Pearson
BTEC International
Level 3 Specialist Award
in Workplace Behaviours

Specification

First registration April 2020

Issue 1

Edexcel, BTEC and LCCI qualifications

Edexcel, BTEC and LCCI qualifications are awarded by Pearson, the UK's largest awarding body offering academic and vocational qualifications that are globally recognised and benchmarked. For further information, please visit our qualifications website at qualifications.pearson.com. Alternatively, you can get in touch with us using the details on our contact us page at qualifications.pearson.com/contactus

About Pearson

Pearson is the world's leading learning company, with 24,000 employees in more than 70 countries working to help people of all ages to make measurable progress in their lives through learning. We put the learner at the centre of everything we do, because wherever learning flourishes, so do people. Find out more about how we can help you and your learners at qualifications.pearson.com

Welcome

With a track record built over 40 years of learner success, our BTEC International qualifications are recognised internationally by governments, industry and higher education.

What are BTEC International Specialist and Professional qualifications?

These BTEC qualifications are available at Levels 1–3 (Specialist) and at Levels 4–7 (Professional).

BTEC International Specialist and Professional qualifications give learners the knowledge and skills that they need to prepare for employment in a sector or job role. They also provide career development opportunities for those already in work.

They put learning into the context of the world of work, giving learners the opportunity to apply their learning in relevant and realistic work contexts. This applied, practical approach means that learners develop the knowledge and skills they need for career progression or further study.

Sizes of qualification

Pearson estimates the number of guided learning hours (GLH) that will be needed for centre staff to deliver the qualification. This includes all training that involves centre staff in teaching and supervising learners, as well as all assessment activities.

BTEC Specialist and Professional qualifications are available in the following sizes:

- Award – a qualification with a GLH value of 10–120 hours
- Certificate – a qualification with a GLH value of 121–369 hours
- Diploma – a qualification with a GLH value of 370 or above.

Collaborative development

This qualification has been developed with input from industry experts. We are grateful to all the individuals and organisations who generously shared their time and expertise to help us develop these new qualifications.

Contents

Introduction to BTEC International Specialist Award in Workplace Behaviours

This specification contains all the information you need to deliver the Pearson BTEC International Level 3 Specialist Award in Workplace Behaviours.

This qualification for the business industry have been designed with input from industry practitioners.

It is designed to give learners and understanding of the different personal and professional skills a business professional will need to develop in order to progress in their careers. These skills will be useful for all levels of a career from performing in a variety of business roles.

This specification signposts the other essential documents and support that you need as a centre in order to deliver, assess and administer the qualification, including the staff development required. A summary of all essential documents is given in *Section 7 Administrative arrangements*.

This qualification is not regulated in England.

The information in this specification is correct at the time of publication.

Qualification purpose and progression

Pearson BTEC International Level 3 Specialist Award in Workplace Behaviours

Who is this qualification for?

The Pearson BTEC International Level 3 Specialist Award in Workplace Behaviours is designed to allow learners to develop the knowledge and skills required to work in any type of business, from small family-run enterprises to large conglomerates.

It provides an introduction into the role of personal and professional skills and the importance of team working in delivering an effective service to their colleagues, team and employer. Learners will discover how workplace behaviours enable an employee to be analyse their current behaviour and evaluate how improving their skills and knowledge will affect their performance at work.

What could this qualification lead to?

Learners who have completed the Pearson BTEC International Specialist Level 3 Award in Workplace Behaviours has been designed to:

- improve work practices and

- personal effectiveness for those preparing for work or for those already in work.

2 Qualification summary and key information

Qualification title	Pearson BTEC International Level 3 Specialist Award in Workplace Behaviours
Operational start date	01/05/2020
Entry requirements	No prior knowledge, understanding, skills or qualifications are required before learners register for this qualification.
Guided Learning Hours (GLH)	60
Assessment	The units are assessed using assignments that are set and marked by the centre
Unit grading information	Pass
Qualification grading information	Pass

There are thirteen videos available on the Pearson Learning Hub which will support the delivery of the subject content.

The assessment within the videos is purely formative. Learners should still be given summative assessment activities.

Pearson Learning Hub

This qualification is supported by the Pearson Learning Hub

There is comprehensive digital learning content for this programme is available on Pearson Learning Hub. This online- and mobile-optimised platform provides high-quality, bite-sized digital content for an accessible, interactive learning experience including:

● video resources that exemplify key concepts

● interactive quizzes

● formative assignments to engage learners

More information can be found on the BTEC International website at:
https://qualifications.pearson.com/en/about-us/qualification-brands/btec-international/learning-hub.html

3 Structure

Qualification structure

Pearson BTEC International Level 3 Specialist Award in Workplace Behaviours

Learners will need to meet the requirements outlined in the table below before the qualification can be awarded.

Pearson BTEC International [full title]		
Unit number	**Unit title**	**GLH**
Mandatory units – learners must achieve both units		
1	Understanding personal effectiveness in a work environment	**30**
2	Developing commercial awareness in a work environment	**30**

4 Units

Understanding your units

The units in this specification set out our expectations of assessment in a way that helps you to prepare your learners for assessment. The units help you to undertake assessment and quality assurance effectively.

Each unit in the specification is set out in a similar way. This section explains how the units work. It is important that all teachers, assessors, internal verifiers and other staff responsible for the programme review this section.

Section	Explanation
Unit number	The number is in a sequence in the specification. Where a specification has more than one qualification, numbers may not be sequential for all qualifications.
Unit title	This is the formal title that we always use, and it will appear on learners' certificates.
Level	All units and qualifications have a level assigned to them. The levels correspond with the levels used in the UK's Regulated Qualification Framework.
Unit type	This says if the unit is mandatory or optional for the qualification.
Guided Learning Hours (GLH)	Guided Learning Hours (GLH) is an estimate of the number of hours that will be needed for a typical learner to achieve the unit. Guided learning includes all training that involve centre staff in teaching and supervising learners, as well as all assessment activities.
Unit introduction	This summarises the content of the unit and how learners will benefit from taking it.
Learning outcomes and assessment criteria	The learning outcomes set out what a learner must know, understand or be able to do as the result of a process of learning. The assessment criteria specify the standard the learner is required to meet to achieve a learning outcome.
Unit content	This section sets out what needs to be taught. Content is compulsory except when it follows an 'e.g.'. Learners should not be asked to complete the assessment until all of the content for the unit has been taught.
Essential information for assessors	This section gives information to support delivery and the implementation of assessment.
Essential resources	This lists any specialist resources needed to deliver the unit. Centres will be asked to show that these resources are in place when they seek approval from Pearson to offer the qualification.

Index of units

This section contains all the units developed for this qualification. Please refer to *page 5* to check which units are available.

Unit 1: Understanding Personal Effectiveness in a Work Environment

Level: 3

Unit type: Mandatory

Guided learning hours: 30

Unit introduction

To be successful in the working environment employees must have a full range of work skills. Employers search for staff who can represent their brand effectively and who have the right mix of transferable skills and personal attributes to deal with the challenges of the modern workplace.

Having the right mix of these skills enable individuals to become more personally effective in carrying out their job role, and people who are personally effective are able to make the best use of their abilities. They are better able to manage their time and emotions, get along with their colleagues, deal with changing situations and challenges, solve problems, manage their personal performance and ultimately become strong ambassadors for their organisation.

This unit will enable learners to understand personal effectiveness and its importance in the workplace. They will develop knowledge and understanding of the transferable skills and personal attributes that underpins personal effectiveness in a job, the strategies for developing these skills and personal attributes and the benefits they provide. You will develop key employability skills that will be useful both in the workplace and in your studies.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
A	Explore the importance of professionalism in the workplace	A.1	Explain professionalism in the workplace
		A.2	Explain the impact of professionalism on organisational performance
B	Understand the importance of self-management and resilience in the workplace	B.1	Explain the importance of self-management and self-awareness
		B.2	Explain the impact of stress on employees and organisations
C	Understand how to manage your own performance and personal and professional development	C.1	Explain how personal development planning supports the development of individuals in the workplace
		C.2	Create a Personal Development Plan (PDP) that identifies areas for development and sets realistic goals.

Unit content

Learning outcome A: Explore the importance of professionalism in the workplace

Professionalism

- • Professionalism: meeting the expectations, standards and values defined by the employer for the role
  - ○ following written rules, guidelines, policies and legislation e.g. data protection, health and safety, social media policies
  - ○ responding to organisational culture: unwritten rules and expectations e.g. how employees should work with each other, how work should be carried out
  - ○ demonstrating a positive and proactive attitude
  - ○ showing respect and consideration for others
  - ○ professionalism is situational: varying professional requirements to different situations
- Characteristics of professionalism e.g. personal behaviours and conduct; competence in the job role; communication skills; personal appearance
- Benefits of professionalism to:
  - ○ the employer e.g. consistent and positive customer service; better working environments; increase in productivity and employee performance
  - ○ the employee e.g. fulfilment of potential and achieve career goals; building personal brand as reliable, competent and valuable; positive impact on colleagues

Communication

- Using communication strengths:
  - ○ confidence: mutual respect, consideration and understanding
  - ○ empathy: recognising and understanding someone else's situation, point of view, thoughts and feelings
- Writing effective and SMART emails:
  - ○ making emails Specific, Meaningful, Appropriate, Relevant and Time-limited
  - ○ tips for writing effective emails e.g., avoiding big blocks of text, avoiding text speak and caps lock, proofreading before sending.
- Effective body language

Unconscious bias

- Reasons for unconscious biases e.g. previous experiences; group-think mentality; first impressions; stereotypes.
- Influences of unconscious bias on e.g. recruitment; rating performance; rewarding and promoting; project allocation; collaborating with others .

- Tools to manage unconscious biases e.g. being aware of own biases; using facts not assumptions; allowing time to think things through; being inclusive; challenging negative behaviour, being fair and objective.

Learning outcome B: Understand the importance of self-management and resilience in the workplace

Self-management

- Accepting personal responsibility for your performance

- Undertaking preparation, planning and being organised

- Being a self-starter e.g. managing own time; being flexible and resilient etc.

- Seeking feedback: actively looking for feedback and actively reflecting on that feedback to change behaviour

Self-awareness

- Tools to help you become self-aware:
  - self-reflection e.g. analysing and logging areas for improvement; recording thoughts, feelings, successes and failures
  - SWOT (strengths, weaknesses, opportunities, threats) analysis in your job role
  - skills audit to identify existing knowledge and skills gaps in your job role
  - asking for and using constructive feedback from others
  - Myers Brigg Type Indicator (MBTI) personality test

Managing your time and workload to avoid stress

- Practical techniques to manage your time and workload: e.g. set clear goals; delegate; avoid rework; avoid distractions; use 'dead time' well; avoid procrastination; schedule time well; break large tasks into smaller tasks; reward yourself with breaks

- Potential causes of stress e.g. work overload; excessive travel; poor relationships

- Warning signs of stress e.g. fatigue; anxiety; inability to concentrate; muscle tensions; headaches; mood swings

- Disadvantages of stress e.g. unable to work to full potential; fearing your job etc

- Signs of stress: speaking loudly; being less reasonable and more demanding; feeling in a constant rush; poor sleep patterns etc.

- Managing stress e.g. seeking clarity on job/task requirements; prioritising and organising; asking other for help and support; eating well and exercising regularly; taking regular breaks; not over-committing; being mindful.

- Steps for tackling tedious tasks: remove distractions; allocate specific times to task; break manageable sections; set time limits; visualise impact on your wellbeing of completing task.

Mindfulness

- Mindset: noticing your thoughts and emotions, but not getting caught up them; finding better solutions by looking at things differently and focussing on what you can change.

- Benefits of mindfulness: active role; gives control and clarity; more effective in the workplace

    o identifying when you feel stressed

    o using a mindfulness mindset as a coping mechanism

    o using mindfulness exercises e.g. three step breath

Building emotional resilience

- Resilience:

    o dealing with setbacks, change and challenges effectively

    o experiencing adversity, criticism, aggressors, rejection and pressure and remaining positive

- Factors affecting resilience: individual and environmental characteristics

- Building resilience e.g. keeping perspective, asking for help; knowing your strengths; keeping options open; being proactive; looking after your mental and physical health; celebrating failure; taking risks etc.

- Importance of resilience for professional advancement

- Keeping a positive attitude e.g. being optimistic; using the link between energy and confidence; reacting to criticism positively; avoiding people who drain your energy

Learning outcome C: Understand how to manage your own performance and personal and professional development

Managing own personal performance

- Secrets of high performance e.g. resilience, responsibility, optimism, patience, proactivity, clear goals

- Tips for setting personal goals: short-term and long-term targets; realism; breaking up larger tasks; not judging yourself against others; being opportunistic

- Setting SMART objectives: specific, measurable, attainable, relevant and time-limited

- Developing understanding of self and others e.g. make a commitment; obtain feedback; explore your personal values and core philosophy; be inclusive; consider becoming a coach; allow yourself to dream; creating a personal

development plan (PDP); step beyond your comfort zone; practice; anticipate setbacks

- Ways to progress your career e.g. act, talk and dress like you have already been promoted; under-promise and over-deliver; be positive; be diplomatic

Managing Personal and Professional Development in the workplace

- Personal Development Plans (PDP)

- Benefits of personal development planning (PDP): focusses on employee's needs and areas of improvement; sets agreed individual development objectives; identifies opportunities for workplace learning; identifies need for formal training; encourages self-directed development; recognises and celebrates achievements

- Stages of a Continuing Professional Development (CPD) cycle: identify, plan, act, reflect, apply, share, impact

- Building career skills and improving your personal brand

- Preferred learning styles i.e. visual, auditory, reading and writing, kinaesthetic

- Dealing with own underperformance: managing own emotions; listening to identify specific feedback issues; reflecting on reasons for underperformance; discussing suggestions for improvement; agreeing a performance improvement plan

Essential information for assessors

Essential resources

There are no specialist resources needed for this unit.

Suggested assessment approach

Learners would benefit from access a local work placement/internment setting which will allow them to observe workplace behaviours and gather research evidence.

This section must be read in conjunction with *Section 6 Assessment*.

This unit is assessed internally by the centre and externally verified by Pearson.

The table below shows the suggested approach to assessments.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit, and be designed in a way that enables learners to meet all the assessment criteria.

Learning outcome	Suggested assessment approach
A Explore the importance of professionalism in the workplace	Learners write a report on an organisation of their choice that explores the professionalism required of its employees and the impact of this professionalism on organisational performance.
B Understand the importance of self-management and resilience in the workplace	Learners create three self-help articles for employees suitable for publication in a staff magazine: • How to self-manage and become more self-aware • How to recognise, deal and cope with stress in the workplace • How to build emotional resilience
C Understand how to manage your own performance and personal and professional development	Learners write a report that explains how personal development planning supports the development of individuals in the workplace. Learners create a personal development plan (PDP) that shows personal responsibility for ensuring that they have the skills and knowledge necessary to meet the challenges of an ever-changing world, and that they are keeping up to date with the knowledge and techniques required in a specific job role.

| | The PDP will include their short, medium and long-term personal career goals and targets and identify the personal development required. |
| | It will also include a current personal SWOT analysis and skills audit. |

Assessment requirements

Learning outcome A

Learners must show understanding of the importance of professionalism in the workplace. They will explain the professionalism required of the employees of a chosen organisation and the impact of this on organisational performance.

Learning outcome B

Learners must show understanding of the importance of self-management and resilience in the workplace. They will explain how to self-manage and become more self-aware, how to recognise, deal and cope with stress in the workplace and how to build emotional resilience.

Learning outcome C

Learners must show understanding of how to manage their own performance and personal and professional development. They will explain how personal development planning supports the development of individuals in the workplace and will create a personal development plan (PDP) showing personal responsibility for ensuring necessary skills and knowledge development.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from local organisations
- case studies
- work experience/internship

Resources

The following course videos support this unit.

Pearson Workplace Behaviours Online Learning Programme	
Content Area	**Course Video**
A1 **Professionalism**	**Professionalism** • What is Professionalism
A2 **Communication**	**Professionalism** • Communicating Confidently with Empathy • Writing Effective Emails • Body Language - First Impressions
A3 **Unconscious bias**	**Professionalism** (extended learning) • Managing Your Unconscious Biases
B1 **Self-management**	**Self-Management** • How to Get the Best Out of Yourself
B2 **Self-awareness**	**Self-Management** • Developing Self-Awareness **Resilience** • Understanding your Personality Type
B3 **Managing your time and workload to avoid stress**	**Self-Management** • Managing your Time • Recognise and Deal with Stress **Work Ethics** (extended learning) • Tackling Tedious Tasks **Resilience** • Mindfulness: Coping with Stress
B4 **Mindfulness**	**Self-Management** (extended learning) • What is Mindfulness
B5 **Building emotional resilience**	**Resilience** • Building Emotional Resilience **Resilience** (extended learning) • Keeping a Positive Attitude **Adaptability** • Emotional Intelligence Essentials
C1 **Managing own personal performance**	**Managing own Personal Performance** • Secrets of High Performance • Setting Personal Goals • Setting SMART Objectives • 6 Ways to Progress Your Career **Managing own Personal Performance** (extended learning) • Developing you Understanding of Self and Others
C2 **Managing Personal and Professional Development in the workplace**	**Managing Personal and Professional Development** • Personal Development (PDP) • Continuing Professional Development (CPD) • Understanding your Learning Style • Building Your Career Skills **Managing Personal and Professional Development** (extended learning) • Improving Your Personal Brand

Unit 2: Developing Commercial Awareness in a Work Environment

Level: 3

Unit type: Mandatory

Guided learning hours: 30

Unit introduction

People who are personally effective and commercially aware are a benefit to the modern workplace. Employers need people who are team players, that can work well with others and deal with the challenges of the modern workplace. They need to be proactive, show their ability to make ethical decisions and solve problems as and when they arise.

Being effective in the workplace is underpinned by the skills of negotiation and influencing others and having an awareness of both the commercial setting of the organisation and the needs of its customers. This enables individuals to become more productive in their job role and to contribute to the success of their organisation.

In this unit, you will develop knowledge and understanding of the underpinning skills and attributes that make you personally and commercially effectiveness in the workplace, the strategies for developing these skills and personal attributes and the benefits they provide.

You will develop key employability skills that will be useful both in the workplace and in your studies.

Learning outcomes and assessment criteria

To pass this unit, the learner needs to meet all the learning outcomes for the unit. The assessment criteria determine the standard required to achieve the unit.

Learning outcomes		Assessment criteria	
A	Explore the approaches used for the development of effective employees	A.1	Explain how the skills of teamworking, decision-making, problem solving, and adaptability can be developed within a workplace
		A.2	Explain the importance of personal effectiveness in a workplace
B	Explore work ethics and accountability in the workplace	B.1	Explain the importance of good ethics in the workplace
		B.2	Explain the importance of accountability for managers/team leaders
C	Understand negotiating skills	C.1	Explain how the skills of negotiation and influence are used in the workplace
		C.2	Explain the behaviours of employees and techniques used to encourage peaceful negotiations
D	Understand commercial awareness and being customer driven	D.1	Explain the key commercial drivers for a business
		D.2	Explain how, by improving employees' commercial awareness, an organisation can become customer driven

Unit content

Learning outcome A: Explore the approaches used for the development of an effective employee

Teamwork

- Teamworking

    - types of team e.g. virtual teams, remote teams and project teams

    - project team roles e.g. project manager, expert, innovator, analyst, finisher

- Teamwork skills e.g. communication, negotiation, respect, being a 'critical friend', sharing knowledge and skills, commitment

- Active listening skills e.g. paying attention and interpreting; eye contact; positive body language; questioning; paraphrasing; not interrupting

- Success factors for remote teams e.g. being clear on task; setting own targets and goals; communicating clearly and effectively; being part of the team

- Common causes of team conflict: e.g. conflicting resources, styles, perceptions, goals, pressures, roles; different personal values

- Dealing with team conflict: discuss, listen and ask questions; resolve; action plan for future

Decision making

- Decision-making techniques: SWOT, PESTLE and pareto analysis; decision matrix; cost-benefit analysis

- Steps for making a decision: take control of time; gather information; create and evaluate options; take time to be confused; make decision

- Critical thinking methods: trusting gut feelings; using free association; using critical questioning; thinking about other perspectives

- Steps for tackling big decisions: follow simple principles or guidelines; look for the smaller picture, consider minor details; be flexible; look to the future

Problem solving

- Causes of problems at work e.g. people; processes; systems and equipment; resources; communications

- The problem-solving process: identifying and understanding the problem, identifying possible solutions, evaluating solutions and making a decision, implementing solution, seeking feedback, monitoring and evaluating success

- Skills and attributes needed e.g. decision making; creativity; communication, researching; collaboration and teamwork; resilience; emotional intelligence

- Problem solving thinking: holistic. divergent and convergent

- Problem solving approaches:

- Plan, Do, Check, Act (PDCA) approach
- 5 Whys analysis
- Find, Organise, Clarify, Understand, Select (FOCUS) model

Adaptability in the workplace
- Need for adaptability: e.g. fast pace of change in industry and technology; responding to impact of external factors; responding to stakeholder needs; mental and physical well-being

- Behaviours e.g. looking for ways to change rather than identifying why changes will not work; responding positively to changing priorities and timescales; willingness to learn new methods and procedures and to achieve organisational goals; being open to different views and listening to others; making changes to way of working based on constructive feedback

- Developing adaptability e.g. observing and learning from others; monitoring trends and changes in the work environment, improving problem solving and critical thinking skills, developing resilience and emotional intelligence, making use of opportunities to engage in diverse and challenging activities/projects

- Benefits:
  - for individuals e.g. increased opportunity for career progression; success at work, being able to better deal with life challenges, being a more valuable employee, increased leadership capabilities
  - for employers e.g. innovation; effective change and crisis management, remaining competitive, improved problem solving, employee well-being

Learning outcome B: Explore work ethics and accountability in the workplace

Work Ethics
- Drivers of trust: values alignment, credibility, moments of truth

- Building trust through ethical behaviours e.g. being responsible; punctuality; commitment; honesty and integrity; professional behaviours and communications; positive approach; being proactive; self-development and self-motivation

- Demonstrating good work ethics e.g. reducing distractions, taking ownership for understanding own role, goals and responsibilities; being persistent and following through; effective prioritisation and time management; asking for feedback; updating own knowledge; developing positive working relationships; building trust and reliability

- Benefits of building your integrity e.g. inspiring and creating trust, respect and openness

Accountability as a manager/team leader
- Performance management to achieve team success: using formal ongoing reviews
- Features of good leadership: e.g. integrity, positivity, determinedness, sincerity, sensitivity, toughness, humility, warmth, strong communicator, developer of people

Learning outcome C: Understand negotiating skills

Negotiating
- Effective negotiation skills: preparation; determining the desired outcome; knowing entry and entry points; negotiating with the correct person; being prepared to walk away; asking
- Seven stages of negotiation: prepare; discuss; clarify; propose; negotiate; agree; implement
- Negotiation strategies and techniques; contending; yielding; compromising; problem solving; inaction
- Influence in action e.g. who do you want to influence, how will it support you professionally and personally; what contexts do you want to be/are you already influential; what will more influence do for you; what is stopping you being more influential now; what do you need to stay on track when developing your skills of influence

Avoiding conflict in negotiations
- Behaviours and techniques to encourage successful negotiations e.g. listening and being open; summarising; focusing on areas of agreement

Learning outcome D: Understand commercial awareness and being customer driven

Commercial Awareness
- Gaining commercial awareness through research:
  - o organisation sectors e.g. journals; blogs; social media; social networking sites; company website, annual reports, media sources; attending industry specific events, work shadowing, internships; placements
  - o competitors and the market e.g. online resources; press releases; industry analysis; company accounts; company newsletters; upcoming patents and trademarks; ex-employees; media sources
- Importance of showing awareness of the key drivers of organisation success e.g. satisfying customer needs

Being customer driven
- Awareness of the customer journey, behaviour and preferences
- Attracting and engaging customers
- Building and maintaining relationships

- Improving customer loyalty and retention through the customer experience

- Taking positive steps to deal with complaints efficiently: listen; empathise; take responsibility; propose solution; deliver on promise

Essential information for assessors

Essential resources

There are no specialist resources needed for this unit.

Suggested assessment approach

This section must be read in conjunction with *Section 6 Assessment*.

This unit is assessed internally by the centre and externally verified by Pearson.

The table below shows the suggested approach to assessments.

The assessment for this unit should be set in a specific organisational context, it should draw on learning from the unit, and be designed in a way that enables learners to meet all the assessment criteria.

Learning outcome	Suggested assessment approach
A Explore the approaches used for the development of an effective employee	Learners create a guide for new managers that explains: • how to develop teamworking, decision-making, problem solving, and adaptability skills • the importance of these skills to being effective in the workplace
B Explore work ethics and accountability in the workplace	Learners write a report that investigates how work ethics and accountability affect trust and performance in the workplace
C Understand negotiating skills	Learners create a set of posters for employees that can be used in the workplace to show: • negotiation skills • stages of negotiation • negotiation strategies and techniques the behaviours and techniques used to encourage peaceful negotiations
D Understand commercial awareness and being customer driven	Learners research a real customer driven organisation of their choice. They use their findings to create an intelligence report that includes: • a description of organisation and the marketplace it operates in, and what makes it successful • the importance to an organisation of being customer driven

Assessment requirements

Learning outcome A

Learners must show understanding of the approaches used for the development of an effective employee. They will explain how to develop teamworking, decision-making, problem solving, and adaptability skills used in private and/or public organisations and the importance of these skills to being effective in the workplace.

Learning outcome B

Learners must show understanding of work ethics and accountability. They will explain how these affect trust and performance in the workplace.

Learning outcome C

Learners must show understanding of negotiation skills. They will explain the behaviours and techniques used to encourage peaceful negotiations.

Learning outcome D

Learners must show understanding of commercial awareness and being customer driven. They will research and create an intelligence report for a real organisation that explains the importance to an organisation of being customer driven.

Employer involvement

This unit would benefit from employer involvement in the form of:

- guest speakers from local organisations
- case studies
- work experience/internship

Resources

The following resource videos support this unit.

Pearson Workplace Behaviours Online Learning Programme	
Content area	**Course Video**
A1 Teamwork	**Teamwork** • Teamworking • Use Active Listening to Build Understanding • Working as Part of a Remote Team **Teamwork** • Dealing with Team Conflict (extended learning)
A2 Decision making	**Decision Making** • Effective Decision-making • Making a decision • Decision-Making Techniques • Critical Thinking on the Fly **Decision Making** (extended learning) • Tackling Big Decisions
A3 Problem solving	**Problem Solving** • Problem Solving Techniques for Tricky Organisation Challenges • The Problem-Solving Process • Problem Solving Approaches
A4 Adaptability in the workplace	**Adaptability** • Adaptability in the workplace • Emotional Intelligence Essentials • Emotional Intelligence- Perceiving Emotions
B1 Work ethics	**Work Ethics** • Build Trust with Ethics • Building your Integrity • Keeping a Positive Attitude • Improving your Personal Brand
B2 Accountability as a manager/team leader	**Accountability** • Managing Project Priorities • Setting SMART Objectives • Performance Management Achieving Team Success **Accountability** (extended learning) • Three Vitals of Good Leadership
C1 Negotiating	**Negotiating and Influencing** • How to Negotiate Effectively • Stages of Negotiation • Negotiation Strategies and Techniques • Influence in Action
C2 Peaceful negotiations	**Negotiating and Influencing** (extended learning) • Negotiating Without Conflict

D1 Commercial Awareness	**Commercial Awareness** • Organisation and Customer Awareness • Competitive and Market Analysis
D2 Being customer driven	**Commercial Awareness** • How to be Customer Driven
D3 Budgeting	**Commercial Awareness** (extended learning) • Types of Budgeting

5   Program delivery

Centres are free to offer these qualifications using any mode of delivery that meets learners' needs. This might include full time or part time direct instruction in classrooms, distance learning, and directed self-study.

Centres should make sure that learners have access to the identified resources and to the subject specialists delivering the units. The identified resources are a series of videos accompany this qualification. The videos are designed to support the specification and provide further detail for some of the qualification content.

See the Pearson Learning Hub:

- https://qualifications.pearson.com/en/about-us/qualification-brands/btec-international/learning-hub.html

Those planning the programme should aim to enhance the vocational nature of the qualification(s) by:

- developing up-to-date and relevant teaching materials that make use of scenarios or case studies that are relevant to the sector

- giving learners the opportunity to apply their learning in realistic practical activities, for example creating business documentation or performing role plays

- developing projects with input from employers

Where legislation is taught, centres must ensure that it is current and up to date.

6   Assessment

To achieve a pass for this qualification, the learner must achieve all the units required in the qualification structure.

Internal assessment

All units in this qualification are internally assessed. This means that centres set and mark the assessments, which are then subject to external standards verification by a Pearson standards verifier.

Assessment using assignments

For all units, the format of assessment is an assignment taken after the content of the unit has been delivered. An assignment may take a variety of forms, including practical and written. Assignments are separate from teaching, practice, and other activities that learners complete with input from teachers. Assignments must be completed independently by learners, which means they work on their own without input from other learners or teachers.

An assignment needs to be issued to learners as an assignment brief which includes a start date, a completion date and clear requirements for the evidence that they need to provide. Assignments should be set within a specific organisational context. Assignments can be divided into tasks and may require several forms of evidence, including written tasks and observations.

Teachers will set the assignments. These must allow learners to generate the evidence required to meet the assessment criteria and the *Essential Requirements for Assessors* for the unit.

Issuing assessment decisions and feedback

Once the assessor has completed the assessment process for an assignment, the outcome is a formal assessment decision. This is recorded formally and reported to learners.

The information given to the learner:

- must show the formal decision and how it has been reached, indicating how or where criteria have been met

- may show why achievement of assessment criteria has not been demonstrated

- must not provide feedback on how to improve evidence

- must be validated by an Internal Verifier before it is given to the learner.

Resubmissions and retakes

Learners who do not successfully pass an assignment are allowed one opportunity to resubmit evidence for this assignment. If they still do not reach the required standard, they should be given one opportunity to retake a different assignment that covers the same learning outcome(s).

7 Administrative arrangements

Introduction

This section focuses on the administrative requirements for delivering a BTEC qualification. It is of particular value to Quality Nominees, Lead IVs and Programme Leaders.

Learner registration and entry

Shortly after learners start the programme of learning, you need to make sure that they are registered for the qualification. You need to refer to the *International Information Manual* for information on making registrations for the qualification.

Learners can be formally assessed only for a qualification on which they are registered. If learners' intended qualifications change, for example if a learner decides to choose a different pathway specialism, then the centre must transfer the learner appropriately.

Access to assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Pearson's equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Further information on access arrangements can be found in the Joint Council for Qualifications (JCQ) document *Access Arrangements, Reasonable Adjustments and Special Consideration for General and Vocational Qualifications*.

Administrative arrangements for assessment

Records

You are required to retain records of assessment for each learner. Records should include decisions reached and any adjustments or appeals. Further information can be found in the *International Information Manual*. We may ask to audit your records, so they must be retained as specified.

Reasonable adjustments to assessment

To ensure that learners have fair access to demonstrate the requirements of the assessments, a reasonable adjustment is one that is made before a learner is assessed. You are able to make adjustments to internal assessments to take account of the needs of individual learners. In most cases, this can be achieved through allowing the use of assistive technology or adjusting the format of evidence. Any reasonable adjustment must reflect the normal learning or working practice of a learner in a centre or working within the occupational area. We can advise you if you are uncertain as to whether an adjustment is fair and reasonable. You need to plan for time to make adjustments if necessary.

Further details on how to make adjustments for learners with protected characteristics are given on our website, in the document *Supplementary guidance for reasonable adjustment and special consideration in vocational internally-assessed units*.

Appeals against assessment

Your centre must have a policy for dealing with appeals from learners. These appeals may relate to assessment decisions being incorrect or assessment not being conducted fairly. The first step in such a policy could be a consideration of the evidence by a Lead IV or other member of the programme team. The assessment plan should allow time for potential appeals after assessment decisions have been given to learners. If there is an appeal by a learner, you must document the appeal and its resolution. Learners have a final right of appeal to Pearson but only if the procedures that you have put in place have not been followed. Further details are given in the document *Enquiries and appeals about Pearson vocational qualifications and end point assessment policy*.

Dealing with malpractice in assessment

Malpractice means acts that undermine the integrity and validity of assessment, the certification of qualifications and/or may damage the authority of those responsible for delivering the assessment and certification.

Pearson does not tolerate actual or attempted actions of malpractice by learners, centre staff or centres in connection with Pearson qualifications. Pearson may impose penalties and/or sanctions on learners, centre staff or centres where malpractice or attempted malpractice has been proven.

Malpractice may occur or be suspected in relation to any unit or type of assessment within a qualification. For further details on malpractice and advice on preventing

malpractice by learners, please see Pearson's *Centre Guidance: Dealing with Malpractice*, available on our website.

The procedures we ask you to adopt vary between units that are internally assessed and those that are externally assessed.

Centres are required to take steps to prevent malpractice and to investigate instances of suspected malpractice. Learners must be given information that explains what malpractice is for internal assessment and how suspected incidents will be dealt with by the centre. The *Centre Guidance: Dealing with Malpractice* document gives full information on the actions we expect you to take.

Pearson may conduct investigations if we believe a centre is failing to conduct internal assessment according to our policies. The above document gives further information and examples, and details the penalties and sanctions that may be imposed.

In the interests of learners and centre staff, centres need to respond effectively and openly to all requests relating to an investigation into an incident of suspected malpractice.

Learner malpractice

The head of centre is required to report incidents of suspected learner malpractice that occur during Pearson qualifications. We ask centres to complete JCQ Form M1 (www.jcq.org.uk/malpractice) and email it with any accompanying documents (signed statements from the learner, invigilator, copies of evidence, etc.) to the Investigations Processing team at candidatemalpractice@pearson.com. The responsibility for determining appropriate sanctions or penalties to be imposed on learners lies with Pearson.

Learners must be informed at the earliest opportunity of the specific allegation and the centre's malpractice policy, including the right of appeal. Learners found guilty of malpractice may be disqualified from the qualification for which they have been entered with Pearson.

Failure to report malpractice constitutes staff or centre malpractice.

Teacher/centre malpractice

The head of centre is required to inform Pearson's Investigations team of any incident of suspected malpractice (which includes maladministration) by centre staff, before any investigation is undertaken. The head of centre is requested to inform the Investigations team by submitting a JCQ M2 Form (downloadable from www.jcq.org.uk/malpractice) with supporting documentation to pqsmalpractice@pearson.com. Where Pearson receives allegations of malpractice from other sources (for example Pearson staff, anonymous informants), the Investigations team will conduct the investigation directly or may ask the head of centre to assist.

Pearson reserves the right in cases of suspected malpractice to withhold the issuing of results/certificates while an investigation is in progress. Depending on the outcome of the investigation, results and/or certificates may not be released or they may be withheld.

We reserve the right to withhold certification when undertaking investigations, audits and quality assurance processes. You will be notified within a reasonable period of time if this occurs.

Sanctions and appeals

Where malpractice is proven, we may impose sanctions or penalties, such as:

- mark reductions for affected external assessments
- disqualification from the qualification
- debarment from registration for Pearson qualifications for a period of time.

If we are concerned about your centre's quality procedures we may impose sanctions such as:

- working with centres to create an improvement action plan
- requiring staff members to receive further training
- placing temporary blocks on the centre's certificates
- placing temporary blocks on registration of learners
- debarring staff members or the centre from delivering Pearson qualifications
- suspendingg or withdrawing centre approval status.

The centre will be notified if any of these apply.

Pearson has established procedures for centres that are considering appeals against penalties and sanctions arising from malpractice. Appeals against a decision made by Pearson will normally be accepted only from the head of centre (on behalf of learners and/or members or staff) and from individual members (in respect of a decision taken against them personally). Further information on appeals can be found in the JCQ Appeals booklet (https://www.jcq.org.uk/exams-office/appeals).

Certification and results

Once a learner has completed all the required components for a qualification, the centre can claim certification for the learner, provided that quality assurance has been successfully completed. For the relevant procedures, please refer to our *International Information Manual*.

Additional documents to support centre administration

As an approved centre, you must ensure that all staff delivering, assessing and administering the qualifications have access to the following documentation. These documents are reviewed annually and are reissued if updates are required.

- *Pearson International Quality Assurance Handbook*: this sets out how we will carry out quality assurance of standards and how you need to work with us to achieve successful outcomes.
- *International Information Manual*: this gives procedures for registering learners for qualifications, transferring registrations and claiming certificates.

- *Regulatory policies*: our regulatory policies are integral to our approach and explain how we meet internal and regulatory requirements. We review the regulated policies annually to ensure that they remain fit for purpose. Policies related to this qualification include:
  - adjustments for candidates with disabilities and learning difficulties, access arrangements and reasonable adjustments for general and vocational qualifications
  - age of learners
  - centre guidance for dealing with malpractice
  - recognition of prior learning and process.

This list is not exhaustive and a full list of our regulatory policies can be found on our website.

8   Quality assurance

Centre and qualification approval

As part of the approval process, your centre must make sure that the resource requirements listed below are in place before offering the qualification.

- Centres must have access to appropriate physical resources (for example equipment, IT, learning materials, teaching rooms) to support the delivery and assessment of the qualification.

- Staff involved in the assessment process must have relevant expertise and/or occupational experience.

- There must be systems in place to ensure continuing professional development for staff delivering the qualification.

- Centres must have in place appropriate health and safety policies relating to the use of equipment by learners.

- Centres must deliver the qualification in accordance with current equality and diversity legislation and/or regulations.

Continuing quality assurance and standards verification

On an annual basis, we produce the *Pearson International Quality Assurance Handbook*. It contains detailed guidance on the quality processes required to underpin robust assessment and internal verification.

The key principles of quality assurance are that:

- a centre delivering BTEC programmes must be an approved centre, and must have approval for the programmes or groups of programmes that it is delivering

- the centre agrees, as part of gaining approval, to abide by specific terms and conditions around the effective delivery and quality assurance of assessment; the centre must abide by these conditions throughout the period of delivery

- an approved centre must follow agreed protocols for standardisation of assessors and verifiers, for the planning, monitoring and recording of assessment processes, and for dealing with special circumstances, appeals and malpractice.

The approach of quality-assured assessment is through a partnership between an approved centre and Pearson. We will make sure that each centre follows best practice and employs appropriate technology to support quality-assurance processes, where practicable. We work to support centres and seek to make sure that our quality-assurance processes do not place undue bureaucratic processes on centres. We monitor and support centres in the effective operation of assessment and quality assurance.

The methods we use to do this include:

- making sure that all centres complete appropriate declarations at the time of approval

- undertaking approval visits to centres

- making sure that centres have effective teams of assessors and verifiers who are trained to undertake assessment

- assessment sampling and verification, through requested samples of assessments, completed assessed learner work and associated documentation

- an overarching review and assessment of a centre's strategy for delivering and quality assuring its BTEC programmes, for example making sure that synoptic units are placed appropriately in the order of delivery of the programme.

Centres that do not fully address and maintain rigorous approaches to delivering, assessing and quality assurance cannot seek certification for individual programmes or for all BTEC programmes. An approved centre must make certification claims only when authorised by us and strictly in accordance with requirements for reporting.

Centres that do not comply with remedial action plans may have their approval to deliver qualifications removed.

Appendix 1:

Glossary of Key Terms

Term	Definition
A	
Active listening	Making a conscious effort to hear not only the words that another person is saying but, more importantly, the complete message being communicated. Building understanding by paying attention and listening.
Accountability	The obligation of an individual or organisation to account for its activities, accept responsibility for them, and to disclose the results in a transparent manner.
Analysis paralysis	Over-analysing the subject to the point where a clear rapid decision is less likely.
Assertiveness	Being self-assured and confident without being aggressive
Attribute	A quality or characteristic that someone or something has.
B	
BATNA	Best Alternative To a Negotiated Agreement.
Best practice	Finding and using the best ways of working to achieve the objectives of an organisation.
Bias	A strong inclination or a preconceived opinion about something or someone. Bias may be favourable or unfavourable.
Body language	A type of non-verbal communication. It is a mixture of gestures, postures and expressions e.g. • openness: o body relaxed and showing a willingness to engage o hands open and upwards o posture open and relaxed • maintaining eye contact • using listening and encouraging body language: e.g. head nods, mirroring etc.
Bonus	A sum of money added to an employee's wage or salary as a reward for good performance.
Brainstorming	A method for generating ideas to solve a problem. It usually involves a group, under the direction of a facilitator.
Brand image	The current view of the customers about a brand.
Budget	A financial plan that identifies, estimates and itemises future spending.

Organisation aims	A statement of what an organisation is trying to achieve, also known as a goal or target.
Organisation culture	The shared beliefs, ideologies, policies and practices of an organisation. It includes assumptions about how people should interact with each other and how work should be carried out.
Organisation objectives	Stated, measurable targets of how a organisation achieves its aims. Objectives should be smart i.e. Specific, Measurable, Attainable, Relevant and Time-Limited.
C	
Career skills	Technical, people management, leadership and influence and strategic thinking skills.
Coaching	Using an experienced member of staff to help improve and develop another employee in the workplace.
Call to action	A statement designed to get an immediate response from the person reading or hearing it.
Code of Conduct	A code outlining the ways in which employees should conduct themselves in an organisation e.g. general conduct, awareness of conflict of interest, social media use, privacy and confidentiality, accepting gifts.
Communication	Using good listening and speaking skills, effective use of communication techniques; appropriate non-verbal communications; positive and professional language; good grammar and punctuation in written and digital communications; following organisational greeting guidelines
Comfort zone	An area of your life in which you feel familiar with and in control of.
Commercial awareness	Understanding organisations and what makes them successful, the marketplace they operate in and how these fit together.
Communication strengths	Using confidence and empathy when communicating
Competence in job role	Having the necessary technical skills and knowledge to do the job and workplace competencies e.g. teamworking, basic computer skills, commercial awareness etc.
Consumer	Users of products. They may not have paid for the product.
Continual Professional Development (CPD)	The need for individuals to keep up to date with rapidly changing knowledge. CPD is logged by tracking the skills, knowledge and experience that you gain formally and informally as you work, and recording what you experience, learn and apply in your job role.

Convergent thinking	Narrowing down multiple ideas into a single solution.
Cost benefit analysis	A process that adds up the benefits of a course of action, and then compares these with the costs associated with it.
Continuing Professional Development (CPD)	• Records what you experience, learn and apply in your job role in a focused document • Helps to set goals and objectives, driven by employee not employer • Includes formal and informal learning • Boosts employee confidence, strengthens professional credibility, encourages creativity in tackling challenges • Enhances employer brand and reputation
CPD cycle	Seven stages of the CPD cycle: identify, plan, act, reflect, apply, share, impact.
Credibility	Being trusted and believed in to deliver on what you say (or do not say)
Customer	People or organisations who purchase products
Customer driven	Doing all you can to make sure that every experience a customer has with an organisation is as good as possible.
Customer journey	A marketing term that refers to the customer's path, via touchpoints, to their decision to purchase an item.
Customer recovery	The action an organisation takes in response to a service failure, in an effort to convert previously dissatisfied customers into loyal ones
Customer/service recovery paradox	A situation where a customer thinks more highly of an organisation after it has corrected an issue the customer compared to how the customer would view the organisation if no service failure had happened
Customer/client	Purchases products from an organisation; a patron
Customer experience	All of the interactions a customer has with an organisation and its products
Customer base	The group of customers who repeatedly purchase the products or services of a organisation.
Customer retention	The activities and actions organisations take to reduce the number of customers leaving
D	
Dead time	The time in which someone is inactive or unable to act productively e.g. commuting to work or waiting in a queue

Decision matrix	Helps a organisation evaluate and prioritise actions against a range of factors.
Delegation	Passing authority down to someone below to carry out a specific task.
Divergent thinking	Exploring many possible solutions, focussing connections between ideas, open-ended thinking
Dress code	Rules about what can be worn in the workplace e.g. compulsory uniform, suitable organisation wear, restrictions on jewellery. A dress code can often be used by employers to ensure workers are safe and dressed appropriately.
E	
Echoing (in communication)	Building on someone else's point
Emotional intelligence	The ability to understand, use, and manage your own emotions in positive ways to relieve stress, communicate effectively, empathise with others, overcome challenges and resolve conflict.
Empathy; being empathetic	Being willing to try and recognise and understand some else's situation, feelings or points of view.
Ethics	The moral rights and wrongs of any decision made.
External environment	The factors that occur outside of the organisation that cause change and are usually outside of the control of the organisation.
F	
Framing (in communication)	Giving example using market trends, expert insights, personal experience
G	
Goals	A statement of what a person or organisation is trying to achieve. These can be short-term or long-term.
Goods	Items that you can touch (are tangible). These include food products, household appliances, electronic items, furniture, and cleaning products.
Group think mentality	Letting the opinions of others affect your judgement.
H	
Headlining (in communication)	Making impactful clear and succinct comments
I	

Internal environment	The events, factors, people, systems, structures, and conditions inside the organisation that are generally under its control.
Integrity	An integration of morals, values, belief and behaviours; the foundations of who we are. The equivalence between what you say and what you do.
J	
Job role	a description of what a person does in the workplace
K	
L	
Learning styles	Visual, Aural, Verbal (reading and writing), Kinaesthetic
Legislation	A law or set of laws suggested by a government and made official.
M	
Mentoring	Matching an experienced member of staff with a less experienced employee in the workplace so that the mentor (the experienced one) can help the mentee (the less experienced staff member).
Mindfulness mindset	Noticing your thoughts and emotions, but not getting caught up them. Finding better solutions by looking at things differently and focussing on what you can change.
Mirroring (in communication)	Acting in synchronicity with another person. Your manner and movements are similar to theirs.
Moments of truth	Moments in communication where trust is made or broken
Multitasking	Dealing with more than one task at the same time
Myers Brigg Type Indicator (MBTI)	A personality test that combines four preferences to create a personality type or code i.e. extraversion and introversion; sensing and intuition; thinking and feeling; judging and perceiving Uses interviews, questionnaires and feedback.
N	
Negotiation	A discussion aimed at reaching an agreement
Negotiation stages	Preparation, discussion, clarifying goals, proposing solution, negotiating, agreeing, implementing
Negotiating strategies	Contending, yielding, compromising, problem-solving, inaction

O	
P	
Pareto analysis	A technique for prioritising possible changes by identifying the problems that will be resolved by making these changes.
Pareto principle	The 80/20 rule - 20 percent of causes generate 80 percent of results.
Patent	Used to protect inventions. Patents give the owner the right to take legal action against anyone who uses or sells their inventions without permission.
Performance reviews (performance appraisals):	Meetings between an employee and their line manager to identify areas for growth and improvement and inform suitable personal development plans for the employee.
Personal brand	The 'essence' of you e.g. benefits, insight, strong style, vision, and values, motto
Personal objective	A specific result that you are aiming to achieve relating to an aim, goal or target.
Personal development	The development of transferable skills.
Personal development planning	A process designed to enable an individual to think about, and plan for, personal, academic and career development
Personal Development Plan (PDP)	A formal working document used to direct CPD and record personal and professional development needs. It includes: • identifying SMART goals and objectives • undertaking a skills audit • identifying action points, learning and development activities and support and resources required • agreeing timescales • setting monitoring milestones • agreeing success criteria
Personal behaviour and conduct	Following e.g. the organisational code of conduct, demonstrating a positive work attitude and commitment, being punctual, showing respect for others, being courteous and co-operative
Personal dress and appearance	Includes good personal hygiene, cleanliness and following the organisational dress code.
PESTLE analysis	An analysis of the political, economic social, technological, environmental, legal and ethical factors that are external to the organisation.
Prejudice	A set opinion that is not based on reason or actual experience
Proactive	Making things happen instead of waiting for them to happen to you.

Procrastination	Delaying or postponing something
Products	Goods or services of a organisation
Professionalism	Meeting the expectations, standards and values defined by your employer for your role. There are four characteristics of professionalism - personal behaviours and conduct; competence in the job role; communication skills; personal appearance
Professional development	The development of role-related technical skills and knowledge
Q	
R	
Resilience	The ability to handle pressure, deal with setbacks effectively, respond well to change and challenges and bounce back.
S	
Scope creep	Uncontrolled growth (e.g. of a problem)
Self-awareness	Understanding yourself. Knowing what you, who you are, your positive and negative characteristics. The ability to understand yourself and your emotions as well as your strengths and weaknesses.
Self-empowerment	
Self-management	Accepting personal responsibility for your performance, actively looking for feedback and actively reflecting on that feedback.
Self-management skills	Managing your time and prioritising tasks, being flexible and resilient
Self-reflection	Analysing areas of self for improvement
Self-starter	Someone who manages their own time, is flexible and resilient
Services	Things done to you or for you.
Skills audit	Logs your ability with regard to the essential skills and tasks in your role. It identifies any existing knowledge and skills gaps. It includes constructive feedback from others on how they perceive your skills and your behaviours.
SMART objectives	Specific, Measurable, Achievable, Relevant and Time-Bound Targets
SMART emails	Emails should be Specific, Meaningful, Appropriate, Relevant and Thoughtful.
Stereotyping	For example, grouping races or individuals together and making a judgment about them without knowing them. Common stereotypes are race, gender and culture.
Summarising	Giving a concise overview of the most important points from a communication.
Surveys	Questioning a sample group of people using a range of questions.
SWOT analysis	An analysis of the Strengths, Weaknesses, Opportunities and Strengths of an organisation or a person.
Sycophant	A person whose aim is to gain favour or ingratiate themselves with the other person in order to gain an advantage.
T	
Target audience	The typical customers of an organisation.
Target markets	Specific market segments selected by an organisation for its marketing.

Team	A group of people organised to work together interdependently and cooperatively to meet organisational needs by accomplishing goals
Timeline	Outlines all necessary actions and identifies the person responsible.
Trademark	A trademark is a type of intellectual property protection.
Transferable skills	These include collaboration, teamwork, self-management, problem-solving, digital skills and critical thinking. They ensure that you can deliver on your work activities to agreed deadlines and performance standards.
U	
Unconscious bias	Social stereotypes about certain groups of people that individuals form outside their own conscious awareness e.g. race, gender, culture and sexual orientation.
V	
Value alignment	Sharing interests, values and priorities
W	
Work-life balance	
X Y Z	