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| Title: | | **Understanding the management role to improve management performance** | | |
| Level: | | 4 | | |
| Credit value: | | 4 | | |
| Unit guided learning hours | | 15 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Understand the specific responsibilities of middle managers in enabling an organisation to achieve its goals | | | 1.1  1.2 | Describe the goals and objectives of your organisation  Evaluate the specific responsibilities of middle managers in enabling your organisation to achieve its goals |
| 1. Understand how communication and interpersonal skills affect managerial performance in the workplace | | | 2.1  2.2 | Evaluate how interpersonal and communication skills affect managerial performance  Evaluate strategies to overcome barriers to effective managerial communication and interpersonal skills |
| 1. Be able to assess personal development opportunities to improve own managerial performance | | | 3.1  3.2  3.3 | Assess own knowledge, skills and behaviour, and their effect on own managerial performance  Identify areas for personal development to improve own managerial performance  Produce a personal development plan to improve own managerial performance |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To be able to demonstrate understanding of the middle management role and be able to plan your own development. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to Management and Leadership 2004 NOS: A3, B1, B6, C4, D2, F8 | |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate) | | |  | |
| Support for the unit from a sector skills council or other appropriate body (if required) | | | Council for Administration (CfA) | |
| Equivalencies agreed for the unit (if required) | | | M4.01 Understanding the management role | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * The nature and purpose of organisations, including mission and value statements * Stakeholders and their objectives * Organisation charts, including hierarchical and matrix structures; indication of the range of operational functions * Levels of management and associated roles and responsibilities within organisation * Profile and job functions of middle managers * Formal and informal organisational relationships * The management task, including planning, organising, motivating and controlling * Range of management styles * Differences between management and leadership * The importance of organisational goals and objectives * Organisational objectives as specific and measurable steps towards achieving a larger goal * Aligning middle management responsibilities to organisational goals and objectives | | | |
| 2 | * Range of human behaviours, including how cultural and individual differences, verbal (esp. questioning and active listening skills) and non-verbal communication interact to affect understanding, and their effect on communication in the workplace * Methods/procedures to overcome particular communication challenges (eg those with learning difficulties, hearing impaired, visually impaired, foreign languages, etc) * Communications climate and culture * Importance of feedback skills to facilitate communication and workplace relationships * Networking skills * Personal style and approach; image and presentation; non-verbal communication; social skills applicable to workplace * Respect for others; balance between trust and control * Attitudes to knowledge management and sharing of information * Personal management styles and their effects on situations and individuals | | | |
| 3 | * Attitudes to knowledge management and sharing of information * Personal management styles and their effects on situations and individuals * Personal development planning * Using self-assessment, feedback, and 360 feedback to assess own knowledge, skills and behaviour * Formal and informal personal development methods, internal and external training and development, ‘traditional’ learning and e-learning | | | |