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| **L4 1** | **Lead people in an activity to achieve an objective or outcome**  |

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| **Kaupae |** Level | 4 |
| **Whiwhinga |** Credit | 20 |
| **Whāinga |** Purpose | This skill standard is intended for people looking to build their leadership skills to lead people and manage processes efficiently and effectively. This skill standard will provide learners with the knowledge and skills to lead people in an activity by establishing, planning, discussing, monitoring, and reviewing the activity to achieve an objective or outcome. This skill standard can be used in a range of qualifications and micro-credentials where there is a requirement of leading others to achieve objectives or outcome for an activity.  |

**Hua o te ako me Paearu aromatawai |** Learning outcomes and assessment criteria

| **Hua o te ako |** Learning outcomes  | **Paearu aromatawai |** Assessment criteria |
| --- | --- |
| 1. Lead people in an activity to achieve an objective or outcome.
 | 1. Establish objectives or outcome for an activity and communicate objectives or outcome to the team.
 |
| 1. Plan the implementation of how to meet the objectives for the activity.
 |
| 1. Discuss and agree upon on the implementation of the plan with team members.
 |
| 1. Monitor progress towards objective or outcome and make adjustments as appropriate.
 |
| 1. Review effectiveness of leadership to the achievement of the objective or outcome.
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**Pārongo aromatawai me te taumata paearu |** Assessment information and grade criteria

*Assessment specifications:*

Activity must relate to leadership or management, and may be a short term or long term, or repeated activity. It could be leading or management of an individual or group, community, or project, and may include thought-leadership, leading an idea or kaupapa.

This skill standard may be assessed in a role where leadership is demonstrated, when appropriate situations arise, or in a training environment if simulated conditions are able to be provided that reflect the standards of a workplace and/or leadership context.

Evidence of assessment must reflect where applicable, any workplace policies and procedures such as standard operating procedures, safety procedures, equipment operating procedures, codes of practice, quality management practices and standards, procedures to comply with legislative and local body requirements.

Assessment materials should allow for learner, regional, cultural, or community contexts.
For example, a learner may wish to be assessed in a context that includes te ao Māori perspectives such as mātauranga, and tikanga specific to them.

The task or activity may relate to Te Tiriti o Waitangi. For guidance on Te Tiriti o Waitangi, please see [programme guidance documents](https://ringahora.nz/qualifications-and-assurance/programme-endorsement/programme-guidance-documents-for-providers-developing-programmes/).

*Definition*

*Assessment materials* refer to the assessment activities, judgement statements, learner evidence, model answers, and any other material that supports assessment to this standard.

***Ngā momo whiwhinga |*** *Grades available*

Achieved

**Ihirangi waitohu |** Indicative content

Establish objectives

* organisational
* personal
* cultural –workplace culture and behaviours, ethnicity
* social
* a plan.

Plan the implementation of how to meet the objectives or outcome

* prioritisation
* project plan
* workflows
* schedules
* timetables
* task board
* compliance policies, processes and procedures
* seasonal requirements
* capacity and capabilities of team members
* use of digital tools and systems
* resource allocation.

Discuss and agree upon on the implementation

* communication of task with team members
* delegation of tasks
* motivation
* buy-in from team
* conflict resolution
* managing resistance
* leading through change
* schedules
* feedback loops
* debrief.

Leadership styles

* autocratic
* consultative
* representative
* cooperative
* permissive
* confrontational
* supportive
* distant.

Monitor and make adjustments to ensure the objectives are being met

* leadership approaches
* situational awareness
* leadership tools
* digital tools
* environmental protection and considerations
* sustainable practices.

Review effectiveness

* feedback cycle
* journal
* self-reflection techniques.

**Rauemi |** Resources

* Groundwork.org.nz - [Te Tiriti articles in practice](https://groundwork.org.nz/resources/te-tiriti-articles-in-practice/)
* Te Ara – [Principles of The Treaty of Waitangi](https://teara.govt.nz/en/principles-of-the-treaty-of-waitangi-nga-matapono-o-te-tiriti-o-waitangi/page-1)
* Mindtools – Tuckman’s model of nurturing a team of high performance- [Forming, Storming, Norming and Performing](https://www.mindtools.com/abyj5fi/forming-storming-norming-and-performing)
* [Health and Safety at Work Act 2015](https://www.legislation.govt.nz/act/public/2015/0070/latest/DLM5976660.html).

**Pārongo Whakaū Kounga |** Quality assurance information

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| **Ngā rōpū whakatau-paerewa |** Standard Setting Body | Ringa Hora Services Workforce Development Council |
| **Whakaritenga Rārangi Paetae Aromatawai |** DASS classification | Business > Business Operations and Development > People Development and Coordination |
| **Ko te tohutoro ki ngā Whakaritenga i te Whakamanatanga me te Whakaōritenga |** CMR | 0112 |

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| **Hātepe |** Process | **Putanga |** Version | **Rā whakaputa |** ReviewDate | **Rā whakamutunga mō te aromatawai |** Last date for assessment |
| **Rēhitatanga |** Registration  | 1 | [dd mm yyyy] | [dd mm yyyy] |
| **Kōrero whakakapinga |** Replacement information | N/A |
| **Rā arotake |** Planned review date | 2030 |

Please contact Ringa Hora Services Workforce Development Council at qualificaitons@ringahora.nz to suggest changes to the content of this skill standard.