



Skills for Employment Investment Program (SEIP)

COMPETENCY STANDARD FOR SUPERVISORY MANAGEMENT AND LEADERSHIP SKILLS *(LEATHER AND FOOTWEAR SECTOR)*

**Finance Division, Ministry of Finance
Government of the People's Republic of Bangladesh**

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Copyright

The Competency Standard for Supervisory Management and Leadership Skills is a document for the development of curricula, teaching and learning materials, and assessment tools. It also serves as the document for providing training consistent with the requirements of industry in order for individuals who graduated through the established standard via competency-based assessment to be suitably qualified for a relevant job.

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List of Abbreviations

General	
BMET	Bureau of Manpower Employment and Training
B-SEP	Bangladesh Skills for Employment and Productivity
BTEB	Bangladesh Technical Education Board
DTE	Directorate of Technical Education
ILO	International Labor Organization
ISC	Industry Skills Council
NPVC	National Pre-Vocation Certificate
NTVQF	National Technical and Vocational Qualifications Framework
PPP	Public Private Partnership
SCDC	Standards and Curriculum Development Committee
SEIP	Skills for Employment Investment Program
TVET	Technical Vocational Education and Training
UoC	Unit of Competency
Occupation Specific	
KPI	Key performance indicators
MSDS	Material safety data sheet
OHS	Occupational health and safety
PPE	Personal protective equipment
SOP	Standard operating procedure

Introduction

The Skills for Employment Investment Program (SEIP) Project of the Finance Division of the Ministry of Finance has embarked on a project which aims to qualitatively and quantitatively expand the skilling capacity of identified public and private training providers by establishing and operationalising a responsive skill ecosystem and delivery mechanism through a combination of well-defined set of funding triggers and targeted capacity support.

Among the many components of the project, one is to promote a Market Responsive Inclusive Skills Training Delivery programme. Key priority economic growth sectors identified by the government have been targeted by the project to improve current job skills along with up-skilling of the existing workforce to ensure 'required skills to industry standards'. Training providers are encouraged and supported to work with industry to address identified skills and knowledge to enable industry growth and increased employment through the provision of market responsive inclusive skills training programmes. Priority sectors were identified to adopt a demand driven approach to training with effective inputs from Industry Skills Councils (ISC's), employer associations and employers.

This document is developed to improve skills and knowledge in accordance with the job roles, duties and tasks of the occupation and ensure that the required skills and knowledge are aligned to industry requirements.

The document also details the format, sequencing, wording and layout of the Competency Standard for an occupation which is comprised of Units of Competence and its corresponding Elements.

Overview

A **competency standard** is a written specification of the knowledge, skills and attitudes required for the performance of an occupation, trade or job corresponding to the industry standard of performance required in the workplace.

The purpose of a competency standards is to:

- provide a consistent and reliable set of components for training, recognising and assessing people's skills, and may also have optional support materials
- enable industry recognised qualifications to be awarded through direct assessment of workplace competencies
- encourage the development and delivery of flexible training which suits individual and industry requirements
- encourage learning and assessment in a work-related environment which leads to verifiable workplace outcomes

Competency standards are developed by a working group comprised of national and international subject-matter experts, SEIP, BTEB, ISC, and industry experts to identify the competencies required of an occupation in a particular sector.

Competency standards describe the skills, knowledge and attitude needed to perform effectively in the workplace. Competency standards acknowledge that people can achieve technical and vocational competency in many ways by emphasising what the learner can do, not how or where they learned to do it.

With competency standards, training and assessment may be conducted at the workplace or at training institute or any combination of these.

Competency standards consist of a number of units of competency. A unit of competency describes a distinct work activity that would normally be undertaken by one person in accordance with industry standards.

Units of competency are documented in a standard format that comprises of:

- unit title
- nominal duration
- unit code
- unit descriptor
- elements and performance criteria
- variables and range statement
- curricular content guide
- assessment evidence guide

Together, all the parts of a unit of competency:

- describe a work activity
- guide the assessor to determine whether the candidate is competent or not yet competent

Approval Sheet

Identification and validation of units of competency and elements for this occupation were made by experts within this sector. A series of meetings were held to accurately capture industry and employer needs and expectations and develop the competency framework that would help to enhance the employability of the youth trained. This process started on 8 June 2018 and concluded with a validation workshop with working group on 6 August 2018.

Experts Involved

Industry and subject-matter experts who provided their valuable inputs to develop this competency standard [June – August 2018]:

Name	Organisation	Designation
Md. Mominul Ahsan	Industry Skills Council (ISC)	CEO
Md. Golam Shahnewaz	US Bangla Leather Limited	General Manager
Md. Hedayetullah Ron	Footbed and FB Footwear Limited	Managing Director
Md. Mostafizur Rahman Rana	FB Footwear Limited	Human Resources Manager
Md. Syfur Rahman	Leather Goods and Footwear Manufacturers and Exporters Association of Bangladesh (LFMEAB)	Deputy Manager - Compliance
Mr. Shuva Chowdhury	Centre of Excellence for Leather Skill Bangladesh Limited (COEL)	Assistant Manager - Compliance and Maintenance
Mr. Md. ASM Nasim	SEIP-LFMEAB Project	Lead Trainer
Ms. Israt Zahan Hia	Intertek Bangladesh	Auditor
David King	British Council - SD03	Team Leader
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

Development Workshop

Working group formation and competency standard development workshop participants [held on 24 July 2018]:

Name	Organisation	Designation
Md. Mominul Ahsan	Industry Skills Council (ISC)	CEO
Mr. Md. Golam Shahnewaz	US Bangla Leather Limited	General Manager
Md. Mostafizur Rahman Rana	FB Footwear Limited	Human Resources Manager
Ms. Israt Zahan Hia	Intertek Bangladesh	Auditor

Name	Organisation	Designation
Mr. Shuva Chowdhury	Centre of Excellence for Leather Skill Bangladesh Limited (COEL)	Assistant Manager - Compliance and Maintenance
Md. Syfur Rahman	Leather Goods and Footwear Manufacturers and Exporters Association of Bangladesh (LFMEAB)	Deputy Manager - Compliance
Md. Arifur Rahman Bhuiyan	LFMEAB-SEIP Project	Coordinator - Training, Job Placement and Database
Engineer Md. Mostafa	BTEB	Industry Liaison Officer
Md. Ahsan Habib	SEIP	TVET Specialist
David King	British Council - SD03	Team Leader
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

Validation Workshop

Competency standard validation workshop participants [held on 6 August 2018]:

Name	Organisation	Designation
Md. Mominul Ahsan	Industry Skills Council	CEO
Mr. Md. Golam Shahnewaz	US Bangla Leather Limited	General Manager
Md. Faysal Hossain	FB Footwear Limited	Production Manager
Md. Jahirul Islam	Apex Footwear Limited	Assistant General Manager - Production
Md. Hamidur Rahman	Rimex Footwear Limited	Quality Manager
Md. Imran Nazmul Kopol	Centre of Excellence for Leather Skill Bangladesh Limited (COEL)	Manager (Operations)
Md. Mehedi Hasan	LFMEAB-SEIP Project	Lead Trainer
Mr. Md. Mashiur Rahman	LFMEAB-SEIP Project	Chief Coordinator
Eng. Md. Mostafa	BTEB	Industry Liaison Officer
Eng. Abdur Razzak	BTEB-SEIP	Specialist-1 (Competency Standards)
Syed Nasir Ershad	SEIP	AEPD (Public-1)
Md. Ahsan Habib	SEIP	TVET Specialist
Mr. Mohiuzzaman	SEIP	Course Specialist

Name	Organisation	Designation
David King	British Council - SD03	Team Leader
Sobur Ahmed	British Council - SD03	National Subject Matter Consultant - Leather and Footwear Sector

The ensuing sections of this document comprise of a description of the relevant occupation, trade or job with all the key components of a unit of competency, including:

- a chart with an overview of all Units of Competency for the relevant occupation, trade or job including the Unit Codes and the Unit of Competency titles and corresponding Elements
- the Competency Standard that includes the Unit of Competency, Unit Descriptor, Elements and Performance Criteria, Range of Variables, Curricular Content Guide and Assessment Evidence Guide

Committee Workshop

The National competency standards for National Skills Certificate in Supervisory Management and Leadership Skills, NTVQF Level [INSERT LEVEL] qualification is a document developed by the Skill for Employment Investment Programme (SEIP), Finance Division, Ministry of Finance. This standard has been developed by an industry expert group under guidance of SEIP. The standard was approved by the SCDC [BTEB to insert date] at NTVQF Cell, BTEB.

Respectable members of the SCDC:

Supervisory Management and Leadership Skills - Level [INSERT LEVEL]		

Course Structure

SL	Unit Code and Title		Level	Nominal Duration (Hours)
Generic Competencies (1 unit of competency required)				
1	SEIP-LEA-SUP-01-G	Operate in a team environment		4
Sub-Total				4
Sector-specific Competencies (1 unit of competency required)				
1	SEIP-LEA-SUP-01-S	Apply occupational health and safety (OHS) practice in the workplace		4
Sub-Total				4
Occupation-specific Competencies (5 units of competency required)				
1	SEIP-LEA-SUP-01-O	Identify supervisory management and leadership skills		16
2	SEIP-LEA-SUP-02-O	Show leadership in the workplace		16
3	SEIP-LEA-SUP-03-O	Develop teams and individuals		12
4	SEIP-LEA-SUP-04-O	Identify health, safety and environment management requirements		16
5	SEIP-LEA-SUP-05-O	Apply risk management process		12
Sub-Total				72
Total Nominal Learning Hours				80

Competency Chart

Units of Competency	Elements
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Generic Specific (Basic) Competencies

<p>Operate in a team environment SEIP-LEA-SUP-01-G</p>	<p>Identify team goals and work processes</p>	<p>Identify own role and responsibilities within the team</p>	<p>Communicate and co-operate with team members</p>
	<p>Practice problem solving within the team</p>		

Sector-Specific (Common) Competencies

Apply occupational health and safety (OHS) practices in the workplace SEIP-LEA-SUP-01-S	Identify OHS policies and procedures	Apply personal health and safety practices	Report hazards and risk
	Respond to emergencies		

Occupation-Specific (Core) Competencies

<p>Identify supervisory management and leadership skills SEIP-LEA-SUP-01-O</p>	<p>Identify principles of management</p>	<p>Identify leadership attributes</p>	<p>Identify soft skills</p>
<p>Carry out leadership in the workplace SEIP-LEA-SUP-02-O</p>	<p>Demonstrate leadership</p>	<p>Provide direction to individuals and teams</p>	<p>Communicate information</p>
<p>Develop teams and individuals SEIP-LEA-SUP-03-O</p>	<p>Evaluate individual performance</p>	<p>Determine development needs</p>	<p>Mentor individuals and teams</p>
<p>Identify environment management SEIP-LEA-SOC-04-O</p>	<p>Identify hazards and safety requirements</p>	<p>Identify environmental issues</p>	<p>Identify labour laws and rules</p>
<p>Identify risk management process SEIP-LEA-SUP-05-O</p>	<p>Identify and prioritise risk</p>	<p>Identify risk control process</p>	

Units and Elements Table

Generic – Compulsory (1 unit of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-SUP-01-G	Operate in a team environment	<ol style="list-style-type: none"> 1. Identify team goals and work processes. 2. Identify own role and responsibilities within team. 3. Communicate and co-operate with team members. 4. Perform problem solving within the team. 	4
Total Hours			4

Sector-specific – Compulsory (1 unit of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-SUP-01-S	Apply occupational health and safety (OHS) practice in the workplace	<ol style="list-style-type: none"> 1. Identify OHS policies and procedures 2. Apply personal health and safety Practices 3. Report hazards and risks 4. Respond to emergencies 	4
Total Hours			4

Occupation-specific – Compulsory (5 units of competency required)

Code	Unit of Competency	Elements of Competency	Duration (hours)
SEIP-LEA-SUP-01-O	Identify supervisory management and leadership skills	<ol style="list-style-type: none"> 1. Identify principles of management. 2. Identify leadership attributes. 3. Identify soft skills. 	16
SEIP-LEA-SUP-02-O	Carry out leadership in the workplace	<ol style="list-style-type: none"> 1. Demonstrate leadership. 2. Provide direction to individuals and teams. 3. Communicate information. 	16
SEIP-LEA-SUP-03-O	Develop teams and individuals	<ol style="list-style-type: none"> 1. Evaluate individual performance. 2. Determine development needs. 3. Mentor individuals and teams. 	12
SEIP-LEA-SUP-04-O	Identify environment management requirements	<ol style="list-style-type: none"> 1. Identify hazards and safety requirements. 2. Identify environmental issues. 3. Identify labour laws and rules. 	16
SEIP-LEA-SUP-05-O	Identify risk management process	<ol style="list-style-type: none"> 1. Identify and prioritise risk. 2. Identify risk control process. 	12
Total Hours			72

Generic Competencies

Unit Title:	Operate in a team environment
Unit Code:	SEIP-LEA-SUP-01-G
Nominal Hours:	4 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to operate in a team environment. It specifically includes team goals and work processes, roles and responsibilities, team communication and problem solving within the team.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify team goals and work processes	<p>1.1. Roles and objectives of the team are identified and interpreted.</p> <p>1.2. Roles and responsibilities of team members are identified and interpreted.</p>
2. Identify own role and responsibilities within team	<p>2.1. Personal role and responsibilities are identified within the team environment.</p> <p>2.2. Reporting relationships are interpreted within team and external to team.</p>
3. Communicate and co-operate with team members	<p>3.1. Other teammates' tasks are identified and support provided when requested.</p> <p>3.2. The team is encouraged through <u>sharing information</u> or expertise, working together to solve problems, and putting team success first.</p> <p>3.3. Views and opinions of other team members are interpreted and respected.</p>
4. Practice problem solving within the team	<p>4.1. Problems faced at the individual and team level are identified and showed insight into the root-causes of the problems.</p> <p>4.2. A range of solutions and courses of action are identified together with benefits, costs, and risks associated with each.</p> <p>4.3. The good ideas of others to help develop solutions are recognised and advice sought from those who have solved similar problems.</p> <p>4.4. It is looked beyond the obvious and not stopped at the first answers.</p>

Range of Variables	
Variable	Range (may include but not limited to)
1. Sharing information	1.1. Agenda 1.2. Minutes 1.3. Progress and incident reports 1.4. Operational manuals 1.5. Visual and graphic materials 1.6. Emails and SMS 1.7. Phone directory 1.8. Policy, procedure and standards 1.9. OHS information

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Underpinning knowledge	1.1. Team goals and work processes 1.2. Roles and responsibilities 1.3. Finding problems and solving them
2. Underpinning skills	2.1. Identifying own role and responsibilities within team 2.2. Communicating and co-operating with team members 2.3. Demonstrating problem solving within the team
3. Underpinning attitudes	3.1. Active on teamwork 3.2. Prompt in carrying out activities 3.3. Tidy and punctual 3.4. Respectful of peers, subordinates and seniors in the workplace 3.5. Sincere and honest concerning duties
4. Underpinning knowledge	4.1. Team goals and work processes 4.2. Roles and responsibilities 4.3. Finding problems and solving them
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Projector 5.3. Stationary 5.4. Learning manual

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1.** Written test
- 6.2.** Demonstration
- 6.3.** Oral test
- 6.4.** Observation
- 6.5.** Portfolio

7. Context of assessment

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2.** Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Sector-specific Competencies

Unit Title:	Apply occupational health and safety (OHS) practice in the workplace
Unit Code:	SEIP-LEA-SUP-01-S
Nominal Hours:	4 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to apply occupational health and safety (OHS) practices in the workplace. It specifically includes identifying OHS policies and procedures, applying personal health and safety practices, reporting hazards and risks, and responding to emergencies.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify OHS policies and procedures	<p>1.1. <u>OHS policies</u> and safe operating procedures are interpreted.</p> <p>1.2. Safety signs and symbols are identified and followed.</p> <p>1.3. Response, evacuation procedures and other contingency measures are interpreted correctly.</p>
2. Apply personal health and safety practices	<p>2.1. OHS policies and procedures are applied in the workplace including <u>personal protective equipment (PPE)</u>.</p> <p>2.2. Common health issues are recognised.</p> <p>2.3. Common safety issues are identified.</p>
3. Report hazards and risks	<p>3.1. Hazards and risks are identified.</p> <p>3.2. Hazards and risks assessment and controls are interpreted.</p>
4. Respond to emergencies	<p>4.1. Respond to alarms and warning devices.</p> <p>4.2. <u>Emergency response plans and procedures</u> are responded to.</p> <p>4.3. <u>First aid procedures</u> during emergency situations are identified.</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. OHS policies	<p>1.1. Organisational OHS policies</p> <p>1.2. International OHS requirements</p> <p>1.3. Fire safety rules and regulations</p>
2. Emergency response plans and procedures	<p>2.1. Firefighting procedures</p> <p>2.2. Earthquake response procedures</p> <p>2.3. Emergency response plans and procedures</p> <p>2.4. Medical and first aid</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
3. First aid procedure	3.1. Washing of open wound 3.2. Washing chemically infected area 3.3. Applying bandage 3.4. Taking appropriate medicine
4. Personal protective equipment	4.1. Safety glasses 4.2. Ear plugs 4.3. Gloves 4.4. Apron 4.5. Helmet 4.6. Mask 4.7. Safety shoes

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ul style="list-style-type: none"> 1.1. Identified OHS policies and procedures 1.2. Applied personal health and safety practices (including PPE) 1.3. Reported hazards and risks 1.1. Responded to emergencies
2. Underpinning knowledge	<ul style="list-style-type: none"> 2.1. Workplace OHS policies and procedures 2.2. Work safety procedures 2.3. Emergency response procedures: <ul style="list-style-type: none"> 2.3.1. Firefighting 2.3.2. Earthquake response 2.3.3. Accident response 2.4. Types of hazards (biological, chemical and physical) and their effects 2.5. OHS awareness 2.6. Personal protective equipment (PPE)
3. Underpinning skills	<ul style="list-style-type: none"> 3.1. Identifying OHS policies and procedures 3.2. Applying personal health and safety practices 3.3. Reporting hazards and risks 3.4. Responding to emergencies

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

<p>4. Underpinning attitudes</p>	<p>4.1. Committed to occupational health and safety practices 4.2. Communicates well with peers, subordinates and seniors in workplace 4.3. Prompt in carrying out activities 4.4. Tidy and punctual 4.5. Sincere and honest concerning duties 4.6. Responsible during emergencies</p>
<p>5. Resource implications</p>	<p>The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Personal protective equipment (PPE) 5.3. Firefighting equipment 5.4. Emergency response manual 5.5. First aid kits 5.6. Projector 5.7. Stationary 5.8. Learning manual</p>
<p>6. Methods of assessment</p>	<p>Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Demonstration 6.3. Oral test 6.4. Observation 6.5. Portfolio</p>
<p>7. Context of assessment</p>	<p>7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.</p>

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Occupation-specific Competencies

Unit Title:	Identify supervisory management and leadership skills
Unit Code:	SEIP-LEA-SUP-01-O
Nominal Hours:	16 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to interpret supervisory management and leadership skills. It specifically includes identifying the principles of management, identifying management and leadership skills, and identifying soft skills.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify principles of management	1.1. Principles of management are identified and defined. 1.2. <u>Types of management</u> are identified. 1.3. <u>Functions of management</u> are identified and described.
2. Identify leadership attributes	2.1. Key <u>leadership attributes</u> are identified. 2.2. <u>Leadership styles</u> are identified and described.
3. Identify soft skills	3.1. <u>Soft skills</u> required for management and leadership are identified and described. 3.2. Role and responsibilities of supervisor are described.

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Types of management	1.1. Top-level 1.2. Mid-level 1.3. First-level
2. Functions of management	2.1. Planning 2.2. Organising 2.3. Staffing 2.4. Leading 2.5. Controlling

Range of Variables	
Variable	Range (may include but not limited to)
3. Leadership attributes	3.1. Honesty 3.2. Decisiveness 3.3. Confidence 3.4. Responsibility 3.5. Empathy 3.6. Focus 3.7. Creativity 3.8. Commitment
4. Leadership styles	4.1. Autocratic 4.2. Democratic 4.3. Strategic 4.4. Transformational 4.5. Cross-cultural 4.6. Coaching 4.7. Situational
5. Soft skills	5.1. Communication 5.2. Conflict resolution 5.3. Critical thinking 5.4. Time management 5.5. Problem solving 5.6. Priority management 5.7. Stress management 5.8. Motivation

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Identified and defined principles of management 1.2. Identified types and functions of management 1.3. Identified key leadership attributes 1.4. Identified and described soft skills

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

2. Underpinning knowledge	2.1. Principles of management 2.2. Types and functions of management 2.3. Leadership attributes 2.4. Leadership styles 2.5. Soft skills 2.6. Role and responsibilities
3. Underpinning skills	3.1. Defining the principles of management 3.2. Identifying types and functions of management 3.3. Identifying leadership attributes 3.4. Describing different leadership styles 3.5. Identifying soft skills
4. Underpinning attitudes	4.1. Tidy and punctual 4.2. Prompt in carrying out activities 4.3. Sincere and honest concerning duties 4.4. Active on teamwork 4.5. Eager to learn 4.6. Respectful of peers, subordinates and seniors in the workplace 4.7. Communicate with peers and seniors in the workplace 4.8. Concerned for other's rights
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Projector 5.4. Stationary 5.5. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Oral test 6.3. Observation 6.4. Demonstration 6.5. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

Accreditation Requirements

Training Providers must be accredited by Bangladesh Technical Education Board (BTEB), the National Quality Assurance Body, or a body with delegated authority for quality assurance to conduct training and assessment against this unit of competency for credit towards the award of any NTVQF qualification. Accredited providers assessing against this unit of competency must meet the quality assurance requirements set by BTEB.

Unit Title:	Carry out leadership in the workplace
Unit Code:	SEIP-LEA-SUP-02-O
Nominal Hours:	16 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to carry out leadership in the workplace. It specifically includes demonstrating leadership, providing direction to individuals and teams, and communicating information.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Demonstrate leadership	<p>1.1. <u>Leadership qualities</u> are identified.</p> <p>1.2. <u>Challenges</u> of leadership are identified and interpreted.</p> <p>1.3. <u>Common causes</u> of leadership failure are identified.</p>
2. Provide direction to individuals and teams	<p>2.1. Roles and responsibilities are communicated to individuals and team.</p> <p>2.2. Direction is provided to individuals and team.</p> <p>2.3. Individual and team effort is identified.</p>
3. Communicate information	<p>3.1. <u>Methods of communication</u> are identified and described.</p> <p>3.2. Communication method is selected.</p> <p>3.3. Information is communicated in clearly and concisely.</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Leadership qualities	<p>1.1. Motivating</p> <p>1.2. Imitativeness</p> <p>1.3. Responsibility</p> <p>1.4. Integrity</p> <p>1.5. Loyalty</p> <p>1.6. Judgement</p> <p>1.7. Selflessness</p> <p>1.8. Problem solving</p> <p>1.9. Communicative</p> <p>1.10. Openness to change</p> <p>1.11. Vision</p> <p>1.12. Focus</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
2. Challenges of leadership	2.1. Adjusting to role 2.2. Over-managing 2.3. Insufficient guidance 2.4. Keeping communication frequent and open 2.5. Embracing feedback
3. Common causes	3.1. Inability to organise details 3.2. Unwillingness to provide support 3.3. Fear of competition 3.4. Lack of imagination 3.5. Selfishness 3.6. Disloyalty 3.7. Emphasis of authority
4. Methods of communication	4.1. Verbal 4.2. Visual 4.3. Written 4.4. Physical

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: <ol style="list-style-type: none"> 1.1. Identified common challenges of leadership 1.2. Identified common causes of leadership failure 1.3. Provided individual and team direction 1.4. Identified and described methods of communication 1.5. Communicated information
2. Underpinning knowledge	<ol style="list-style-type: none"> 2.1. Challenges of leadership 2.2. Causes of leadership failure 2.3. Roles and responsibilities 2.4. Methods of communication
3. Underpinning skills	<ol style="list-style-type: none"> 3.1. Identifying challenges of leadership 3.2. Identifying causes of leadership failure 3.3. Providing individual and team direction 3.4. Communicating effectively

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

4. Underpinning attitudes	4.1. Tidy and punctual 4.2. Prompt in carrying out activities 4.3. Sincere and honest concerning duties 4.4. Active on teamwork 4.5. Eager to learn 4.6. Respectful of peers, subordinates and seniors in the workplace 4.7. Communicate with peers and seniors in the workplace 4.8. Concerned for other's rights
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Projector 5.4. Stationary 5.5. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Oral test 6.3. Observation 6.4. Demonstration 6.5. Portfolio
7. Context of assessment	7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency. 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

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Unit Title:	Develop teams and individuals
Unit Code:	SEIP-LEA-SUP-03-O
Nominal Hours:	12 hours
Unit Descriptor:	This unit covers the knowledge, skills and attitude required to develop teams and individuals. It specifically includes evaluating individual performance, determining development needs, and mentoring individuals and teams.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Evaluate individual performance	<p>1.1. Employee performance appraisal tool is identified and communicated to employees.</p> <p>1.2. Individual performance appraisal is performed and feedback provided to employee.</p>
2. Determine development needs	<p>2.1. Learning and development needs for technical and soft skills are identified.</p> <p>2.2. Appropriate <u>training method</u> is identified and selected</p> <p>2.3. Learning plan is developed and implemented.</p>
3. Mentor individuals and teams	<p>3.1. Needs and benefits of mentoring are identified.</p> <p>3.2. Mentoring plan is developed in consultation with individual and/or team.</p> <p>3.3. Mentoring plan for individuals and team is implemented.</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Training method	<p>1.1. On-the-job:</p> <p>1.1.1. Job rotation</p> <p>1.1.2. Coaching</p> <p>1.1.3. Internship</p> <p>1.2. Off-the-job:</p> <p>1.2.1. Case study</p> <p>1.2.2. Lectures</p> <p>1.2.3. Conferences/seminars</p>

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Conducted individual and team performance appraisal 1.2. Determined development needs for technical and soft skills 1.3. Identified appropriate training method 1.4. Developed and implemented mentoring plan
2. Underpinning knowledge	2.1. Employee performance appraisal tool 2.2. Employee performance appraisal process 2.3. Training methods 2.4. Learning and development needs 2.5. Technical and soft skills 2.6. Mentoring
3. Underpinning skills	3.1. Performing employee performance appraisal 3.2. Identifying appropriate training methods 3.3. Identifying learning and development needs 3.4. Identifying required technical and soft skills 3.5. Developing and implementing mentoring plan
4. Underpinning attitudes	4.1. Tidy and punctual 4.2. Prompt in carrying out activities 4.3. Sincere and honest concerning duties 4.4. Active on teamwork 4.5. Eager to learn 4.6. Respectful of peers, subordinates and seniors in the workplace 4.7. Communicate with peers and seniors in the workplace 4.8. Concerned for other's rights
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Computer/laptop/notebook 5.3. Software 5.4. Projector 5.5. Stationary 5.6. Learning manual
6. Methods of assessment	Methods of assessment may include but is not limited to: 6.1. Written test 6.2. Oral test 6.3. Observation 6.4. Demonstration 6.5. Portfolio

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

7. Context of assessment

- 7.1.** Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2.** Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

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Unit Title:	Identify environment management requirements
Unit Code:	SEIP-LEA-SUP-04-O
Nominal Hours:	16 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to identify environment management requirements. It specifically includes identifying hazards and safety requirements, identifying environmental issues and, identify labour laws and rules.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify hazards and safety requirements	<p>1.1. Basic building safety requirements are identified and described.</p> <p>1.2. <u>Electrical and fire hazards</u> are identified.</p> <p>1.3. <u>Ergonomic hazards</u> are identified.</p> <p>1.4. <u>Disaster management</u> needs are identified.</p>
2. Identify environmental issues	<p>2.1. <u>Environmental issues</u> are identified and described.</p> <p>2.2. Environment Conservation Act is interpreted.</p> <p>2.3. <u>Waste management systems</u> are identified.</p> <p>2.4. <u>Chemical safety management systems</u> are identified.</p>
3. Identify labour laws and rules	<p>3.1. Labour laws, rules and regulations are identified.</p> <p>3.2. Labour laws, rules and regulations are interpreted.</p>

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Electrical and fire hazards	<p>1.1. Loose connection</p> <p>1.2. Improper load distribution</p> <p>1.3. Faulty or damage wiring</p> <p>1.4. Unsafe equipment</p> <p>1.5. Overused outlets</p> <p>1.6. Combustible dust</p> <p>1.7. Flammable liquids and gasses</p>
2. Ergonomic hazards	<p>2.1. Construction</p> <p>2.2. Physical</p> <p>2.3. Light and heat</p> <p>2.4. Housekeeping</p>
3. Disaster management	<p>3.1. Preparedness</p> <p>3.2. Response</p> <p>3.3. Recovery</p> <p>3.4. Mitigation</p>

Range of Variables	
Variable	Range (may include but not limited to)
4. Environmental issues	<ul style="list-style-type: none"> 4.1. Overpopulation 4.2. Odour 4.3. Temperature 4.4. Noise 4.5. Solvents 4.6. Particulate matter
5. Waste management systems	<ul style="list-style-type: none"> 5.1. Classification 5.2. Segregation 5.3. Prevention 5.4. 3R system 5.5. Disposal
6. Chemical safety management systems	<ul style="list-style-type: none"> 6.1. Material safety data sheets (MSDS) 6.2. Compatibility chart 6.3. Secondary containment 6.4. Spillage 6.5. Leakage 6.6. Explosion 6.7. Disposal

Evidence Guide	
<p>The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.</p>	
1. Critical aspects of competency	<p>Assessment must evidence that the candidate:</p> <ul style="list-style-type: none"> 1.1. Identified and defined basic building safety 1.2. Identified electrical and fire hazards 1.3. Identified ergonomic hazards 1.4. Identified environmental issues 1.5. Identified waste management systems 1.6. Identified chemical safety management systems 1.7. Identified and interpreted labour laws and rules

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

2. Underpinning knowledge	2.1. Occupational health and safety 2.2. Building safety 2.3. Electrical and fire hazards 2.4. Environment Conservation Act 2.5. Common environmental issues 2.6. Waste management systems 2.7. Chemical safety management systems 2.8. Labour laws, rules and regulations
3. Underpinning skills	3.1. Describing building safety requirements 3.2. Identifying electrical and fire hazards 3.3. Identifying ergonomic hazards 3.4. Identifying environmental issues 3.5. Interpreting Environment Conservation Act 3.6. Identifying waste management systems 3.7. Identifying chemical safety management systems 3.8. Interpreting labour laws, rules and regulations
4. Underpinning attitudes	4.1. Tidy and punctual 4.2. Prompt in carrying out activities 4.3. Sincere and honest concerning duties 4.4. Eager to learn 4.5. Concerned about the work environment 4.6. Concerned about the global environment 4.7. Commitment to occupational health and safety
5. Resource implications	The following resources must be provided: 5.1. Workplace (simulated or actual) 5.2. Personal protective equipment (PPE) 5.3. Computer/laptop/notebook 5.4. Internet 5.5. Environmental Conservation Act 5.6. Labour laws, rules and regulations 5.7. Projector 5.8. Stationary 5.9. Learning manual

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

6. Methods of assessment

Methods of assessment may include but is not limited to:

- 6.1. Written test
- 6.2. Oral test
- 6.3. Observation
- 6.4. Demonstration
- 6.5. Portfolio

7. Context of assessment

- 7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.
- 7.2. Assessment must be done by a suitably qualified/certified assessor.

Accreditation Requirements

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Unit Title:	Identify risk management process
Unit Code:	SEIP-LEA-SUP-05-O
Nominal Hours:	12 hours
Unit Descriptor:	This unit covers the skills, knowledge and attitudes required to identify risk management process. It specifically includes identifying and prioritising risks, and identifying risk control process.
Elements of Competency	Performance Criteria (<u>bold and underlined</u> terms are elaborated in the Range of Variables)
1. Identify and prioritise risks	1.1. Work conditions and environment is inspected and assessed. 1.2. Risks and potential impacts are identified and described. 1.3. Identified risks are prioritised for control.
2. Identify risk control process	2.1. Risk control process is identified and explained. 2.2. Controls which may eliminate identified risks are identified.

Range of Variables	
Variable	Range (<i>may include but not limited to</i>)
1. Risk control process	1.1. Avoidance 1.2. Reduction 1.3. Isolation 1.4. Substitution 1.5. Elimination

Evidence Guide	
The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.	
1. Critical aspects of competency	Assessment must evidence that the candidate: 1.1. Inspected and assessed work conditions and environment 1.2. Identified and prioritised risks and likely impact 1.3. Identified risk control process 1.4. Implemented risk controls
2. Underpinning knowledge	2.1. Risk control process 2.2. Types and scope of risk 2.3. Risk controls/techniques 2.4. Implementation procedure

Evidence Guide

The evidence must be authentic, valid, sufficient, reliable, consistent and recent and meet the requirements of the current version of the Unit of Competency.

3. Underpinning skills	<ul style="list-style-type: none">3.1. Inspecting and assessing work conditions and environment3.2. Identifying and prioritising risks3.3. Identifying potential impact of risks3.4. Identifying risk control process3.5. Implementing risk controls
4. Underpinning attitudes	<ul style="list-style-type: none">4.1. Tidy and punctual4.2. Prompt in carrying out activities4.3. Sincere and honest concerning duties4.4. Active on teamwork4.5. Eager to learn4.6. Concerned about the work environment4.7. Concerned about the global environment4.8. Commitment to occupational health and safety
5. Resource implications	<p>The following resources must be provided:</p> <ul style="list-style-type: none">5.1. Workplace (simulated or actual)5.2. Personal protective equipment (PPE)5.3. Computer/laptop/notebook5.4. Risk management documentation5.5. Policies, procedures and processes5.6. Projector5.7. Stationary5.8. Learning manual
6. Methods of assessment	<p>Methods of assessment may include but is not limited to:</p> <ul style="list-style-type: none">6.1. Written test6.2. Oral test6.3. Observation6.4. Demonstration6.5. Portfolio
7. Context of assessment	<ul style="list-style-type: none">7.1. Competency assessment must be done in a training institute or an actual or simulated workplace after completion of this unit of competency.7.2. Assessment must be done by a suitably qualified/certified assessor.

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