



## CIMSPA PROFESSIONAL STANDARD

# Aspiring Manager

(FULL STANDARD)

### **Includes specialist content:**

- Leisure Operations Management
- Exercise and Fitness Management
- Sports Development Management
- Coaching System Management

---

**EDITION:** V1.1

---

**PUBLICATION DATE:** June 2018

---

# CIMSPA PROFESSIONAL STANDARD: Aspiring Manager

## Contents

	<b>Page</b>
1. Overview.....	3
2. Scope of the Aspiring Manager .....	4
3. CIMSPA membership eligibility .....	6
4. Summary of knowledge and skills .....	8
5. Product development guidance.....	11
6. Learning and development requirements.....	13
7. Learning and development requirements – core topics .....	15
8. Learning and development requirements – Leisure Operations Management specialist content .....	23
9. Learning and development requirements – Exercise and Fitness Management specialist content .....	24
10. Learning and development requirements – Sports Development Management specialist content .....	25
11. Learning and development requirements – Coaching System Management specialist content .....	26
12. Glossary of terms .....	28
13. Acknowledgements .....	29

## ABOUT THIS STANDARD

This document is a CIMSPA professional standard (full version).

The full version of this standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners.

### **Published by:**

The Chartered Institute for the Management of Sport and Physical Activity  
Incorporated by Royal Charter  
Charity Registration Number: 1144545  
[www.cimspa.co.uk](http://www.cimspa.co.uk)

Publication Date: June 2018

Edition: V1.1

© The Chartered Institute for the Management of Sport and Physical Activity



FUNDED PARTNER

# 1. Overview

## **Professional Standard: Aspiring Manager**

This Professional Standard outlines the role and scope of an Aspiring Manager and the essential knowledge and skills that are needed to meet the requirements of the sector minimum deployment standards.

This full version of this standard is available to CIMSPA awarding organisation, training provider, higher education and further education partners. It provides guidance for the development of educational products that will be endorsed by CIMSPA.

The Aspiring Manager Professional Standard covers job roles that sit within the sport and physical activity sector as part of all industries.

The agreed industry prerequisite to become an Aspiring Manager is to have achieved a CIMSPA endorsed educational product that meets this Professional Standard.

### **This Professional Standard: Aspiring Manager can be used as follows:**

1. Combined with management specialist content to form an education product: e.g. Occupation: Aspiring Manager; Management Specialist Content: Exercise and Fitness Management.
2. Combined with an occupation standard and additional specialism(s) to form an educational product: e.g. Occupation: Aspiring Manager; Management Specialist Content: Exercise and Fitness Management; Technical Specialism: Safeguarding and Protecting Children.

### **Endorsed qualification logo**

Qualifications that meet the requirements of this CIMSPA Professional Standard will display this official CIMSPA endorsement logo.



## 2. Scope of the Aspiring Manager

Aspiring Managers are individuals employed in the sport and physical activity sector who do not have management experience or responsibilities in their current role. They may be, for example; lifeguards, swimming teachers, coaches, administrators, gym instructors or people working in community sport who have aspirations to fulfil management (team leader/coordinator/supervisor) responsibilities in the future.

When they have achieved an education product aligned with this standard they will have:

- Been introduced to the key themes and principles of management.
- Developed a basic understanding across a range of management related topics which can provide a basis for progression to a managerial role.
- Demonstrated skills where they can show potential to move beyond their current technical role.

Employers should support those meeting this professional standard with training, mentoring and supervised experience to allow them to gain knowledge and skills as a key part of their career progression to enable them to undertake management roles in the future.

### Structure of the Aspiring Manager Professional Standard

The Aspiring Manager Professional Standard is comprised of core and specialist topics. There are:

- Four key themes with eight core topics of learning.
- Four areas of specialist content (Leisure Operations Management, Exercise and Fitness Management, Sports Development Management and Coaching System Management) comprising of seven specialist topics.

These core and specialist topics are as follows:

#### CORE TOPICS

*NOTE: All core topics must be covered.*

#### Key management theme 1: Service improvement

1. Customer service delivery.

#### Key management theme 2: People management and development

2. Principles of team leading.
3. Understand the recruitment process and review of staff performance.
4. Develop working relationships with colleagues.

#### Key management theme 3: Business functions

5. Principles of sales and marketing.
6. Principles of business.
7. Communication in a business environment.

#### Key management theme 4: Operations and risk management

8. Health and safety in the workplace.

## **SPECIALIST TOPICS**

*NOTE: only one of the three specialist options below needs to be completed.*

### **Leisure Operations Management**

9. Sales.
10. Customer Service.
11. Leisure operations management.

### **Exercise and Fitness Management**

12. Sales.
13. Customer service.
14. Exercise and fitness management.

### **Sports Development Management**

15. Sports development management.

### **Coaching System Management**

16. Coaching system management

The core topics contained within the Aspiring Manager Professional Standard are split into four key themes, and all are mandatory. Those creating education products seeking endorsement against the Aspiring Manager Professional Standard should develop a product that covers all of the core topics and the specialist content appropriate to the role.

The chosen specialist topics to be completed should be appropriate to the Aspiring Manager's job role.

### 3. CIMSPA membership eligibility

Graduates of this standard will meet the requirements to be a CIMSPA Associate Member. They will have understood and have demonstrated appropriate knowledge and skills based on their management specialism:

#### **Management Specialist Content: Aspiring Leisure Operations Manager**

Aspiring Leisure Operations Managers will:

##### **UNDERSTAND:**

- How to improve leisure services, manage and develop people and manage operations and risks in a leisure environment.

##### **HAVE DEMONSTRATED:**

- Customer service, effective working relationships with colleagues and the ability to manage their own time.

#### **Management Specialist Content: Aspiring Exercise and Fitness Manager**

Aspiring Exercise and Fitness Managers will:

##### **UNDERSTAND:**

- How to improve exercise and fitness services, manage and develop people and manage operations and risks in an exercise and fitness environment.

##### **HAVE DEMONSTRATED:**

- Customer service, effective working relationships with colleagues and the ability to manage their own time.

#### **Management Specialist Content: Aspiring Sports Development Manager**

Aspiring Sports Development Managers will:

##### **UNDERSTAND:**

- How to improve sports development services, manage and develop people and manage operations and risks in a sports development environment.

##### **HAVE DEMONSTRATED:**

- Customer service, effective working relationships with colleagues and the ability to manage their own time.

#### **Management Specialist Content: Coaching System Manager**

Aspiring Coaching System Managers will:

**UNDERSTAND:**

- How to improve coaching system programmes and services, manage and develop people and manage operations and risks within coaching system environments.

**HAVE DEMONSTRATED:**

- The ability to improve coaching system programmes and services, manage and develop people and manage operations and risks within coaching system environments.

*Refer to the CIMSPA Professional Standards Matrix for a comprehensive overview as to how job roles relate to populations, environments and technical specialisms.*

## 4. Summary of knowledge and skills

### Aspiring Manager – core

Topic	Knowledge and understanding	Skills
<b>KEY MANAGEMENT THEME 1: SERVICE IMPROVEMENT</b>		
<b>Customer service delivery</b>	<ul style="list-style-type: none"><li>• Customer service delivery.</li><li>• The relationship between service providers, customers and consumers.</li><li>• How to resolve customer service problems.</li><li>• Participation and progression in sport and physical activity.</li></ul>	<ul style="list-style-type: none"><li>• Provide customer service.</li></ul>
<b>KEY MANAGEMENT THEME 2: PEOPLE MANAGEMENT AND DEVELOPMENT</b>		
<b>Principles of team leading</b>	<ul style="list-style-type: none"><li>• Management and leadership styles in organisations.</li><li>• Team dynamics.</li><li>• Techniques used to manage the work of teams.</li><li>• The impact of change management within a team.</li><li>• Team motivation.</li><li>• The decision-making process.</li></ul>	
<b>Understand the recruitment process and review of staff performance</b>	<ul style="list-style-type: none"><li>• The recruitment process.</li><li>• How to implement a performance review.</li></ul>	
<b>Develop working relationships with colleagues</b>	<ul style="list-style-type: none"><li>• The principles of effective team working.</li></ul>	<ul style="list-style-type: none"><li>• Establish and maintain working relationships with colleagues.</li><li>• Collaborate with colleagues.</li><li>• Effectively manage own time.</li></ul>
<b>KEY MANAGEMENT THEME 3: BUSINESS FUNCTIONS</b>		
<b>Principles of sales and marketing</b>	<ul style="list-style-type: none"><li>• Business issues in the sales environment.</li><li>• The use of networking in sales.</li><li>• The principles of marketing.</li></ul>	
<b>Principles of business</b>	<ul style="list-style-type: none"><li>• The business environment.</li><li>• The principles of business planning and finance within an organisation.</li><li>• Business reporting within an organisation.</li><li>• Financial procedures.</li></ul>	



Topic	Knowledge and understanding	Skills
<b>Communication in a business environment</b>	<ul style="list-style-type: none"> <li>The requirements of written and verbal business communication.</li> </ul>	<ul style="list-style-type: none"> <li>Produce written business communications.</li> <li>Communicate verbally in business environments.</li> </ul>

#### KEY MANAGEMENT THEME 4: OPERATIONS AND RISK MANAGEMENT

<b>Health and safety in the workplace</b>	<ul style="list-style-type: none"> <li>The requirements for health and safety legislation in the workplace.</li> <li>How to manage hazards and risks in own area of responsibility.</li> <li>How to manage security in own area of responsibility.</li> <li>The guidance and procedures to safeguard children and vulnerable adults.</li> </ul>	
---	---	--

### Leisure Operations Management specialist content

Topic	Knowledge and understanding	Skills
<b>Principles of sales</b>	<ul style="list-style-type: none"> <li>How external influences affect the sales environment.</li> </ul>	
<b>Customer service delivery</b>	<ul style="list-style-type: none"> <li>Relationship between service providers, customers and consumers.</li> </ul>	
<b>Leisure management</b>	<ul style="list-style-type: none"> <li>Context and dimensions of leisure management.</li> </ul>	

### Exercise and Fitness Management specialist content

Topic	Knowledge and understanding	Skills
<b>Principles of sales</b>	<ul style="list-style-type: none"> <li>How external influences affect the sales environment.</li> </ul>	
<b>Customer service delivery</b>	<ul style="list-style-type: none"> <li>Relationship between service providers, customers and consumers.</li> </ul>	
<b>Fitness management</b>	<ul style="list-style-type: none"> <li>Context and dimensions of fitness management.</li> </ul>	

### Sports Development Management specialist content

Topic	Knowledge and understanding	Skills
-------	-----------------------------	--------

---

<b>Sports development management</b>	<ul style="list-style-type: none"> <li>• Structure of sport and physical activity in the UK.</li> <li>• Understand the sports development industry.</li> </ul>
--------------------------------------	--

---

## Coaching System Management specialist content

---

Topic	Knowledge and understanding	Skills
<b>Coaching System management</b>	<ul style="list-style-type: none"> <li>• Identify a process of understanding the needs of their customers and/or target audience and putting these at the centre of coaching system design.</li> <li>• How to effectively deliver coach learning and assessment to a variety of workforce roles. How current sector policy and funding frameworks shape the priorities for coach learning and assessment.</li> <li>• How partnerships both within an organisation, and across organisations, are important to implement coach learning and assessment.</li> </ul>	

---

## 5. Product development guidance

This section is aimed at organisations developing formal educational products mapping to this Professional Standard. The requirements should be considered in the development of all educational products seeking CIMSPA endorsement.

The CIMSPA Professional Development Board (PDB) has agreed any of the following formal educational products can be developed for the role of Aspiring Manager, where evidence that all elements of the Professional Standard are included CIMSPA endorsement can be sought.

<b>Educational product</b>	<b>Mapping requirements</b>	<b>Professional Standard Aspiring Manager achieved on attainment?</b>
Regulated vocational qualification	Fully mapped	YES
Apprenticeship programme	Fully mapped	YES
HE programme/modules	Fully mapped	YES

All formal educational products which are seeking CIMSPA endorsement must be submitted to CIMSPA for endorsement and should include all elements outlined in the Professional Standard and assessed in line with the intention of the Standard.

Education providers seeking CIMSPA endorsement for a product against this Professional Standard are asked to consider the following:

- a) They determine and justify the level of the product they have developed, in line with regulator guidance. To ensure parity, the level for all educational products that fully map to this Professional Standard should be the same.

The level assigned is determined by leading awarding organisations currently offering qualifications in the sector in which the role resides.

This is not a first-to-post exercise but one in which education providers are invited to submit their levelled units/full qualification for review as part of the CIMSPA endorsement process.

Once agreed by CIMSPA, all subsequent fully-mapped educational products must conform to the level set for this Professional Standard.

Level descriptors set out the generic knowledge and skills associated with the typical holder of a qualification at a given level and it should be ensured that educational products fully mapping to this Professional Standard are a 'best-fit' for the level assigned.

- b) They determine the total qualification time for the qualification/unit and outline the minimum requirements for practical assessment.
- c) They stipulate practical assessment must be conducted, where practically possible, in a real-world environment: for example, 'on the job' or at work. For the role of Aspiring Manager this could include: offices, leisure centres or other appropriate spaces.

Where possible a practical end-point assessment is conducted within a real management environment.

The use of peers for an end-point practical assessment is not deemed appropriate.

Reasonable adjustments can be applied where specific circumstances make this unviable.

- d) Their quality assurance meets the appropriate regulator's guidance, including: internal and external quality assurance, staffing requirements and assessment generation and evidence.

## 6. Learning and development requirements (LDRs)

The LDRs outline the key areas of learning and assessment that should be contained within any educational product seeking CIMSPA endorsement against a Professional Standard. There are four key themes with eight core topics of learning and in addition there are three areas of specialist content (Leisure Operations Management, Exercise and Fitness Management and Sports Development Management) comprising of seven specialist topics for the job role of Aspiring Manager.

### **CORE TOPICS**

*NOTE: All core topics must be covered.*

#### **Key management theme 1: Service improvement**

1. Customer service delivery.

#### **Key management theme 2: People management and development**

2. Principles of team leading.
3. Understand the recruitment process and review of staff performance.
4. Develop working relationships with colleagues.

#### **Key management theme 3: Business functions**

5. Principles of sales and marketing.
6. Principles of business.
7. Communication in a business environment.

#### **Key management theme 4: Operations and risk management**

8. Health and safety in the workplace.

### **SPECIALIST TOPICS**

*NOTE: only one of the three options below needs to be completed.*

#### **Leisure Operations Management**

9. Sales.
10. Customer Service.
11. Leisure operations management.

#### **Exercise and Fitness Management**

12. Sales.
13. Customer service.
14. Exercise and fitness management.

#### **Sports Development Management**

15. Sports development management.

#### **Coaching System Management**

16. Coaching System Management

N.B. Examples (e.g.) are given within the LDRs to provide an overview of the knowledge and skills most relevant to the role. It is not mandatory to assess learners against 100% of the examples provided, however, sufficient coverage to ensure occupational competence on achievement must be ensured. This will be reviewed as part of the CIMSPA endorsement process.

## 7. Learning and development requirements – core topics

### KEY MANAGEMENT THEME 1: SERVICE IMPROVEMENTS

#### 1. Customer service delivery

Ref	Knowledge and understanding:	An Aspiring Manager must:
KC1.1	Understand customer service delivery	<ul style="list-style-type: none"><li>• Explain the relationship between customer needs, expectations and customer satisfaction.</li><li>• Explain the importance of treating customers as individuals.</li><li>• Explain the importance of balancing promises made to customers with the needs of an organisation.</li><li>• Explain when and to whom to escalate problems.</li><li>• Explain the importance of managing the customer experience.</li></ul>
KC1.2	Understand the relationship between service providers, customers and consumers	<ul style="list-style-type: none"><li>• Describe a typical customer in own area of responsibility.</li><li>• Describe types of customers in different settings within sport and physical activity.</li></ul>
KC1.3	Know how to resolve customer service problems	<ul style="list-style-type: none"><li>• Describe organisational procedures and systems for dealing with customer service problems.</li><li>• Explain how to defuse stressful situations.</li><li>• Describe how to negotiate.</li><li>• Describe types of actions that may make a customer problem worse and should be avoided.</li></ul>
KC1.4	Participation and progression in sport and physical activity	<ul style="list-style-type: none"><li>• Describe typical motivations for participation.</li><li>• Describe barriers to participation and how to overcome them.</li><li>• Explain retention in a sport and physical activity context.</li><li>• Explain progression pathways in sport and physical activity.</li></ul>
Ref	Skills:	An Aspiring Manager must be able to:
SC1.1	Be able to provide customer service	<ul style="list-style-type: none"><li>• Manage and maintain organisational standards of presentation and behaviour when providing customer service.</li><li>• Adapt own behaviour to meet customer needs or expectations.</li><li>• Respond to customer requests in line with organisational guidelines.</li><li>• Contribute to continuous customer service improvements.</li><li>• Adhere to organisational policies and procedures, legal and ethical requirements when providing customer service.</li></ul>

## KEY MANAGEMENT THEME 2: PEOPLE MANAGEMENT AND DEVELOPMENT

### 2. Principles of team leading

Ref	Knowledge and understanding:	An Aspiring Manager must:
KC2.1	Understand management and leadership styles in organisations	<ul style="list-style-type: none"><li>• Describe characteristics of effective leaders.</li><li>• Describe different leadership styles.</li><li>• Describe ways in which leaders can motivate their teams.</li><li>• Explain the benefits of effective leadership for organisations.</li><li>• Explain the meaning and purpose of senior management, middle management and junior management.</li><li>• Describe the different styles of management.</li><li>• Describe management challenges in small and medium sized organisations.</li></ul>
KC2.2	Understand team dynamics	<ul style="list-style-type: none"><li>• Explain the purpose of different types of teams.</li><li>• Describe the stages of team development and behaviour.</li><li>• Explain the concept of team role theory.</li><li>• Explain how the principle of team role theory is used in team building and leadership.</li><li>• Explain typical sources of conflict within a team and how they could be managed.</li></ul>
KC2.3	Understand techniques used to manage the work of teams	<ul style="list-style-type: none"><li>• Explain the factors to be taken into account when setting targets.</li><li>• Describe a range of techniques to monitor the flow of work of a team.</li><li>• Describe techniques to identify and solve problems within a team.</li></ul>
KC2.4	Understand the impact of change management within a team	<ul style="list-style-type: none"><li>• Describe typical reasons for organisational change.</li><li>• Explain the importance of accepting change positively.</li><li>• Explain the potential impact on a team of negative responses to change.</li><li>• Explain how to implement change within a team.</li><li>• Explain how to scan the environment for new opportunities which could result in change: e.g. entrepreneurship.</li></ul>
KC2.5	Understand team motivation	<ul style="list-style-type: none"><li>• Explain the meaning of the term “motivation.”</li><li>• Explain factors that affect the level of motivation of team members.</li><li>• Describe techniques that can be used to motivate team members.</li><li>• Explain how having motivated staff affects an organisation.</li></ul>



<b>KC2.6</b>	Understand the decision-making process	<ul style="list-style-type: none"> <li>• Explain the decision-making processes of the following methods: <ul style="list-style-type: none"> <li>– Autocratic.</li> <li>– Democratic.</li> <li>– Consensual.</li> </ul> </li> <li>• Give examples of when the following decision-making processes would be used: <ul style="list-style-type: none"> <li>– Autocratic</li> <li>– Democratic</li> <li>– Consensual</li> </ul> </li> </ul>
--------------	--	--

### 3. Understand the recruitment process and review of staff performance

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>An Aspiring Manager must:</b>
<b>KC3.1</b>	Understand the recruitment process	<ul style="list-style-type: none"> <li>• Explain the different stages in the recruitment and selection process.</li> <li>• Describe the purpose and structure of a job description and person specification.</li> <li>• Describe different recruitment and selection methods.</li> <li>• Evaluate the advantages and disadvantages of a range of recruitment and selection methods.</li> <li>• Describe how to judge whether applicants meet the stated requirements of the vacancy.</li> <li>• Identify appropriate legislation and relevant codes of practice when recruiting and selecting people.</li> <li>• Explain the induction process and its importance to a new team member.</li> <li>• Describe recruitment issues for different occupational areas across sport and physical activity: e.g. casual and seasonal employment.</li> </ul>
<b>KC3.2</b>	Understand how to implement a performance review	<ul style="list-style-type: none"> <li>• Explain the importance of performance reviews.</li> <li>• Describe the main aims of a performance review.</li> <li>• Describe a range of methods used to assess performance.</li> <li>• Describe how to take account of equality legislation and relevant codes of practice when implementing a performance review.</li> <li>• Describe the importance of exploring training needs in the review process.</li> </ul>

### 4. Develop working relationships with colleagues

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>An Aspiring Manager must:</b>
------------	-------------------------------------	----------------------------------

<b>KC4.1</b>	Understand the principles of effective team working	<ul style="list-style-type: none"> <li>• Explain how to develop and maintain new working relationships with colleagues after role or responsibility changes.</li> <li>• Outline the benefits of collaborative team working.</li> <li>• Describe how to give feedback constructively to colleagues.</li> <li>• Explain conflict management techniques.</li> <li>• Explain the importance of giving colleagues the opportunity to discuss work progress and any issues arising.</li> <li>• Explain the importance of warning colleagues about changes that may affect them.</li> </ul>
<b>Ref</b>	<b>Skills:</b>	<b>An Aspiring Manager must be able to:</b>
<b>SC4.1</b>	Be able to establish and maintain working relationships with colleagues	<ul style="list-style-type: none"> <li>• Treat colleagues with respect, fairness and courtesy.</li> <li>• Fulfil agreements made with colleagues.</li> <li>• Provide support and constructive feedback to colleagues.</li> </ul>
<b>SC4.2</b>	Be able to collaborate with colleagues	<ul style="list-style-type: none"> <li>• Recognise the contribution of colleagues to the achievement of team objectives.</li> <li>• Take colleagues' viewpoints into account when making decisions.</li> <li>• Take ownership of problems within own level of responsibility.</li> <li>• Work with colleagues to resolve problems and minimise disruption to business activities.</li> </ul>
<b>SC4.3</b>	Be able to effectively manage own time	<ul style="list-style-type: none"> <li>• Identify a range of tasks for completion.</li> <li>• Plan and manage the tasks in relation to: <ul style="list-style-type: none"> <li>– The length of time needed to complete them.</li> <li>– Priority order and deadlines.</li> <li>– Creating an action plan using effective time management tools and techniques.</li> <li>– Assess the action plan identifying strengths and areas for improvement.</li> <li>– Apply principles of enterprise to own work.</li> </ul> </li> </ul>

## KEY MANAGEMENT THEME 3: BUSINESS FUNCTION

### 5. Principles of sales and marketing

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>An Aspiring Manager must:</b>
<b>KC5.1</b>	Understand business issues in the sales environment	<ul style="list-style-type: none"> <li>• Describe different approaches to business awareness in different types of organisations.</li> <li>• Describe the relationship of the sales function with other business functions in an organisation.</li> </ul>

---

<b>KC5.2</b>	Understand the use of networking in sales	<ul style="list-style-type: none"><li>• Describe the purpose of networking.</li><li>• Explain the advantages and disadvantages of different types of networking.</li><li>• Explain how to use networks to build business awareness.</li><li>• Explain the importance of mutual benefits and integrity in conducting your business through networking.</li></ul>
<b>KC5.3</b>	Understand the principles of marketing	<ul style="list-style-type: none"><li>• Describe the role of marketing in enhancing the sale of products and/or services.</li><li>• Describe the use of customer relationship management (CRM) activities and systems.</li><li>• Explain the significance of customer loyalty to the achievement of marketing objectives.</li><li>• Explain the significance of brand and reputation to sales performance.</li><li>• Explain the role of performance indicators and evaluation in determining the value of marketing activities.</li><li>• Describe how to use social media to support marketing activities.</li></ul>

---

## 6. Principles of business

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KC6.1	Understand the business environment	<ul style="list-style-type: none"><li>• Explain the differences between:<ul style="list-style-type: none"><li>– The private sector.</li><li>– The public sector.</li><li>– The voluntary sector.</li></ul></li><li>• Describe the organisation's ethos, culture and values.</li><li>• Explain the relationship between an organisation's vision, mission, strategy and objectives.</li><li>• Explain how legislation affects the management and confidentiality of information.</li><li>• Describe the community in which the organisation is working.</li></ul>
KC6.2	Understand the principles of business planning and finance within an organisation	<ul style="list-style-type: none"><li>• Explain the purpose, content and format of a business plan.</li><li>• Explain the role of planning in a community setting.</li><li>• Explain the business planning cycle.</li><li>• Explain the purpose of a budget.</li><li>• Define a range of financial terminology.</li><li>• Explain the purposes of a range of financial reports.</li></ul>
KC6.3	Understand business reporting within an organisation	<ul style="list-style-type: none"><li>• Explain methods of measuring business performance.</li><li>• Describe the diverse aims of organisations within sport and physical activity.</li><li>• Explain the structure and use of a strength, weakness, opportunity and threat (SWOT) analysis.</li><li>• Explain the uses of management information and reports.</li><li>• Explain how personal and team performance data is used to inform management reports.</li></ul>
KC6.4	Understand financial procedures	<ul style="list-style-type: none"><li>• Describe organisational hierarchy and levels of authority for financial transactions.</li><li>• Explain organisational systems for:<ul style="list-style-type: none"><li>– Sales invoicing.</li><li>– Purchasing.</li><li>– Payments.</li><li>– Receipts.</li></ul></li><li>• Explain when to use:<ul style="list-style-type: none"><li>– A purchase order.</li><li>– An invoice.</li><li>– Receipts.</li><li>– Expenses.</li></ul></li><li>• Explain how to record income and expenditure in accordance with organisational policies and procedures.</li><li>• Explain how to accept and process incoming payments in accordance with organisational policies.</li><li>• Describe the transactional nature of funding in the not-for-profit and public sector.</li></ul>

---

## 7. Communication in a business environment

---

<b>Ref</b>	<b>Knowledge and understanding:</b>	<b>An Aspiring Manager must:</b>
<b>KC7.1</b>	Understand the requirements of written and verbal business communication	<ul style="list-style-type: none"><li>• Explain why different methods of communication are used in the business environment.</li><li>• Describe the communication requirements of different audiences.</li><li>• Explain the importance of using correct grammar, sentence structure, punctuation, spelling and conventions in business communications.</li><li>• Explain the importance of using appropriate body language and tone of voice when communicating verbally.</li></ul>

---

<b>Ref</b>	<b>Skills:</b>	<b>An Aspiring Manager must be able to:</b>
<b>SC7.1</b>	Be able to produce written business communications	<ul style="list-style-type: none"><li>• Identify the nature, purpose, audience and use of the information to be communicated.</li><li>• Use communication channels that are appropriate to the information to be communicated and the audience.</li><li>• Present information in the format that meets the business brief.</li><li>• Adhere to agreed business communication conventions and degree of formality of expression when producing documents.</li><li>• Produce business communications that are clear, accurate and correct.</li><li>• Meet agreed deadlines in communicating with others.</li></ul>
<b>SC7.2</b>	Be able to communicate verbally in business environments	<ul style="list-style-type: none"><li>• Identify the nature, purpose, recipient(s) and intended use of the information to be communicated.</li><li>• Use language that is appropriate for the recipient's needs.</li><li>• Use body language and tone of voice to reinforce messages.</li><li>• Identify the meaning and implications of information that is communicated verbally.</li><li>• Confirm that a recipient has understood correctly what has been communicated.</li><li>• Respond in a way that is appropriate to the situation and in accordance with organisational policies and standards.</li></ul>

---

## KEY MANAGEMENT THEME 4: OPERATIONS AND RISK MANAGEMENT

### 8. Health and safety in the workplace

Ref	Knowledge and understanding:	An Aspiring Manager must:
KC8.1	Understand the requirements for health and safety legislation in the workplace	<ul style="list-style-type: none"><li>• Describe the main aims of the Health and Safety at Work Act 1974 as they apply to the work environment.</li><li>• Identify health and safety regulations which apply to the work environment.</li><li>• Identify duties and obligations for employers under the Health and Safety at Work Act 1974.</li><li>• Identify duties and obligations for employees under the Health and Safety at Work Act 1974.</li></ul>
KC8.2	Know how to manage hazards and risks in own area of responsibility	<ul style="list-style-type: none"><li>• Describe ways of managing a safe working environment.</li><li>• Explain the reporting procedures for maintaining health and safety.</li><li>• Describe the organisation's procedures for assessing and managing risk.</li><li>• Describe the process of developing a risk assessment.</li></ul>
KC8.3	Understand how to manage security in own area of responsibility	<ul style="list-style-type: none"><li>• Describe own responsibilities in providing a safe and secure working environment.</li><li>• Explain the term 'duty of care'.</li></ul>
KC8.4	Understand the guidance and procedures to safeguard children and vulnerable adults	<ul style="list-style-type: none"><li>• Explain what is meant by the term 'safeguarding children and vulnerable adults'.</li><li>• Describe the importance of procedures to safeguard children and vulnerable adults.</li><li>• Explain the organisation's responsibility for safeguarding and protecting children and vulnerable adults.</li><li>• Explain the procedures within the organisation for reporting and recording suspected abuse.</li></ul>

## 8. Learning and development requirements – Leisure Operations Management specialist content

### 9. Sales

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 9.1 LO	Understand how external influences affect the sales environment	<ul style="list-style-type: none"><li>• Describe how news items affect business.</li><li>• Describe who should receive sales-related business news in an organisation.</li><li>• Describe internal and external sources of information on business news.</li></ul>

---

### 10. Customer service

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 10.1 LO	Understand the relationship between service providers, customers and consumers	<ul style="list-style-type: none"><li>• Identify the differences between customers and consumers.</li><li>• Explain the importance of establishing and maintaining professional relationships with service providers, customers and consumers.</li><li>• Identify typical service providers, customers and consumers within the organisation's delivery model.</li></ul>

---

### 11. Leisure operations management

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 11.1 LO	Understand the context of leisure operations management	<ul style="list-style-type: none"><li>• Describe the size and scope of the leisure industry.</li><li>• Describe the contribution leisure makes to the economy and society.</li><li>• Explain the impact of government policy and economic changes on leisure provision and demand for leisure services.</li><li>• Describe the role and contribution of the public, private, social enterprise and voluntary sectors in leisure operations management.</li><li>• Identify the role of professional bodies and registers.</li><li>• Identify relevant codes of practice for leisure management.</li><li>• Describe the nature of key organisations in sport and leisure and their relationship with each other.</li><li>• Identify different types of leisure facilities and their uses.</li><li>• Describe the operational requirements of leisure provision: e.g. pool plant.</li><li>• Identify sources of information on career progression, training and education in the leisure industry.</li></ul>

---

## 9. Learning and development requirements – Exercise and Fitness Management specialist content

### 12. Sales

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 12.1 EF	Understand how external influences affect the sales environment	<ul style="list-style-type: none"><li>• Describe how news items affect business.</li><li>• Describe who should receive sales-related business news in an organisation.</li><li>• Describe internal and external sources of information on business news.</li></ul>

---

### 13. Customer service

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 13.1 EF	Understand the relationship between service providers, customers and consumers	<ul style="list-style-type: none"><li>• Identify the differences between customers and consumers.</li><li>• Explain the importance of establishing and maintaining professional relationships with service providers, customers and consumers.</li><li>• Identify typical service providers, customers and consumers within the organisation's delivery model.</li></ul>

---

### 14. Exercise and fitness management

---

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 14.1 EF	Understand the context and dimensions of exercise and fitness management	<ul style="list-style-type: none"><li>• Describe the size and scope of the exercise and fitness industry.</li><li>• Describe the contribution of the exercise and fitness industry to the economy and society.</li><li>• Explain the role and relationships between the public, private and third sectors in exercise and fitness.</li><li>• Describe the role of professional bodies and registers in the exercise and fitness industry.</li><li>• Identify relevant codes of practice in the exercise and fitness industry.</li><li>• Describe the impact of physical activity on health: e.g. physical activity levels sufficient to achieve health benefits and reduce obesity.</li><li>• Describe the barriers to physical activity and how to address them.</li><li>• Identify sources of information on career progression, training and education in the exercise and fitness industry.</li><li>• Identify current trends in the exercise and fitness industry.</li><li>• Explain the role of innovation and technology in the development of products and services in the exercise and fitness industry.</li></ul>

---



## 10. Learning and development requirements – Sports Development Management specialist content

### 15. Sports development management

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 15.1 SD	Understand the structure of sport and physical activity in the UK	<ul style="list-style-type: none"> <li>• Identify key agencies and their relationship with each other.</li> <li>• Describe funding for sport and how it is administered.</li> <li>• Explain the structure and function of national governing bodies (NGBs).</li> <li>• Explain the structure and function of the sector's professional bodies and registers.</li> <li>• Describe the sub-regional (or county) sports partnerships infrastructure, their networks and connections to national agencies, regional / county governing bodies and local organisations.</li> <li>• Describe the local provision of sport through local authorities, trusts, sports clubs and other community providers.</li> </ul>
KS 15.2 SD	Understand the sports development industry	<ul style="list-style-type: none"> <li>• Describe relevant legislation impacting upon sports development.</li> <li>• Identify the role of different development professionals: e.g. generic, sport-specific and target group focused and their contributions to sports development.</li> <li>• Describe the importance of partnership working in sports development management.</li> <li>• Describe the importance of the use of an evidence base for developing sport including:               <ul style="list-style-type: none"> <li>– The different data sources.</li> <li>– Data complexity.</li> <li>– Performance management uses.</li> </ul> </li> <li>• Identify local community networks and their role in developing sport.</li> <li>• Describe the role of the club (including professional clubs) within its NGB and the different approaches taken by NGBs to developing their clubs.</li> <li>• Describe the role of schools, further education colleges and higher education institutes in the development and delivery of sport.</li> <li>• Describe the variety of roles undertaken by volunteers, the networks within which volunteers operate and the organisations that may support them at a local level.</li> <li>• Describe processes of recruitment, retention, deployment, employment and management of coaches.</li> <li>• Explain the role and use of competition within sports and its relationship to coach and player development.</li> <li>• Explain the variety of performance pathways that exist at different levels and within different sports (local to national) to develop talented athletes, coaches, officials and school improvement.</li> </ul>

# 11. Learning and development requirements: Coaching System Management specialist content

## 16. Coaching System Management

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 16.1 CS	Understand coach workforce planning	<ul style="list-style-type: none"> <li>Identify a process to understand the needs of their customers and/or target audience and put these at the centre of coaching system design.</li> <li>Identify how to attract and recruit the right people into coaching workforce roles.</li> <li>Identify how to mobilise and deploy coaching workforce roles with care, and for a purpose.</li> <li>Identify how to look after people in coaching workforce roles, to ensure they feel valued and supported.</li> <li>Know and understand the importance of building a positive learning culture throughout their coaching system which will help develop the people who undertake coaching workforce roles.</li> <li>Identify how to create a culture of continuous improvement by evaluating coaching system effectiveness and advocating its impact.</li> </ul>
KS 16.2 CS	Understand how to design and deliver coach learning & assessment	<ul style="list-style-type: none"> <li>Identify the coaching workforce roles required for their setting and/or organisation.</li> <li>Identify the types of learning and assessment needs of people undertaking coaching workforce roles. (e.g. how they like to learn, what is accessible, how learning and assessment formats best prepare an individual for a coaching in the real world).</li> <li>Identify different learning and assessment settings (e.g. classroom, virtual, on-the-job/real world)</li> <li>Identify the pillars of providing a duty of care to individuals accessing learning and/or assessment.</li> <li>Describe a range of learning delivery channels available (e.g. face-to-face, social, digital)</li> <li>Describe the range of assessment formats (e.g. peer, summative, formative, synoptic) and assessment delivery channels available (e.g. simulated, virtual, digital, real world).</li> </ul>
KS 16.3 CS	Understand policy, practice, funding and regulation for coach learning and assessment	<ul style="list-style-type: none"> <li>Describe how current sector policy and funding frameworks shape the priorities for coach learning and assessment.</li> <li>Describe the function of agencies, providers and independent bodies in relation to the coach learning and assessment infrastructure (including CIMSPA, UK Coaching, Awarding Bodies, Training Providers, Governing Bodies of Sport, local sport / physical activity agencies and trusts).</li> </ul>

Ref	Knowledge and understanding:	An Aspiring Manager must:
KS 16.4 CS	Understand how to implement coach learning and assessment in partnership	<ul style="list-style-type: none"> <li>• Describe why partnerships both within an organisation, and across organisations, are important to implement coach learning and assessment.</li> <li>• Describe the resource areas which are required to successfully implement coach learning and assessment (e.g. finance, technology, marketing, workforce, learning design, assessment design, quality assurance, collaborations with external agencies/organisations).</li> </ul>

## 12. Glossary of terms

Learning settings (e.g. classroom, virtual, on-the-job/real world)

Learning delivery channels (e.g. face-to-face, social, digital)

Assessment formats (e.g. peer, summative, formative, synoptic)

Assessment delivery channels (e.g. simulated, virtual, digital, real world)

Blended learning and assessment journeys that combine learning settings, learning delivery channels, assessment formats and assessment delivery channels.

Coaching - Coaching is improving a person's experience of sport and physical activity by providing specialised support and guidance aligned to their individual needs and aspirations.

Many roles make up the coaching workforce: coach, facilitator, instructor, leader, teacher, trainer, activator, coach educator, developer, tutor, assessor, mentor.

Duty to care – Is an ethos focussed on caring for people in a holistic way and encompasses the following areas: Inclusion, Diversity, Mental Health, Well-being and Safeguarding.

## 13. Acknowledgements

CIMSPA would like to thank the following individuals and organisations for contributing to the development of this Professional Standard.

- James Duncan: Fusion (CIMSPA employer partner)
- Lorraine Patrinos: GLL (CIMSPA employer partner)
- Jason Knight: North West Leicestershire Borough Council (CIMSPA employer partner)
- Ken Harvey: Edinburgh Leisure (CIMSPA employer partner)
- Warren Smyth: AC leisure (CIMSPA employer partner)
- Tim Spencer: Erewash Borough Council (CIMSPA employer partner)
- Richard Roeton: Everybody Sport and Recreation (CIMSPA employer partner)
- Ben Gittus: CIMSPA technical advisor
- Kevin Lane: Active Nation (CIMSPA employer partner)
- Joe Oliver: Your Personal Training (CIMSPA employer partner)
- Jamie-Lee Darby: Virgin Active (CIMSPA employer partner)
- Angie Green: Kirklees Active Leisure (CIMSPA employer partner)
- Jon Whiteley: Doncaster Culture and Leisure Trust (CIMSPA employer partner)
- Katie Harrop: Life Leisure (CIMSPA employer partner)
- Simon Kirkland: Sports Structures (CIMSPA employer partner)
- Garry Beardsworth: Sports Leaders UK (CIMSPA Awarding Organisation partner)
- Ian Prosser: Swimming Teachers Association (CIMSPA Awarding Organisation partner)
- Sam Kirk: Oxley Sports Centre (CIMSPA employer partner)
- Neil Sheppard: Exeter University
- Martin Foster: Loughborough University
- Catherine Baker: Sport and Beyond (CIMSPA training provider partner)
- Lee Buck: Active IQ (CIMSPA awarding organisation partner)
- Andrew Charnley: YMCA awards (CIMSPA awarding organisation partner)
- Elaina Behl: Innovate Awarding (CIMSPA awarding organisation partner)
- Ben Oakley: Open University
- Ollie Holt: UK Coaching (CIMSPA training Provider Partner)