

Content Summary

- Awareness
 - The vital nature of awareness and humility in personal development.
- Desire
 - The benefits of self reflection.
- Ability
 - Building a habit of reflection.
 - Template and reflection exercise.
- Duplication
 - Applying self reflection on daily basis.

Learning Outcomes

- Why self reflection is a vital skill
- How self reflection will benefit the learner.
- Techniques for self reflection.
- How to put self reflection in practice.

National Occupational Standard Element

- D1 Develop productive working relationships with colleagues especially:
- PC5 Understand difficult situations and issues from your colleague's perspective and provide support, where necessary, to move things forward.
- B8 You consider the impact of your own actions on others.
- KU9 How to get and make use of feedback on your performance from colleagues.

Apprenticeship Standard Team Leader / Supervisor Gov Doc ST0384/01

- Personal Effectiveness – managing self
 - Awareness of Self
 - Management of Self
- What is required (developed and exhibited in the workplace)
 - Takes responsibility
 - Professionalism

Apprenticeship Standard for Operations/Departmental Manager Gov Doc ST0385/01

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Content Summary

- Awareness
 - Understand clearly the need to link operations and strategy.
- Desire
 - The benefits of Effective performance management.
- Ability
 - How to link strategy and objectives.
 - Effective objective setting.
 - What to measure.
 - How to flex management approaches.
- Duplication
 - Critical success factor Exercise.
 - The Performance management template.
 - Skill / Will exercise.

Learning Outcomes

- | | |
|-----------------------------------|---|
| • Establishing the golden thread. | • Measuring and monitoring performance. |
| • Setting objectives. | • Will vs Skills approaches. |

National Occupational Standard Element

- D13 - Support individuals to develop and maintain their performance.
- PC12 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.
- K4 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.
- B1 - Develop and implement operational plans for your area of responsibility.
- PC3 Make sure your plans are consistent with the objectives of your area of responsibility.

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 - Leading People
 - Managing People
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 - Operational Management
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Content Summary

- Awareness
 - The need for a culture of feedback.
- Desire
 - How feedback goes wrong.
- Ability
 - The only 2 types of feedback you need.
 - Motivational.
 - Developmental.
 - The STARAR feedback framework.
- Duplication
 - Planing a feedback conversation.

Learning Outcomes

- What can go wrong when giving feedback.
- The only 2 types of feedback you need.
- The feedback delivery framework.

National Occupational Standard Element

- D13 - Support individuals to develop and maintain their performance.
- PC12 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.
- B6 You give feedback to others to help them develop their performance.

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Content Summary

- Awareness
 - Great managers know that a highly developed team is the route to successful operations
- Desire
 - High performing teams only come through the development of individuals.
- Ability
 - Using Competencies
 - How to assess learning style.
 - Carrying out a training needs analysis.
 - Using a coaching style.
- Duplication
 - Competencies framework.
 - Skills Matrix.

Learning Outcomes

- | | |
|---|--|
| <ul style="list-style-type: none"> • Learning styles. • Differences between training and development. | <ul style="list-style-type: none"> • Training needs analysis (Focus on Readiness) • Using a coaching approach. |
|---|--|

National Occupational Standard Element

- D13 - Support individuals to develop and maintain their performance.
- PC5 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.
- PC7 Plan with the individual how they can develop new skills and behaviours in a logical step-by-step sequence.
- K1 How to identify the particular needs, abilities and preferences of individuals and to take these into account when planning and providing support.

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Content Summary

- Awareness
 - The failure of managers to learn delegation.
- Desire
 - Delegation as a development tool.
- Ability
 - The 4 basic levels of delegation.
- Duplication
 - Delegation exercise.

Learning Outcomes

- How delegation differed to just getting a task done.
- The 4 basic levels of delegation.

National Occupational Standard Element

- D6 - Allocate and monitor the progress and quality of work in your area of responsibility.
- PC3 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.
- PC4. 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.
- K11 Ways of encouraging individuals and/or teams to ask questions and/or seek clarification in relation to the work which they have been allocated.

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Content Summary

- Awareness
 - Influencing is never about one single event.
- Desire
 - As a skill it is a great asset to a manager.
 - Allows you to manage up as well as down.
 - Influential people are always valued in organisations
- Ability
 - Conditioning.
 - 4 behavioural metaphors.
- Duplication
 - Bringing influence exercise.

Learning Outcomes

- How influencing occurs.
- How to condition others and situations.
- How to flex behaviours to influence.

National Occupational Standard Element

- D1 - Develop productive working relationships with colleagues.
- B8 You consider the impact of your own actions on others.
- K4 Principles of effective communication and how to apply them in order to communicate effectively with colleagues..
- B5 - Provide leadership for your team.
- PC5 Win, through your performance, the trust and support of the team for your leadership.
- PC8 You model behaviour that shows respect, helpfulness and co-operation.
- K6 How to select and successfully apply a limited range of different methods for motivating, supporting and encouraging team members and recognising their achievements.

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Content Summary

- Awareness
 - Exploring the true nature of assertion
- Desire
 - Assertive managers are valued managers.
- Ability
 - Understanding assertion compared to aggression and passive behaviours.
 - The 6 assertive techniques.
 - Barriers to assertion.
- Duplication
 - Assertive behaviour gains respect and credibility.
 - Exercise: Impact scale and antidote.

Learning Outcomes

- How assertion compares to other behaviours.
- What assertion looks and sounds like.
- How to use assertive techniques.
- How to deal with the barriers to assertion.

National Occupational Standard Element

- B5 - Provide leadership for your team.
- K7 Types of difficulties and challenges that may arise, including conflict, diversity and inclusion issues within the team, and ways of identifying and overcoming them.
- D1 - Develop productive working relationships with colleagues.
- PC4 You clearly agree what is expected of others and hold them to account.
- PC9 You say no to unreasonable requests.
- K4 Principles of effective communication and how to apply them in order to communicate effectively with colleagues..
- K5 How to identify disagreements with colleagues and the techniques for sorting them out.
- K6 How to identify conflicts of interest with colleagues and the measure.

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Content Summary

- Awareness
 - The recruitment process.
- Desire
 - The rewards of good selection.
- Ability
 - Step 1: Define the role and define recruitment strategy
 - Step 2: Screen Resumes or CV's.
 - Step 3: Conduct Interview Process
 - Step 4: Make the decision.
- Duplication
 - Improvements in selection today, reap massive rewards later.
 - Interview preparation.

Learning Outcomes

- | | |
|--|---|
| <ul style="list-style-type: none"> • Define the role and define recruitment strategy. • Defining and testing competencies. | <ul style="list-style-type: none"> • Behavioural questioning. • Note taking. • Legal or not questions. • Screening and selection. |
|--|---|

National Occupational Standard Element

- D3 - Recruit, select and keep colleagues.
- PC6 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.
- PC10 Participate in the recruitment and selection process, as agreed, making sure that the process is fair, consistent and effective.
- K11 Different recruitment and selection methods and their associated advantages and disadvantages.
- K16 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.

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Content Summary

- Awareness
 - Change = the only constant
- Desire
 - The impact of ‘forces for change’.
- Ability
 - What makes the difference between good and bad change.
 - The 5 stages of the change cycle.
 - 4 fundamentals of managing change
- Duplication
 - Managing change effectively.

Learning Outcomes

- How to spot change coming.
- How to prepare self and others for change.
- How to implement and manage change effectively.

National Occupational Standard Element

- C5 - Plan change.
- K1 The main models and methods for managing change effectively, and their strengths and weaknesses.
- C6 - Implement change.
- PC1 Put into practice the strategies and plans for change in line with the available resources.
- PC7 Make sure change is effective and meets the requirements of the organisation.
- K8 How to manage expectations during change.

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Content Summary

- Awareness
 - Project set up.
 - Stages of projects.
- Desire
 - Reaching out to the right people
 - Communicate the right things.
 - Provide team support in the right way.
- Ability
 - Stakeholder analysis.
 - Communications planning.
 - Project lifecycle.
- Duplication
 - Leading projects powerfully.

Learning Outcomes

- How to set a project up for success.
- Stakeholder mapping and comms.
- Managing through the project lifecycle.

National Occupational Standard Element

- F1 - Manage a project.
- K1 the fundamental characteristics of projects as opposed to routine management functions/activities.
- K2 The role and key responsibilities of a project manager.
- K3 Key stages in the project life cycle.
- KCSK2 Key stakeholders – the individuals or groups who have a vested interest in the success of the project and the organisation.
- PC8 Communicate progress to the project sponsor(s), any key stakeholders and any project team members on a regular basis.
- B4 You create a sense of common purpose.
- B8 You take pride in delivering high quality work.
- B9 You take personal responsibility for making things happen.

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Content Summary

- Awareness
 - Effective time and task management starts with a clear outcome.
- Desire
 - Dealing with the problem of being out of control.
- Ability
 - Transparency Statement
 - Task prioritisation.
 - Managing interruptions.
 - Dealing with email.
- Duplication
 - Making changes in daily habits.

Learning Outcomes

- | | |
|--|----------------------------------|
| • Bringing transparency to you life and circumstances. | • Managing interruptions better. |
| • Task prioritisation. | • Dealing with email. |

National Occupational Standard Element

- D5 Allocate and check work in your team.
- PC1 Confirm the work required of the team with your manager and seek clarification, where necessary, on any outstanding points and issues.
- PC4 Brief team members on the work they have been allocated and the standard or level of expected performance.
- B3 You prioritise objectives and plan work to make best use of time and resources.
- B4 You state your own position and views clearly and confidently in conflict situations.
- K2 The work required of your team.
- K3 The available resources for undertaking the required work.
- K5 Your team's plan for undertaking the required work.

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Content Summary

- Awareness
 - First impressions take milliseconds.
- Desire
 - If we want to influence as a manager, we should think through what impression we want to give.
 - Some people are not even aware of the impression they give.
- Ability
 - Being liked.
 - Perception analysis.
- Duplication
 - Taking charge of your own brand.

Learning Outcomes

- How you can influence others impression of you.
- Personal branding.

National Occupational Standard Element

- B5 - Provide leadership for your team.
- PC5 Win, through your performance, the trust and support of the team for your leadership.
- B8 You model behaviour that shows respect, helpfulness and co-operation.
- K5 That different styles of leadership exist.
- B6 - Provide leadership in your area of responsibility.
- PC5 Develop a range of leadership styles and select and apply them to appropriate situations and people.
- B1 You articulate a vision that generates excitement, enthusiasm and commitment.
- CSKU1 Your own values, motivations and emotions.
- CSKU2 Your own strengths and limitations in the leadership role.
- CSKU4 Your own role, responsibilities and level of power.

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