

- 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 Standa** Element

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

# **Self reflection**

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- rsonal Effectiveness managing self
  - Awareness of Self
  - Management of Self
- at is required (developed and nibited in the workplace)
  - Takes responsibility
  - Professionalism







- 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 Measuring and golden thread. monitoring Setting performance. 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.

# **Performance management**

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# **Apprenticeship Standard Team Leader** / Supervisor Gov Doc ST0384/01

- Interpersonal excellence managing people and developing relationships
  - Leading People
  - Managing People
- **Organisational Performance** delivering results
  - Operational Management
- What is required (developed and exhibited in the workplace)
  - Takes responsibility
  - Agile
  - Professionalism

- Organisational Performance delivering results
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- 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.

# **Giving feedback**

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# Interpersonal excellence – managing people and developing relationships

- Leading People
- Managing People
- Building Relationships
- Communication
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- 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

- Learning styles.
- Differences between training and development.
- Training needs analysis (Focus on Readiness)
- Using a coaching approach.

#### **National Occupational Standard** Element

- · D13 Support individuals to develo 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.

# **Developing others**

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# **Apprenticeship Standard Team Leader** / Supervisor Gov Doc ST0384/01

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- 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.

# Delegation

# **Apprenticeship Standard Team Leader** / Supervisor Gov Doc ST0384/01

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  - Project Management
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- Organisational Performance delivering results
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- Interpersonal Excellence managing people and developing relationships
  - Leading People
  - Managing People
  - Building Relationships
  - Communication
- Personal Effectiveness managing self
  - Self Awareness
  - Decision Making
- What is required (developed and exhibited in the workplace)
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  - Professionalism







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

# **National Occupational Standar** Element

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

# Influencing skills

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- 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.

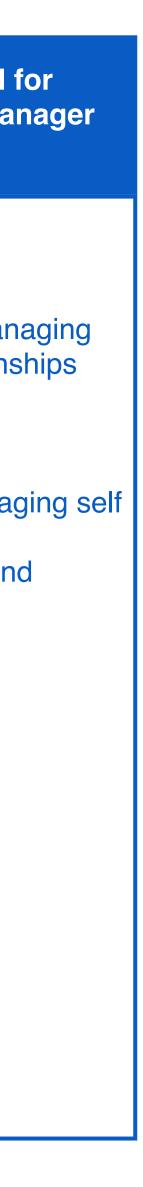
#### **National Occupational Standar** Element

- B5 Provide leadership for your tea
- K7 Types of difficulties and challen that may arise, including conflict, diversity and inclusion issues within 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 account.
- PC9 You say no to unreasonable requests.
- K4 Principles of effective communication and how to apply t in order to communicate effectively colleagues..
- K5 How to identify disagreements colleagues and the techniques for sorting them out.
- K6 How to identify conflicts of interest with colleagues and the measure.

# Assertion

nrd	Apprenticeship Standard Team Leader / Supervisor Gov Doc ST0384/01	Apprenticeship Standard for Operations/Departmental Mana Gov Doc ST0385/01
eam. nges hin the to to	<ul> <li>Interpersonal excellence – managing people and developing relationships <ul> <li>Managing People</li> <li>Communication</li> </ul> </li> <li>Personal Effectiveness – managing self <ul> <li>Awareness of Self</li> </ul> </li> <li>What is required (developed and exhibited in the workplace) <ul> <li>Takes responsibility</li> <li>Professionalism</li> </ul> </li> </ul>	<ul> <li>Organisational Performance – delivering results <ul> <li>Operational Management</li> </ul> </li> <li>Interpersonal Excellence – manage people and developing relationshites in the self of the second secon</li></ul>
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- 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

- Define the role and define recruitment strategy.
- Defining and testing competencies.
- 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.

# **Recruitment interviewing**

# **Apprenticeship Standard Team Leader** / Supervisor Gov Doc ST0384/01

- Interpersonal excellence managing people and developing relationships
  - Managing People
  - Communication
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- Personal Effectiveness managing self
  - Decision Making
- What is required (developed and exhibited in the workplace)
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- What is required (developed and exhibited in the workplace)
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- 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.

# **Managing change**

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# **Apprenticeship Standard Team Leader** / Supervisor Gov Doc ST0384/01

- Interpersonal excellence managing people and developing relationships • Leading People
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- 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.

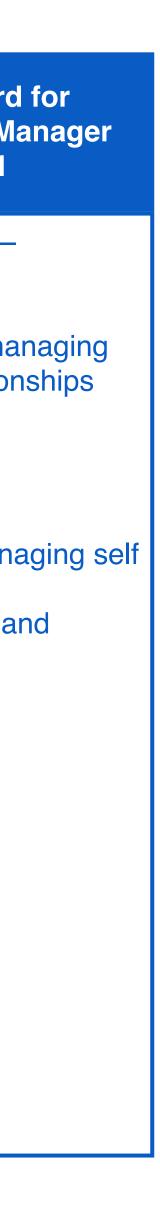
### **National Occupational Standar** Element

- F1 Manage a project.
- K1 he fundamental characteristics projects as opposed to routine management functions/activities.
- K2 The role and key responsibilities 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 th 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 making things happen.

# **Managing projects**

ard	Apprenticeship Standard Team Leader / Supervisor Gov Doc ST0384/01	Apprenticeship Standard for Operations/Departmental Mana Gov Doc ST0385/01
s of	<ul> <li>Interpersonal excellence – managing people and developing relationships</li> <li>Leading People</li> <li>Managing People</li> </ul>	<ul> <li>Organisational Performance – delivering results         <ul> <li>Project Management</li> <li>Interpersonal Excellence – management</li> </ul> </li> </ul>
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- 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.
- Task prioritisation.
- Managing interruptions better.
- Dealing with email.

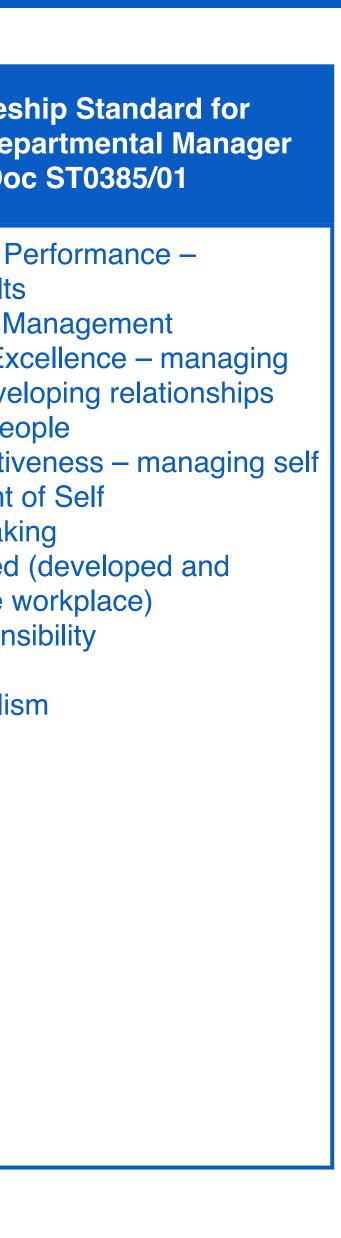
#### **National Occupational S** Element

- D5 Allocate and check work team.
- PC1 Confirm the work requi team with your manager and clarification, where necessa outstanding points and issue
- PC4 Brief team members or they have been allocated an standard or level of expecte performance.
- B3 You prioritise objectives work to make best use of tin resources.
- B4 You state your own posit views clearly and confidently situations.
- K2 The work required of you
- K3 The available resources undertaking the required wo
- K5 Your team's plan for und required work.

# **Time and task management**

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rk in your uired of the nd seek ary, on any ues. on the work and the ed s and plan ime and sition and tly in conflict our team. s for vork. dertaking the	<ul> <li>Interpersonal excellence – managing people and developing relationships <ul> <li>Managing People</li> </ul> </li> <li>Organisational Performance – delivering results <ul> <li>Operational Management</li> </ul> </li> <li>Personal Effectiveness – managing self <ul> <li>Management of Self</li> <li>Decision Making</li> </ul> </li> <li>What is required (developed and exhibited in the workplace) <ul> <li>Takes responsibility</li> <li>Agile</li> <li>Professionalism</li> </ul> </li> </ul>	<ul> <li>Organisational Performance – delivering results <ul> <li>Operational Management</li> </ul> </li> <li>Interpersonal Excellence – manage people and developing relationshiftion in the managing People</li> <li>Personal Effectiveness – managing</li> <li>Management of Self</li> <li>Decision Making</li> </ul> <li>What is required (developed and exhibited in the workplace) <ul> <li>Takes responsibility</li> <li>Agile</li> <li>Professionalism</li> </ul> </li>







- 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 Sta** Element

- B5 Provide leadership for yo
- PC5 Win, through your perform the trust and support of the tea your leadership.
- B8 You model behaviour that respect, helpfulness and co-op
- K5 That different styles of lead exist.
- B6 Provide leadership in you responsibility.
- PC5 Develop a range of leader styles and select and apply th appropriate situations and people
- B1 You articulate a vision that generates excitement, enthus commitment.
- CSKU1 Your own values, mot and emotions.
- CSKU2 Your own strengths all limitations in the leadership ro
- CSKU4 Your own role, response and level of power.

# **Personal branding**

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vour team. Drmance, eam for t shows operation. adership them to eople. at isiasm and otivations and role. onsibilities	<ul> <li>Interpersonal excellence – managing people and developing relationships <ul> <li>Leading People</li> </ul> </li> <li>Personal Effectiveness – managing self <ul> <li>Awareness of Self</li> <li>Management of Self</li> </ul> </li> <li>What is required (developed and exhibited in the workplace) <ul> <li>Professionalism</li> </ul> </li> </ul>	<ul> <li>Interpersonal Excellence – manag people and developing relationshiftion.</li> <li>Leading People</li> <li>Personal Effectiveness – managing Awareness of Self</li> <li>Management of Self</li> <li>What is required (developed and exhibited in the workplace)</li> <li>Professionalism</li> </ul>



