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| Title: | | **Understanding how to manage personnel in an enterprise** | | |
| Level: | | **3** | | |
| Credit value: | | **2** | | |
| Unit guided learning hours | | **6** | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| * 1. Understand the principles of managing people in an enterprise | | | 1.1  1.2  1.3  1.4 | Explain how the fundamentals of management could be applied to the enterprise  Assess the implications of your own management style(s)  Describe how performance could be managed and improved  Describe how discipline and conflict issues could be addressed within the enterprise |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To understand the fundamentals of managing people in the enterprise. | |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | | | Links to SFEDI 2010 NOS: OP1, OP5, OP7, EE5  Links to CfA 2009 NOS: M&LA1, M&LB5, M&LD1, M&LD2, M&LD6, M&LD8, M&LD9, M&LD10, M&LD13, M&LD14, M&LD15, | |
| 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) | | | E3.11 - Managing staff | |
| Location of the unit within the subject/sector classification system | | | 15.3 - Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Basic management process of “plan, organise, motivate, control” * Basic models of motivation and how they are applied to performance improvement * Leadership/management styles including Transactional/Transformational Leadership * Performance management techniques, such as SMART objectives and targets, performance review, incentives and rewards, as appropriate to the business/enterprise * Ways to address discipline and conflict problems | | | |