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| Title: | | **Developing individual mental toughness** | | |
| Level: | | 4 | | |
| Credit value: | | 2 | | |
| Unit guided learning hours | | 5 | | |
| Learning outcomes (the learner will) | | | Assessment criteria (the learner can) | |
| 1. Be able to assess own mental toughness | | | 1.1  1.2  1.3 | Explain the importance and implications of mental toughness  Evaluate a model that measures mental toughness  Measure own mental toughness using a relevant model |
| 1. Understand how mental toughness can be developed | | | 2.1  2.2 | Using the results of own mental toughness assessment, examine the implications for self and organisation  Evaluate tools for developing mental toughness |
| 1. Be able to plan to improve own mental toughness | | | 3.1  3.2  3.3 | Produce an action plan to develop own mental toughness  Explain the benefits of implementing the action plan  Explain how you will monitor and evaluate the action plan |
| **Additional information about the unit** | | |  | |
| Unit purpose and aim(s) | | | To develop individual mental toughness. | |
| 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: A2 | |
| 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) | | | M4.25 Developing individual mental toughness | |
| Location of the unit within the subject/sector classification system | | | 15.3 Business Management | |
| **Additional Guidance about the Unit** | | | | |
| **Indicative Content:** | | | | |
| 1 | * Importance and implications of mental toughness * Where mental toughness makes a difference – performance, wellbeing, positive behaviours and aspiration | | | |
| 2 | * Benefits (Work to demanding goals and targets, handle several things at once, respond to sudden change and demand, achieve despite set backs and interruptions) * Consequences (under-performance, stress related problems etc) * Developing attentional control * Developing anxiety control * Developing positive thinking and visualisation * Effective goals setting * Variety of tools for developing mental toughness | | | |
| 3 | * Developing an action plan (current behaviours, goal setting, implementation practice, identification of what the difference in performance would be) * Monitoring and evaluation * Benefits of implementing an action plan | | | |