What different types of corrective action which could be taken to address identified variances.

8. How unforeseen developments can affect a budget and how to deal with them.

9. The importance of agreeing revisions to the budget and communicating the changes.

10. The importance of providing regular information on performance against the budget to other people.

11. Types of fraudulent activities and how to identify them.

12. The importance of using the implementation of the budget to identify information and lessons for the preparation of future budgets.

Industry/sector specific knowledge and understanding

1. Factors, processes and trends that are likely to affect the setting of budgets in your industry/sector.

Context specific knowledge and understanding

1. The area or activity that the budget is for.

2. The vision, objectives and operational plans for your area of responsibility.

3. The budgeting period(s) used in your organisation.

4. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.

5. The agreed budget, how it can be used and how much it can be changed without approval.

6. The limits of your authority.

7. Who needs information in your organisation about performance against your budget, what information they need, when they need it and in what format.

8. What to do and who to contact if you suspect fraud has been committed.

UNIT SUMMARY

What is the unit about?

This unit is about managing finance in order to achieve the stated objectives for your area of responsibility. It involves developing and agreeing a master budget for your area and using this to monitor, evaluate and control performance and take action to deal with identified variances.

Delegating responsibility for budgets for clearly defined activities is a key aspect of this unit.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for middle managers.

Links to other units

This unit is linked to units **B1. Develop and implement operational plans for your area of responsibility, E1. Manage a budget,** and **E8. Manage physical resources** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing finance for your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Decision-making
- Questioning
- Consulting
- Monitoring
- Assessing
- Delegating
- Acting assertively
- Valuing and supporting others
- Negotiating
- Contingency-planning
- Information management
- Problem-solving
- Thinking systematically
- Leadership
- Motivating
- Planning
- Prioritising

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Confirm your financial responsibilities, including the limits of your authority, with those you report to.

2. Gather and evaluate available financial information and the objectives and associated plans for your area and consult with colleagues to identify priorities, potential problems and risks.

3. Identify and make use of opportunities to delegate responsibility for budgets for clearly defined activities to colleagues in your area, providing them with the required ongoing support and resources.

4. Discuss and, if appropriate, negotiate delegated budgets with colleagues and agree provisional budgets.

5. Consult on and develop a realistic master budget for your area and submit it to the relevant people in the organisation for approval and to assist the overall financial planning process.

6. Discuss and, if appropriate, negotiate the proposed master budget for your area with the relevant people in the organisation and communicate the final budget to colleagues in your area.

7. Establish systems to monitor and evaluate performance against delegated budgets and the master budget and put contingency plans in place.

8. Identify the causes of any significant variances between what was budgeted for and what actually happened and discuss and ensure prompt corrective action is taken, obtaining agreement from the relevant people if required.

9. Propose revisions to the master budget, if necessary, in response to variances and/or significant or unforeseen developments and discuss and agree the revisions with the relevant people.

10. Provide ongoing information on the financial performance of your area to relevant people in your organisation.

11. Advise the relevant people as soon as possible if you have identified evidence of any potentially fraudulent activities.

12. Encourage colleagues in your area to think about and identify ways of reducing expenditure and increasing income, selecting and pursuing those ideas which have potential for implementation.

13. Review the financial performance of your area, particularly in relation to achievement of the stated objectives, and identify improvements for the future.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You act within the limits of your authority.
2. You are vigilant for potential risks.
3. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
4. You clearly agree what is expected of others and hold them to account.
5. You respond quickly to crises and problems with a proposed course of action.
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
7. You prioritise objectives and plan work to make best use of time and resources.
8. You use communication styles that are appropriate to different people and situations.
9. You take and implement difficult and/or unpopular decisions, if necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The purposes of budgetary systems.
2. The importance of agreeing financial responsibilities, including the limits of your authority, for your area with those you report to.
3. Where to get and how to evaluate the available financial information in order to be able to prepare a realistic master budget for your area.
4. The importance of taking account of the objectives and associated plans of your area in developing and operating the master budget.
5. How to identify opportunities and delegate responsibility for budgets.
6. The importance of consulting with colleagues in identifying priorities, potential problems and risks and generally preparing the budget for your area.
7. How to discuss, negotiate and confirm budgets with colleagues in your area and with people who control the finance and the key factors that should be covered.
8. How to establish systems to monitor and evaluate performance against budgets.
9. The importance of contingency plans and the type of contingencies that may occur.
10. The main causes of variances and how to identify them.
11. What different types of corrective action could be taken to address identified variances.
12. The importance of agreeing revisions to the budget and communicating the changes.

13. The importance of providing regular information on the financial performance of your area to relevant people and what they might want to know.
14. Types of fraudulent activities and how to identify them.
15. How to encourage colleagues to think about ways of reducing expenditure and increasing income.
16. How to review the financial performance of your area against the stated objectives.

Industry/sector specific knowledge and understanding

1. Factors, processes and trends that are likely to affect financial management in your industry/sector.
2. Legal, regulatory and ethical requirements in the industry/sector.

Context specific knowledge and understanding

1. The scope and nature of your area of responsibility including the vision, objectives and operational plans.
2. Your financial responsibilities, including the limits of your authority.
3. The people you report to in your organisation.
4. Financial information available in your organisation.
5. Activities for which budgets have been delegated.
6. The budgeting period(s) used in your organisation.
7. Organisational guidelines and procedures for the preparation and approval of budgets and for monitoring and reporting of performance against budgets and revising budgets.
8. The agreed master budget for your area, including delegated budgets.
9. Systems established for managing and evaluating performance against budgets.
10. Contingency plans put in place.
11. What to do and who to contact if you suspect fraud has been committed.
12. Who needs information on the financial performance of your area, what information they need, when they need it and in what format.

UNIT SUMMARY

What is the unit about?

This unit is about identifying the need for and obtaining additional finance to fund the organisation's proposed activities. The organisation may already be generating some surplus income through the ongoing supply of its products and/or services. This may be insufficient, however, to fund activities such as investment in new equipment or proposed changes to products and/or services and it is in instances such as these where additional finance might be required.

A key aspect of this unit is identifying types of finance and funding providers which are appropriate to the particular needs of the organisation.

Whilst you would be expected to draw on the expertise of financial specialists, you are not expected to be a financial specialist yourself.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B3. Develop a strategic business plan for your organisation** and **B4. Put the strategic business plan into action** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *G3 Get finance for the business,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in obtaining additional finance for the organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Questioning
- Information management
- Evaluating
- Presenting information
- Communicating
- Decision-making
- Risk management
- Prioritising
- Contingency-planning
- Monitoring
- Involving others
- Planning
- Forecasting
- Influencing and persuading
- Problem-solving
- Leadership
- Reviewing
- Negotiating

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify the additional finance required to fund the organisation's proposed activities.

2. Seek and make effective use of specialist financial expertise.

3. Evaluate the costs, benefits and risks of the current types and providers of finance used by the organisation and other potential types and providers of finance.

4. Select the types of finance which are most appropriate to the needs of the organisation, taking account of levels of acceptable risk and views of stakeholders, and identify possible providers.

5. Present fully-costed proposals and recommendations for obtaining additional finance to relevant people in the organisation and, where appropriate, any key stakeholders, and discuss and agree on potential providers of finance.

6. Ensure timely submission of clear proposals or bids or applications to potential providers of finance and seek regular updates on progress.

7. Put formal agreements in place with providers for agreed amounts of finance at agreed times and, as appropriate, agreed costs and repayment schedules.

8. Identify any shortfall in the level of additional funding obtained and take appropriate action.

9. Put contingency plans in place to deal with any problems in the additional finance being made available and any changes to the level of additional finance required.

10. Monitor the effectiveness of the agreements for providing additional finance, identifying and making changes where necessary and identifying improvements for the future.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You reflect regularly on your own and others' experiences, and use these to inform future action.
2. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
3. You show sensitivity to stakeholders' needs and interests and manage these effectively.
4. You identify the implications or consequences of a situation.
5. You act within the limits of your authority.
6. You identify and work with people and organisations that can provide support for your work.
7. You constructively challenge the status quo and seek better alternatives.
8. You are vigilant for potential risks.
9. You identify and raise ethical concerns.
10. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
11. You work to a clearly defined vision of the future.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Why organisations might need additional finance for their proposed activities.
2. Where to obtain and how to evaluate information in order to identify an organisation's requirement for additional finance.
3. Sources of specialist financial expertise and how to make effective use of them.
4. Different types of finance.
5. Different providers of finance.
6. How to evaluate the costs, benefits and risks of different types and providers of finance.
7. Criteria for selecting types and providers of finance which are appropriate to organisational needs and the views of stakeholders.
8. The importance of risk in obtaining additional finance and ways in which the level of risk can be identified and managed.
9. How to work out the full cost of obtaining finance from providers.
10. The importance of consulting with relevant people in the organisation and key stakeholders on proposals and recommendations for obtaining additional finance.

11. The importance of submitting clear proposals or bids or applications to potential providers of finance and allowing sufficient time for their submission and consideration.
12. The type of formal agreements that should be put in place with providers of finance and what they should cover.
13. The type of actions that might need to be taken in the event of a shortfall in additional funding.
14. Why it is necessary to put contingency plans in place in relation to obtaining additional finance and the type of contingencies that might occur.
15. How to monitor the effectiveness of agreements put in place for providing additional finance.
16. The changes that might need to be made to agreements for additional finance.

Industry/sector specific knowledge and understanding

1. The types and providers of finance that tend to be used in your industry or sector, and why they are preferred.
2. Guidelines and codes of practice and any legislative, regulatory and ethical requirements in relation to types and providers of funding in your industry or sector.

Context specific knowledge and understanding.

1. The vision, objectives and plans of the organisation.
2. The proposed activities of the organisation, including those which require additional finance.
3. The organisation's stakeholders and their views in relation to the financing of the organisation's activities.
4. The current types and providers of finance used by the organisation and other potential types and providers of finance and their associated costs, benefits and risks.
5. The particular needs of the organisation in terms of securing additional finance, including the organisation's attitude to risk.
6. Relevant people in the organisation and any key stakeholders who should be consulted on proposals and recommendations for obtaining additional finance.
7. Proposals or bids or applications submitted to providers of finance and how they have been progressed.
8. Formal agreements with providers of additional finance to the organisation.
9. The contingency plans that have been put in place in relation to additional finance.
10. The specialist financial expertise currently used by your organisation and other potential sources of expertise.
11. The systems in place for monitoring the effectiveness of the agreements for additional finance and identifying changes to agreements and improvements for the future.

UNIT SUMMARY

What is the unit about?

This unit is about your role in making sure that the organisation gets the technology it needs and uses it in the best way possible. Technology might mean information or communications technology, equipment, machinery and so on. It does not necessarily mean using complicated technology or the latest invention. Instead it is about assessing the use of technology and improving it, which might mean making better use of what is already in place or even shifting to a lower-tech solution if that is appropriate.

You are not expected to be a technology specialist but you would be expected to be able to work with specialists as appropriate.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to units **B2. Map the environment in which your organisation operates, B3. Develop a strategic business plan for your organisation, B4. Put the strategic business plan into action** and **C3. Encourage innovation in your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in promoting the use of technology in your organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Thinking strategically
- Involving others
- Questioning
- Communicating
- Problem-solving
- Thinking systematically
- Monitoring
- Reporting
- Contingency-planning
- Consulting
- Information management
- Benchmarking
- Networking
- Reviewing
- Planning
- Innovating
- Leadership

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify the approach(es) to and current use of technology within your organisation and any plans to discard or introduce technology or use existing technology for different purposes.
2. Consult with relevant people across the organisation and other relevant parties in order to identify the successful use of technology.
3. Consult with relevant people across the organisation and other relevant parties to identify opportunities for introducing technology or using existing technology for different purposes.
4. Ensure that the organisation has a strategy for using technology and that it fits with the overall vision, values, objectives and plans of the organisation.
5. Communicate the strategy for using technology across the organisation and to other relevant parties.
6. Ensure that the use of technology is driven by customer needs.
7. Carry out benchmarking to identify good practice in relation to the use of technology and what lessons can be learnt and applied to your organisation.
8. Establish systems to monitor implementation of the strategy and report on the overall performance of the organisation in relation to the use of technology.
9. Seek and make use of specialist expertise to assist in developing, implementing and reviewing the strategy for using technology and monitoring overall performance of the organisation.
10. Ensure that resources and support are provided across the organisation to enable colleagues to make the best use of the available technology.
11. Ensure that contingency plans are in place in case technology fails.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constructively challenge the status quo and seek better alternatives.
2. You take personal responsibility for making things happen.
3. You anticipate likely future scenarios based on realistic analysis of trends and developments.
4. You articulate the assumptions made and risks involved in understanding a situation.

5. You take timely decisions that are realistic for the situation.
6. You balance risks against the benefits that may arise from taking risks.
7. You constantly seek to improve performance.
8. You use communication styles that are appropriate to different people and situations.
9. You create a sense of common purpose.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Different types of technology.
2. How to keep up to date with the key developments in technology.
3. The main factors to consider when assessing the use and/or introduction of new technology, including the full costs and benefits.
4. The importance of consulting with colleagues and other relevant parties in relation to technology.
5. What an effective strategy for using technology should cover.
6. The importance of contingency-planning in relation to the ongoing use and/or introduction of technology and how to do this effectively.
7. Different techniques and methods for communicating the organisation's approach to and strategy for using technology.
8. How to benchmark your organisation's use of strategy against other organisations.
9. Sources of specialist expertise in relation to technology.
10. How to establish systems for reviewing the implementation of the strategy for using technology and identifying areas for improvement.
11. The type of resources and support needed to enable colleagues to make the best use of the available technology.
12. How to identify sustainable resources and ensure their effective use to support the use of technology.

Industry/sector specific knowledge and understanding

1. Trends and developments in your industry/sector in relation to technology.
2. The types of technology that are available to your industry/sector and their main features, benefits and drawbacks.
3. Legal requirements, government policies and industry or sector guidelines relating to using technology.
4. Financial or other incentives or support that may be available for investing in technology in your industry/sector.

Context specific knowledge and understanding

1. The approach(es) to and current use of technology within your organisation.
2. Plans to discard or introduce technology or use existing technology for different purposes.
3. Who needs to be consulted across the organisation in relation to technology.
4. Other relevant parties with an interest in your organisation's use of technology.
5. The overall vision, values, objectives and plans of the organisation.
6. Your organisation's specific strategy in relation to using technology, including contingency plans.
7. The needs of your customers.
8. The role of technology in your organisation's culture and how to build on this.
9. Systems in place for effective monitoring and reporting on the use of technology.
10. The organisations that are similar to your own and the technology they use.
11. The specialists who can advise your organisation on using technology.
12. What technology has already been tried in your organisation and what the outcomes were.

Note: This unit has been taken from the National Occupational Standards developed by ENTO, the standards setting body for employment and associated areas. The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT SUMMARY

This unit is for:

People with a role which involves:

- reviewing the workplace, activities and organisation to identify and evaluate the health and safety hazards to employees, other people who may be affected, and physical resources

- assessing the nature and extent of the hazards of the workplace, activities and organisation to determine the health and safety risks to employees, other people who may be affected, and physical resources

- determining relevant risk control measures and safe systems of work

- prioritising risks

- implementing risk control measures

- making sure that the risk control measures meet health and safety statutory requirements and industry best practice.

PERFORMANCE CRITERIA

You must:

Identify and evaluate hazards to health and safety

1. inspect the workplace to identify and evaluate the hazards to the safety of the employees, other people who may be affected, and physical resources.

2. observe work activities to identify and evaluate the hazards to the safety of the employees, other people who may be affected, and physical resources.

3. examine proposed and new workplaces, equipment, processes or activities in order to identify and evaluate the hazards to the safety of the employees, other people who may be affected and physical resources.

4. inspect the workplace to identify and evaluate the hazards to the health of the employees and other people who may be affected.

5. observe work activities to identify and evaluate the hazards to the health of the employees and other people who may be affected.

6. examine proposed and new workplaces, equipment, processes and activities in order to identify and evaluate the hazards to the health of the employees and other people who may be affected.

7. select and use appropriate measuring equipment.

8. keep appropriate records of the hazards.

Determine safety and health risks:

9. determine risks to safety in the workplace to employees, other people who may be affected, and physical resources.

10. determine risks to health in the workplace to employees and other people who may be affected, taking into account existing control measures, the population at risk, the nature of the harm and the likelihood of the occurrence.

11. select and use suitable techniques to determine and analyse risks.

12. decide the tolerability and/or acceptability of risk.

13. select and use appropriate instruments and survey techniques to determine the exposure of employees and other people who may be affected.

14. keep appropriate records of the risks.

Determine and implement risk control measures and safe systems of work:

15. identify and evaluate the existing risk control measures and current systems of work in your organisation.

16. recognise your own limits and, where necessary, bring in specialist or other assistance.

17. identify any additional or improved risk control measures that may be needed in your organisation.

18. identify and take into consideration the risk control measures required by health and safety statutory requirements relevant to your organisation and industry best practice.

19. involve managers, employee representatives and/or employees in consultation about the risk controls.

20. identify the resources needed, and cost-effectiveness, of the risk control measures needed.

21. assist in the implementation of risk control measures in your organisation.

22. make sure that all those people affected receive the necessary training to gain the competence required for the implementation of risk control measures.

23. keep appropriate records of risk control measures.

KNOWLEDGE REQUIREMENTS

You need to be able to show that you have knowledge and understanding of:

The nature and role of the identification of health and safety hazards within the organisation

a. health and safety hazards

b. risk assessment techniques

c. physical resources

d. instruments and survey techniques which may be used to determine the exposure of people who may be affected

Principles and concepts

e. the analysis techniques suitable for determining risks.

External factors influencing the identification of health and safety hazards

f. health and safety statutory requirements.

g. tolerability/acceptability of risk.

h. quality management requirements for documentation.

The nature and role of health and safety risk control measures within the organisation

i. risk control measures, including safe systems of work.

External factors influencing health and safety risk control methods

j. risk control hierarchies.

k. the risk control measures required by health and safety legislation and industry best practice.

GLOSSARY

This section provides explanations and definitions of some of the terms used in this unit.

Control(s)

The means by which the risks identified are eliminated or reduced to acceptable levels.

Employer

Wherever/whoever has responsibility for the workplace/ work activity.

Hazard*

A hazard is something with the potential to cause harm (this can include articles, substances, plant or machines, methods of work, the working environment and other aspects of work management).

Definition taken from: HSE 'Management of health and safety at work – Approved Code of Practice & Guidance'. Reference L21 (ISBN 0-7176-2488-9)

Learner

Any person in a workplace environment and undertaking learning, including those following a vocational or academic course.

Legislation

The Health and Safety at Work Act 1974 is the main piece of legislation under which nearly all the other regulations are made. It is for this reason that only this piece of legislation is specifically referred to in this Unit.

There is an array of health and safety regulations and codes of practice which affect people at work. There are regulations for those who, for example, work with electricity, or work on construction projects, as well as regulations covering noise at work, manual handling, working with VDUs, or dealing with substances hazardous to health, etc. The specific requirements for all or any of these can be obtained from HSE local offices.

Other people

Refers to everyone covered by the Health and Safety at Work Act including: visitors, members of the public, colleagues, contractors, clients, customers, patients and students.

Personal presentation

This includes personal hygiene, use of personal protective equipment, clothing and accessories suitable to the particular workplace.

Physical resources

Property, equipment, plant and machinery, etc.

Risk*

A risk is the likelihood of potential harm from that hazard being realised.

The extent of the risk depends on:

a. the likelihood of that harm occurring;

b. the potential severity of that harm, i.e. of any resultant injury or adverse health effect; and

c. the population which might be affected by the hazard, i.e. the number of people who might be exposed.

Definition taken from: HSE 'Management of health and safety at work – Approved Code of Practice & Guidance'. Reference L21 (ISBN 0-7176-2488-9)

Resources

This includes: information, documentation, time, control measures, equipment and support (including specialist assistance).

Manager/Supervisor

One who controls and or directs the work of others.

Workplace

The single or multiple areas in which you carry out your work.

Workplace Instructions / Policies & Procedures

An organisation's instructions, method statements, safe systems of work, guidelines and processes on how to behave and perform tasks in the workplace.

Policies

- A statement which directs the present and future decisions of an organisation.

- It is intended to influence and determine decisions, actions, and other matters.

- Typically, a policy designates a required process or procedure within an organisation.

■ They are often initiated because of some external requirement.

Procedures

■ A series of steps following in a regular definite order that implements a policy

■ A series of steps or instructions, describing a way of doing things.

■ A series of steps to be performed in a regular definite order under specified conditions.

■ Documented processes that are used when work affects more than one function or department of an organisation.

■ A series of clearly defined steps (and decisions) that explains or describes how one goes about completing a task.

This includes the documentation prepared by the employer about the procedures to be followed for health, safety and welfare matters.

This may be the employer's safety policy, general health and safety statements and written safety procedures covering aspects of the workplace that should be drawn to the attention of employees and that of everyone covered by the Health and Safety at Work etc. Act 1974 (visitors, members of the public, colleagues, contractors, clients, customers, patients, students).

Instructions covering, for example:

a.   the use of safe working methods and equipment

b.   the safe use of hazardous substances

c.   smoking, eating, drinking and drugs

d.   what to do in the event of an emergency

e.   personal presentation

UNIT SUMMARY

What is the unit about?

This unit is concerned with managing the overall health and safety process in your area of responsibility. It is intended to go beyond meeting health and safety legislation and move towards a situation where health and safety considerations are firmly embedded in the planning and decision-making processes and the 'culture' of your area of responsibility.

The 'area of responsibility' may be, for example, a branch or department or functional area or an operating site within an organisation.

Who is the unit for?

The unit is recommended for first-line managers and middle managers.

Links to other units

This unit is linked to units **D6. Allocate and monitor the progress and quality of work in your area of responsibility, E5. Ensure your own actions reduce risks to health and safety, E7. Ensure an effective organisational approach to health and safety** and **E8. Manage physical resources** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in ensuring health and safety requirements are met in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Consulting
- Information management
- Decision-making
- Involving others
- Questioning
- Thinking systematically
- Monitoring
- Leadership
- Communicating
- Reviewing
- Presenting information
- Prioritising
- Reporting
- Planning

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify your personal responsibilities and liabilities under health and safety legislation.

2. Ensure that the organisation's written health and safety policy statement is clearly communicated to all people in your area of responsibility and other relevant parties.

3. Ensure that the health and safety policy statement is put into practice in your area of responsibility and is subject to review as situations change and at regular intervals and the findings passed to the appropriate people for consideration.

4. Ensure regular consultation with people in your area of responsibility or their representatives on health and safety issues.

5. Seek and make use of specialist expertise in relation to health and safety issues.

6. Ensure that a system is in place for identifying hazards and assessing risks in your area of responsibility and that prompt and effective action is taken to eliminate or control identified hazards and risks.

7. Ensure that systems are in place for effective monitoring, measuring and reporting of health and safety performance in your area of responsibility.

8. Show continuous improvement in your area of responsibility in relation to health and safety performance.

9. Make health and safety a priority area in terms of informing planning and decision-making in your area of responsibility.

10. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.

11. Ensure that sufficient resources are allocated across your area of responsibility to deal with health and safety issues.

12. Develop a culture within your area of responsibility which puts health and safety first.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You respond quickly to crises and problems with a proposed course of action.

2. You identify people's information needs.

3. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

4. You are vigilant for possible risks and hazards.

5. You take personal responsibility for making things happen.

6. You identify the implications or consequences of a situation.

7. You act within the limits of your authority.

8. You constantly seek to improve performance.

9. You treat individuals with respect and act to uphold their rights.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Why health and safety in the workplace is important.

2. How and where to identify your personal responsibilities and liabilities under health and safety legislation.

3. How to keep up with legislative and other developments relating to health and safety.

4. The requirement for organisations to have a written health and safety policy statement.

5. How to communicate the written health and safety policy statement to people who work in your area of responsibility and other relevant parties.

6. How and when to review the application of the written health and safety policy statement in your area of responsibility and produce/provide findings to inform development.

7. How and when to consult with people in your area of responsibility or their representatives on health and safety issues.

8. Sources of specialist expertise in relation to health and safety.

9. Ways of developing a culture in your area of responsibility which puts health and safety first.

10. The type of hazards and risks that may arise in relation to health and safety – how to establish and use systems for identifying hazards and assessing risks and the type of actions that should be taken to control or eliminate them.

11. How to establish systems for monitoring, measuring and reporting on health and safety performance in your area of responsibility.

12. Why and how health and safety should inform planning and decision-making.

13. The importance of setting a good example to others in relation to health and safety.

14. The type of resources required to deal with health and safety issues.

Industry/sector specific knowledge and understanding

1. Sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety.

2. Health and safety risks, issues and developments which are particular to the industry or sector.

Context specific knowledge and understanding

1. Other relevant parties with an interest in health and safety in your area of responsibility.

2. The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation, people in your area and to other relevant parties.

3. Sources of specialist health and safety expertise used in your area of responsibility.

4. The operational plans for your area of responsibility.

5. The resources allocated to and across your area of responsibility for health and safety.

6. Allocated responsibilities for health and safety in your area and the organisation in general.

7. Systems in place in your area of responsibility for identifying hazards and assessing risks and taking action.

8. Systems in place for monitoring, measuring and reporting of health and safety performance in your area of responsibility.

UNIT SUMMARY

What is the unit about?
This unit is concerned with leading the overall approach to health and safety in your organisation. There are numerous benefits arising from an effective organisational approach to health and safety, including

- contributing to the well-being and productivity of all the people who work for the organisation

- decreasing the risk of injury and ill health to people who work for the organisation and others

- improving the reputation of the organisation in the eyes of customers, suppliers and other stakeholders

- ensuring your organisation meets legislative requirements thus minimising the likelihood of prosecution and consequent penalties.

For the purposes of this unit, an 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?
The unit is recommended for senior managers.

Links to other units
This unit is linked to units **B7. Provide leadership for your organisation, B9. Develop the culture of your organisation, E5. Ensure your own actions reduce risks to health and safety** and **E6. Ensure health and safety requirements are met in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in ensuring an effective organisational approach to health and safety. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Decision-making
- Leadership
- Thinking systematically
- Presenting information
- Involving others
- Questioning
- Consulting
- Reviewing
- Monitoring
- Communicating
- Reporting
- Prioritising
- Planning

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify your personal responsibilities and liabilities under health and safety legislation.

2. Identify the organisation's responsibilities and liabilities under health and safety legislation.

3. Ensure that the organisation has a written health and safety policy statement that minimises health and safety risks to people who work for the organisation and other relevant parties.

4. Ensure that the health and safety policy statement is clearly communicated to all people who work for the organisation and other relevant parties.

5. Ensure that the health and safety policy is put into practice across the organisation and is subject to review and revision as situations change and at regular intervals.

6. Ensure ongoing consultation with people who work for the organisation or their representatives on health and safety issues.

7. Seek and make use of specialist expertise in relation to health and safety issues.

8. Ensure that systems are in place for effective monitoring, measuring and reporting of your organisation's health and safety performance.

9. Show continuous improvement of the organisation in relation to health and safety performance.

10. Develop an organisational culture in which people put 'health and safety' first and make health and safety a priority area in terms of informing the organisation's overall strategy, planning and decision-making.

11. Demonstrate that your own actions reinforce the messages in the organisation's health and safety policy statement.

12. Ensure that sufficient resources are allocated across the organisation to deal with health and safety issues.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You respond quickly to crises and problems with a proposed course of action.

2. You identify people's information needs.

3. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

4. You are vigilant for possible risks and hazards.

5. You take personal responsibility for making things happen.

6. You identify the implications or consequences of a situation.

7. You constantly seek to improve performance.
8. You treat individuals with respect and act to uphold their rights.
9. You use a range of leadership styles appropriate to different people and situations.
10. You create a sense of common purpose.
11. You use communication styles that are appropriate to different people and situations.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How and where to identify your personal responsibilities and liabilities under health and safety legislation.
2. How and where to identify organisational responsibilities and liabilities under health and safety legislation.
3. How to keep up to date with legislative and other developments relating to health and safety.
4. How to develop an effective written health and safety policy statement and what it should cover.
5. How to communicate the written health and safety policy statement to people who work for the organisation and other relevant parties.
6. How and when to review and revise the written health and safety policy statement including taking account of views from across the organisation and other relevant parties.
7. How and when to consult with people who work for the organisation or their representatives on health and safety issues.
8. Sources of specialist expertise in relation to health and safety.
9. Ways of developing an organisational culture in which people put health and safety first.
10. Why and how health and safety should inform an organisation's overall strategy, planning and decision-making.
11. How to establish systems for monitoring, measuring and reporting on an organisation's overall health and safety performance.
12. The type of resources required to support an effective organisational approach to health and safety and how these resources should be allocated.
13. The importance of setting a good example to others in relation to health and safety.

Industry/sector specific knowledge and understanding

1. Sector-specific legislation, regulations, guidelines and codes of practice relating to health and safety.

2. Health and safety risks, issues and developments that are particular to the industry or sector.

Context specific knowledge and understanding

1. Other relevant parties with an interest in health and safety in your organisation.
2. The organisation's written health and safety policy statement and how it is communicated to people who work for the organisation and to other relevant parties.
3. Mechanisms for consulting with people who work for the organisation or their representatives on health and safety issues.
4. Sources of specialist expertise in health and safety used by the organisation.
5. Systems in place for effective monitoring, measuring and reporting of organisational health and safety performance.
6. The resources allocated across the organisation for health and safety.
7. The organisation's strategy, planning and decision-making processes.
8. The organisation's culture in relation to health and safety.
9. Allocated responsibilities for health and safety across the organisation.

UNIT SUMMARY

What is the unit about?

This unit is about ensuring the availability of the physical resources (equipment, materials, premises, services and energy supplies) required to carry out planned activities in your area of responsibility. It involves identifying the resources required, making the business case to obtain these resources, planning how they will be used effectively, efficiently, sustainably, safely and securely, monitoring resource use and taking corrective action, if required.

Who is the unit for?

The unit is recommended particularly for first line managers and middle managers.

Links to other units

This unit is linked to units **E1. Manage a budget, E2. Manage finance for your area of responsibility, E6. Ensure health and safety requirements are met in your area of responsibility** and **E9. Manage the environmental impact of your work** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing physical resources. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Communicating
- Contingency-planning
- Decision-making
- Evaluating
- Forecasting
- Influencing
- Involving others
- Monitoring
- Negotiating
- Persuading
- Planning
- Presenting information

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Invite those who use resources to contribute to identifying the resources required and planning and monitoring their use.

2. Evaluate past patterns of resource use and trends and developments likely to affect future demand for resources.

3. Identify the range and quantity of resources required for the planned activities in your area of responsibility, including likely contingencies.

4. Identify sustainable resources and ensure their effectiveness and efficiency.

5. Make the business case for the resources required, clearly showing the costs involved and the expected benefits.

6. Agree appropriate adjustments to your planned activities, where the required resources cannot be obtained in full.

7. Make arrangements with suppliers for resources to be available when required.

8. Plan to use resources in ways that are efficient and minimise any adverse impact on the environment.

9. Take appropriate action to ensure the security of resources and that they are used safely.

10. Monitor the quality of resources and patterns of resource use continuously.

11. Take timely corrective action to deal with any significant discrepancies between actual and planned resource use.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. You prioritise objectives and plan work to make the best use of time and resources.

3. You accurately calculate risks, and make provision so that unexpected events do not impede the achievement of objectives.

4. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.

5. You make best use of existing sources of information.

6. You identify clearly the value and benefits to people of a proposed course of action.

7. You present ideas and arguments convincingly and in ways that strike a chord with people.

8. You identify the range of elements in a situation and how they relate to each other.

9. You identify the implications or consequences of a situation.

10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Why it is important to involve those who use resources in identifying, planning and monitoring resources, and how to do so.

2. How to identify the range and calculate the quantity of resources required to carry out planned activities.

3. The importance of using sustainable resources and how to identify such resources and ensure their effectiveness and efficiency.

4. How to carry out a cost-benefit analysis.

5. How to make a business case.

6. How to develop an operational plan and make adjustments to the plan if required resources cannot be obtained in full.

7. How to make arrangements with suppliers to ensure resources are available when required.

8. The potential impact of resource use on the environment and actions you can take to minimise any adverse impact.

9. Risks associated with the types of resources used and actions you can take to ensure resources are secure and used safely.

10. The importance of monitoring the quality and use of resources continuously, and how to do so.

11. The types of corrective actions (e.g. changing planned activities, changing the ways in which resources are used for activities, renegotiating the availability of resources) you can take in case of significant discrepancies between actual and planned resource use.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing physical resources.

Context specific knowledge and understanding

1. Past patterns of resource use in your area of responsibility and how to access this information.

2. Trends and developments that affect future demand for resources in your area of responsibility and how to evaluate the likely impact of these.

3. The planned activities in your area of activity and possible contingencies.

4. Actual and potential suppliers of the resources you need.

UNIT SUMMARY

What is the unit about?

This unit is about managing work activities and resources in your area of responsibility in order to minimise the negative impact – and maximise the positive impact – they may have on the environment.

It involves organising work activities and the use of resources efficiently, understanding their impact on the environment and finding ways to reduce their negative and increase their positive impact. You may need to seek advice from environmental specialists when carrying out this function.

Who is the unit for?

The unit is recommended particularly for first line managers and middle managers.

Links to other units

This unit is linked to units **B8. Ensure compliance with legal, regulatory, ethical and social requirements, B10. Manage risk, D6. Allocate and monitor the progress and quality of work in your area of responsibility** and **E8. Manage physical resources** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing environmental performance in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Communicating
- Consulting
- Decision-making
- Evaluating
- Involving others
- Monitoring
- Planning
- Presenting information
- Reporting
- Risk management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Organise work activities and the use of resources in your area of responsibility so that they
   - are efficient and effective
   - comply with legal requirements and environmental policies
   - minimise the negative and maximise the positive impact on the environment.

2. Identify the environmental impact of work activities and the use of resources in your area of responsibility.

3. Report promptly any identified risks to the environment, which you do not have the ability to control.

4. Encourage people in your area of responsibility to identify opportunities for, and contribute to, improving environmental performance.

5. Identify and implement changes to work activities and the use of resources that will reduce the negative and increase the positive impact on the environment.

6. Communicate the environmental benefits resulting from changes to work activities and the use of resources.

7. Obtain specialist advice, where necessary, to help you identify and manage the environmental impact of your work activities and use of resources.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You keep people informed of plans and developments.

4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

5. You act within the limits of your authority.

6. You are vigilant for possible hazards.

7. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

8. You encourage others to share information and knowledge efficiently within the constraints of confidentiality.

9. You make best use of available resources and proactively seek new sources of support when necessary.

10. You identify the implications or consequences of a situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to organise work activities and the use of resources in your area of responsibility so that they are efficient and effective.

2. The importance of organising work activities and the use of resources so that they minimise their negative and maximise their positive environmental impact, and how to do so.

3. The importance of identifying the environmental impact of work activities and the use of resources in your area of responsibility, and how to do so.

4. The importance of reporting promptly any identified risks to the environment which you do not have the ability to control, and how to do so.

5. How to encourage people to make contributions.

6. How to identify and implement changes to work activities and the use of resources that will reduce their negative and increase their positive environmental impact.

7. The principles of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing environmental performance in your area of responsibility.

Context specific knowledge and understanding

1. Legal requirements and environmental policies and how to comply with them.

2. The types of risks to the environment, which you do not have the ability to control.

3. People in your area of responsibility who are able to contribute to, and identify opportunities for, improving environmental performance.

4. The range of environmental specialists that exists inside and/or outside your organisation.

5. Your role, responsibilities and limits of your authority.

UNIT SUMMARY

What is the unit about?

This unit is about taking sound decisions based upon a valid analysis of the best available information. Managers at all levels need to take decisions within their area of responsibility and authority. This unit provides a structure for taking decisions that meet defined objectives and are consistent with a broader framework of values, policies and guidelines.

Who is the unit for?

The unit is recommended for managers at all levels.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where it is necessary to take effective decisions.

Skills

Listed below are the main generic 'skills' that need to be applied in using information to take decisions. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Information management
- Involving others
- Prioritising
- Problem-solving
- Researching
- Setting objectives
- Time management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify those who may be affected by the decision and their interests.
2. Involve, where possible, those who are able to contribute to the decision-making process or will be affected by the decision.
3. Establish the objectives of the decision to be taken – clarify what you are really trying to achieve by taking the decision and uncover any hidden agendas.
4. Identify the information you need to take the decision and the sources of this information.
5. Obtain sufficient relevant information to allow you to take the decision and verify its accuracy and reliability.
6. Take timely action to remedy inadequate, unreliable, contradictory or ambiguous information.
7. Analyse the information to identify facts, patterns and trends that may impact on your decision.
8. Identify and evaluate the range of options open to you.
9. Draw conclusions supported by reasoned arguments and reliable information, clearly stating any assumptions you have made and risks that may be involved.
10. Take decisions
    - in line with your objectives
    - within the scope of your authority
    - consistent with values, policies and guidelines
    - in time for necessary action to be taken.
11. Obtain help and advice if
    - you do not have adequate information
    - the decision is outside your area of responsibility or scope of authority
    - your decisions are likely to conflict with values, policies and guidelines.
12. Communicate your decision clearly to those who are affected.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You act within the limits of your authority.
2. You show integrity, fairness and consistency in decision-making.
3. You check the validity and reliability of information.
4. You push for concrete information in an ambiguous situation.
5. You identify patterns or meaning from events and data that are not obviously related.
6. You build a total and valid picture from restricted or incomplete data.
7. You articulate the assumptions made and risks involved in understanding a situation.
8. You take timely decisions that are realistic for the situation.
9. You take decisions in uncertain situations or based on incomplete information when necessary.
10. You take and implement difficult and/or unpopular decisions, if necessary.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of involving those who are able to contribute or may be affected in the decision-making process, and how to do so.

2. The importance of setting objectives for the decision, and how to make it clear what the decision must achieve and what is outside the scope of the decision.

3. How to identify the information you need to take the decision.

4. How to judge whether you have sufficient, accurate, reliable and relevant information to allow you to take the decision.

5. How to identify if information is inadequate, unreliable, contradictory or ambiguous, and how to remedy this in a timely way.

6. How to analyse information to identify relevant facts, patterns and trends.

7. The range of options open to you and how to evaluate the options.

8. How to justify your conclusions.

9. The importance of ensuring your decisions are in line with your organisation's values, policies and guidelines.

10. The importance of showing any assumptions you have made and risks that may be involved, and how to do so.

11. The importance of taking decisions in time for necessary action to be taken.

12. How to communicate your decision clearly and concisely.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for using information to take decisions.

Context specific knowledge and understanding

1. People who are able to contribute to the decision-making process or will be affected by the decision.

2. Facts, patterns and trends that may impact on your decision.

3. Your organisation's policies, values and guidelines.

4. The scope of your authority for taking decisions and when you need to refer to someone else.

5. Whom to go to for advice if you do not have adequate information, the decision is outside your area of responsibility, or your decisions conflict with policies, values and guidelines.

Using resources
Communicate information and knowledge

UNIT SUMMARY

What is the unit about?

This unit is about communicating information and knowledge to a wide range of people. Effective communication requires a good understanding of the people you are communicating with, their needs, motivations and ways in which they prefer to communicate. It also requires careful planning, the use of a variety of techniques to retain people's interest and attention, and flexibility to adapt the communication in response to feedback and ensure people have received and understood the information and knowledge.

Who is the unit for?

The unit is recommended for managers at all levels.

Links to other units

This unit is linked to all other units in the overall suite of National Occupational Standards for Management and Leadership where it is necessary to communicate information and knowledge.

Skills

Listed below are the main generic 'skills' that need to be applied in communicating information and knowledge. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Involving others
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Reviewing

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify the information and knowledge people need and why they need it.

2. Communicate information and knowledge only to those who have a right to it, in line with policies and legal requirements.

3. Identify how people prefer to receive information and knowledge and what media, languages, styles, timing and pace are most appropriate for communicating with them.

4. Check that the information and knowledge you are communicating is current, accurate and complete.

5. Take action to minimise any interference or disruption to your communication.

6. Communicate in ways that help people to understand the information and knowledge you are communicating and its relevance to them.

7. Use a variety of techniques to gain and maintain people's attention and interest and to help them retain information and knowledge.

8. Adjust and fine-tune your communication in response to both verbal and non-verbal feedback.

9. State the level of confidence that can be placed on the information and knowledge you are communicating; i.e. whether it is based on rigorously researched evidence, widely accepted facts or personal opinion.

10. Where you have to use jargon, technical terms or abbreviations, explain these carefully.

11. Confirm that people have received and understood the information and knowledge you have communicated.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise the opportunities presented by the diversity of people.

2. You identify people's information needs.

3. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

4. You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.

5. You present information clearly, concisely, accurately and in ways that promote understanding.

6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

7. You check the validity and reliability of information.

8. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

9. You seek to understand people's needs and motivations.

10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to identify people's needs for information and knowledge and their motivations for acquiring it.

2. The importance of communicating information and knowledge only to those who have a right to it.

3. How to establish people's preferred communication media, languages, styles, timing and pace.

4. The importance of checking the currency, accuracy and completeness of the information and knowledge you are communicating, and how to do so.

5. How to take action to minimise any interference or disruption to your communication.

6. The importance of structuring your communication in ways that facilitate people's reception and understanding, and how to do so.

7. Techniques to gain and maintain people's attention and interest and to help them retain information and knowledge, and how to use a variety of relevant techniques.

8. The importance of using verbal and non-verbal feedback to help you fine-tune your communication, and how to do so.

9. The importance of communicating the level of confidence that can be placed on the information and knowledge, i.e; whether it is based on rigorously researched evidence, widely accepted facts or personal opinion.

10. The importance of carefully explaining jargon, technical terms or abbreviations.

11. The importance of confirming that people have received and understood the information and knowledge you have communicated, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for communicating information and knowledge.

Context specific knowledge and understanding

1. The needs, motivations and preferences of the people you are communicating with.

2. Policies and legal requirements relating to communication.

3. Who has a right to the information and knowledge you are communicating.

4. The jargon, technical terms and abbreviations commonly used in the context in which you are working.

UNIT SUMMARY

What is the unit about?

This unit is about managing knowledge – salient information and expertise – in your area of responsibility in line with agreed standards and processes. It involves being clear about how knowledge is created, developed and shared and encouraging people to use knowledge management standards, systems, tools and processes so that knowledge is effectively captured and shared with those who may benefit from it. It also involves protecting intellectual property from unauthorised use.

Who is the unit for?

The unit is recommended for middle managers who have responsibility for managing knowledge in their area of responsibility.

Links to other units

This unit is loosely based on four units from the Knowledge Management standards developed by Lifelong Learning UK for specialists in the field of knowledge management: *D2 Diagnose knowledge needs, assets, use and flows, D4 Support collaboration, knowledge sharing and re-use, D5 Facilitate knowledge capture* and *D6 Enable the transfer of knowledge into information.*

It is linked to units **E10. Take effective decisions, E11. Communicate information and knowledge,** and **E13. Promote knowledge management in your organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in communicating information and knowledge. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Information management
- Involving others
- Monitoring
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Reviewing

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify where key knowledge is created, developed and shared in your area of responsibility and how it is exchanged with other departments or organisations.
2. Identify and access networks, communities and other sources of knowledge relevant to your area of responsibility.
3. Implement agreed standards and processes that support knowledge creation, development, sharing and capture and which ensure that valuable knowledge is recorded.
4. Make available the systems and tools required to support knowledge management.
5. Provide support and guidance to ensure people are able to use knowledge management systems and tools effectively.
6. Identify where work practices and behaviours hinder effective knowledge management and implement any changes required.
7. Encourage people to share knowledge and use knowledge management standards, systems, tools and processes.
8. Monitor the use of knowledge management standards, systems, tools and processes in your area of responsibility to ensure that knowledge developed through individual and group work activities is effectively captured and made available to those who may benefit from it.
9. Protect intellectual property from unauthorised use.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You identify people's information needs.
2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
3. You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.
4. You present information clearly, concisely, accurately and in ways that promote understanding.
5. You analyse and structure information to develop knowledge that can be shared.
6. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
7. You check the validity and reliability of information.
8. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

9. You encourage others to share information efficiently, within the constraints of confidentiality.

10. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Basic knowledge management principles, techniques and good practice.

2. The support and guidance people may need to use knowledge management systems and tools effectively.

3. How to identify when work practice or behaviours may help or hinder effective knowledge management.

4. How to encourage people to share knowledge and use knowledge management standards, systems, tools and processes.

5. How to ensure that knowledge developed through individual and group work activities is effectively captured and made available to those who may benefit from it.

6. The importance of protecting intellectual property from unauthorised use, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for knowledge management.

Context specific knowledge and understanding

1. How knowledge is created, developed, shared and used in your area of responsibility and how it is exchanged with other departments or organisations.

2. Networks, communities and other sources of knowledge relevant to your area of responsibility.

3. Your organisation's standards and processes to support knowledge management.

4. Systems and tools available in your organisation to support knowledge management.

E
13
Using resources
**Promote knowledge management
in your organisation**

UNIT SUMMARY

What is the unit about?

This unit is about promoting knowledge management – the systematic identification, creation, development, capture, sharing and transferring of salient information and expertise – across your organisation. It involves being clear about how knowledge adds value to your organisation, putting in place strategies, systems and tools for knowledge management and influencing the culture of the organisation to be supportive of effective knowledge management. It also involves implementing effective systems and procedures to protect intellectual property from unauthorised use.

Who is the unit for?

The unit is recommended for senior managers who have responsibility for promoting knowledge management across their organisation, or their part of the organisation.

Links to other units

This unit is based on two units from the Knowledge Management standards developed by Lifelong Learning UK for specialists in the field of knowledge management: *D1 Develop policies and strategies for knowledge management* and *D7 Foster knowledge management culture, behaviours and skills.*

It is linked to units **E10. Take effective decisions, E11. Communicate information and knowledge** and **E12. Manage knowledge in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in communicating information and knowledge. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Influencing
- Involving others
- Monitoring
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Reviewing

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify where key knowledge is created, developed, shared and transferred and how it adds value to your organisation.

2. Define and gain support for strategies to facilitate the building and maintenance of organisational knowledge.

3. Specify standards and processes that support knowledge creation, development, sharing and capture and which ensure that valuable knowledge is recorded.

4. Make available the systems and tools required to support knowledge management and ensure people have the necessary guidance and competence to use them effectively.

5. Identify where organisational culture, values, work practices and behaviours hinder effective knowledge management and any changes required.

6. Find supporters and collaborators and identify with them strategies and activities for implementing changes in organisational culture, values, work practices and behaviours to enable effective knowledge management.

7. Encourage senior managers and key influencers within your organisation to act as role models in sharing knowledge, using knowledge management standards, systems, tools and processes and capturing the benefits from doing so.

8. Implement effective systems and procedures to protect intellectual property from unauthorised use.

9. Identify and implement processes that promote effective knowledge management and communicate the benefits of doing so.

10. Monitor and review progress in embedding a knowledge management culture in your organisation and plan any essential changes.

11. Evaluate and record the value of knowledge management to the organisation.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You identify people's information needs.

2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

3. You create a sense of common purpose.

4. You identify people's preferred communication media and styles and adopt media and styles appropriate to different people and situations.

5. You present information clearly, concisely, accurately and in ways that promote understanding.

E 13

Using resources
**Promote knowledge management
in your organisation**

6. You analyse and structure information to develop knowledge that can be shared.

7. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

8. You check the validity and reliability of information.

9. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

10. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

11. You encourage others to share information efficiently, within the constraints of confidentiality.

12. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Existing and emerging knowledge management theories, concepts, strategies, principles, techniques and good practice.

2. Systems and tools available to support knowledge management and how to select appropriate ones.

3. How to specify standards and processes to support knowledge management.

4. Systems and procedures to protect intellectual property from unauthorised use and how to identify and develop appropriate ones.

5. How to evaluate the value of knowledge and knowledge management to the organisation.

6. How to develop and gain support for organisational strategies.

7. The importance of monitoring and reviewing progress and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements and benchmarks for knowledge management.

Context specific knowledge and understanding

1. How knowledge is created, developed, shared and used in your organisation.

2. Your organisation's culture, values and work practice and how these may help or hinder effective knowledge management.

3. Potential supporters and collaborators in your organisation.

4. Senior managers and key influencers in your organisation.

Note: This unit has been taken from the National Occupational Standards developed by Lifelong Learning UK (LLUK), the sector skills council for lifelong learning. The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT SUMMARY

What is the unit about?

Team working within organisations and across organisational boundaries is now a common working practice. People may work on a number of teams and may be located in different places geographically or in different parts of the organisation. Virtual working, with people moving between locations, is also becoming commonplace. Effective team and virtual working requires that individuals and teams have access to tools that enable them to communicate effectively. This standard is about providing, managing or supporting these tools and processes.

Who is the unit for?

This standard is applicable to people in management and practitioner roles who are responsible for supporting teams and staff working remotely. It is also applicable to people in operational roles responsible for identifying, developing and managing tools and processes to support teams and remote workers.

Links to other units and competency frameworks:

This unit is linked to units **D2. Develop productive working relationships with colleagues and stakeholders** and **F12. Improve organisational performance** in the overall suite of National Occupational Standards for Management and Leadership.

This unit also has links with unit *HI12 Promote and facilitate the use of information and knowledge* from the NOS for Health Informatics, developed by Skills for Health. See www.skillsforhealth.org or www.ukstandards.org.

OUTCOMES OF EFFECTIVE PERFORMANCE

To meet the standard, you must be able to:

1. Determine strategies to support team and virtual working.

2. Demonstrate and communicate the value of effective knowledge and information management to team and virtual working.

3. Secure senior management and stakeholder support for information strategies to support team and virtual working.

4. Identify with stakeholders the key challenges for teams and people working virtually.

5. Identify and review with stakeholders the requirements for communication tools and processes.

6. Identify, develop and maintain effective tools and processes, for example social computing and document management tools, to support team working.

7. Identify networks, processes and systems that allow people to connect to information and knowledge from wherever they are working.

8. Monitor processes and tools for team and virtual working and identify improvements.

9. Provide guidelines, training, coaching and support to facilitate and encourage effective use of team and virtual working tools and processes.

10. Provide guidelines to facilitate interactive collaboration between internal and external stakeholders.

11. Ensure that team members understand and adhere to regulatory, social or commercial constraints that may apply.

12. Ensure that teams and remote workers have access to knowledge assets and information and the tools to help them record knowledge and experience.

13. Ensure that the records management issues arising from team and virtual working are addressed.

14. Identify the contribution that knowledge management is making to team and virtual working.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

In addition to the core values and behaviours, these behaviours underpin effective performance:

1. You demonstrate support for people who work remotely and ensure that you understand their priorities and constraints.

2. You demonstrate an understanding of the objectives and priorities of the teams you support.

3. You balance the use of new technologies with the development and maintenance of established techniques for supporting teams and remote working so that the most appropriate processes are employed.

4. You lead by example and demonstrate a commitment to team and virtual working.

5. You demonstrate an appreciation of the challenges of virtual working.

KNOWLEDGE AND UNDERSTANDING

To meet the standard, you must know and understand:

1. The organisation's working practices and how these affect teams, virtual teams and remote workers.

2. Regulatory, social and commercial constraints that apply to working remotely and in teams.

3. The principles of team working and how these impact on Information, Libraries, Knowledge, Records and Archive Management issues and needs.

4. The range of tools and techniques available to support teams and remote working, including face-to-face and technology-enabled techniques.

5. How to enable the management of information resources for virtual teams.

6. How team and virtual working interfaces with core business processes.

7. The records, information and knowledge management issues arising from team and virtual working.

UNIT SUMMARY

What is the unit about?

This unit is about procuring supplies – either products or services – from external suppliers.

In larger organisations there are often specialist departments which handle the supply-chain management and procurement functions across the organisation, working to specialist supply-chain management standards.

However, in many smaller organisations, non-specialist managers are required to procure the products and services necessary for the activities for which they are responsible – the function described in this unit. To do so effectively, managers need a good understanding of their organisation's procurement policy and procedures (where these exist) and the relevant statutory and sector-specific requirements. They also need the cognitive skills to be able to assess which supplies and suppliers are likely to provide the best value for money and the interpersonal skills to negotiate with suppliers and maintain effective working relationships with them over time.

Who is the unit for?

The unit is for non-specialist managers who are required to procure supplies from external suppliers. It is **not** intended for purchasing and supply-chain management specialists, for whom specialist supply-chain management standards are available.

Links to other units

This unit is linked to unit **E16. Select suppliers through a tendering process** and **E17. Outsource business processes** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in procuring supplies. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Communicating
- Consulting
- Decision-making
- Evaluating
- Influencing
- Monitoring
- Negotiating
- Problem-solving
- Thinking strategically

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Comply with relevant organisational procedures and legal and ethical requirements when procuring supplies.
2. Seek support from colleagues or procurement or legal specialists on any aspect of procuring supplies about which you are unsure.
3. Consult with others involved to identify your requirements for supplies, drawing up detailed specifications, where necessary.
4. Source supplies which meet your requirements, where possible identifying a diverse range of supplies and/or suppliers so you can compare alternatives.
5. Select supplies and suppliers which offer the optimal mix of quality, costs, timeliness and reliability.
6. Negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties.
7. Agree a contract which clearly states
   - quality and quantity of supplies
   - timescales and costs
   - terms and conditions
   - consequences if either party fails to comply with the contract.
8. Monitor the performance of suppliers in terms of the quality, timeliness and reliability of supplies, and take prompt action to resolve any problems, in line with the terms of the contract.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

4. You act within the limits of your authority.

5. You show integrity, fairness and consistency in decision-making.

6. You confront performance issues and resolve them directly with the people involved.

7. You clearly agree what is expected of others and hold them to account.

8. You work towards win-win solutions.

9. You make best use of available resources and proactively seek new sources of support when necessary.

10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of following relevant organisational procedures and legal and ethical requirements when procuring supplies.

2. The importance of consulting with others involved to identify your requirements for supplies, drawing up detailed specifications where necessary.

3. How to draw up detailed specifications for procuring supplies.

4. How to source supplies which meet your requirements, where possible identifying a diverse range of supplies and/or suppliers so you can compare alternatives.

5. How to select supplies and suppliers which offer the optimal mix of quality, costs, timeliness and reliability.

6. How to negotiate with selected suppliers to reach an agreement which offers good value for money and is acceptable to both parties.

7. The importance of agreeing a contract, and how to do so which clearly states quality and quantity of supplies, timescales and costs, terms and conditions, and consequences if either party fails to comply with the contract.

8. How to monitor the performance of suppliers in terms of the quality, timeliness and reliability of supplies.

9. The importance of taking prompt action to resolve any problems with the performance of suppliers, in line with the terms of the contract, and how to decide what action should be taken and when.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for procuring supplies.

Context specific knowledge and understanding

1. Relevant organisational procedures and legal and ethical requirements for procuring supplies.

2. Sources of advice, guidance and support from colleagues or procurement or legal specialists on any aspect of procuring supplies about which you are unsure.

3. The limits of your own knowledge, skills and competence.

4. Who to consult with to identify your requirements for supplies, drawing up detailed specifications where necessary.

5. Sources of supplies and/or suppliers which meet your requirements.

UNIT SUMMARY

What is the unit about?

This unit is about selecting suppliers to supply products and/or services through a formal tendering process against a specification.

In larger organisations there are often specialist departments which handle the supply-chain management and procurement functions across the organisation, working to specialist supply-chain management standards.

However, in many smaller organisations, non-specialist managers are required to draw up specifications for products and services, invite tenders and evaluate these against clear and fair criteria – the function described in this unit. To do so effectively, managers need a good understanding of their organisation's procurement policy and procedures (where these exist) and the relevant statutory and sector-specific requirements. They also need the cognitive skills to be able to make fair assessments against established criteria and the interpersonal skills to maintain effective working relationships with suppliers.

Who is the unit for?

The unit is for non-specialist managers who are required to select suppliers through a formal tendering process. It is **not** intended for purchasing and supply-chain management specialists, for whom specialist supply-chain management standards are available.

Links to other units

This unit is linked to unit **E15. Procure supplies** and **E17. Outsource business processes** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in inviting tenders to supply products/services to specifications. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Communicating
- Decision-making
- Evaluating
- Presenting information
- Problem-solving
- Providing feedback
- Questioning
- Researching
- Reviewing
- Setting objectives
- Time management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Comply with relevant organisational procedures and legal and ethical requirements when selecting suppliers.

2. Seek support from colleagues or procurement or legal specialists on any aspects of tendering about which you are unsure.

3. Draw up a specification which clearly describes the products/services required, including information on quality, time and cost constraints, where appropriate.

4. Invite suitably-qualified prospective suppliers to tender, selecting a number proportionate to the value of the contract and a range which is sufficiently broad to reflect the diversity of suppliers available.

5. Include full information about the tendering process, deadlines for receipt of tenders, contract details and how pre-tender queries will be dealt with.

6. Answer pre-tender queries in ways which ensure all prospective suppliers have the same information available to them.

7. Establish clear criteria to allow tenders to be evaluated fairly and the supplier that provides the optimal mix of quality, cost, timeliness and reliability to be selected.

8. Receive, record and open tenders in line with the stated tendering process.

9. Evaluate tenders, by yourself or with others as required, rigorously applying established criteria and seeking clarification from prospective suppliers where necessary.

10. Offer a contract to supply the products/services to the supplier whose tender was evaluated most highly.

11. Inform unsuccessful prospective suppliers of the outcome of the evaluation and provide them with clear and specific feedback where appropriate.

12. Resolve any post-tender queries with unsuccessful suppliers promptly and effectively.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

4. You show integrity, fairness and consistency in decision-making.

5. You focus personal attention on specific details that are critical to achieving successful results.

6. You check the validity and reliability of information.

7. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

8. You identify the range of elements in a situation and how they relate to each other.

9. You build a total and valid picture from restricted or incomplete data.

10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of following relevant organisational procedures and legal and ethical requirements when selecting suppliers.

2. How to draw up a specification that clearly describes the products/services required, including information on quality, time and cost constraints, where appropriate.

3. The importance of communicating information clearly, concisely and accurately, and how to do so.

4. How to identify suitably-qualified prospective suppliers to tender and the importance of inviting them and selecting a number proportionate to the value of the contract and a range that is sufficiently broad to reflect the diversity of suppliers available.

5. The importance of including full information about the tendering process, deadlines for receipt of tenders, contract details and how pre-tender queries will be dealt with.

6. How to deal with pre-tender queries in ways which ensure all prospective suppliers have the same information available to them.

7. How to establish clear criteria and how to evaluate the tenders fairly, using the criteria, and select the supplier that provides the optimal mix of quality, cost, timeliness and reliability.

8. The importance of receiving, recording and opening tenders in line with the stated tendering process.

9. How to evaluate tenders rigorously and the importance of seeking clarification from prospective suppliers, where necessary.

10. The importance of offering a contract to supply the products/services to the supplier whose tender was evaluated most highly.

11. The importance of informing unsuccessful prospective suppliers of the outcome of the evaluation and providing them with clear and specific feedback, where appropriate.

12. How to resolve any post-tender queries with unsuccessful suppliers promptly and effectively.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for selecting suppliers.

Context specific knowledge and understanding

1. Relevant organisational procedures and legal and ethical requirements for selecting suppliers.

2. Sources of advice, guidance and support from colleagues or procurement or legal specialists on any aspects of tendering for supplies about which you are unsure.

3. The limits of your own knowledge, skills and competence.

4. The details of the specifications and products/services required.

UNIT SUMMARY

What is the unit about?

This unit is about outsourcing business processes which are not part of your organisation's core competencies.

It covers the outsourcing of discrete functions – such as payroll management, cleaning or security – as well as more complex processes, such as helpline provision, manufacturing or product assembly. It covers outsourced processes delivered on your premises (e.g. catering) and processes carried out at the vendor's premises (which may be in your country or in another country to take advantage of time zone differences, specialist expertise, tax concessions or low labour costs).

Who is the unit for?

The unit is for those managers who have strategic responsibility for outsourcing non-core business processes for their organisation, or their part of the organisation.

Links to other units

This unit is linked to units **E15. Procure supplies, E16. Select suppliers through a tendering process, F3. Manage business processes, F12. Improve organisational performance** and **F13. Manage quality systems** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in outsourcing business processes. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Monitoring
- Negotiating
- Persuading
- Presenting information
- Questioning
- Researching
- Reviewing
- Risk management
- Thinking strategically

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Analyse your organisation's core competences and identify any business processes which are non-core.

2. Assess the potential benefits, costs, disadvantages, risks and legal and ethical implications of outsourcing non-core processes and make a detailed and convincing business case.

3. Plan to address the human resource implications of outsourcing, including any redundancy, redeployment, training and development, and cultural issues.

4. Identify and evaluate potential vendors to which you could outsource the process.

5. Invite potential vendors to tender against a clear specification of your requirements and select the vendor which best meets your criteria.

6. Work with legal specialists to negotiate and agree an outsourcing contract with the vendor which specifies, in detail, the volume and level of service to be provided, payment terms and how the vendor's performance will be monitored.

7. Communicate the outsourcing plans clearly and effectively, both internally and externally as required, monitoring reactions carefully and addressing people's concerns.

8. Work closely with the vendor to transfer the business process to them, paying close attention to potential risks and emerging issues.

9. Monitor the vendor's ongoing performance in line with the contract, promptly and effectively addressing any anomalies that occur.

10. Review the outsourcing arrangement at agreed points and in the event of significant changes in the business environment.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.

2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

3. You present information clearly, concisely, accurately and in ways that promote understanding.

4. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.

5. You work towards win-win solutions.

6. You show sensitivity to internal and external politics that impact on your own area of work.

7. You identify and work with people and organisations that can provide support for your work.

8. You clarify your own and others' expectations of relationships.

9. You display a good understanding of how different factors in the work context relate to each other.

10. You articulate the assumptions made and risks involved in understanding a situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The difference between core and non-core business processes.

2. How to analyse your organisation's core competences.

3. How to assess the potential benefits, costs, disadvantages, risks, and legal and ethical implications of outsourcing non-core processes.

4. How to make a detailed and convincing business case for outsourcing non-core processes.

5. The potential human resource implications of outsourcing, including redundancy, redeployment, training and development, and cultural issues, and how to address these.

6. How to identify potential vendors to which you could outsource the process.

7. How to evaluate potential vendors, including the use of relevant vendor rating systems.

8. The importance of inviting potential vendors to tender against a clear specification of your requirements.

9. How to evaluate and select the vendor which best meets your criteria.

10. Techniques for negotiating and agreeing a legally-binding outsourcing contract.

11. The importance of a legally-binding outsourcing contract with a vendor specifying in detail the volume and level of service to be provided, payment terms and how the vendor's performance will be monitored.

12. The importance of communicating the outsourcing plans internally and externally as required, and how to do so clearly and effectively.

13. How to monitor a vendor's performance in line with the contract, promptly and effectively addressing any anomalies that occur.

14. The importance of working closely with the vendor to transfer the business process to them.

15. How to identify potential risks and emerging issues when transferring the business process and how to resolve them.

16. The importance of reviewing the outsourcing arrangement at agreed points and in the event of significant changes in the business environment.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for outsourcing business processes.

Context specific knowledge and understanding

1. Your organisation's core competences.

2. Your organisation's core and non-core business processes.

3. Your organisation's procedures and relevant legal requirements for inviting tenders to supply your requirements.

UNIT SUMMARY

What is the unit about?

This unit is about managing a project for which you have been given responsibility. This involves developing and agreeing a plan for the project and monitoring and controlling implementation of and changes to the plan. It also involves ensuring that the project achieves its key objectives and is completed to the satisfaction of the project sponsor(s) and any key stakeholders.

Who is the unit for?

The unit is recommended for first line managers and middle managers.

Links to other units

This unit is linked to **F2. Manage a programme of complementary projects** in the overall suite of National Occupational Standards for Management and Leadership.

There is also a suite of National Occupational Standards for project management which is aimed at those in full-time Project Management roles or whose roles have a significant Project Management component. You can obtain further information from the Engineering Construction Industry Training Board (ECITB) on tel. 01923 260 000 **or** at the ECITB website (www.ecitb. org.uk) or from the Association for Project Management (APM) on tel. 0845 458 1944 or at the APM website (www.apm.org.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in managing projects. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Evaluating
- Delegating
- Communicating
- Setting objectives
- Decision-making
- Leadership
- Motivating
- Negotiating
- Planning
- Problem-solving
- Information management
- Contingency-planning
- Risk management
- Reviewing
- Consulting
- Monitoring
- Thinking systematically

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Discuss and agree the key objectives and scope of the proposed project and the available resources with the project sponsor(s) and any key stakeholders.

2. Identify how the proposed project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.

3. Develop, in consultation with relevant people, a realistic and thorough plan for undertaking the project and achieving the key objectives.

4. Discuss and agree the project plan with the project sponsor(s) and any key stakeholders, making changes where necessary.

5. Brief any project team members on the project plan and their roles and responsibilities and provide ongoing support, encouragement and information.

6. Put sustainable processes and resources in place to manage potential risks arising from the project and deal with contingencies.

7. Implement the project plan, selecting and applying a range of basic project management tools and techniques to monitor, control and review progress.

8. Communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis.

9. Identify, in the light of progress and any problems encountered and wider developments, any required changes to the project plan, obtaining agreement from project sponsors and any key stakeholders where necessary.

10. Achieve project objectives using the agreed level of resources.

11. Confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders.

12. Evaluate the success of the project, identifying what lessons can be learned and recognising the contributions of any project team members.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities accordingly.

2. You find practical ways to overcome barriers.

3. You present information clearly, concisely, accurately and in ways that promote understanding.

4. You create a sense of common purpose.

5. You make best use of available resources and proactively seek new sources of support when necessary.

6. You act within the limits of your own authority.

7. You are vigilant for potential risks and hazards.

8. You take pride in delivering high quality work.

9. You take personal responsibility for making things happen.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The fundamental characteristics of projects as opposed to routine management functions/activities.

2. The role and key responsibilities of a project manager.

3. Key stages in the project life cycle.

4. The importance of the relationship between the project manager and the project sponsor(s) and any key stakeholders.

5. Why it is important to discuss and agree the key objectives and scope of a proposed project with the project sponsor(s) and any key stakeholders before detailed planning commences.

6. The type of information needed for effective project planning.

7. Why it is important to be able to identify and understand how a project fits with the overall vision, objectives and plans of the organisation and any programmes of work or other projects being undertaken.

8. Why it is important to consult with relevant people in developing a project plan and how to do so effectively.

9. What should be included in a project plan, particularly activities, required resources and timescales and why the plan needs to be discussed and agreed with the project sponsor(s) and any key stakeholders.

10. Why it is important that any project team members are briefed on the project plan, their roles and responsibilities and how to do so effectively.

11. Ways of providing ongoing support, encouragement and information to any project team members.

12. Ways of identifying and managing potential risks in relation to the project.

13. The importance of contingency-planning and how to do so effectively.

14. How to select from and apply a range of basic project management tools and techniques to monitor, control and review progress of the project.

15. Effective ways of communicating with project sponsor(s) and any key stakeholders during a project.

16. The importance of agreeing changes to the project plan with the project sponsor(s) and any key stakeholders.

17. The type of changes that might need to be made to a project plan during implementation.

18. Why it is important to confirm satisfactory completion of the project with the project sponsor(s) and any key stakeholders and how to do so effectively.

19. How to establish effective systems for evaluating the success of projects and identifying lessons for the future.

20. The importance of recognising the contributions of project team members to the success of projects and different ways of doing so.

Industry/sector specific knowledge and understanding

1. Project management tools and techniques commonly used in the industry or sector.

2. Risks and contingencies common to the industry/sector.

3. Industry/sector specific legislation, regulations, guidelines and codes of practice.

Context specific knowledge and understanding

1. The project sponsor(s) – the individual or group for whom the project is being undertaken.

2. Key stakeholders – the individuals or groups who have a vested interest in the success of the project and the organisation.

3. The agreed key objectives and scope of the proposed project and the available resources.

4. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or other projects being undertaken.

5. Mechanisms for consulting on the development of the project plan and the views/thoughts received from relevant people in relation to proposals.

6. The agreed project plan.

7. The roles and responsibilities of any project team members.

8. Methods used for briefing, supporting, encouraging and providing information to any project team members.

9. Sustainable processes and resources put in place to manage potential risks and deal with contingencies.

10. Type and nature of potential risks identified and contingencies encountered.

11. Specific project management tools and techniques used to monitor, control and review progress.

12. Processes in place for communicating information on progress of the project to the project sponsor(s), any key stakeholders and any project team members.

13. Processes in place for identifying and agreeing changes to the project plan and any changes which have been made.

14. Processes for confirming satisfactory completion of the project with the project sponsor(s) and any key stakeholders.

15. Processes for evaluating the success of the project and any lessons which have been learned from undertaking the project.

16. Methods used for recognising the contributions of any project team members to successful projects.

UNIT SUMMARY

What is the unit about?

This unit is about managing a specific programme of different projects which are independent but still depend on each other. Taken together, these projects will contribute to achieving a bigger strategic aim.

Who is the unit for?

The unit is recommended for middle managers and senior managers.

Links to other units

This unit is linked to unit **F1. Manage a project** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in managing a programme of complementary projects. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Communicating
- Managing conflict
- Delegating
- Decision-making
- Influencing
- Leadership
- Motivating
- Negotiating
- Planning
- Problem-solving
- Questioning
- Stress management
- Time management
- Team-building
-

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Make sure everyone involved is clear about how the programme links to strategic targets.
2. Take account of all essential needs and translate strategic targets into practical, efficient and effective actions.
3. Make sure everyone involved understands the critical aspects of putting the programme into practice and arrangements for dealing with contingencies.
4. Monitor and control the programme so that it achieves the stated objectives in the most effective and efficient way, on time and within the budget.
5. Provide support to allow programme team members to perform efficiently and effectively.
6. Make recommendations which identify good practice and areas for improvement.
7. Tell everyone involved about important issues and the results of putting the programme into practice.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You address multiple demands without losing focus or energy.
2. You recognise changes in circumstances promptly and adjust plans and activities accordingly.
3. You find practical ways to overcome barriers.
4. You keep people informed of plans and developments.
5. You present information clearly, concisely, accurately and in ways that promote understanding.
6. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
7. You create a sense of common purpose.
8. You identify a range of elements in a situation and how they relate to each other.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The difference between project and programme management.
2. The roles and key responsibilities of a programme manager.
3. Principles, processes, tools and techniques for managing programmes.
4. The basic principles, methods and techniques of total quality management.
5. How to manage, motivate, plan, monitor and assess people.
6. How to assess and manage risk.
7. How to manage change within projects and programmes.

Industry/sector specific knowledge and understanding

1. Programme and project management tools and techniques commonly used in the industry or sector.
2. Risks and contingencies common to the industry/sector.
3. Industry/sector specific legislation, regulations, guidelines and codes of practice.

Context specific knowledge and understanding

1. The programme sponsor(s) – the individual or group for whom the programme is being undertaken.
2. Key stakeholders – the individuals or groups who have a vested interest in the success of the programme and the organisation.
3. General organisational policies, practices and activities that may affect the programme plan.
4. The agreed key objectives and scope of the programme and the available resources.
5. The overall vision, objectives and plans of the organisation and any other relevant programmes of work or projects being undertaken.
6. Procedures in your organisation for managing finance.
7. Procedures in your organisation for buying products and services.
8. General legal requirements that are relevant to your organisation.
9. General quality standards and processes within your organisation.
10. General personnel policies and procedures within your organisation.

UNIT SUMMARY

What is the unit about?
This unit is about managing business processes to make sure the organisation delivers outputs that meet customers' needs and stakeholders' needs, and organisational and legal requirements.

Who is the unit for?
The unit is recommended for middle managers.

Links to other units
This unit is linked to unit **B1. Develop and implement operational plans for your area of responsibility and E17. Outsource business processes** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in managing business processes. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Information management
- Analysing
- Assessing
- Presenting information
- Influencing
- Persuading
- Negotiating
- Problem-solving
- Prioritising
- Thinking systematically
- Thinking creatively
- Reviewing

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Design processes that deliver outcomes based on organisational goals and aims.
2. Ensure processes and resources are sustainable and effective in their use.
3. Identify and provide the resources you need.
4. Take account of influences that may affect and shape how processes work.
5. Link processes so that they interact across the organisation to form a complete system.
6. Provide information and support for staff and other stakeholders involved.
7. Define process responsibilities.
8. Develop process measures that are affordable and provide enough information for people to decide how to manage the process.
9. Establish and use effective methods to review and improve the process.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You keep people informed of plans and developments.
2. You clearly agree what is expected of others and hold them to account.
3. You take repeated or different actions to overcome obstacles and respond positively and creatively to setbacks.
4. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
5. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.
6. You focus personal attention on specific details that are critical to achieving successful results.
7. You identify systemic issues and trends and recognise their impact upon current and future work.
8. You take opportunities when they arise to achieve longer-term aims.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding
1. Principles and models of effective process management.
2. How to define business processes.
3. Types of business process measures and how to assess their suitability.
4. How to ensure processes and resources are sustainable and effective in their use, and the importance of doing so.
5. The difference between process outputs and outcomes.
6. How to assess process changes for risk and reward against their potential investment cost.
7. How to carry out cost and benefit analysis.
8. Types of analytical and problem-solving tools that you can use when developing business processes.
9. How to measure the effect of changes in the business process.

**Industry/sector specific knowledge
and understanding**

1. The sector and market in which your organisation works.

2. Relevant sector trends, developments and competitor performance that affect your business processes.

**Context specific knowledge
and understanding**

1. Your organisation's aims and goals.

2. Your organisation's structure, values and culture.

3. How your organisation adds value through delivering its products, services and processes.

4. The needs of your actual and potential customers and other key stakeholders.

5. Your organisation's products, services and processes and the interdependencies between them.

6. Measures of process performance that are relevant to your organisation.

UNIT SUMMARY

What is the unit about?

This unit is about developing and implementing marketing plans for your area of responsibility.

This unit describes the classic model of marketing planning, implementation and control, which can be adopted by managers who do not have specialist marketing expertise.

Who is the unit for?

The unit is recommended particularly for middle managers who, as part of their role, are required to develop marketing plans for their area of responsibility.

It is not aimed at specialist marketing managers who should refer to the Marketing National Occupational Standards.

Links to other units

This unit is linked to units **B6. Provide leadership in your area of responsibility, D1. Develop productive working relationships with colleagues, E1. Manage a budget, E10. Take effective decisions, F9. Build you organisation's understanding of its market and customers** and **F16. Manage the development and marketing of products/services in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

It is based on two specialist units from the Marketing National Occupational Standards, developed by the Marketing and Sales Standards Setting Body: *3.1.1 Develop marketing strategies and plans for products/ services* and *6.1.2 Implement marketing strategies and plans for products/services*.

Skills

Listed below are the main generic 'skills' that need to be applied in developing and implementing marketing plans for your area of responsibility. These skills are explicit/ implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Communicating
- Decision-making
- Evaluating
- Forecasting
- Monitoring
- Obtaining feedback
- Planning
- Prioritising
- Questioning
- Reporting
- Researching
- Setting objectives
- Thinking creatively
- Time management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify and prioritise marketing objectives for your area of responsibility that are consistent with your organisation's overall business plan, culture, vision and values and take into account the needs of other areas of the organisation.

2. Obtain advice and support from marketing specialists and those providing marketing services, as required.

3. Identify the target markets for your products and services and develop appropriate strategies for realising marketing objectives.

4. Develop and agree marketing plans and budgets for the achievement of the strategies, setting out clear actions, risks, contingencies, accountabilities and milestones.

5. Identify and access the resources and capabilities required for your plans.

6. Ensure that those implementing the marketing plan understand their individual responsibilities and are committed to achieving objectives.

7. Exercise flexibility while implementing the plan as agreed and within budget.

8. Implement the plan as agreed whilst exercising flexibility.

9. Monitor and report on the implementation and performance of the plan against milestones and budgets.

10. Take timely and appropriate action to address any significant variances in performance against the plan.

11. Evaluate the implementation of the marketing plan and use the information to improve future marketing planning.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You address multiple demands without losing focus or energy.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You prioritise objectives and plan work to make the best use of time and resources.

4. You check individuals' commitment to their roles in a specific course of action.

5. You monitor the quality of work and progress against plans and take appropriate corrective action, where necessary.

6. You make best use of available resources and proactively seek new sources of support when necessary.

7. You respond positively and creatively to setbacks.

8. You anticipate likely future scenarios based on a realistic analysis of trends and developments.

9. You work towards a clearly defined vision of the future.

10. You take timely decisions that are realistic for the situation

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to identify, develop and prioritise marketing objectives for your area of responsibility that are consistent with your organisation's overall business plan.

2. The importance of obtaining advice and support from marketing specialists and those providing services, as required.

3. How to identify and target markets.

4. How to develop appropriate strategies for realising marketing objectives.

5. How to develop marketing plans and budgets for the achievement of the strategies, setting out clear actions, accountabilities and milestones and the importance of agreeing these.

6. How to identify and access the resources and capabilities required for your plans.

7. How to identify sustainable resources and ensure their effective use to support your plans.

8. The importance of communicating the plan to people and ensuring understanding and commitment, and how to do so effectively.

9. The importance of implementing the plan as agreed and within budget.

10. How to monitor and report on the implementation and performance of the plan against milestones and budgets.

11. The importance of taking timely and appropriate action to address any significant variances in performance against the plan, and how to do so effectively.

12. The importance of identifying ways in which future marketing planning can be improved.

13. How to develop and implement measures and methods for evaluating the implementation of the marketing plan.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for developing and implementing marketing plans for your area of responsibility.

Context specific knowledge and understanding

1. Your organisations' overall business plan relevant to your area of responsibility.

2. Sources of advice, and support from marketing specialists and those providing marketing services.

3. Your products and services.

4. Your organisation's actual and potential customer base for your products and services.

5. Your organisation's actual and potential competitors of your products and services.

6. Available resources and capabilities to support your plans.

Resolve customer service problems

Note: This unit has been taken from the National Occupational Standards developed by the Institute of Customer Service (ICS), the standards setting body for customer service. The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT OVERVIEW

What is the unit about?

This unit is all about what to do when it is difficult to meet customer expectations.

Even if the service you give is excellent, some customers will experience problems. Part of your job is to help to resolve those problems. A problem is anything that means customer expectations are not being met. This may be because your customer's expectations involve more than you can offer or because your service procedures have not been followed.

Some problems are reported by customers and sometimes you spot the problem first and resolve it before your customer has even noticed.

As soon as you are aware of a problem, you need to consider the options and then choose a way to put it right.

This unit is particularly important in customer service because many customers judge how good the customer service of your organisation is by the way problems are handled.

Key words and phrases for this unit

- listening
- recognise repeated problems
- share feedback
- choose amongst options
- work with others
- resolve problems
- check progress
- give explanations

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

When you resolve customer service problems you must consistently:

Element 1 - Spot customer service problems

1.1 Listen carefully to your customers about problems they have raised.

1.2 Ask your customers about the problem to check your understanding.

1.3 Recognise repeated problems and alert the appropriate authority.

1.4 Share customer feedback with others to identify potential problems before they happen.

1.5 Identify problems with systems and procedures before they begin to affect your customers.

Element 2 - Pick the best solution to resolve customer service problems

2.1 Identify the options for resolving a customer service problem.

2.2 Work with others to identify and confirm the options to resolve a customer service problem.

2.3 Work out the advantages and disadvantages of each option for your customer and your organisation.

2.4 Pick the best option for your customer and your organisation.

2.5 Identify for your customer other ways that problems may be resolved if you are unable to help.

Element 3 - Take action to resolve customer service problems

3.1 Discuss and agree the options for solving the problem with your customer.

3.2 Take action to implement the option agreed with your customer.

3.3 Work with others and your customer to make sure that any promises related to solving the problem are kept.

3.4 Keep your customer fully informed about what is happening to resolve problem.

3.5 Check with your customer to make sure the problem has been resolved to their satisfaction.

3.6 Give clear reasons to your customer when the problem has not been resolved to their satisfaction.

KNOWLEDGE AND UNDERSTANDING

To be competent in resolving customer service problems you must know and understand:

- Organisational procedures and systems for dealing with customer service problems.
- How to defuse potentially stressful situations.
- How to negotiate.
- The limitations of what you can offer your customer.

Note: This unit has been taken from the National Occupational Standards developed by the Institute of Customer Service (ICS), the standards setting body for customer service. The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT OVERVIEW

What is the unit about?

Your job involves delivering and organising excellent customer service. However good the service provided, some of your customers will experience problems and you will spot and solve other problems before your customers even know about them.

This unit is all about the part of your job that involves solving immediate customer service problems. It is also about changing systems to avoid repeated customer service problems.

Remember that some customers judge the quality of your customer service by the way that you solve customer service problems. You can impress customers and build customer loyalty by sorting out those problems efficiently and effectively. Sometimes a customer service problem presents an opportunity to impress a customer in a way that would not have been possible if everything had gone smoothly.

Key words and phrases for this unit

- solve problems
- work with others
- keep customers informed
- repeated problems
- choose amongst options
- avoid problems
- inform
- monitor changes
- adjust changes

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

When you monitor and solve customer service problems you must consistently:

Element 1 - Solve immediate customer service problems

1.1 Respond positively to customer service problems following organisational guidelines.

1.2 Solve customer service problems when you have sufficient authority.

1.3 Work with others to solve customer service problems.

1.4 Keep customers informed of the actions being taken.

1.5 Check with customers that they are comfortable with the actions being taken.

1.6 Solve problems with service systems and procedures that might affect customers before they become aware of them.

1.7 Inform managers and colleagues of the steps taken to solve specific problems.

Element 2 - Identify repeated customer service problems and options for solving them

2.1 Identify repeated customer service problems.

2.2 Identify the options for dealing with a repeated customer service problem and consider the advantages and disadvantages of each option.

2.3 Work with others to select the best option for solving a repeated customer service problem, balancing customer expectations with the needs of your organisation.

Element 3 - Take action to avoid the repetition of customer service problems

3.1 Obtain the approval of somebody with sufficient authority to change organisational guidelines in order to reduce the chance of a problem being repeated.

3.2 Action your agreed solution.

3.3 Keep your customers informed in a positive and clear manner of steps being taken to solve any service problems.

3.4 Monitor the changes you have made and adjust them if appropriate.

KNOWLEDGE AND UNDERSTANDING

To be competent at monitoring and solving customer service problems you need to know and understand:

- Organisational procedures and systems for dealing with customer service problems.

- Organisational procedures and systems for identifying repeated customer service problems.

- How the successful resolution of customer service problems contributes to customer loyalty with the external customer and improved working relationships with service partners or internal customers.

- How to negotiate with and reassure customers while their problems are being solved.

Note: This unit has been taken from the National Occupational Standards developed by the Institute of Customer Service (ICS), the standards setting body for customer service. The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT OVERVIEW

What is the unit about?

Organisations change the way they deliver service to their customers because customer expectations rise and because other organisations improve the services they offer. Often the most important ideas about how to improve customer service come from people dealing directly with customers.

Your job involves delivering customer service. If your organisation has decided to make changes, it is your job to support them and to present them positively to your customers. Also, by listening to customer comments you may have your own ideas about how the service you deliver could be improved.

This unit is all about how you provide support for changes that your organisation has introduced. In addition, it covers how you present your own ideas for improvements to someone in your organisation who can authorise trying out the change.

Key words and phrases for this unit

■ communicate changes positively

■ customer service improvements

■ customer feedback

■ collect information

■ use feedback

■ present possibilities for change

■ improve service

■ share ideas

■ implement changes

■ monitor change

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

To support customer service improvements you must consistently:

Element 1 - Use feedback to identify potential customer service improvements
You need to show that you:

1.1 Gather informal feedback from your customers.

1.2 Use customer feedback procedures to collect information from your customers.

1.3 Use the information from your customers to develop a better understanding of their customer service experience.

1.4 Identify ways the service you give could be improved based on information you have gathered.

1.5 Share your ideas for improving customer service with colleagues.

Element 2 - Implement changes in customer service

2.1 Identify a possible change that could be made to improve customer service.

2.2 Present your idea for improving customer service to a colleague with the appropriate authority to approve the change.

2.3 Carry out changes to customer service procedures based on your own idea or proposed by your organisation.

2.4 Keep your customers informed of changes to customer service.

2.5 Give customers a positive impression of changes that have been made.

2.6 Work positively with others to support customer service changes.

Element 3 - Assist with the evaluation of changes in customer service

3.1 Discuss with others how changes to customer service are working.

3.2 Work with others to identify any negative effects of changes and how these can be avoided.

KNOWLEDGE AND UNDERSTANDING

To be competent at supporting customer service improvements you need to know and understand:

■ How customer experience is influenced by the way service is delivered.

■ How customer feedback is obtained.

■ How to work with others to identify and support change in the way service is delivered.

■ Why it is important to give a positive impression to your customer about the changes made by your organisation even if you disagree with them.

Note: This unit has been taken from the National Occupational Standards developed by the Institute of Customer Service (ICS), the standards setting body for customer service. The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT OVERVIEW

What is the unit about?

Teamwork is a key component of delivering and improving excellent customer service. The people you work with to improve customer service may include one or more of the following: team members; colleagues; suppliers; service partners; supervisors; managers; team leaders.

The delivery of excellent customer service depends on your skills and those of others. It involves communicating with each other and agreeing how you can work together to give a more effective service. You need to work together positively. You must also monitor your own and the team's performance and change the way you do things if that improves customer service.

This unit is all about how you develop a relationship with others to improve your customer service performance.

Key words and phrases for this unit

- work with others
- improve customer service
- contribute ideas
- co-operate with others
- keep commitments
- monitor own performance
- monitor joint performance

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

When you work with others to improve customer service you must consistently:

Element 1 - Improve customer service by working with others

1.1 Contribute constructive ideas for improving customer service.

1.2 Identify what you have to do to improve customer service and confirm this with others.

1.3 Agree with others what they have to do to improve customer service.

1.4 Co-operate with others to improve customer service.

1.5 Keep your commitments made to others.

1.6 Make others aware of anything that may affect plans to improve customer service.

Element 2 - Monitor your own performance when improving customer service

2.1 Discuss with others how what you do affects customer service performance.

2.2 Identify how the way you work with others contributes towards improving customer service.

Element 3 - Monitor joint performance when improving customer service

3.1 Discuss with others how teamwork affects customer service performance.

3.2 Identify with others how customer service teamwork could be improved.

3.3 Take action with others to improve customer service performance.

KNOWLEDGE AND UNDERSTANDING

To be competent at working with others to improve customer service you need to know and understand:

- Who else is involved either directly or indirectly in the delivery of customer service.
- The roles and responsibilities of others in your organisation.
- The roles of others outside your organisation who have an impact on your services or products.
- What the goals or targets of your organisation are in relation to customer service and how these are set.
- How your organisation identifies improvements in customer service.

UNIT SUMMARY

What is the unit about?
This unit is about making sure that relevant and reliable information about the organisation's market and customers is constantly available and shared.

The term 'customer' includes internal and external customers of the organisation or part of the organisation that the manager is responsible for.

Who is the unit for?
The unit is recommended for middle managers and senior managers.

Links to other units
This unit is linked to units **F4. Develop and implement marketing plans for your area of responsibility, F10. Develop a customer-focused organisation** and **F16. Manage the development and marketing of products/services in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

If your organisation is a small firm, you should look at unit *B1 Improve your sales and marketing,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills
Listed below are the main generic 'skills' that need to be applied in building your organisation's understanding of its market and customers. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Information management
- Communicating
- Analysing
- Assessing
- Thinking strategically
- Forecasting
- Innovating
- Networking
- Presenting information
- Decision-making
- Thinking with a focus on customers

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify your customers' current and future needs and expectations and predicted future demand levels.

2. Identify the market for your products and/or services and any market segments.

3. Identify and assess current and future developments in your sector, including competitors' activities.

4. Identify and assess opportunities to expand into new markets and for innovations that meet customers' needs.

5. Identify the reasons why customers use products and/or services from your organisation rather than from your competitors.

6. Identify and assess any threats to, and weaknesses in, your organisation's products and services.

7. Make sure there is a shared understanding of your customers and your competitive position in the market across your organisation.

8. Use information about customers and the market to help managers make decisions.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You analyse and structure information to develop knowledge that can be shared.

2. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

3. You recognise your own strengths and limitations, play to your strengths and use alternative strategies to minimise the impact of your limitations.

4. You anticipate likely future scenarios based on a realistic analysis of trends and developments.

5. You identify the implications or consequences of a situation.

6. You articulate the assumptions made and risks involved in understanding a situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding
1. Where you can get information about your customers and the market and the advantages and disadvantages of different sources.

2. How you can get information on competitors or similar organisations.

3. How to assess sources of information about your customers and the market to see how suitable they are to use.

4. Sources of professional market-research expertise.

5. Methods of gaining customer feedback, and the costs and benefits associated with them.

6. How to analyse, measure and assess data and turn it into information that is suitable for business purposes.

7. Awareness of how information software products can help you collect and analyse information.

8. The legislative and ethical restrictions relating to the collecting, storing and sharing of information.

9. The importance of checking users' understanding of the process for collecting information and their role supporting it.

10. The principles of cost-benefit analysis.

11. The principle that customers buy products and/or services for the benefits they give them.

12. The principle of trying to secure competitive advantage so that more customers will prefer the products and/or services of your organisation.

13. The principles of market segmentation and why this is important.

Industry/sector specific knowledge and understanding

1. The sector and market in which your organisation works.

2. Legal and regulatory restrictions that may affect your products and/or services (or both).

3. Sources of specific information about the market and about the customers.

Context specific knowledge and understanding

1. Your organisation's products, services, technologies and processes.

2. Opportunities for collecting existing and new information about the market and customers.

3. The information about markets and customers that is available within your organisation, and the systems that are used for collecting and storing the information.

UNIT SUMMARY

What is the unit about?

This unit is about ensuring that your organisation puts customers first. The organisation's vision, values, processes and systems, for example, should all be clearly driven by and geared to satisfying customer needs.

In this unit, 'customer' refers to both internal and external customers.

For the purposes of this unit, 'organisation' can mean a self-contained entity such as a private sector company, a charity or a local authority, or a significant operating unit, with a relative degree of autonomy, within a larger organisation.

Who is the unit for?

The unit is recommended for senior managers.

Links to other units

This unit is linked to unit **B9. Develop the culture of your organisation, F9. Build your organisation's understanding of its market and customers, F12. Improve organisational performance** and **F17. Manage the delivery of customer service in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

There is also a suite of National Occupational Standards for Customer Service which is aimed at those in customer service roles or whose roles have a significant customer service component. You can obtain further information from the Institute of Customer Service (ICS) on tel. 01206 571 716 or at the ICS website (www.instituteofcustomerservice.com).

If your organisation is a small firm, you should look at unit *C1 Look after your customers,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in developing a customer-focused organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Thinking strategically
- Thinking with a focus on customers
- Evaluating
- Monitoring
- Motivating
- Leadership
- Empowering
- Building consensus
- Reviewing

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish a shared vision and understanding of how staff in your organisation will work with customers.
2. Establish a set of customer-based values and beliefs which develops suitable skills, behaviours and attitudes leading to an environment that puts the customer first.
3. Ensure that customer-focused sustainable processes and systems exist throughout the organisation.
4. Ensure that there are schemes in place that maintain staff loyalty and commitment to providing a level of service that beats customers' expectations.
5. Establish partnerships, where appropriate, with other organisations to maintain and improve services to customers.
6. Ensure that joint activities are undertaken with customers in order to identify and make improvements to the level of customer service provided by your organisation.
7. Measure, periodically, the level of customer service your organisation is providing.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.
2. You find practical ways to overcome barriers.
3. You show a clear understanding of different customers and their needs.
4. You give people opportunities to provide feedback and you respond appropriately.
5. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
6. You articulate a vision that generates excitement, enthusiasm and commitment.
7. You model behaviour that shows respect, helpfulness and co-operation.
8. You advocate customers' interests within your organisation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The principles of effective customer service.
2. The factors that make customers satisfied.
3. The importance of achieving customer satisfaction.
4. How to measure the level of customer service being provided.
5. The benefits of forming partnerships to maintain and improve customer service.
6. Best practice in customer service outside your own sector.
7. Techniques and reward strategies for motivating staff.
8. Sustainable process/systems design and management.

Industry/sector specific knowledge and understanding

1. Current and emerging trends that are likely to affect your products and/or services.
2. Developments in technology.
3. Where to make effective strategic partnerships.
4. The legal and regulatory framework within which you work, including customer and consumer rights, relevant codes of practice and ethical codes.

Context specific knowledge and understanding

1. Your organisation's products and/or services.
2. The overall vision, objectives and associated plans of your organisation.
3. Your organisation's customers.
4. The strengths and weaknesses of your organisation in terms of satisfying customers.
5. How a change in your market, structure, products or services will affect your customers.
6. The activities and services of your competitors or similar organisations, and how this may affect your products, services and processes.

UNIT SUMMARY

What is the unit about?

This unit covers a broad range of general, operational management responsibilities, all aimed at satisfying customers with the processes, products and/or services being delivered.

The term 'customer' includes internal and external customers of the organisation.

Who is the unit for?

The unit is recommended for middle managers.

Links to other units

This unit is closely linked to unit **F8. Work with others to improve customer service** and **F17. Manage the delivery of customer service in your area of responsibility** in the overall suite of National Occupational Standards for Management and Leadership.

There is also a suite of National Occupational Standards for Customer Service which is aimed at those in customer service roles or whose roles have a significant customer service component. You can obtain further information from the Institute of Customer Service (ICS) on tel. 01206 571 716 or at the ICS website (www.instituteofcustomerservice.com).

If your organisation is a small firm, you should look at unit *C1 Look after your customers,* which has been developed by the Small Firms Enterprise and Development Initiative (SFEDI) specifically for small firms and which **may** be more suitable to your needs. You can obtain information on the unit from SFEDI on tel. 0114 241 2155 or at the SFEDI website (www.sfedi.co.uk).

Skills

Listed below are the main generic 'skills' that need to be applied in managing the achievement of customer satisfaction. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Problem-solving
- Valuing and supporting others
- Planning
- Communicating
- Monitoring
- Reporting
- Coaching
- Mentoring
- Empowering
- Motivating
- Thinking with a focus on customers

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Ensure that colleagues are briefed on and understand the expectations of customers and their own roles and responsibilities in meeting these expectations, including any agreed standards of customer service.

2. Empower colleagues to deliver good customer service, including identifying and addressing their learning needs and providing other resources.

3. Ensure that clear and effective sustainable processes are in place to support customers and sort out their problems.

4. Ensure that the day-to-day behaviour of colleagues matches the organisation's customer-focused values.

5. Develop a culture which nurtures, respects, values, recognises and rewards 'front-line' colleagues who work with customers.

6. Establish and operate suitable sustainable processes for monitoring levels of customer satisfaction.

7. Make recommendations and propose plans to improve the level of customer satisfaction.

8. Demonstrate increasing levels of customer satisfaction with the organisation's products and/or services and processes.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.

2. You recognise the achievements and the success of others.

3. You demonstrate a clear understanding of different customers and their real and perceived needs.

4. You empower staff to solve customer problems within clear limits of authority.

5. You take personal responsibility for resolving customer problems referred to you by other staff.

6. You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

7. You advocate customers' interests within your organisation.

8. You articulate a vision that generates excitement, enthusiasm and commitment.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The difference between customer service and customer satisfaction.
2. The factors that make customers satisfied.
3. The importance of achieving customer satisfaction in a competitive environment or an environment where high levels of service are expected.
4. Best practice in customer service outside your own sector.
5. Types of customer survey and effective ways of collecting feedback.
6. How to measure customer satisfaction.
7. Techniques and reward strategies for motivating staff.
8. How information and communications technology can support customer service and customer satisfaction.
9. Sustainable process/systems design and management.

Industry/sector specific knowledge and understanding

1. Current and emerging trends that are likely to affect your products and/or services.
2. Developments in technology and how this will affect your work with customers.
3. The legal and regulatory framework within which you work, including customer and consumer rights, relevant codes of practice and ethical codes.

Context specific knowledge and understanding

1. Your organisation's products and/or services.
2. Your organisation's customers.
3. The overall vision, objectives and associated plans of your organisation and its values.
4. The strengths and weaknesses of your products and services in terms of customer satisfaction.
5. The customer satisfaction survey, feedback and measuring methods that are suitable for your organisation.
6. The activities and services of your competitors or similar organisations and how this may affect your products, services and processes.
7. Which organisations you are compared with by your customers.

UNIT SUMMARY

What is the unit about?
This unit is about overseeing the continuous improvement of the overall performance of the organisation. The emphasis is very much on identifying and implementing changes which will add value in the eyes of customers and other key stakeholders.

Who is the unit for?
The unit is recommended for senior managers.

Links to other units
This unit is linked to units **B7. Provide leadership for your organisation, C3. Encourage innovation in your organisation, E14. Support team and virtual working, E17. Outsource business processes** and **F10. Develop a customer-focused organisation** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in improving the performance of the organisation. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information'.

- Information management
- Communicating
- Benchmarking
- Thinking systematically
- Analysing
- Decision-making
- Prioritising
- Leadership
- Presenting information
- Valuing and supporting others
- Planning
- Evaluating
- Involving others
- Thinking strategically

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish valid and appropriate measures for evaluating the performance of your organisation.
2. Establish systems for collecting and assessing information on the overall performance of the organisation and use the findings to identify opportunities where organisational performance could be improved.
3. Establish a culture across the organisation where people freely come forward with potential and actual performance problems and suggested opportunities for improvement.
4. Benchmark the performance of your organisation against other carefully selected organisations and take action based on the findings.
5. Ensure that knowledge and understanding of how improvements have or can be made is shared across the organisation.
6. Ensure that any improvements made are in line with the organisation's vision and objectives.
7. Show that the improvements made reduce the gap between what your customers and other key stakeholders want and what your organisation's products and/or services and processes actually deliver.
8. Show that the improvements made are those that have been identified as being of most benefit to the organisation, its customers and other key stakeholders.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You constantly seek to improve performance.
2. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.
3. You constructively challenge the status quo and seek better alternatives.
4. You show a clear understanding of different customers and their needs.
5. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
6. You articulate a vision that generates excitement, enthusiasm and commitment.
7. You produce and recognise imaginative and innovative solutions.
8. You show sensitivity to stakeholders' needs and interests and manage these effectively.
9. You use a range of leadership styles appropriate to different people and situations.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding
1. The principles which support organisational improvement.
2. The importance of establishing and applying valid and appropriate measures for evaluating the performance of your organisation.
3. How to establish systems for collecting and assessing information on the overall performance of the organisation and how to use the findings to identify opportunities where organisational performance could be improved.

4. How to benchmark the performance of your organisation against others and take action based on the findings.

5. The value of a customer-focused culture.

6. The importance of developing a culture that continually improves and how to involve others in achieving this.

7. The importance of finding out the cause and effects of problems and changes.

8. Ways of measuring the effect of improvements.

9. The principles and processes of effective communication and how to apply them.

Industry/sector specific knowledge and understanding

1. The sector and market in which your organisation works.

2. The range of information sources and techniques for collecting information that are relevant to the sector in which your organisation works.

3. Relevant trends and developments in the sector.

Context specific knowledge and understanding

1. Your organisation's vision, objectives and associated plans.

2. Your organisation's structure, values and culture.

3. How your organisation adds value through the delivery of its products, services and processes.

4. Your organisation's customers and other key stakeholders and their needs.

5. Measures of performance relevant to your own organisation.

6. Methods of gathering information suitable for your own organisation.

7. Formal and informal sources of information relevant to your organisation.

UNIT SUMMARY

What is the unit about?

This unit is about managing quality systems to ensure that business processes consistently deliver products/services that meet customers' and other stakeholders' quality expectations and legal and regulatory requirements.

ISO9001:2000, EFQM Excellence Model, Total Quality Management, Six Sigma, Lean Manufacturing, PQASSO and Investors in People are some of the common generic quality assurance systems and standards in use in the UK, although almost every sector has specific quality standards and requirements. Managers responsible for assuring quality in their organisation, or their part of the organisation, need to make sure systems are in place and people are competent to manage processes and deliver products and/or services whose quality meets the expected standards.

Whereas unit F3 is about managing individual business processes, this unit, F13, is broader, ensuring that the outputs of all processes meet required standards and are continuously improved.

Who is the unit for?

The unit is for managers who have specific responsibility for managing quality systems to assure quality of products and/or services in their organisation, or their part of the organisation.

Links to other units

This unit is linked to units **E17. Outsource business processes, F14. Prepare for and participate in quality audits** and **F15. Carry out quality audits** in the overall suite of National Occupational Standards for Management and Leadership.

Skills

Listed below are the main generic 'skills' that need to be applied in assuring quality. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Communicating
- Decision-making
- Evaluating
- Influencing
- Information management
- Involving others
- Monitoring
- Motivating
- Obtaining feedback
- Planning
- Presenting information
- Providing feedback
- Questioning
- Reporting
- Setting objectives

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Keep yourself up-to-date with
   - current developments, tools and techniques in quality management
   - customers' and other stakeholders' expectations regarding quality
   - legal and regulatory requirements.

2. Ensure the quality standards to which you are working
   - are capable of delivering the quality of products/services your customers expect
   - allow you to obtain any expected quality marks, awards or accreditation
   - are in line with your organisation's values, aims and objectives
   - meet any legal and regulatory requirements.

3. Ensure systems, plans and resources are in place to ensure quality standards are met and maintained.

4. Ensure that people are continuously updated about their roles in meeting quality standards and are competent to fulfil their roles.

5. Identify and assess risks of shortfalls in the quality of processes and products/services and take preventative action to mitigate these risks.

6. Encourage people to take personal responsibility for achieving quality standards and to address or report any actual or potential shortfalls.

7. Obtain sufficient, valid information from your quality assurance system and other sources, including customers, to enable you to evaluate accurately whether processes and products/services are meeting the required standards.

8. Provide feedback to motivate people to maintain quality standards and continuously improve performance.

9. Detect and record any shortfall in the quality of processes, products and services, investigate the cause(s) and take prompt remedial action.

10. Report quality performance, including shortfalls and corrective actions taken, to those who need to know, within agreed timescales.

11. Encourage customers and those involved in delivering products/services to identify and recommend quality improvements.

12. Develop resourced plans to implement quality improvements which deliver significant benefits at reasonable cost and acceptable level of risk.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You recognise changes in circumstances promptly and adjust plans and activities.

2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

3. You present information clearly, concisely, accurately and in ways that promote understanding.

4. You keep people informed of plans and developments.

5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

6. You are vigilant for possible hazards.

7. You focus personal attention on specific details that are critical to achieving successful results.

8. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

9. You develop systems to gather and manage information and knowledge effectively, efficiently and ethically.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. The importance of keeping up-to-date with current developments, tools and techniques in quality management, customers' and other stakeholders' quality expectations and legal and regulatory requirements.

2. How to ensure the quality standards to which you are working are capable of delivering the quality of products/services your customers expect.

3. Any relevant quality marks, awards or accreditation, and how the quality standards to which you are working can obtain these.

4. How to ensure the quality standards to which you are working meet any legal and regulatory requirements.

5. The importance of ensuring systems and plans are in place to ensure quality standards are met and maintained, and how to do so.

6. The importance of communicating information clearly, concisely and accurately, and how to do so.

7. The importance of keeping people updated about their roles in meeting quality standards, and how to ensure people are competent to fulfil such roles.

8. The importance of encouraging people to take personal responsibility for achieving quality standards.

9. The importance of encouraging people to address or report any actual or potential shortfalls in the quality of processes and products/services.

10. The importance of obtaining sufficient, valid information to enable you to evaluate accurately whether processes and products/services are meeting the required standards, and how to do so.

11. The importance of providing feedback to motivate people to maintain quality standards and continuously improve performance, and how to do so.

12. How to detect and record any shortfall in the quality of processes, products and services, and investigate the cause(s) and appropriate remedial action to take.

13. How to report quality performance, including shortfalls and corrective actions taken, to those who need to know, within agreed timescales.

14. The importance of encouraging customers and those involved in delivering products/services to identify and recommend quality improvements.

15. How to develop resourced plans to implement quality improvements which deliver significant benefits at reasonable cost and acceptable level of risk.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for quality assurance.

Context specific knowledge and understanding

1. Current developments in quality management.

2. Customers' and other stakeholders' expectations regarding quality.

3. Current quality management legal and regulatory requirements.

4. Your organisation's products/services and the quality your customers expect.

5. Your organisation's values, aims and objectives and ensure the quality standards to which you are working are in line with these.

6. Your organisation's available resources to ensure quality standards are met and maintained.

7. Sources of information, including your quality assurance system and customers, to enable you to evaluate accurately whether processes and products/services are meeting the required standards.

UNIT SUMMARY

What is the unit about?
This unit is about preparing for, and participating in, quality audits of your area of responsibility as part of a formal quality management system, such as ISO9001:2000 or sector-specific systems.

The key to a successful audit outcome is to ensure that work consistently meets quality standards and complies with relevant procedures. Preparation for the audit involves checking all relevant documentation is up to date and readily available for the audit, whilst active participation in the audit can ensure that any nonconformances are addressed and potential improvements to business processes, quality standards and/or procedures are identified.

Who is the unit for?
The unit is for managers working in environments with formal quality management systems who are required to participate in quality audits.

Links to other units
This unit is linked to units **F13. Manage quality systems** and **F15. Carry out quality audits** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in carrying out quality audits. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Communicating
- Monitoring
- Planning
- Presenting information
- Reporting
- Researching

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish clearly the quality standards and procedures that apply to your area of responsibility.
2. Monitor work in your area of responsibility to ensure it consistently meets quality standards and complies with procedures.
3. Check that all relevant records and documentation are complete, up to date and accessible.
4. Check that any corrective actions agreed in previous audits have been taken and that any recommendations have been considered and acted upon, where appropriate.

5. Provide the auditor with access to all relevant information, records and documentation.
6. Discuss with the auditor the results of the audit and agree appropriate corrective actions to remedy any nonconformances and the date by which the actions should be carried out.
7. Discuss with the auditor any areas where business processes, quality standards or procedures could be improved.
8. Plan to carry out any agreed corrective actions and ensure that these are carried out by agreed dates.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.
2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.
3. You present information clearly, concisely, accurately and in ways that promote understanding.
4. You keep people informed of plans and developments.
5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.
6. You show respect for the views and actions of others.
7. You act within the limits of your authority.
8. You use cost-effective, time-effective and ethical means to gather, store and retrieve information.
9. You make appropriate information and knowledge available promptly to those who need it and have a right to it.
10. You present information clearly, concisely and accurately and in ways that promote understanding.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding
1. Quality management principles and methods.
2. How to monitor work to ensure it consistently meets quality standards and complies with procedures.
3. The importance of ensuring that records and documentation are complete and up to date and how to make these readily accessible to auditors.
4. How to identify areas where business processes, quality systems or procedures could be improved.
5. How to plan and monitor to ensure that corrective actions are carried out by agreed dates.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for quality management and auditing.

Context specific knowledge and understanding

1. The quality standards and procedures that apply to your area of responsibility.

2. The records and documentation required for your area of responsibility.

3. Corrective actions agreed in previous audits.

4. Recommendations for improvements made in previous audits.

UNIT SUMMARY

What is the unit about?
This unit is about carrying out quality audits as part of a formal quality management system, such as ISO9001:2000 or sector-specific systems.

Quality auditors require technical knowledge of the quality system and standards with which they are working and a good understanding of the processes and procedures they are auditing. They need to carry out quality audits professionally and rigorously in order to reveal any nonconformances. They also need interpersonal skills to carry out audits in such a way that auditees (i.e. those being audited) do not feel threatened, but rather feel empowered to continuously improve the quality of their work.

Who is the unit for?
The unit is for quality auditors – those carrying out formal audits of compliance with quality systems.

Links to other units
This unit is linked to units **F13. Manage quality systems** and **F14. Prepare for and participate in quality audits** in the overall suite of National Occupational Standards for Management and Leadership.

Skills
Listed below are the main generic 'skills' that need to be applied in carrying out quality audits. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Assessing
- Benchmarking
- Communicating
- Decision-making
- Evaluating
- Interviewing
- Involving others
- Monitoring
- Planning
- Questioning
- Reporting
- Researching
- Reviewing
- Setting objectives

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Carry out quality audits according to a plan and schedule that meets the needs of those requiring the audits to be carried out.

2. Carry out quality audits in ways which enhance auditees' confidence in the quality system and their commitment to meeting and maintaining quality standards.

3. Give auditees the required period of notice of your intention to audit.

4. Prepare carefully to establish clearly:
   - the scope of the audit
   - the responsibilities of the auditees
   - the quality procedures that apply to their work
   - previous audit history.

5. Clarify with auditees the purpose of the audit and the roles, responsibilities and expectations of yourself and the auditees.

6. Carry out an investigation of the auditees' work in sufficient detail to reveal any deviations from relevant quality procedures.

7. Adapt your behaviour, where necessary, to encourage auditees to co-operate fully to achieve the purpose of the audit.

8. Share with the auditees the results of the audit and agree appropriate corrective actions to remedy any nonconformances and the date by which the actions should be carried out.

9. Check with auditees that corrective actions have been carried out by agreed dates.

10. Seek advice from your manager or quality specialists if you cannot agree a deviation or corrective action with auditees.

11. Promptly bring to the attention of your manager or quality specialists any deviations which present serious and/or immediate risks to individuals or to the organisation.

12. Identify and analyse any inherent problems with processes and/or quality procedures and report your findings and any recommendations with an appropriate degree of urgency.

13. Keep complete records of quality audits and make your audit reports available to authorised people.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You find practical ways to overcome barriers.

2. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

3. You present information clearly, concisely, accurately and in ways that promote understanding.

4. You keep people informed of plans and developments.

5. You comply with, and ensure others comply with, legal requirements, industry regulations, organisational policies and professional codes.

6. You act within the limits of your authority.

7. You show integrity, fairness and consistency in decision-making.

8. You clearly agree what is expected of others and hold them to account.

9. You use cost-effective, time-effective and ethical means to gather, store and retrieve information.

10. You make appropriate information and knowledge available promptly to those who need it and have a right to it.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. Quality management principles, methods, tools, techniques and current developments in best practice.

2. How to carry out quality audits and the importance of doing so according to an agreed plan and schedule.

3. Different ways of carrying out quality audits to enhance auditees' confidence in the quality system and their commitment to meeting and maintaining quality standards, and the importance of doing so.

4. The importance of giving auditees the required period of notice of your intention to audit.

5. The importance of preparing carefully for the audit, and how to do so.

6. The importance of communicating information clearly, concisely and accurately, and how to do so.

7. How to carry out an investigation in sufficient detail to reveal any discrepancies.

8. How to decide on appropriate corrective actions to remedy each discrepancy and the date by which the actions should be carried out, and the importance of agreeing this with the auditees.

9. How to identify and analyse inherent problems with processes and quality procedures and why it is important to report your finding and recommendations with an appropriate degree of urgency.

10. The importance of checking with auditees that corrective actions have been carried out by agreed dates, and how to do so.

11. How to keep complete records of quality audits and the importance of making your audit reports available to authorised people.

12. How to identify the discrepancies that present serious and/or immediate risks to individuals or to the organisation and the importance of promptly bringing this to the attention of your manager or quality specialists.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for quality management and auditing.

Context specific knowledge and understanding

1. The culture and quality management systems in place in the organisation in which the audit is being carried out.

2. The customers of the audit – those requiring the audit to be carried out – and their needs.

3. The responsibilities of the auditees and the quality procedures that apply to their work.

4. Sources of advice, guidance and support from your manager and/or quality specialists if you cannot agree a discrepancy or corrective action with auditees.

5. The limits of your own knowledge, skills and competence.

6. Your organisation's policies and procedures for keeping full and accurate records.

7. The authorised personnel who should receive your audit reports.

UNIT SUMMARY

What is the unit about?

This unit is about managing the development and marketing of products and/or services for which you are responsible.

This unit describes how a manager without specialist marketing expertise can identify customer requirements and develop new or enhanced products or services better to meet these requirements. Issues such as competition, fitting with the organisation's strategic objectives and return on investment need to be taken into account when considering the business case for developing or enhancing products or services. Within a cycle of continuous improvement, it is important to monitor demand and take note of customer feedback in order to adapt products or services and how they are marketed.

Who is the unit for?

The unit is for middle managers with responsibility to provide products or services for identified groups of customers.

It is not aimed at specialist marketing managers who should refer to the Marketing National Occupational Standards.

Links to other units

This unit is linked to units **F4. Develop and implement marketing plans for your area of responsibility** and **F9. Build your organisation's understanding of its market and customers** in the overall suite of National Occupational Standards for Management and Leadership.

It is based on two specialist units from the Marketing National Occupational Standards, developed by the Marketing and Sales Standards Setting Body: *3.2.2 Develop new products/services*, and *6.1.3 Develop and maintain a portfolio of products/services*.

Skills

Listed below are the main generic 'skills' that need to be applied in managing environmental performance in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Analysing
- Assessing
- Communicating
- Decision-making
- Evaluating
- Influencing
- Monitoring
- Planning
- Prioritising
- Questioning
- Researching
- Reviewing
- Setting objectives
- Thinking strategically
- Thinking with a focus on customers
- Time management

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Identify the products/services required by existing and potential customers, and the features and potential benefits of these products/services.

2. Evaluate the extent to which your current products/services meet existing and potential customers' requirements.

3. Evaluate the extent to which any competitors are meeting, or could meet, existing and potential customers' requirements.

4. Identify potential amendments or additions to your products/services, better to meet existing and potential customers' requirements, and assess the feasibility of these potential amendments or additions.

5. Make the business case for amendments or additions to your products/services, showing how they contribute to your organisation's objectives, the investment required and the forecast return on investment.

6. Coordinate the development and marketing of those products/services which offer the best return on investment, in line with your organisation's objectives.

7. Monitor demand for your products/services and adapt them and how they are priced, promoted and distributed, in response to variances in demand and feedback from existing and potential customers.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You listen actively, ask questions, clarify points and rephrase others' statements to check mutual understanding.

2. You present information clearly, concisely, accurately and in ways that promote understanding.

3. You keep people informed of plans and developments.

4. You demonstrate a clear understanding of different customers and their real and perceived needs.

5. You develop and tailor products and services to ensure customers' needs are met.

6. You balance the diverse needs of different customers.

7. You continuously improve products and services and seek to diversify where appropriate.

8. You make best use of existing sources of information.

9. You present ideas and arguments convincingly and in ways that strike a chord with people.

10. You identify the range of elements in a situation and how they relate to each other.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to identify the products/services required by existing and potential customers, and the features and potential benefits of these products/services.

2. How to evaluate the extent to which your current products/services meet existing and potential customers' requirements.

3. How to evaluate the extent to which any competitors are meeting, or could meet, existing and potential customers' requirements.

4. How to assess the feasibility of potential amendments or additions to your products/services to better meet existing and potential customers' requirements.

5. How to make a business case for amendments or additions to your products/services, showing how they contribute to your organisation's objectives, the investment required and the forecast return on investment.

6. The importance of co-ordinating the development and marketing of those products/services which offer the best return on investment, in line with your organisation's objectives, and how to do so.

7. How to monitor demand for your products/services and to adapt them in response to variances in demand.

8. The importance of monitoring how your products/services are priced, promoted and distributed, in response to feedback from existing and potential customers, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for managing products/services in your area of responsibility.

Context specific knowledge and understanding

1. Your organisation's products/services, their features and benefits.

2. Your organisation's existing and potential customer base and their real and perceived needs.

3. Your organisation's actual and potential competitors of your products/services and their activities.

4. Sources of ideas for potential amendments or additions to your products/services.

5. Your organisation's aims and objectives relevant to your area of responsibility.

UNIT SUMMARY

What is the unit about?

This unit is about managing the delivery of customer service in the manager's area of responsibility. The term 'customer' includes external customers and internal customers in other parts of the organisation.

Who is the unit for?

The unit is recommended particularly for first line managers who are required to manage the delivery of customer service as part of a broader management role. It is not aimed at specialist customer service managers, who should refer to the Customer Service National Occupational Standards.

Links to other units

This unit is linked to units **F10. Develop a customer-focused organisation** and **F11. Manage the achievement of customer satisfaction** in the overall suite of National Occupational Standards for Management and Leadership.

There is also a suite of Customer Service National Occupational Standards which is aimed at those in customer service roles or whose roles have a significant customer service component. Of particular relevance are units *25 Organise the delivery of reliable customer service* and *32 Monitor and solve customer service problems*. You can obtain further information from the Institute of Customer Service on www.instituteofcustomerservice.com.

If your organisation is a small firm, you should look at units *WB11 Decide how you will treat your business customers* and *WB12 Deliver a good service to your customers* developed by the Small Firms Enterprise and Development Initiative specifically for small firms and which **may** be more suitable to your needs. You can obtain information on these units from www.sfedi.co.uk.

Skills

Listed below are the main generic 'skills' that need to be applied in managing the delivery of customer service in your area of responsibility. These skills are explicit/implicit in the detailed content of the unit and are listed here as additional information.

- Acting assertively
- Analysing
- Communicating
- Information management
- Managing conflict
- Monitoring
- Obtaining feedback
- Planning
- Problem-solving
- Researching
- Reviewing
- Team-building
- Thinking with a focus on customers
- Valuing and supporting others

OUTCOMES OF EFFECTIVE PERFORMANCE

You must be able to do the following:

1. Establish clear and measurable standards of customer service, taking into account customers' expectations, your organisation's resources and any legal or regulatory requirements.

2. Organise staffing and other resources to meet customer service standards, taking account of varying levels of demand and likely contingencies.

3. Ensure customer service staff are competent to carry out their duties, and provide them with any necessary support.

4. Ensure staff understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.

5. Take responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.

6. Ensure customers are kept informed about the actions you are taking to deal with their requests or problems.

7. Encourage staff and customers to provide feedback on their perceptions of the standards of customer service.

8. Continuously monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers.

9. Analyse customer service data to identify the causes of problems and opportunities for improving customer service.

10. Make or recommend changes to processes, systems and/or standards in order to improve customer service.

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You respond quickly to crises and problems with a proposed course of action.

2. You make time available to support others.

3. You demonstrate a clear understanding of different customers and their real and perceived needs.

4. You give people opportunities to provide feedback and you respond appropriately.

5. You empower staff to solve customer problems within clear limits of authority.

6. You take personal responsibility for resolving customer problems referred to you by other staff.

7. You recognise recurring problems and promote changes to structures, systems and processes to resolve these.

8. You prioritise objectives and plan work to make the best use of time and resources.

9. You keep promises and honour commitments.

10. You take timely decisions that are realistic for the situation.

KNOWLEDGE AND UNDERSTANDING

You need to know and understand the following:

General knowledge and understanding

1. How to establish clear and measurable standards of customer service, taking into account customers' expectations and your organisation's resources.

2. How to organise staffing and other resources to meet customer service standards, and the importance of taking account of varying levels of demand and likely contingencies.

3. How to identify likely contingencies when organising staffing and other resources.

4. How to identify sustainable resources and ensure their effective use when organising the delivery of customer service.

5. The importance of ensuring customer service staff are competent to carry out their duties, and providing them with any necessary support, and how to do so.

6. The importance of ensuring staff understand the standards of customer service they are expected to deliver and the extent of their autonomy in responding to customers' requests and problems.

7. The importance of taking responsibility for dealing with customers' requests and problems referred to you, seeking advice from specialists and/or more senior managers, where necessary.

8. The importance of keeping customers informed about the actions you are taking to deal with their requests or problems.

9. How to identify and manage potential issues before they escalate into problems.

10. How to deal with customers' requests and/or problems.

11. The importance of encouraging staff and customers to provide feedback on their perceptions of the standards of customer service.

12. How to monitor the standards of customer service delivered, customers' requests and problems and feedback from staff and customers, and the importance of doing so continuously.

13. The types of customer service data available and how to analyse such data to identify the causes of problems and opportunities for improving customer service.

14. Types of problems and opportunities for improving customer service.

15. The importance of making or recommending changes to processes, systems and/or standards in order to improve customer service, and how to do so.

Industry/sector specific knowledge and understanding

1. Industry/sector requirements for the delivery of customer service.

Context specific knowledge and understanding

1. Your organisation's customers and their expectations of customer service.

2. Your organisation's complaints policy and procedures.

3. Your organisation's available resources.

4. Your organisation's staffing in relation to delivering customer service.

5. Sources of advice, guidance and support from customer service specialists and/or more senior managers.

Note: This unit has been taken from the National Occupational Standards developed by the Marketing and Sales Standards Setting Body (MSSSB). The format of the unit is different to that used by the Management Standards Centre (MSC) for the units the MSC has developed.

UNIT OVERVIEW

What is the unit about?

This unit is about preparing for sales opportunities, and includes developing proposals and sales quotations, and also the preparation of both formal and informal sales presentations. It includes identifying customer requirements, matching these with your organisation's objectives and the features and benefits of your product/services, and presenting a planned sales pitch.

Who is the unit for?

This unit is recommended for those involved in preparing proposals and in preparing and delivering sales presentations, but who are not necessarily sales specialists. For example, such individuals might be 'general' managers within larger organisations, or managers and/or proprietors within small to medium-sized organisations.

Related specialist units

Those seeking specialist standards offering greater depth regarding this area are referred to the following related MSSSB marketing units:

Sales units 5.1. Develop sales proposals and quotations, 5.3. Develop and deliver a professional sales presentation, and 6.4. Undertake sales demonstrations. Details of these units can be accessed via www.msssb.org.

OUTCOMES OF EFFECTIVE PERFORMANCE

You will need to:

1. Assess your customer's needs and their interest in your organisation's products/services

2. Ensure that your potential customer's requirements are understood fully and that all issues requiring clarification are resolved before the proposal is finalised

3. Establish and develop the content of the proposal in your house style, including essential information about the products/services offered, and the price, terms and conditions of sale

4. Provide the required level of detail, as briefed by your prospect or customer, and supply the proposal within the agreed timescales, and follow it up with an appropriate offer of further clarification and information if that is needed

5. Agree with your customer the length and the content of the subsequent presentation and who will be present

6. Identify and evaluate the most suitable audio-visual aids for effective and innovative delivery of a presentation, and the promotional material that will most complement and enhance your presentation

7. Ensure that your presentation includes the benefits of your products/services, relating these to your customer's needs, and follows a format designed to attract your customer's attention

8. Structure your presentation in a way that maximises the impact of the information and ideas within it

9. Ensure that any demonstration of products/services accompanying the sales presentation are prepared prior to the meeting

10. Anticipate problems, constraints or objections that could be raised in response to the presentation and prepare possible responses to them

11. Invite your audience to ask questions and to seek clarification, listening carefully to their questions and responding positively and effectively

12. Aim to gain commitment to progress and, if possible, close the sale

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You are alert to verbal and non-verbal communication signals and respond to them appropriately

2. You present ideas and arguments clearly, concisely and convincingly

3. You demonstrate a thorough knowledge and understanding of your organisation's products/services

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

General knowledge and understanding

1. The content and structure of effective proposals, and the points which these need to address

2. How to keep the proposal customer-focused

3. The range of resources and visual aids that can be used to assist in the presentation

4. The potential barriers that can exist in a presentation and how to overcome them

5. How to use verbal and non-verbal communications effectively in presentations

6. How to show customers that you are listening to them and understand their needs and wants

7. How to read buyer signals, including verbal and non-verbal cues

8. The variety of questioning techniques that can be used to encourage and engage customers in the presentation

Industry/sector specific knowledge and understanding

1. Typical procurement practices in your industry

Context specific knowledge and understanding

1. Details of the products/services being offered by your organisation

2. Your customer's requirements and how these relate to your products/services

3. Your organisation's procedures for proposal development and submission

4. The information underpinning the submission of the proposal including factors relating to pricing strategies and payment arrangements

5. Sales literature and promotional offers that are complementary to the presentation and will assist in securing the sale

6. Testimonials from satisfied customers that can be used in your presentation

UNIT OVERVIEW

What is the unit about?

This unit is about the activities involved within the sales cycle in matching products/services to customers' needs. It focuses upon face-to-face selling activity, and also applies to telephone contact. It includes generating sales leads, identifying customers' buying needs, promoting the features and benefits of relevant products/services, addressing queries/ objections and closing sales with mutually beneficial terms and conditions.

Who is the unit for?

This unit is recommended for those involved in the selling of their organisation's products/services, but are not necessarily sales specialists. For example, such individuals might be 'general' managers within larger organisations, or managers and/or proprietors within small to medium-sized organisations.

Related specialist units

Those seeking specialist standards offering greater depth regarding this area are referred to the following related MSSSB units:

Sales units 7.1. Generate and follow up sales leads, 7.2. Sell products and services face-to-face, 7.5. Manage and facilitate case negotiations, 7.6. Handle objections and close sales, and *7.8. Demonstrate compliance with legal, regulatory and ethical requirements.* Details of these units can be accessed via www.msssb.org.

OUTCOMES OF EFFECTIVE PERFORMANCE

You will need to:

1. Contact customers identified as sales leads, accessing those who can make buying decisions

2. Identify customer requirements through careful questioning, checking for understanding and summarising their buying needs and interests

3. Identify the key features and associated benefits of your relevant products/services, relating these to the needs identified

4. Discuss and assess with the customer those of your products/services which are suitable for their needs

5. Evaluate potential trade-offs, whereby particular aspects of the product/service's package might be enhanced whilst others of lesser importance might be reduced, which will be beneficial both to the customer and to your organisation

6. Provide accurate information and make proposals regarding products/services and pricing, where relevant, that meet the customer's requirements

7. Explore any queries or objections raised by the customer and identify any reasons holding the customer back from agreeing the sale

8. Identify and prioritise any concerns, and provide evidence to the customer of the strengths of your organisation and its products/services relevant to addressing the concerns

9. Check that the customer agrees how any concerns can be overcome

10. Interpret verbal and non-verbal buying signals given by the customer and act upon them accordingly in progressing towards closing the sale

11. Close the sale by gaining the commitment of the customer

12. Agree future contact arrangements, including post-sales calls to confirm customer satisfaction where relevant

13. Record all required details accurately and clearly

14. Fulfil all relevant legal, regulatory and ethical requirements

BEHAVIOURS WHICH UNDERPIN EFFECTIVE PERFORMANCE

1. You present information clearly, concisely, accurately and in ways which promote understanding

2. You show respect for the views and actions of others

3. You work towards 'win-win' solutions

4. You keep promises and honour commitments

5. You work to develop an atmosphere of professionalism and mutual trust

KNOWLEDGE AND UNDERSTANDING

You will need to know and understand:

General knowledge and understanding

1. The difference between influencers and decision makers and their relative roles in the decision-making process

2. The key stages in the sales cycle, and how to use this effectively in structuring the sales approach

3. The importance of listening effectively, and of confirming understanding

4. The importance of effective questioning techniques and how to use these

5. The difference between features and benefits, and how to use these effectively in selling

6. The typical range of behaviours displayed by customers, including body language, and how to respond to these constructively in a sales situation

7. Typical objections that can arise in a selling situation, including the difference between sincere and insincere objections, and how to manage these effectively

8. Effective methods for closing sales

Industry/sector specific knowledge and understanding

1. Legal, regulatory and ethical requirements impacting upon selling in your sector

Context specific knowledge and understanding

1. Your organisation's sales plans and objectives, including its target market, key customers and their requirements from your products/services

2. Your organisation's products/services, and their features and benefits

3. Your organisation's structure and lines of decision-making

4. Competitor sales activities, and key features of their products/services

5. Your own sales targets and plans for achieving these

6. Your organisation's sales process and procedures, including recording requirements

7. Available literature and materials to support the selling process