OPTIONAL UNITS

Unit Number and Title: Outstanding Presentation Skills
Unit Level: 2 **Learning Time (in hours):** 10 NLH

Unit Description: Optional

Purpose and Aim: To give the students the key skills, tools and structure to deliver a basic presentation to a peer group or during an interview presentation, and to be able to deal with some basic questions or, if unable to answer them at that time to be able to defer them professionally.

Summary of knowledge, skills and understanding:

The knowledge acquired during this unit will ensure the students understand how to plan and conduct both an internal and external basic presentation. It will explain how to prepare thoroughly, consider their audience and compile the presentation, finally to use the delivery structure learnt, and demonstrate enhanced interpersonal skills to engage their audience, to make it an outstanding and memorable experience.

INTERVIEW BENEFITS

During an interview situation, at least 70% of the skills learnt and tools acquired on this unit can be utilised to enhance and support their chances of being the preferred candidate of choice

OUTSTANDING PRESENTATION SKILLS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	**Be able to deliver a clear, confident and well prepared presentation with impact (that will be remembered for all the right reasons)**	• Qualities displayed within an outstanding presentation • Critical considerations: Audience type and venue • Are you: Telling, Selling, Teaching, Consultation, Testing or Pitching, and how does knowing this impact on the structure of a presentation? • Audience information retention (how will you ensure they remember the key elements)	1. List at least 6 key qualities displayed when delivering a presentation 2. Describe why understanding the overall objective of your presentation is so important and list 4 possible objectives of a presentation? 3. Compile 3 key ways in which you will ensure audience participation and explain how they will help with retention
2.	**Be able to use a simple structure that can be adapted to most presentations**	• The structure of a presentation (open, content, close) • Activities to use during your presentation • Practice, practice, practice! (How long? How much? What?) • Preparing and planning an individual or team presentation • Delivering the presentation – each of the stages	1. Outline the 3 key areas in the structure of a presentation and list the elements of each part 2. List 5 key audience considerations when planning your presentation 3. Describe the key considerations when putting together a PowerPoint presentation?
3.	**Understand the importance of demeanour, body language and tools (used during a presentation)**	• Influencing audience perceptions (you as a visual aid) • Using the 3 interpersonal communication channel • The correct use of slides (the common mistakes to avoid) • Controlling nerves • Using your voice • On your feet tips and tricks	1. List 5 examples of negative 'body language' when delivering a presentation 2. Outline 3 key considerations when putting together a team presentation
4.	**Know how to manage basic questions (even if you don't have an answer at that moment in time)**	• Managing question and answer sessions • Handling tricky questions • Measuring the success of your presentation (how?)	1. List 3 ways you could deal with a difficult question (including one where you don't know the answer) 2. State when is the best time to take questions and why (when giving a presentation)

Unit Guidance: Outstanding Presentation 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 prepare a half hour group presentation with feedback (see interim tasks below)

INTERIM TASKS: The students will deliver a ½ hour (group) presentation to the sponsoring company and /or the place of learning (LNT may or may not be present). The observers will complete a feedback form for each group, as well as giving verbal feedback, which the students will take note of. The feedback forms and the students own feedback used as EOL.

- **Links To** – Level 2 standard in employability skills. Relates to Body Language as used in dealing with conflict, influencing and persuasion without authority and finally communication skills (mainly in terms of the use of open questions, during the Q&A sessions)
- **Support Materials** – Handout: Presentation skills, suggested reading: Confessions of a public speaker by: Scott Berkun
- **PRISM use** – Yes, in terms of understanding the different personalities that you will have in an audience and how you need to consider ALL types in your presentation.

Unit Number and Title: **Commercial Awareness To Those New To The Business Environment**

Unit Level: 3 **Learning Time (in hours): 10 NLH**

Unit Description: **Optional**

Purpose and aim: To give students the skills, tools and models to be able to analyse and explain the key factors which affect an organisation, both externally and internally.

Summary of knowledge, skills and understanding:

The knowledge and skills acquired during this unit will enable students to conduct an analysis of the external environment of an organisation, and to consider internal aspects, which are important in the light of the external context. They will also be able to understand an organisation's broad business strategy, and to complete a SWOT analysis of an organisation, informed through the use of a selected number of business and strategy models. In doing so they will be more commercially aware of the key drivers behind organisational strategy and success.

INTERVIEW BENEFITS

The student will feel more confident and aware of the bigger picture issues affecting an organisation, and will be able to explain at an interview how this impacts on people and tasks throughout the organisation.

COMMERCIAL AWARENESS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome	Taught Content	Assessment Criteria:
1	Understand the wider business environment within which a business operates	• Understanding the external business environment • The internal business environment and the management team • SWOT analysis	1. Outline 2 models to understand the external business environment. 2. Compete a SWOT analysis for a business. 3. Outline a model to assess internal aspects of a business.
2	Understand the different approaches to business strategy	• Business strategies and what they mean for organisations • Product Life Cycle • Cost and differentiation strategies • Strategic thinking • Key marketing concepts • Developing business acumen	1. Describe the 5 main stages of the product life cycle. 2. State 4 main types of business strategy. 3. List 3 key marketing concepts
3	Understand the relationship between shareholders, managers, and the business	• Shareholders and Managers • Risk and reward	1. Describe the relationship between risk and reward. 2. Describe the relationship between shareholders and business managers
4	Understand the fundamental differences between profit and cash flow.	• Profit and loss • Business costs • Cash flow	1. State how profit is calculated. 2. Describe the key differences between profit and cash flow, and the implications for the organisation

Unit Guidance: Commercial Awareness

- **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 or a 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: In small groups, students will complete a structured analysis of the external environment of a business (if possible the sponsoring business), including competitors, review business strategy and complete a SWOT analysis for the business

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- **Links to** - No Links
- **Support Materials –** Full Learning Guide containing background notes on the subject matter of this course. Recommended Reading: “Business Model Generation” by Alexander Osterwalder and Yves Pigneur.
- **PRISM Use** – Not used for this module

Unit Number and Title: **Financial Awareness To Those New To The Business Environment**

Unit Level: 3

Learning Time (in hours): 10

Unit Description: Optional

Purpose and aim: To give students a basic understanding of how financial statements are produced to reflect business activity, and how statements can be analysed to understand business performance.

Summary of Knowledge, skills and understanding:

The knowledge and skills acquired will enable students to discuss the basic of financial statements and financial performance, and to understand and use the language of finance in a day-to-day organisational context. They will also understand how decisions are made in organisations based on financial criteria.

INTERVIEW BENEFITS

The student will feel more confident in discussing financial related issues in the organisation during an interview, and will be able to explain how all day-to-day business decisions and actions affect the financial performance of the organisation.

FINANCIAL AWARENESS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Understand common financial language, terms and concepts	• The nature and purpose of financial statements • Stakeholders interested in the financial statements • The key components of the balance sheet, profit & loss statement, and cash flow statement • Construction of a set of financial statements based on business decisions and actions in an interactive "game" involving a year in the life of a business • Key accounting principles and concepts • Differences between commercial and non-commercial financial statements	1. State the profit or loss generated by a business from simple income and cost data. 2. State the meaning of common financial terms and language 3. State the purpose of the main financial statements
2.	Understand the impact of day-to-day actions and decisions on the financial performance of the organisation	• How each individual affects the financial performance of the organisation • The working capital cycle and the significance of managing the components	1. State 3 examples of how certain individuals and departments impact upon financial performance.
3.	Know what key financial statements are telling us through interpreting numbers and ratios	• Different types of business cost • Calculation of break-even point • A framework for financial analysis including the key financial ratios to measure liquidity, profitability, capital structure and debt serviceability	1. Calculate the main financial ratios and performance indicators from a set of financial statements 2. Describe how different business costs behave in different ways 3. Describe the concept of break-even
4.	Understand the basics of how capital investment decisions are made in organisations	• An overview of how major capital investment decisions are made in organisations, including the financial techniques used	1. Describe 3 different methods of making capital investment decisions

Unit Guidance: Financial Awareness To Those New To The Business Environment

- **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 or a 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: Students will analyse a simple set of financial ratios to draw conclusions about organisational performance (these will be supplied by either the sponsoring business or Leading National Training

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- **Links** – No links
- **Support Materials –** Full Learning Guide / Notes containing all of the course content plus financial glossary. **Recommended reading:** "Accounting and Finance: An Introduction" by Eddie McLaney and Peter Atrill.
- **PRISM Use** - Not used for this module

Unit Number and Title: **Influencing without authority**

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

Unit Description: **Optional**

Purpose and aim: To give the students the skills and structure required to be able to effectively influence others in the workplace, those that they have no direct authority over.

Summary of knowledge, skills and understanding:

The ability to effectively influence others where you do not have authority is a crucial skill for all people at all levels within organisations; this may be with colleagues, peers, line managers, suppliers and customers. This module covers the key skills required to achieve a positive outcome wherever and whenever possible.

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: *"If you did not have authority over an individual but you needed to get a specific task done, what approach and considerations would you take to ensure that you achieved the required outcomes?"*

INFLUENCING WITHOUT AUTHORITY CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	**Understand the structure of the influencing process and how to set objectives**	• What is influence, and whom do we need to influence in the workplace? • The different levels of authority in the workplace • The importance of influencing within business • Setting objectives and desired outcomes • Information gathering (what must we know) • The influencing structure and process	1. Outline the key differences when influencing with somebody you have no authority over, than with somebody you have. 2. List the 5 common levels of authority are and what they mean? 3. Outline the influencing process map and explain the importance of each stage and why they must happen
2.	**Know how to avoid making costly mistakes (that could lead to a negative outcome)**	• The key mistakes made when influencing • Using the correct influencing approach that leads to a positive early response • Showing empathy and understanding without sounding condescending • Recognising when is a ‘good time’ and when it is ‘not’	1. List 5 common mistakes people make when attempting to influence others 2. What is the difference between empathy and sympathy and why does it matter?
3.	**Understand different personality types from an influencing perspective (and understand the approach to take to each - PRISM)**	• Understanding your preferred influencing style (review PRISM) • Rapport building and understanding others (review PRISM) • Recognise the influencing styles of others • Using effective questioning techniques • Handling and overcoming objections • Exploring options using the 3 key methods • Return concessions • Accepting the outcome even if it is still “NO" • Influencing upwards (managers and how does it differ?)	1. Describe what is ‘rapport building’ and why is it so important in the workplace. 2. List what ‘Key’ changes you would make in your initial approach for each of the 4 key PRISM personality traits 3. Describe what a ‘return concession’ is in the contexts of influencing. 4. Outline two examples of when you would need to influence your manager

Unit Guidance: Influencing without authority

- 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 will at the end of the influencing without authority direct learning session identify an area they need to influence and identify the person that they need to influence to achieve the desired outcome. This will be recorded, and the outcomes will be reviewed at the next direct training session. This will be used as evidence of learning.

- **Links** – The module links to effective communications and dealing with conflict
- **Support Materials –** PRISM, Handouts: influencing others and managing upwards. Suggested reading: Influence without authority (Allan Cohen & David L Bradford)
- **PRISM use** – Identifying the influencing styles that suits the individual – recognise the style of others – Reflect on the words and tone you would use with each style

Unit Number and Title: How to Fund a Start-Up

Unit Level: 3 **Learning Time (in hours):** 10 NLH

Unit Description: Optional

Purpose and aim: To give the students a clear roadmap of all the various funding options open to a start-up

Summary of knowledge, skills and understanding: Optional

The Knowledge and skills on this module will show the student how to discover a business idea, prove that the concept has a high chance of success and then create a credible funding proposal/action plan. Not only will the students have an understanding of what it takes to start both a tech or non-tech business but will receive a step-by-step approach to making it happen. Included will be strategies on finding the resources to develop any technology/product or service, how to write compelling investment proposals, where to find capital and how to pitch to investors. They will also receive proven templates and be shown several case studies of entrepreneurs that have gone on to grow successfully fund their ideas.

FURTHER OUTCOMES FOR THE STUDENTS

The student will feel more confident when selling him or herself to investors, bankers and business partners, as they will be able to answer the key question: *"What is it about your start-up that is different from anything else out there and how can you scale this business to make significant profits"?*

HOW TO FUND A START-UP CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Be able to come up with their own business ideas	• How to brainstorm new technology ideas • Getting early customer validation • How to source technology developers, coders and designers. • Typical arrangements with technology partners • Creating a unique selling proposition	1. Describe a commercial business idea they have created. 2. Outline that idea with just one powerful sentence that demonstrates their Unique Selling Proposition. 3. List 3 ways to validate that idea.
2.	Know how to create their own one page business plan on the day	• How to use business model canvas • Creating a one page exec summary • Create a slide deck for investors • Recruiting an advisory board • Low cost marketing options • Planning for an exit from the start	1. List 3 Low cost marketing options 2. Outline an exit plan 3. Compile a Business Model Canvas on their Idea.
3.	Know which routes are available to secure the capital they need to get started	• What angel investors are looking for • Alternative bootstrapping ways to fund a start-up • How to crowdfund their business • Debt funding options • Practical pitch practice • Creating a business model that works for both tech or non-tech companies	1. List the steps needed to secure angel capital 2. Outline how to promote a crowdfunding campaign 3. List the 3 most likely funding options for their idea

Unit Guidance: How To Fund a Start-Up

- **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 or a 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 TASKS: In a small group students will create a simple slide deck for a business idea, using power point with no more than 14 slides. Each slide must use over 30pt font size and visual images.

- **Links To** – Not linked
- **Support Materials** – In house guide from The Funding Game listing the 10 steps to raising investment capital as well as supporting slides used on the day as well as templates for an exec summary and a slide deck for investors. As well a recommended book “Art of The Start” by Guy Kawasaki
- **PRISM Use** – Not used for this module

Unit Number and Title: **How to Grow a Start-Up**

Unit Level: 3

Learning Time (in hours): 10 NLH

Unit Description: Optional

Purpose and aim: To give students a clear idea of how they can build a sustainable business model around their idea so that they can quickly gain a sustainable advantage within their chosen market or niche

Summary of knowledge, skills and understanding:

The Knowledge and skills on this module will be suited for student who have taken the "How to Fund a Start-up" as it explores what happens next once the founders find the immediate resources needed to launch their enterprise. To ensure that these budding entrepreneurs get off to a good start it is important that they have a proven framework that they can use to survive and prosper the first two years in business.

They will receive strategies in developing their tech or non-tech products or services, recruiting team members, working with developers and most importantly how to market their product and develop early sales. They will also receive proven templates and be shown several case studies of entrepreneurs that have gone on to grow successful tech and non-tech companies with few resources.

FURTHER BENEFITS TO THE STUDENTS

The student will feel more confident when selling him or herself to customers, bankers, investors and business partners, as they will be able to answer the key question: *"How are you going to grow your business to a point whereby it will be a profitable business system that you can potentially sell"?*

HOW TO GROW A START-UP CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Understand how to draw up a one page marketing plan	• The choice between a lifestyle business and a high growth company. • The importance of the cost of customer acquisition • The four principles of marketing a small business • 10 Low cost marketing options • Basic sales psychology • How to develop a one page marketing plan	1. State the difference between a lifestyle business and a high growth business. 2. List 3 low cost marketing approaches 3. List the six triggers of influence.
2.	Understand their own financial dashboard (to keep on track)	• How to calculate the Lifetime value of a customer • 7 key levers of your business • Street smart accounting principles and practices • Creating a simple financial dashboard • The importance of cashflow	1. State the formula to work out the Break even-point 2. List the seven key levers of a business. 3. Outline why a cashflow forecast is critical to a business.
3.	Know how to build a scalable business system out of their idea	• How to fund growth thorough six common routes to capital • The importance of constant innovation • How to recruit and engage technology partners or non tech partners • How to outsource non-essential elements of a business. • Building a business system	1. List the six common routes to capital for a growing business. 2. Outline all the areas that either their own idea or an existing business could outsource. 3. Describe how they would create a business system.

Unit Guidance: How to Grow a Start-up

- **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 or a 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: For each individual student to write a one page marketing plan for a current business idea of their own creation.

- **Links** – Not linked
- **Support Materials –** Slides presented on the day as well as templates for a one page-marketing plan. Recommended reading would be the E-Myth by Michael Gerber
- **PRISM Use** – Not used for this module

Unit Number and Title: **Introduction to Leadership Skills**

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

Unit Description: **Optional**

Purpose and Aim: This unit will give the students a clear understanding of the difference between leaders and managers, whilst highlighting the need for flexibility. A further aim is to ensure the students understand that different people require different leadership styles dependant on their level of autonomy in their roles.

Summary of knowledge, skills and understanding:

Leadership is often misunderstood, and most people use the styles of leadership that they have experienced in the past. How they then lead will normally be reflected by that experience. Most leaders use only one particular style and find it hard to be flexible, however the relevant style should be dependant on the individuals or team they are leading, the type of organisation that they are working in, its business culture and its performance.

This unit will give the students a broad overview of leadership, the skills required and the need for flexibility.

INTERVIEW AND OTHER BENEFITS

The techniques learnt will be of benefit to the students in life and in any organisation they work with in the future. This module will benefit the student whether they take the route of becoming an employed manager or choose the self-employed entrepreneur route, where managing a team of people that are responsible for their profitability and success are paramount.

During an interview situation the student will be able to confidently answer the question: *"What does leadership mean and how does it differ from management, if at all?"*

NTRODUCTION TO LEADERSHIP SKILLS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Understand what is meant by Leadership and the key qualities required	• How leadership differs from management • When is leadership needed? • What are the qualities of an effective leader? • What are the key mistakes to avoid when managing Others • The importance of developing yourself as a leader	1. Describe in one paragraph the difference between a leader and a manager 2. List 5 key qualities of a leader 3. List 7 mistakes to avoid when leading a team
2.	Understand what an 'independence level' is and how to use them effectively	• What is an independence level? • How do you profile them? i.e. what do you measure them against • Using the independence model with individuals, teams and departments • Profiling an independence level (case-study)	1. Outline your understanding of what is an independence level (in one paragraph) 2. Describe in one sentence how you measure an individuals independence level
3.	Know the different leadership styles to use with individuals and teams	• What is a leadership style? • Direction through to ownership (the pathway and timescales (link to independence levels) • Why do you need to vary them and when is it appropriate to do so? • At which point we should be asking rather than telling • The role of emotional intelligence in leadership	1. Describe the two distinct leadership styles and outline an example of when you may use each 2. Outline which prominent style you would use with somebody who was moderate to high on the independence level scale and why 3. Describe how you would deal with a moderate to high individual who asked you for direction on completing a task
4.	Understand how to select a team (including the team's different strengths and how they might be motivated)	• What is meant by a 'team' • What do we need to consider when selecting a team • Using your PRISM outcomes to understand your own strengths and the strengths of the group • Case study – Putting together a team • What may be the motivation of different personality types? (Profile against the 4 key PRISM types)	1. Describe what is a 'Team' 2. Outline 3 potential key motivators for a logical (Gold) and for a Driven person (Red) and give a short explanation why

Unit Guidance: Introduction to Leadership 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 or a 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 group will be divided into teams and each team given a case-study (problems at the palace), they will be asked to decide the independence levels of each of the heads of departments and the hotel as a whole. The final task will be to decide on the overall leadership style they would use for the hotel and then each individual head of department. The outcomes will be recorded and used as evidence of learning.

- **Links –** No key links. Will touch on some areas of the core unit – Team working for greater productivity
- **Support Materials –** Individual PRISM profiles, Handout – Leadership styles – Suggested reading: The Three Levels of Leadership author: James Scouller
- **PRISM Use –** PRISM will be used to understand the strengths within a team as well as for profiling the potential motivators of the 4 distinct styles

Unit Number and Title: **Maximising Your Social Networking for business benefits**

Unit Level: **2**

Learning Time (in hours): **20 NLH**

Unit Description: **Optional**

Purpose and Aim: To move the students away from using social networking purely as a form of entertainment to developing it for their career development as well as to support their new employers in growing and enhancing their businesses. Another key aim is to ensure that any time used in the workplace when using these tools is time spent to benefit the organisation and is limited.

Summary of knowledge, skills and understanding:

Social networking sites have created a new social dimension where individuals can develop increased levels of awareness; this unit will distinguish the difference between using these sites as purely social tools to using them as powerful business and self-promoting tools.

Interacting with these sites, students can become more globally knowledgeable, tech-savvy, and even more self-aware. Most importantly it gives them the opportunity to raise their professional profiles in their new and future roles and gain business contacts that could have been difficult to engage with using other traditional methods. Finally the unit focuses on security and self-protection for the individuals and their employers.

INTERVIEW BENEFITS

With organisations becoming more and more focused and dependant on social networking, recruiting a new employee who understands the key advantages of these sites to a business is critical. Furthermore when interviewing an individual who can confidently explain how they will implement their social networking strategy to the overall benefit of the organisation will greatly enhance their chances of selection.

MAXIMISING YOUR SOCIAL NETWORKING FOR BUSINESS BENEFITS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	**Understand the key differences and uses of the various social media options for business**	• How do the 'key' (business) social networks differ? • What are the unique benefits of each in terms of your professional careers • Keys ways in which social networking can benefit your employer whilst raising your own profile • How to share ideas with others in the workplace that will benefit your organisation • Setting up an internal work forum (key considerations and mistakes to avoid) • Developing an individual strategy for social networking to enhance your professional opportunities	1. Outline the key differences between the 3 most commonly used social media (Facebook, LinkedIn and Twitter) one paragraph for each (from a business perspective) 2. List 3 key benefits from using Facebook, LinkedIn and Twitter from a <u>personal</u> career perspective
2.	**Understand how to design a professional blog/forum and LinkedIn account (to enhance their career prospects)**	• Setting up a professional blog that has impact whilst reflecting your individuality and workplace potential • Considering your readers (PRISM) • Setting up a LinkedIn account and gaining contacts • Considerations when setting up your LinkedIn account • Critical mistakes to avoid when blogging and using LinkedIn	1. List 5 key benefits to your future employer of your <u>professional</u> use of social media 2. Outline the key considerations when setting up a professional blog 3. Compile a list of 5 key mistakes to avoid when blogging and 5 when using LinkedIn
3.	**Know how to protect themselves and their businesses when using social networking**	• Protecting yourself and your reputation online (security fundamentals) • Company policies on social networking and how they may differ • The balance of personal and professional (drawing the line; on-line) • Understanding how social networking can have a negative impact on the workplace in terms of time spent. Getting the right balance	1. Outline where you would find out about your companies rules on social networking 2. Describe why there has to be a balance between using social networking (and outline when it is appropriate to take time to use it and when it is not)

Unit Guidance: Maximising Your Social Networking for Business Benefits

- 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 tasked with setting up or enhancing existing specific social media accounts (see interim tasks below).

INTERIM TASKS: Delegates will set up or develop an existing LinkedIn account; they will also be tasked with setting up a blog that will start their professional journey. The students will be asked to take 3 different screen shots of each media (including front page) and this will be kept as evidence of learning.

- **Links** – None
- **Support Materials** – Handouts: Business networking + the rules of social networking at work. Suggested reading: Platform - get noticed in a noisy world (Michael Hyatt)
- **PRISM Use** – Understand how you need to consider all readers of your social media, so as to engage the different mindsets

Unit Number and Title: The Skills of Coaching Others

Unit Level: 2

Learning Time (in hours): 10 NLH

Unit Description: Optional

Purpose and aim: The purpose of this unit is to furnish the students with tools to self coach or to coach others (learning or passing on knowledge), so that they can develop themselves and their colleagues in their new roles.

Summary of knowledge and skills:

The skill of coaching others at work is a critical tool for all students embarking on their careers. The ability to pass on skills and knowledge to others benefits all parties in the workplace; it also demonstrates your willingness to share information with your team members, or as a team leader developing others to enhance their performance. The skills learnt on this unit benefits the students in two ways, firstly as detailed above and secondly the tools are just as relevant when the students will be coaching themselves, either when learning a new skill or when independently embarking on achieving a new task.

INTERVIEW AND OTHER BENEFITS

Once a student has taken on board the relatively easy to master skills of coaching, and fine-tuned their own development areas, they will use this skill throughout their careers, as well as being able to use the skill generally outside of work where required.

During an interview situation the student will feel confident in answering the potential question of 'what tools they would use to help themselves to develop and what tools they could use to help their colleagues'.

THE SKILL OF COACHING OTHERS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Understand what is Coaching and how it can benefit individuals teams and business	• What is coaching and how does it differ from mentoring and training? • How does coaching benefit an individual a team and an organisation as a whole? • What would be the criteria for selecting coaching as the preferred option • Profile how a coaching opportunity can show itself (pro-actively and re-actively)	1. Outline in less than 100 words the difference between coaching, mentoring and training (and give a short example of when each one would be the appropriate choice) 2. List 6 examples of how a coaching opportunity may show itself in the workplace (pro-actively or re-actively) 3. Give 3 examples (each) of the benefits of coaching to; an individual, a team and to an organization
2.	Know how to avoid the common mistakes and pitfalls when coaching others	• What are the critical mistakes to avoid when coaching an individual or a group	1. List 3 mistakes to avoid when coaching an individual and 3 when coaching a group
3.	Be able to identify the correct coaching method for each individual (as well as for themselves) using their PRISM profile	• How to select the correct coaching method (PRISM) • Activists, Theorists, Reflectors and Pragmatists (the difference) and how this model clearly links to PRISM • Identify the correct method and tools to use when coaching, once an understanding of the persons learning preferences (if known) have been identified • The learning styles questionnaire • The coaching process (structure) GROW model • Checking understanding (different ways to achieve this) • Giving constructive feedback (options available) • Follow up and review (when and how)	1. Explain the difference between a activist, theorist, reflector and pragmatist (bullet points) 2. Explain in less than 100 words which approach to coaching you would take, if you were coaching yourself (using your PRISM profile) and the reasons why 3. Briefly explain what GROW means 4. Explain how you would ensure that the coaching has been absorbed and fully understood (different methods) 5. What are the different options available to you when given constructive feedback
4.	Understand their own development areas around coaching	• How to identify your own development needs • Devising a personal development plan (with SMT measurable objectives) • Asking for your own coaching and development	1. Outline 5 ways in which you could indentify your own developmental needs 2. Explain what SMT stands for and use it in an example of setting an objective

Unit Guidance: The Skill Of Coaching others

- **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 or a 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 pairs and given a task to coach each other on. They will complete this in between units. Each student to record the process they will use, and capture the feedback from the person they have coached, this all to be used as evidence of learning

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- **Links To –**
- **Support Materials –** Handouts: The coaching process, the skills of coaching, learning styles questionnaire. Suggested reading: The complete guide to coaching at work. Author Suzanne Skiffington
- **PRISM Use** – PRISM will be used when considering the preferred learning style of individuals to be coached, it will also be used to link the activists, theorists, reflector and pragmatist model

Unit Number and Title: Basic Consultative Sales knowledge
Unit Level: 2 Learning time (in hours): 10 NLH

Unit Description: Optional

Purpose and aim: To give the students an understanding of the consultative sales processes, and the tools required when delivering sales profitably. To show the students how to create and build relationships with key customers. Finally to give them an understanding of their own strengths and developmental areas required to succeed in a sales role.

Summary of knowledge, skills and understanding:

This unit will give the student a basic understanding of how the sale processes works. Some of the skills developed in this unit can be used not just in a sales environment but also in many situations, for example selling an idea, or selling themselves in an interview. It teaches a 'consultative' approach to selling without using any 'hard sell' techniques and tricks, and recognises that each student will be approaching the process from a different personality perspective. The PRISM profiler is extensively used during this unit.

BASIC CONSULTATIVE SALES SKILLS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Understand the consultative sales process	• What does taking a consultative approach mean? • What key information do we need to know and understand before any sales meeting? • The difference between users, influencers, and final decision makers • Consultative selling V commodity selling • The key elements of a sales meeting structure? • Introductions and setting the agenda	1. State in brief what is a consultative approach? 2. List 4 key 'must knows' before any sales meeting 3. Outline the 5 key elements of a meeting structure 4. Explain briefly the difference between an influencer and a final decision maker
2.	Understand the different motivators for each personality type	• How do we need to adjust our style and approach for the different personality types? (PRISM review) • What may be the key motivators of each personality type	1. Describe briefly the different approach you may take with a logical person than with a creative person and why
3.	Be able to ask effective questions to establish potential needs	• Review of open and closed questioning • Relating questions to the sales process (needs analysis) • Planning key questions to ask • Gaining clarity and understanding (drilling down) • Practice questioning and listening skills • Note taking and how to manage the process	1. List 5 'open' questions you may ask in a first meeting sales situation 2. State what is meant by 'drilling down' and give a simple example
4.	Know how to summarise the needs of a customer	• The importance of summarising back the current situation • The summary process (staged) • Gaining sign off that you have a full understanding	1. Describe why it is important to summarise back to a customer your understanding of their needs
5.	Know how to deliver effectively a solution using the SPINSB process	• Preparing a proposal what needs to be in what needs to be out • Understanding features and benefits • Using SPINSB as the structure of effective solution delivery • Gaining agreement on each point • Dealing with challenges during the solution process • Identifying the next steps • Actions to take and the importance of timeliness when doing so	1. Outline what SPINSB stands for 2. Describe why it is important to gain commitment on each point 3. List 3 examples of important next steps after a first sales meeting 4. Describe the difference between a feature and a benefit

Unit Guidance: **Basic Sales Knowledge**

- **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 or a 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: Using individual products or services of the groups sponsoring company, the students will be split into 4 (selected) groups, they will be asked to profile the key features of that product or service and then list the potential benefits it may have for a customer. Finally taking one personality type (PRISM) for each group, the group will then select which of the features and their accompanying benefits may be relevant to their type. This will be presented to the sponsoring company and used as evidence of learning.

- Links – To ‘effective communication skills’ in the core units
- Support Materials – Handout: Consultative selling skills, agenda setting, consultative sales questions check sheet. Suggested reading: SPIN Selling. Author: Neil Rackham
- PRISM Use - PRISM is used to profile the different buyer characteristics, as well as the students understanding their own and how they need to adjust to the buyer/s

Unit Number and Title: **First step negotiations**

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

Unit Description: **Optional**

Purpose and Aim: To furnish the students with the key fundamentals of negotiation. Giving them tried and tested tools to manage the negotiation process, with the aim to achieve as close as possible a 'perceived' balanced outcome.

Summary of Knowledge, Skills and Understanding: To be able to negotiate effectively is a key life skill, as well as being paramount when negotiating with internal or external customers. This unit gives the students an easy to remember and easy to implement process of negotiation, that ensures a positive and balanced outcome from both perspectives.

FIRST STEP NEGOTIATIONS CONTINUED: LEARNING OUTCOMES

LO No:	Learning Outcome:	Taught Content:	Assessment Criteria:
1.	Understanding how to plan for an effective negotiation.	• What is negotiation and when can it happen? • What is meant be a balanced outcome? • What must we prepare/know prior to any negotiation? • What do we want and what don't we want? (Setting objectives) • Profit protection (understand the effect on any business) • Never accept the first offer WHY? • Justification statements • What are the mistakes to avoid when negotiating? • What is meant by identifying and establishing the 'GAP'	1. Describe what is negotiation (in one sentence) 2. List 5 key things we must know before going into a negotiation 3. Outline 3 key mistakes to avoid when negotiating 4. State what is meant by establishing the gap
2.	Understand what is a concession and be able to profile them (from both a buyer and from a sellers perspective)	• What is a concession or tradable? • What is the cost and perceived value of each (from a buyers and sellers perspective) High value V Low cost	1. Describe what a concession is 2. Outline in one paragraph the difference between cost and value
3.	Understand how to use a simple negotiation preparation planner	• Understanding and completing the planner • Entry (like) and exit (must) levels (walk away point, when?) • Keeping control of the planner (it is your key negotiation tool) • Using a case-study to profile concessions	1. Describe what an Entry level is and describe what an exit level is
4.	Know how to 'trade' using the correct language, terminology and body language	• Being aware of your body language, tone and inflection when negotiating • Tentative suggestions ('If I– Would You'?) • Agreeing and summarising key points	1. List 4 body language mistakes you could make when negotiating 2. Describe in one sentence a 'tentative' offer

Unit Guidance: **First Step Negotiations**

- **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 or a 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 given a customer case study from the sponsoring company (designed in conjunction with Leading National Training), for which they will be asked to prepare a negotiation prep-planner as if they are going to a meeting with the customer and where negotiation is expected. This will then be reviewed by the sponsors and LNT and used as evidence of learning.

- Links – Effective communication skills core unit in the areas of body language
- Support Materials – Negotiation prep planner template, handouts: The negotiation process, the mistakes to avoid when negotiating. Suggested reading: Everything is negoiatable. Author: Gavin Kennedy.
- PRISM use - PRISM is touched on in the unit, in terms of reminding the students of the potential different decision making drivers of a buyer