

## **EXTRA INFORMATION AROUND THE IQ LEVEL 2 AWARD 'WORKPLACE PREPARATION' PROGRAMME: DELIVERED BY LEADING NATIONAL TRAINING**

**TARGET DELEGATES:** Students in their last year of studies, from Sixth-form, college, academies or university.

**OVERALL AIMS:** Preparing students to enter the workplace, this will be achieved by furnishing them with the key 'soft skills' required to gain employment and supporting them to perform quickly, thereby giving their new employers an early return on investment, these soft skills can also be combined and enhanced with some optional 'specialist skills', for example sales, leadership and commercial awareness.

Another 'key' aim is enabling the students with positive workplace attitudes and behaviours, and (where necessary) to re-align over exaggerated working expectations. A third aim is by linking the programmes to local businesses that the students will have the opportunity to join the company that sponsors their group (see sponsorship below). Finally, when the student are attending their first interviews they will have the skills not only to shine, but they should be able to answer the majority of the challenging questions they will be faced with, to this end each unit will have a section on how the knowledge learnt should be used in an interview.

**NUMBER OF UNITS AND ACCREDITATION LEVEL:** There are in total 8 core units and 11 optional units. To achieve IQ level 2 'Award' the students must complete all 11-core units (125 notional learning hours, equal to 12 credits). There will also be the option of achieving IQ level 2 'Certificate' if at least one further specialist optional unit is taken.

**SPONSORSHIP:** The aim is for each programme to be sponsored by a medium to large sized business that are situated locally to a selected place of education, the organisation will finance each group of students in their last year of studies. In return the programme is fully branded to that company in terms of the case studies used, organisational structures, culture, etc. This will also give the sponsors the opportunity to recruit from their group of students, with the benefit of knowing they have the key soft skills in place to quickly perform, as well as a good understanding of their businesses, its practises and expectations.

**PRISM PROFILING TOOL:** Prior to the launch of the programme each student will receive a PRISM Brainmapping profiler to complete, this will be used throughout the programme to assist students in understanding their own and their colleagues preferred working styles, personality traits and behaviours. In the unit guidance section of each unit we have described how the PRISM tool will be used to maximise the module learning. The PRISM Brainmapping tool will be at the centre of each unit to profile the students, their colleagues, their future managers and customers in the different workplace skill scenarios.

**LAUNCH SESSION:** There will be a half-day launch session for each group embarking on a programme, this session will be utilised to run through the units of each programme, install what our expectations are of the students as well as what they can expect. We will then discuss the accreditation process, finally we will issue each delegate with their pre-completed PRISM profile and explain how the will be used. This session is 3 hours and will form part of the students overall hours (they will also be given interim tasks to achieve before unit 1).

**QUESTIONNAIRES AFTER EACH MODULE:** After each unit the students will complete a summative question paper based on the content covered on that unit. These questions will be the same as some of the 'assessment' criteria columns listed in the learning outcomes form for each unit attached to this document.

### **ABBREVIATIONS:**

**LNT** = Leading National Training

**EOL** = Evidence of learning

**POL** = Place of learning

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# CORE UNITS

**Unit Number and Title:** **The Winning Interview Formula**

**Unit Level:** **2** **Learning Time (in hours):** **10 NLH**

**Unit Description:** **Core**

**Purpose and Aim:** To give the students the skills and tools required to attend a first interview and secure their first employment

**Summary of knowledge, skills and understanding:**

The students will have the key skills required to succeed at an interview. They will understand the importance of preparation, researching thoroughly the company they are attending the interview with, and know how to conduct themselves from the moment they are in physical view of the company.

In modern life, we frequently encounter interview situations where we are expected to show presentation skills or to think outside the box, in response to a variety of situations and challenges. Confidence and presentation skills are a necessity when approaching an interview, both of which can be developed. This module provides a range of tips, tools and techniques, which will prove to be invaluable in business life to help the students to think positively and win through to be a success at any interview they undertake.

## THE WINNING INTERVIEW FORMULA CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Know how to develop their interview preparation skills</b>	<ul style="list-style-type: none"> <li>• Success starts with your CV / Application form</li> <li>• Interview preparation</li> <li>• Researching the organisation (what should you know)</li> <li>• Interview preparation check list</li> <li>• Critical mistakes to avoid</li> <li>• First impressions</li> <li>• Case study compiling a CV/Application form</li> </ul>	<ol style="list-style-type: none"> <li>1. Compile a CV and application form tailored to a specific role</li> <li>2. List the ten 'key' interview preparation elements</li> <li>3. Describe three key (personal) actions that will make you more attractive candidate to the company</li> <li>4. Outline five key pieces of information you should know about the organisation you are attending an interview with</li> </ol>
2.	<b>Understand how to conduct themselves from reception to the interview room</b>	<ul style="list-style-type: none"> <li>• Confidence building Tips, Tools and Techniques</li> <li>• Positive Thinking = Empowerment</li> <li>• Ensuring that you are remembered (How?)</li> <li>• Dress for Success (what is appropriate?)</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe three key actions that will make you stand out as a preferred candidate</li> <li>2. Describe what is and what isn't appropriate dress for an interview</li> <li>3. Outline 5 negative 'non-verbal' actions you could display, that would lead to a poor impression of you</li> </ol>
3.	<b>Understand the 'key' interview questions and how to answer them</b>	<ul style="list-style-type: none"> <li>• Matching and mirroring (a cautious approach)</li> <li>• Developing questions to engage with the Interviewer</li> <li>• Gaining Feedback for future Development</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe the difference between an open and closed question, and give an example of when it would be appropriate to use each</li> <li>2. List four questions you could ask to gain a better understanding of the organisation and the role that you are being interviewed for</li> <li>3. Ask for and receive developmental feedback from the interviewer</li> </ol>

## Unit Guidance: **The winning interview formula**

- Delivery: The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/s remote coaching session mid way between modules; this is to support individuals if they are coming up against any specific challenges.
- Assessment – Observation of the students during the face-to-face classroom sessions, and with an end of day snapshot evaluation of the key areas covered, this will be in the form of an a summative questionnaire which will take place at the end of each direct teaching session. They will also submit a completed CV and application form based on a role/s given by the sponsoring company. Finally they will complete a ½ hour mock interview with feedback.

**INTERIM TASK 1:** The students will be given a job role and application form from the organisation that is sponsoring their programme, from this they will complete a tailored CV based on their limited\* experiences and complete the application form.

\* They may not have the work/life experiences at this point to fulfill the role; this is just to give them an idea of the needs of a focused and thought through CV and how to correctly fill in of an application form. This will form part of the EOL.

**INTERIM TASK 2:** Carry out a mock ½ hour interview, with a ½ hour feedback. The interview will be based on the CV and application form compiled in task 1. The observers' feedback forms with suggested improvements will form part of the EOL.

- Links – Level 2 award in employability skills. *The students will revisit (more in depth) the questioning skills in the effective communication and the influencing units*
- Support Materials – PRISM, Each student will receive an in-depth handout 'recruitment interview and selection skills' – 2 books we will recommend are 1. Can I wear my nose ring to the interview (Ellen Gordon Reeves). Finally what color is your parachute for teens by Carol Christen and Richard N. Bolles.
- PRISM use: Mirror the behaviours of the interviewer in terms of matching mindsets, tone, pace and body language.

**Unit Number and Title:** **Team Working For Greater Productivity**

**Unit Level:** **2**

**Learning Time (in hours):** **10 NLH**

**Unit Description:** **Core**

**Purpose and Aim:** To give the students the key skills of team working, so that they can integrate quickly into their new teams and therefore give value and early productivity to that team and their employers alike.

**Summary of knowledge, skills and understanding:**

Moving on from education and into paid work requires the ability to work as part of a team. In the world of commerce, little is achieved in isolation, whereas big gains are made from collaboration & teamwork. Understanding how to join a team, perform as a team and excel within a team will stand the students in good stead to shine at interviews and succeed in their first roles.

**INTERVIEW BENEFITS**

The student will feel more confident when selling him or herself in an interview after this module, as they will be able to answer the key question: "*What makes an effective team and how would you show that you are a great team player?*"

**TEAM WORKING FOR GREATER PRODUCTIVITY CONTINUED: LEARNING OUTCOMES**

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Understand the characteristics of a high performing team</b>	<ul style="list-style-type: none"> <li>• What makes a high performing team?</li> <li>• Where do teams go wrong?</li> <li>• What makes a great team member?</li> <li>• Identifying team roles and individual strengths (PRISM)</li> <li>• The stages of team development (Bruce Tuckman)</li> </ul>	<ol style="list-style-type: none"> <li>1. List the 4 key personality behaviors within PRISM and how each can benefit a team environment</li> <li>2. Outline the common mistakes made In a team working environment that can Lead to a negative outcome</li> <li>3. Outline the stages of team development, from 'Tuckmans' stages of group learning, and describe what each stage represents.</li> </ol>
2.	<b>Understand how to communicate clearly to individuals and groups</b>	<ul style="list-style-type: none"> <li>• How to build trust within a team</li> <li>• How to communicate effectively with teams and individual</li> <li>• The importance of open communication in an organisation</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe why trust is so important in a team (from a business perspective)</li> <li>2. Outline what is meant by 'open' communication and describe how it benefits an organisation</li> </ol>
3.	<b>Understand why conflict occurs in teams and how to use it to achieve positive outcomes</b>	<ul style="list-style-type: none"> <li>• Working with conflict to achieve better results</li> <li>• Resolving conflict that is detrimental to team performance</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe 5 ways why conflict occurs in the workplace</li> <li>2. List the process you would use when dealing effectively with a one to one conflict situation with a teammate. (Scenario given)</li> </ol>
4.	<b>Understand how to assist with setting Goals and Objectives within a team and give feedback to colleagues</b>	<ul style="list-style-type: none"> <li>• The role of goals and feedback within teams (giving feedback without authority)</li> <li>• Setting a personal, measurable and time bound (SMT) objective to contribute effectively to the team objectives</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline how to give feedback to a colleague where you have no authority</li> <li>2. List two examples of an SMT objective</li> </ol>

### Unit Guidance: **Team Working For Greater Productivity**

- **Delivery:** The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges
- **Assessment:** Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session.

**INTERIM TASK:** The students (in specified groups) will be given an interim task to complete which will require team working using the skills and tools learnt, the task will be of benefit to the sponsoring organisation and the place of learning and therefore needs to be individually discussed and agreed with all parties.

- *Links – Level 2 standards in employability skills. This module links to a number of modules primarily – Effective communications – Influencing without authority and dealing with conflict (the conflict module takes a more in-depth view of conflict occurrence and resolution not just within own teams).*
- *Support Materials – PRISM, Handout Successful team working – Handout Bruce Tuckman The stages of team development – Suggested reading: Working in Teams: A team member guide book (Sandy Pokras)*
- *PRISM use – The use of PRISM will be to identify their own preferred working style and that of others, to identify what skills and strengths they can bring to a team or when considering putting a team together to deliver a particular outcome.*

**Unit Number and Title:** Dealing with conflict in the workplace

**Unit Level:** 2

**Learning Time (in hours):** 10 NLH

**Unit Description:** Core

**Purpose and Aim:** To equip the students with the skills and the confidence to deal with conflict in the workplace, and importantly to be able to identify when the conflict needs to be handled by others.

**Summary of knowledge, skills and understanding:**

In modern life, we frequently encounter conflict in response to a variety of situations and challenges. Confidence and communication skills are a necessity when approaching conflict, both of which can be developed. This unit provides a range of tips, tools and techniques, which will prove to be invaluable when dealing with conflict.

The student will feel more confident and aware of how by developing their coping structure within, this will empower them with the skills required to deal with conflict situations. The techniques learnt will be of benefit to them in life generally, and assist them to gain a strength from which to move on from any experience life gives them.

**INTERVIEW BENEFITS:** The students will feel confident when dealing with the 'conflict' question at any interview, as they will be able to describe how they would manage and diffuse the situation as well as knowing when it is right to discuss this issues with others, and with whom.



## DEALING WITH CONFLICT IN THE WORKPLACE CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Understand how to conduct themselves at all times in the workplace</b>	<ul style="list-style-type: none"> <li>• Understanding how confrontation can and should be avoided</li> <li>• The importance of demonstrating ‘Positive’ observed behaviours at all time in the workplace (pro-actively avoiding conflict)</li> <li>• The structure of dealing with conflict</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe how conflict occurs in the workplace and can explain the key reasons why</li> <li>2. Outline what is ‘observed behavior’ in the context of the workplace and list 5 negative behaviors to avoid</li> <li>3. Outline the structure of dealing with conflict</li> </ol>
2.	<b>Know how to develop their confidence and self-esteem</b>	<ul style="list-style-type: none"> <li>• Discover their ‘inner’ confidence to give them ‘outer’ strength</li> <li>• Positive Thinking = Empowerment</li> <li>• Understand how behaviour breeds behaviour</li> <li>• The key mistakes that can create conflict</li> <li>• The key mistakes to avoid when dealing with conflict</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain what inner confidence is, and how it can be used to quickly de-escalate conflict</li> <li>2. Give three examples of the wrong approaches to take that could potentially lead to conflict</li> <li>3. Explain what are the key conflict ‘escalation’ mistakes to avoid when dealing with conflict</li> </ol>
3.	<b>Understand how to communicate to get their point across in a calm manner, when dealing with conflict in the workplace</b>	<ul style="list-style-type: none"> <li>• Different personality types and how this can be the root of conflict (PRISM)</li> <li>• Why walking away shows strength</li> <li>• How to turn conflict into a positive experience that can build on your relationships at work</li> <li>• When, how and who to ask for support</li> </ul>	<ol style="list-style-type: none"> <li>1. Describe how personalities can impact on creating a positive or negative relationships at work</li> <li>2. Outline why walking away is sometimes the best option?</li> <li>3. List the criteria (give 3 examples) for when you would need to seek help with a conflict situation</li> <li>4. List who you could discuss a conflict issue with at work</li> </ol>

### **Unit Guidance: Dealing with conflict in the workplace**

- Delivery: The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges.
- Assessment – Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session. Each student will be tasked with dealing with a 'basic' conflict situation (this can be at their place of learning or at home or with friends, either completed themselves or as an observation), the outcomes will be discussed during the 1/1 coaching sessions and recorded.

**INTERIM TASKS:** Record a minor conflict that you may have been part of or you have observed colleagues dealing with a conflict situation. Record the positive and negative outcomes and how you would have dealt with it differently (if it was not resolved to both parties satisfaction).

- Links – Level 2 standards in employability skills. Elements also link to Team working for increased productivity
- Support Materials – PRISM, Handout 3 quick guide to conflict handling, Reading: Managing conflict in the workplace by Shay and Margaret McConnon (4<sup>th</sup> edition)
- PRISM use – Relating PRISM to a conflict situation, and the benefits of understanding this.

**Unit Number and Title:** **Supporting Your Manager**

**Unit Level:** **2**

**Learning Time (in hours):** **10 NLH**

**Unit Description:** **Core**

**Purpose and aim:** To give the students a clear understanding of why supporting their future managers at all times is critical to the business, to their managers and to themselves and their careers. It also highlights why having clarity and measurements around their roles is critical to assisting their managers.

**Summary of knowledge, skills and understanding:**

One of the key challenges managers face in business is ensuring that all employees understand their roles and how they fit into their teams, divisions and the organisation as a whole. It is estimated that 60% of people in the workplace do not understand why they do their job (apart from the financial benefits), as well as the impact elsewhere in the organisation of what they do and how they prioritise.

Because of this disconnect managers find it very hard to manage 'around' the business and end up spending the majority of their time managing their peoples performance. This module gives the students a clear understanding of 'the bigger picture' and the importance of supporting their managers, and being and feeling part of the business as a whole.

**INTERVIEW BENEFITS**

The key skill of supporting managers is paramount to the success of any individual throughout their professional careers. Being able to demonstrate management support at an interview and in the workplace will quickly gain positive recognition for the individual and will ensure a fast track career progression.

## SUPPORTING YOUR MANAGER CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Understand the challenges that managers face in achieving their goals and objectives, and how they can support their managers positively</b>	<ul style="list-style-type: none"> <li>• Why do managers need your support at all times?</li> <li>• Your independence levels, and management styles your managers may adopt with you and why (profile)</li> <li>• Clarifying your job description and being flexible</li> <li>• Taking ownership of your role (clarity)</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline in less than 50 words what is meant by 'supporting management'</li> <li>2. List 4 key challenges managers have on a day-to-day basis in trying to achieve their goals and objectives</li> <li>3. Describe what is an independence level and state how it links to the style of management your manager may use with you</li> </ol>
2.	<b>Understand why having a 'clear line of sight' in business is critical to its success and how to recognise their fit, input and importance in an organisation</b>	<ul style="list-style-type: none"> <li>• Vertical and diagonal views of the business; establish where you fit into the G&amp;Os (having a clear line of sight)</li> <li>• Cascading information: the giving and getting (how?)</li> <li>• Establishing a professional relationship with your manager</li> <li>• What 'must' you know outside of your job description to perform well for your manager and your team?</li> <li>• Profile positive actions to support your manager</li> <li>• Case study analysis (Teams)</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain what a 'clear line of sight' means to a business and secondly what does it mean for you</li> <li>2. Give 5 ways in which you can support your manager on a day-to-day basis</li> <li>3. Give 6 elements of your role you must know to ensure you can perform well for your manager</li> <li>4. State in one paragraph what is meant by having a professional relationship with your manager</li> </ol>
3.	<b>Understand how to profile the style of their potential managers and how they may differ from their own (and the impact of this difference? - PRISM)</b>	<ul style="list-style-type: none"> <li>• Why your managers approach to the achievement of tasks may not fit with your approach and how you may view things differently (PRISM)</li> </ul>	<ol style="list-style-type: none"> <li>1. Look at your profile and that of a manager whose profile is different from your own (pick any opposite style - List 3 key differences)</li> <li>2. Explain why you should adjust your style accordingly</li> </ol>

## Unit Guidance: **Supporting your Manager**

- Delivery: The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges.
- Assessment – Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session. The students will be given a case study to disseminate in groups and outline ways in which the management could be supported.

**INTERIM TASKS:** Read the case study supplied by the sponsoring organisation and LNT and come up with ways in which employees could support managers and the business better. To be kept as EOL.

- Links – Links to Leadership skills in the areas of independence levels and management styles,
- Support Materials – Why managers need your support (handout), suggested reading: *Why teams are unproductive* (a view from the managers perspective which will help the students to understand how their actions can support their future managers positively) Author: Vicky Ross. Case study: problems at the palace.
- PRISM use – Understanding the mindset and working principles of your manager and how you can adjust to support them.

**Unit Number and Title:** Creativity and Problem Solving in the Workplace

**Unit Level:** 2 **Learning Time (in hours):** 10 NLH

**Unit Description:** Core

**Purpose and Aim:** To give the students the knowledge, skills and tools needed to deal with day-to-day problems in the workplace (those which fit into their remit). They will also have an understanding of the importance of time management when completing tasks, and finally when to escalate a problem to others.

**Summary of knowledge, skills and understanding:**

In today's fast moving business environments, it is essential for individuals to be able to 'think on their feet' not in a disorganised, knee jerk reaction way, but in a structured, timely and controlled way. This unit will give the students an understanding of the true meaning of a 'problem' it will also give them a logical thought process, as well as some tried and tested 'tools', which will enable them to take decisive actions either individually or within in a team.

Ensuring that the decision made is the best suited to the problem and reached within the confines allowed, and as risk free as possible to the person, the team and the organisation.

**INTERVIEW BENEFITS**

The student will feel more confident when selling him or herself in an interview, as they will be able to answer the key question: *"What if you are presented with a problem that you have not experienced before, and how would you manage that situation"?*

**CREATIVITY AND PROBLEM SOLVING IN THE WORKPLACE CONTINUED: LEARNING OUTCOMES**

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<p><b>Understand how to recognise that a problem is just something new that you have not previously experienced</b></p>	<ul style="list-style-type: none"> <li>• What is a problem?</li> <li>• Why do problems occur at work (profile main causes)?</li> <li>• How do I manage my frustrations when faced with a problem?</li> <li>• When is it my responsibility and when should it be referred to others</li> <li>• Low risk and high control Vs high risk and low control</li> <li>• Barriers to problem solving and creative thinking (PRISM review)</li> </ul>	<ol style="list-style-type: none"> <li>1. State 'what is a problem' and why does it sometimes cause frustration</li> <li>2. Outline (briefly) why it is important to take ownership of a problem firstly in terms of your career and secondly for your organisation</li> <li>3. Describe 3 examples of when you should escalate the problem to others</li> </ol>
2.	<p><b>Understand where your individual strengths (and the strengths of others) lie when solving a problem</b></p>	<ul style="list-style-type: none"> <li>• Understand how the 4 key mindsets can contribute positively towards problem solving</li> <li>• Individual problem solving Vs group problem solving</li> <li>• Key mistakes to avoid when problem solving individually and in groups</li> <li>• Managing time when problem solving as an individual or in groups</li> </ul>	<ol style="list-style-type: none"> <li>1. List 2 examples of the benefits of individual problem solving and 2 or group problem solving</li> <li>2. Outline 2 mistakes to avoid when individual problem solving and 2 to avoid when group problem solving</li> <li>3. Outline which of the 4 key PRISM traits you would possibly select to deal with a problem which required detailed evaluation and give a brief description of why</li> </ol>
3.	<p><b>Know how to use a number of simple tools to enable creative problem-solving solutions (and prevent problems occurring again)</b></p>	<ul style="list-style-type: none"> <li>• The problem-solving process (structure)</li> <li>• Fishbone and 6 hats (problem solving tools)</li> <li>• Identifying the problem and its causes</li> <li>• Looking at the options and reflecting</li> <li>• The rules of effective brainstorming</li> <li>• Deciding on the best solution</li> <li>• Implementing the solutions and informing others</li> <li>• Monitoring and follow up</li> <li>• Actions to prevent occurrence of the problem</li> <li>• Minimising the impacts</li> <li>• Problem solving exercise</li> </ul>	<ol style="list-style-type: none"> <li>1. Compile the problem solving structure with a one sentence explanation of each part</li> <li>2. State examples of 2 problem solving tools you could use and briefly describe when each would be the appropriate tool to use</li> <li>3. List 3 actions you can you put in place to ensure a problem does not re-occur</li> </ol>

## Unit Guidance: Creativity and Problem Solving in the Workplace

- **Delivery:** The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges.
- **Assessment:** Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session. Finally the students will need to complete an interim task (see interim task below), which will be recorded and used as evidence of learning.

**INTERIM TASK:** The students will be put into designated groups each will be given a small case study (problem) to analyse and to come up with a solution using a problem solving tool learnt during the unit. This results will be recorded and used as evidence of learning and understanding

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- Links – Level 2 standards in employability skills. Links to personal organisation (time management)
  - Support Materials – Problem solving handout + problem solving quick chart handout. Fishbone diagram explanation, the 6 thinking hats. Suggested reading: Creativity rising by Barbero switalski and Paul Reali.
  - PRISM Use – How your profile can assist you with problem solving as well as putting together a problem solving team who compliment each other and the challenge



**Unit Number and Title:** **Time Management and Personal Organisation**

**Unit Level:** **1**

**Learning Time (in hours):** **10 NLH**

**Unit Description:** **Core**

**Purpose and Aim:** To give the students the skills, tools, confidence to manage their time effectively as well as installing the importance of time management and personal organisation in the workplace. A key focus will be on prioritising around not just their own goals and objectives but the G&Os of the business, their departments and their teams. And finally the emphases of being flexible when required.

**Summary of knowledge, skills and understanding:**

We all have the same amount of time, so how is it that some people are really productive and others aren't? How can some people get through increasing workloads to deliver ever-improving results, whereas others disappear under the weight of growing to-do lists? The secret lies in discipline and control with that precious resource – TIME.

This unit explores how to optimise time management and achieve improved personal organisation by using routines and disciplines that have to be learned first and then implemented without fail so that productivity improves and stress levels decrease.

**INTERVIEW BENEFITS**

One of the key reasons business leaders and managers get frustrated with their new young employees is their general inability to manage their time effectively. This will be a key area of discussion during an interview, and if the student can demonstrate their understanding of the importance of time management and personal organisation in the workplace, this can only enhance their chances of employment.

## TIME MANAGEMENT AND PERSONAL ORGANISATION CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Understand the importance of time management and personal organisation in the workplace</b>	<ul style="list-style-type: none"> <li>Understand the behaviours &amp; practices of effective 'time managers</li> <li>How to use planning to improve personal organisation</li> <li>The key mistakes to avoid when managing your time</li> </ul>	<ol style="list-style-type: none"> <li>Outline in one paragraph what is meant by 'time management and personal organisation</li> <li>List 3 examples each of the negative impact of poor time management on an individual a team and a businesses as a whole</li> </ol>
2.	<b>Know how to prioritise personal and business objectives</b>	<ul style="list-style-type: none"> <li>Balancing important &amp; urgent tasks</li> <li>Using a 'To Do' list correctly (case study)</li> <li>Learning how to plan and prioritise around time scales</li> <li>Prioritising around the 'whole' business (clear line of sight)</li> <li>When and how to be flexible at work</li> <li>Strategies for improving time management</li> <li>Using clarity and focus to achieve deadlines</li> </ul>	<ol style="list-style-type: none"> <li>State how you would use a 'To Do' list correctly (will also be part of the interim task)</li> <li>Describe briefly what is meant by having a 'Clear Line of Sight' in a business and outline how it relates to time management (in one paragraph)</li> <li>Outline the difference between an important and an urgent task</li> </ol>
3.	<b>Be able to feel confident when saying 'NO' to time thieves and back up their reasons for doing so</b>	<ul style="list-style-type: none"> <li>Recognising time thieves and how to manage them</li> <li>What is meant by being 'assertive'</li> <li>Using assertiveness to deal with time thieves</li> <li>Saying 'what you mean' and 'meaning what you say'</li> <li>PRISM considerations</li> <li>The professional way of saying 'NO' (the process)</li> <li>Offering alternate solutions when saying 'NO'</li> <li>What is procrastination and why does it happen?</li> </ul>	<ol style="list-style-type: none"> <li>Describe what is meant by a 'time thief' and give 3 examples of how they can impact on your time</li> <li>Outline the difference between saying what you mean and meaning what you say</li> <li>Compile an example of an alternative solution/suggestion you could offer when saying 'NO'</li> </ol>

## Unit Guidance: **Time Management and Personal Organisation**

- Delivery: The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges.
- Assessment – Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session.

**INTERIM TASKS:** Monitor a normal day at your place of education and come up with 5 ways in which you could improve your own time management. Implement these and record on a 'to do' list template, noting how they have benefited you as well as your POL and your classmates (if applicable).

- Links – To Level 2 standards in employability. Links to communication skills, dealing with conflict, and to clear line of site used in supporting leadership
- Support Materials – Handout: Managing your time effectively. Tools: To do list template. Suggested reading: The Skinny on Time Management (the 24 hour gift) by Jim Randel
- PRISM Use – Recognising that prioritising means different things to different people, and why some things that are unimportant to you may be important to others

**Unit Number and Title: Communication Skills in the Workplace**

**Unit Level 2 Learning time (in hours) 10 NLH**

**Unit Description: Core**

**Purpose and Aim:** To give the students the key skills and personal development needed to communicate effectively in the workplace. In doing so we will be addressing one of the key challenges that businesses are faced with when recruiting individuals directly from education, namely that the structure, content and listening skills during communication all needs to be professionally delivered in a clear and concise manner. Finally a key aim is to ensure professionalism when communicating by other means not just face to face.

**Summary of knowledge, skills and understanding:**

We communicate with each other constantly on a day-to-day basis, and in most 'out of work' scenarios for example; at school or college, the communication is relaxed, unpressured and with people that know us as generally as friends or pupils.

However once you enter the work environment communication needs to be thought through, we have to consider other people in terms of their roles, i.e. peers, colleagues, managers, customers, suppliers etc, as well as their individual personalities, priorities and agendas. This calls for new skills that a student straight from education needs to acquire. This unit furnishes them with those key skills.

**INTERVIEW BENEFITS:**

The skill of communicating effectively is vital during the interview process, as well as in the workplace and life generally. For a student to be able to demonstrate the ability to question, clarify and summarise confidently, as well as having the skill of empathising with others in an interview situation can only improve their opportunity of employment.

## EFFECTIVE COMMUNICATION SKILLS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Understand what is seen as being an 'effective' communicator in the workplace</b>	<ul style="list-style-type: none"> <li>• The importance of effective communication in the workplace</li> <li>• How the structure of communication is broken down. The 3 key elements and their values and power</li> <li>• The barriers to effective communication</li> <li>• How body language impacts positively or negatively when communicating face-to-face.</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline the 3 key elements of the communication structure?</li> <li>2. List 5 negative body language examples you may display when communicating face to face</li> <li>3. List 5 barriers to effective communication</li> </ol>
2.	<b>Know how to 'sell' themselves positively to peers, colleagues, managers and customers through positive communication</b>	<ul style="list-style-type: none"> <li>• What are the correct approaches to take with the different people we will be communicating with at work (PRISM)</li> <li>• Considering your level of authority when communicating</li> <li>• Designing a '45' second elevator pitch (selling you!)</li> <li>• Considering 'timing' before communicating with others (your agenda V their agenda)</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline the key elements of an elevator pitch and describe the importance of each one</li> <li>2. Give examples of at least 2 words you would use when communicating with each of the 4 key personality types</li> </ol>
3.	<b>Know the value of face-to-face communication (where possible) in an ever-expanding digital world, using effective listening and questioning skills</b>	<ul style="list-style-type: none"> <li>• The different communication channels available at work</li> <li>• Effective/focused listening skills (using silent repetition)</li> <li>• Note taking (80/20 rule)</li> <li>• Questioning skills (using open and closed questions)</li> <li>• Clarifying and summarising when receiving instructions</li> <li>• Gaining feedback</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline what is 'focused' listening in one paragraph</li> <li>2. Describe the difference between an open and closed question and give an example of each</li> <li>3. State why is it important to summarise back when gaining instructions</li> </ol>
4.	<b>Understand how to use email and other forms of electronic communication correctly in the workplace</b>	<ul style="list-style-type: none"> <li>• Using email as an 'effective' communication tool</li> <li>• Structuring the email relevant to its audience</li> <li>• Avoiding the most common mistakes made when writing an email</li> </ul>	<ol style="list-style-type: none"> <li>1. List 6 'key' mistakes made when devising a general email</li> <li>2. State what is meant by 'consider the personality of your email recipient' and give an example of one 'type' (PRISM) and list 3 examples of what must be in that email</li> </ol>

## Unit Guidance: **Effective Communication Skills**

- **Delivery:** The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges.
- **Assessment:** Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session. The students will also be given 2 interim tasks to complete and submit as EOL (see interim task below).

**INTERIM TASK 1:** Keep examples (non personal) of emails that you have received which you feel were not targeted or contained common mistakes. File as EOL.

**INTERIM TASK 2:** Practise your elevator pitch with friends, family and teachers, gain feedback record and keep as EOL

- Links – Links to Level 2 standards in employability skills. Also links to units: Influencing without authority, outstanding presentation skills and the winning interview formula.
- Support Materials – Handouts: Considering communication, communication verbal non-verbal. Suggested reading: Effective Workplace Communication by Marsha Luden.
- PRISM Use – Understanding the best approach to take with different personality types when communicating face-to-face or electronically

**Unit Number and Title: Being Customer Focused**

**Unit Level: 2**

**Learning Time (in hours): 15**

**Unit Description: Core**

**Purpose and Aim:** To give the students the key skills to use pro-actively when dealing with customers, to install in them (early in their careers) the importance of excellent and focused customer service in any organisation. They will know how good customer service can dramatically support the growth and profitability of a business. They will understand what is meant by the 'lifetime' value of a customer, as well as recognising the power of 'word of mouth' as a key marketing tool.

**Summary of Knowledge, skills and understanding:**

This module explores looking after customers; Students will learn how to apply skills that are easy to adopt, and recognise what part they play in ensuring that the customer keeps returning to their organisations they will be employed in.

They will understand why first impressions count and will discover tips, tools and techniques to increase customer loyalty. These skills are relevant to anybody who may have contact with their organisations customers, either face to face or over the telephone.

**INTERVIEW BENEFITS**

The student will feel more confident in an interview situation when asked the question: *"Could you please explain to us what your understanding of good customer service is, give us some examples of how you could deliver it, and finally, in which ways can it positively impact on a business?"* It will also obviously benefit the student if they choose to go into a front line or telephone customer service/support role, as it will give them confidence when dealing with potentially difficult situations.

**BEING CUSTOMER FOCUS CONTINUED: LEARNING OUTCOMES**

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	<b>Understand why excellent customer care is imperative in any business or organisation</b>	<ul style="list-style-type: none"> <li>• What is meant by ‘a customer focused culture’?</li> <li>• Why employees are critical to an organisations success</li> <li>• Exploration of why excellent customer care can make the difference between a successful business and a non successful one</li> <li>• Customer care in the public and private sectors (the differences)</li> <li>• Lifetime values of customers (how to measure)</li> <li>• Word of mouth (positively or negatively) the facts and the value</li> </ul>	<ol style="list-style-type: none"> <li>1. Explain in less than 100 words what is meant by a customer focused culture</li> <li>2. Outline in one paragraph what does protecting the ‘lifetime’ value of a customer mean to a business</li> <li>3. List 3 reasons why ‘word of mouth’ is the most effective way of marketing a business</li> </ol>
2.	<b>Understand how to positively impact on and decrease customer complaints / concerns (by understanding the processes)</b>	<ul style="list-style-type: none"> <li>• Understand the key reasons why customers complain</li> <li>• Complaint statistics in 2014 (how complaining has changed) and the role of social media in that change</li> <li>• How customers expectations have changed and why businesses are more vulnerable to negative feedback</li> </ul>	<ol style="list-style-type: none"> <li>1. List 5 ‘key’ reasons why customers complain</li> <li>2. Outline 4 reasons why businesses need to be more customer focused and give examples of why businesses are more vulnerable to negative word of mouth</li> </ol>
3.	<b>Understand how to deal with difficult customers either face-to-face or over the phone</b>	<ul style="list-style-type: none"> <li>• Develop an ability to relate to people who may see things differently from ourselves</li> <li>• Confidence building (growing your self esteem)</li> <li>• Develop skills to deal with ‘difficult people’</li> <li>• 12 conflict resolution techniques to use with customers</li> <li>• Demonstrating empathy (as opposed to sympathy)</li> <li>• Recognise the role of effective questioning and listening</li> <li>• Customer service (phone V face-to-face) how does it differ?</li> </ul>	<ol style="list-style-type: none"> <li>1. Outline 5 conflict resolution techniques that you could use when faced with a difficult customer</li> <li>2. Describe in less than 100 words why customers tend to complain in a aggressive manner even before you have had the chance to rectify the situation</li> </ol>
4.	<b>Understand how to build a culture of continuous improvement in customer service for yourself and your business</b>	<ul style="list-style-type: none"> <li>• Simple skills and tools to grow your customer base</li> <li>• How to pro-actively recognise opportunities to improve customer Relationships</li> <li>• Case study analysis (groups) and profile recommendations</li> </ul>	<ol style="list-style-type: none"> <li>1. List 3 ways in which an organisation can pro-actively increase their ‘new’ customer base</li> <li>2. Outline 3 ways an organisation can improve their ‘existing’ customer relationships</li> </ol>



## Unit Guidance: **Being Customer Focused**

- **Delivery:** The delivery of this module will be a combination of face-to-face classroom activities, combining lecturing, individual and group workshops followed by a written examination covering the key aspects covered. Each student will receive an individual and group interim project to complete (see assessment below). They will also have the option of a 1/1 remote coaching session mid-way between units; this is to support individuals if they are coming up against any specific challenges.
- **Assessment –** Observation of the students during the face-to-face classroom sessions, and with an end of day evaluation of the key areas covered, this will be in the form of a summative question paper which will take place at the end of each direct teaching session. The students will be given an interim task in groups (see interim task 1 below)

**INTERIM TASK 1:** In selected groups devise a customer focused development programme that will enhance identified areas of improvement in the sponsoring companies organisation or in your own place of learning (to be agreed with all parties). Present the suggested improvements to the stakeholders and follow the implementation and outcomes (to be used as EOL),

- **Links –** Level 2 standards in employability skills. Links to units; dealing with conflict in the workplace and communication skills
- **Support Materials –** Each student will receive an in-depth handout customer service skills in 2014– 2 books we will recommend are brilliant customer service by Debra Stevens and 5 star service by Michael Heppell
- **PRISM use:** Understanding the different mindsets of their customers for two reasons, firstly; the specific personality type and how they tend to approach complaining and secondly; when dealing with customers during the normal transaction or support process.