

LEVEL 6 IN MANAGEMENT AND LEADERSHIP

(RQF) Syllabus | April 2018 | Version 7



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UNITS

- 15 Unit 6001V1 – Managing organisational culture
- 20 Unit 6002V1 – Ethical organisational management
- 24 Unit 6003V1 – Planning a change process
- 29 Unit 6004V1 – Leading equality and diversity
- 33 Unit 6005V1 – Developing and managing networks
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- 46 Unit 6008V1 – Managerial decision making
- 49 Unit 7001V1 – Personal development as a strategic manager
- 56 Unit 7013V1 – Strategic leadership

QUALIFICATION PURPOSE

These qualifications are for the development of the role and skill of senior managers. These qualifications aim to develop personal management capabilities, make effective use of information in decision-making, operations and the development of the skills in managing people.

TITLES AND REFERENCE NUMBERS

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of submission, which confirms that this is a regulated qualification on the RQF and on the Register. The CMI code is the code which should be used when registering Learners with CMI.

Therefore all CMI Centres must use the full qualification title as per below when advertising or making reference to the qualifications.

| CMI CODE | TITLE | QUALIFICATION REFERENCE NUMBER |
|----------|--|--------------------------------|
| 6A1V2 | CMI Level 6 Award in Management and Leadership | 600/9454/0 |
| 6C1V2 | CMI Level 6 Certificate in Management and Leadership | 600/9455/2 |
| 6D1V2 | CMI Level 6 Diploma in Management and Leadership | 601/0099/0 |

KEY DATES

These qualifications are regulated from 1st September 2013, and the operational start date in CMI Centres is 1st January 2014. The regulation ends on 31st August 2020.

PROGRESSION

CMI would recommend the below qualifications as a possible progression route, once completing the Management and Leadership qualifications:

- CMI Level 7 Qualifications in Management and Leadership
- CMI Level 7 Qualifications in Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 6 and Level 7 qualifications.

ENTRY AND RECRUITMENT

These qualifications can be offered to Learners from age 19. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:

- meet their needs
- enable and facilitate learning and achievement
- enable progression

In order to achieve this, the CMI Centre will need to:

- Provide relevant programme information, guidance and advice, to enable informed Learner choice
- Publish entry and selection criteria
- Demonstrate that Learners are recruited with integrity
- Carry out comprehensive Learner induction that:
 - addresses programme and organisational requirements
 - explains Learner facilities
 - identifies Learners' development needs
 - develops an Individual Learning Plan

The qualification is offered in the medium of the English Language.

EQUIVALENCES

CMI qualifications at RQF Level 6 portray practical skills and competences that are rated in academic terms as being comparable to Bachelor's Degrees with Honours, Bachelor's Degrees, Professional Graduate Certificate in Education (PGCE), Graduate Diplomas and Graduate Certificates.

DEFINITIONS

Total Qualification Time (TQT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a qualification. Total Qualification Time is comprised of the following two elements –*

- a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*
- b) *an estimate of the number of hours a Learner will reasonably be likely to spend in preparation, study or any other form of participation in education or training, including assessment, which takes place as directed by – but not under the immediate supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Total Unit Time (TUT) is defined as *the number of notional hours which represents an estimate of the total amount of time that could reasonably be expected to be required, in order for a Learner to achieve and demonstrate the achievement of the level of attainment necessary for the award of a unit.*

Guided Learning Hours is defined as *the activity if a Learner in being taught or instructed by – or otherwise participating in education or training under the Immediate Guidance or Supervision of – a lecturer, supervisor, tutor or other appropriate provider of education or training.*

Immediate Guidance or Supervision is defined as *the guidance or supervision provided to a Learner by a lecturer, supervisor, tutor or other appropriate provider of education or training –*

- a) *with the simultaneous physical present of the Learner and that person, or*
- b) *remotely by means of simultaneous electronic communication*

Credit value is defined as being *the number of credits that may be awarded to a Learner for the successful achievement of the learning outcomes of a unit. One credit is equal to 10 hours of TQT.*

Rule of Combination is defined as being *a rule specifying the combination of unit which may be taken to form a particular qualification, any units which must be taken and any related requirements.*

RULES OF COMBINATION

CMI Level 6 Award in Management and Leadership

Learners need to complete any combination of units to a minimum of 7 credits. The minimum Total Qualification Time is 70 hours, including 25 Guided Learning Hours.

| UNIT NUMBER | UNIT NAME | CREDITS | GLH | TUT |
|-------------|-----------------------------------|---------|-----|-----|
| Unit 6001V1 | Managing organisational culture | 7 | 30 | 70 |
| Unit 6002V1 | Ethical organisational management | 7 | 30 | 70 |
| Unit 6003V1 | Planning a change process | 7 | 25 | 70 |
| Unit 6004V1 | Leading equality and diversity | 7 | 30 | 70 |
| Unit 6005V1 | Developing and managing networks | 7 | 25 | 70 |
| Unit 6006V1 | Organisation structures | 7 | 30 | 70 |
| Unit 6007V1 | Managing ideas and innovation | 7 | 25 | 70 |
| Unit 6008V1 | Managerial decision making | 7 | 25 | 70 |

CMI Level 6 Certificate in Management and Leadership

Learners need to complete any combination of units to a minimum of 14 credits. The minimum Total Qualification Time is 140 hours, including 50 Guided Learning Hours.

| UNIT NUMBER | UNIT NAME | CREDITS | GLH | TUT |
|-------------|---------------------------------|---------|-----|-----|
| Unit 6001V1 | Managing organisational culture | 7 | 30 | 70 |

| | | | | |
|-------------|-----------------------------------|---|----|----|
| Unit 6002V1 | Ethical organisational management | 7 | 30 | 70 |
| Unit 6003V1 | Planning a change process | 7 | 25 | 70 |
| Unit 6004V1 | Leading equality and diversity | 7 | 30 | 70 |
| Unit 6005V1 | Developing and managing networks | 7 | 25 | 70 |
| Unit 6006V1 | Organisation structures | 7 | 30 | 70 |
| Unit 6007V1 | Managing ideas and innovation | 7 | 25 | 70 |
| Unit 6008V1 | Managerial decision making | 7 | 25 | 70 |

CMI Level 6 Diploma in Management and Leadership

Learners need to complete all Group A units and any combination of units to a minimum of 7 credits from Group B. Learners need to complete a total of 41 credits to achieve this qualification. The minimum Total Qualification Time is 410 hours, including 160 Guided Learning Hours.

| UNIT NUMBER | UNIT NAME | CREDITS | GLH | TUT |
|--------------------------|---|---------|-----|-----|
| MANDATORY GROUP A | | | | |
| Unit 6001V1 | Managing organisational culture | 7 | 30 | 70 |
| Unit 6002V1 | Ethical organisational management | 7 | 30 | 70 |
| Unit 6003V1 | Planning a change process | 7 | 25 | 70 |
| Unit 6004V1 | Leading equality and diversity | 7 | 30 | 70 |
| Unit 7001V1 | Personal development as a strategic manager | 6 | 20 | 60 |
| OPTIONAL GROUP B | | | | |
| Unit 6005V1 | Developing and managing networks | 7 | 25 | 70 |
| Unit 6006V1 | Organisational structures | 7 | 30 | 70 |

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|-------------|-------------------------------|---|----|----|
| Unit 6007V1 | Managing ideas and innovation | 7 | 25 | 70 |
| Unit 6008V1 | Managerial decision making | 7 | 25 | 70 |
| Unit 7013V1 | Strategic leadership | 7 | 30 | 70 |

RELATIONSHIP TO NATIONAL OCCUPATIONAL STANDARDS (NOS) FOR MANAGEMENT AND LEADERSHIP

| UNIT NUMBER | UNIT NAME | NOS UNITS |
|-------------|---|------------------------------------|
| Unit 6001V1 | Managing organisational culture | LBA8 |
| Unit 6002V1 | Ethical organisational management | LBA4; LBB3; LEB4 |
| Unit 6003V1 | Planning a change process | LCA2; LCA3; LCA4; LCA5 |
| Unit 6004V1 | Leading equality and diversity | LBA7; LBA8 |
| Unit 6005V1 | Developing and managing networks | LAA3; LDD2; LDD3; LDD4 |
| Unit 6006V1 | Organisation structures | LDD5 |
| Unit 6007V1 | Managing ideas and innovation | LCA1 |
| Unit 6008V1 | Managerial decision making | LDB5; LDD6; LEC2; LEC3; LEC4; LEC5 |
| Unit 7001V1 | Personal development as a strategic manager | LAA1; LAA2; LBA1; LDB9 |

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 6; therefore CMI Centres are free to deliver the Level 6 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

CMI Centres must ensure that the chosen mode of delivery does not unlawfully or unfairly discriminate, whether direct or indirect, and that equality of opportunity is promoted. Where it is reasonable and practical to do so, it will take steps to address identified inequalities or barriers that may arise.

Please ensure that the content of the Centre Delivery plan is approved by the CMI Quality Manager.

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the CMI Centre Handbook for more information.

ASSESSMENT AND VERIFICATION

The criteria of the assessment of a CMI qualification will be to meet the assessment criteria detailed within each individual unit.

The primary interface with the Learner is the Assessor whose job it is to assess the evidence presented by the Learner. The Assessor should provide an audit trail showing how the judgement of the Learner's overall achievement has been arrived at.

The CMI Centre's assessment plan, to be agreed with the Quality Manager, should include a matrix for each qualification showing how each unit is to be assessed against the relevant criteria and which specific piece or pieces of work will be identified in relation to each unit. It should also show how assessment is scheduled into the delivery programme.

In designing the individual tasks and activities, CMI Centres must ensure that:

- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

In addition to the specific assessment criteria in each unit, the Learner's work must be:

- Accurate, current and authentic
- Relevant in depth and breadth

and must also show the Learner's:

- Clear grasp of concepts
- Ability to link theory to practice, and
- Ability to communicate clearly in the relevant discipline at the expected level for the qualification

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

It is important to ensure consistency of assessment, and that demands made on Learners are comparable within and between CMI Centres. A number of assessment methods can be used.

CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development. Assessment methods can include:

- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports
- Integrated work activities
- Viva voce
- Projects
- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

WORD COUNT & APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500- 3000 words.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report. However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

EXTERNAL ASSESSMENT

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all centres to have their Learner's assignments externally assessed.

Some CMI Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period. Please refer to fee's guide for the actual cost.

Further information on this service and the units for which is available appears on the CMI website.

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

RECOGNITION OF PRIOR LEARNING AND ACHIEVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please [click here](#).

MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

CHARTERED MANAGER

Chartered Managers are consistent high performer, committed to current best practice and ethical standards.

A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

To find out more about how to become a Chartered Manager please [click here](#).

STUDY RESOURCES

Management Direct

www.managers.org.uk/mgtdirect

It's fast, comprehensive and free to members

Management Direct is a complete online library of comprehensive and up-to-date material that addresses current management practice, supports studying and those looking to develop their skills.

- 220 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 400 Leader Videos and e-learning modules
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 600 ebooks to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

All these resources are freely available to members from one source. Definitions give you a headline understanding of topic; Checklists and Models provide the essentials; and books and articles enable you to research further. Depending on your need you choose how far you want to go.

E-journals

For in depth research try our e-journals service

CMI has joined forces with EBSCO Information Services to offer members access to Business Source: Corporate, a database providing direct access to articles on management and business from a range of academic journals and business magazines. Members also have access to country, company and industry reports from leading providers.

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.

Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

MANAGE ORGANISATIONAL CULTURE

| | | |
|------------------------------|------------|--|
| Unit Level | 6 | Good Practice CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty. |
| Unit Number | 6001V1 | |
| Ofqual Reference | F/504/9041 | |
| Credit Value | 7 | |
| Total Unit Time | 70 | |
| Guided Learning Hours | 30 | |

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | GOOD PRACTICE |
|-------------------|--|--|--|
| 1 | Understand how organisational culture can impact on organisational behaviour | 1.1 Analyse the concept of culture to organisations | This is quite a complex concept and thorough research is required as a starting point, there are many theorists in this area and you should be reviewing the work of a number of them, possibly including, but not limited to Cameron, Cooke, Deal & Kennedy, Dennison, Handy, Harrison, Hofstede, Johnson, Kotter, Mulder, O'Reilly, Chatman & Caldwell, Parsons & Shils, Ravasi & Schultz and Schein. A description of key factors such as rituals, routines and behaviours would be useful. |
| | | 1.2 Compare the traits of power culture, role culture, task culture and person culture | |

1.3

Evaluate internal and external factors that could influence organisational culture, including national cultures

You could consider these traits by looking at the rate of change in an organisation against the complexity of the processes involved. You may wish to present this comparison as a chart. It might be helpful to review your own organisation against Handy's model, and where different cultures might exist in different parts of the organisation, compare the impact this has on behaviours and outcomes.

You are required here to critically appraise the factors influencing organisational culture. You might use your own organisation or an organisation with which you are familiar when conducting your evaluation. External factors might be firstly identified using the STEEPLE/PESTLE model. There is a range of internal factors including knowledge, expertise, task design, role structures, and levels of empowerment. Many factors may be considered as influential, such as the individuals involved (and their gender) including staff, customers and other stakeholders; the nature of the business, its history and traditions, the leadership and management styles and the legislation, policies and procedures in place. You may wish to concentrate on specific factors, in which case you need to very briefly say why you have chosen to do this and must show a broader awareness of other possible factors.

Your evaluation should include consideration of whether the factors influence the culture in a positive or negative way. In this section you must ensure you include reference to the influences of national cultures. You could use an international organisation as an example, or a national

| | | | | |
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| | | | organisation that trades across national cultures. Hofstede's work may assist in this area. | |
| 2 | Understand the relationship between organisational culture, strategy and performance | 2.1 | Identify values and cultures that encourage behaviours consistent with organisational strategy | <p>You should first explain the organisational strategy or strategies that you are considering. If you are able to base your answer on your own organisation, or one with which you are very familiar, that would be useful. Otherwise you may wish to present your answer as a comparison between two companies with very different cultures, you may wish to use a chart to present this.</p> <p>You will need to draw on personal experiences for this section. You could investigate those behaviours which are thought to reinforce organisational values and cultures and compare whether you and other managers in the hierarchy are behaving in this way. You could consider how closely the behaviours exhibited by the top leadership team replicate the organisation's stated values, and whether these behaviours are mirrored in other parts of the organisation – if not, you could appraise why this might be case. It would be helpful if you were able to involve staff and colleagues, and even possibly stakeholders, in the evaluation of managerial behaviours, to ascertain their perceptions. You should be able to comment on to what extent you are personally reinforcing organisational values and cultures and how you could further develop or change your behaviour to do so more effectively.</p> <p>This section gives you the opportunity to explain how you translate your organisation's values into behaviours and how you encourage these behaviours. Again you may wish to focus on</p> |
| | | 2.2 | Evaluate personal managerial behaviours that reference organisational values and cultures | |
| | | 2.3 | Establish how to communicate organisational values to the organisational that motivate the organisation to apply these values | |

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| | | | particular methods, whilst acknowledging that there are many. You could consider, areas such as sharing results, rewards, living the values, reviewing and recruiting all in a way that all reflect the organisation's' values. You could apply communication theories and models as well as motivational theories to your examples to further illustrate your depth of understanding. | |
| 3 | Understand the techniques of culture development | 3.1 | Discuss the tools available to an organisation to identify and develop its culture | To identify an organisation's culture requires some kind of measurement to ascertain the current situation. You should investigate what types of measuring tools are available, such as the Organizational Cultural Assessment Instrument (OCAI) developed by Cameron and Quinn (2006), the Denison Organizational Culture Survey (DOCS); Scott <i>et al's</i> review for Health Care may be a useful place to start. Once you have discussed the development of the culture to meet strategic aspirations, you could then go on to discuss how you can move from the current situation to where you would like to be. You may wish to consider areas such as top management commitment and clear objectives and how these relate to things such as energy, attitudes, vision, performance, satisfaction, challenge and support. |
| | | 3.2 | Devise methods of dealing with messages and behaviours which are in conflict with organisational values | You may wish to write or re-visit your organisation's policies (such as promoting multiculturalism, DDA, and associated sanctions for breaching) to answer this section. You have the opportunity to explore the use of rewards and sanctions, teaching and training, recruiting and |

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| | | <p>3.3 Determine legitimate strategies and tactics to influence people in support of organisational values</p> | <p>releasing, but do not feel that you are limited to these.</p> <p>This is closely linked with AC 3.1 and tools that are used to develop the culture may also be appropriate to influence people to support the organisational values. Other strategies may also be available (such as Cialdini's Six Principles of Influence, 1984), and these should also be explored. Your answer should justify why you consider these strategies to be legitimate.</p> |
| | | <p>3.4 Evaluate how national differences and cultures can impact on transferability of organisational structure, systems and processes</p> | <p>You may wish to present this as a comparison by considering what is entirely acceptable in one country or culture but is not in another. You should explain why this may be and suggest how it could be addressed in terms of changes to organisational structures, systems and processes and evaluate the possible impact upon these areas. The work of Hofstede may help in this regard, and there may be links to some of the work you have presented at 1.3.</p> |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about organisational culture, its impact on strategy, performance and the development of appropriate cultures; it also addresses national culture difference.

ETHICAL ORGANISATIONAL MANAGEMENT

| | |
|-----------------------|------------|
| Unit Level | 6 |
| Unit Number | 6002V1 |
| Ofqual Reference | J/504/9042 |
| Credit Value | 7 |
| Total Unit Time | 70 |
| Guided Learning Hours | 30 |

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

LEARNING OUTCOMES

| | |
|---|--|
| 1 | Understand the principles of organisational ethics |
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ASSESSMENT CRITERIA

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|-----|--|
| 1.1 | Discuss the concept of ethics in an organisational context |
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GOOD PRACTICE

You may wish to open the section with a brief definition of ethics, placing this in an organisational context and explaining the interrelatedness of the concept with organisational behaviour, culture and business ethics. You could go on to describe the effects operating an ethical organisation has on organisation performance. You may wish to look at the work of Victor and Cullen (1987, 1988) for example or consider aspects of some of the following theories: Stakeholder theory; Maslow's hierarchy of needs; Rationale decision-making

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| | | | model and The big five personality traits, other areas may include; organisational and social justice; trust, corruption and fraud; corporate social responsibility and business ethics; corporate governance; decision-making and leadership; environmental issues and sustainability; social accounting; advertising and media ethics and professional ethics. | |
| | 1.2 | Evaluate those factors which could influence organisational ethics | It would be useful to start by describing the factors which could influence organisational ethics. You should comment on to what extent the factors described are influential on organisational ethics and how much they should therefore be taken into consideration by the organisation. | |
| | 1.3 | Outline the effect of organisational ethics on corporate social responsibilities | A brief definition of corporate social responsibilities (CSR) would be a helpful start (the following work may help: Carroll, Turban and Greening, Basu and Palazzo, and Zenisek). You may wish to mention the customer, who is increasingly more aware, empowered and able to react and how this links with organisational ethics and CSR. (Updated Feb 2015) | |
| 2 | Understand ethical codes and related legislation | 2.1 | Evaluate an organisational code of ethics | It would be useful if you were able to use the code of ethics from your own organisation. Evaluate the code to establish that is it following the relevant legislation and also best practice. Many professions have published good practice guidelines on the subject of ethics (such as ICAEW (Accountancy), IFAC (International |
| | | 2.2 | Interpret ethically related legislation impacting upon organisational accountability | |

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| | | | | <p>Federation of Accountants), IBE (Institute of Business Ethics)) and you could review these to provide a benchmark, with which to carry out your evaluation. You could continue, to identify areas for possible consideration for improvement and comment on the code's overall effectiveness. This can be combined with AC2.2, should you wish to investigate the legal aspects more thoroughly in the evaluation. You need to establish how the legislation impacts upon organisational accountability. Your answer would be enhanced by drawing on practical examples. (Updated Feb 2015)</p> |
| | | 2.3 | <p>Evaluate the impact of ethical values and concepts to the different cultures and societies in which organisations may operate</p> | <p>Personal examples may be more limited here, depending on where your organisation operates, however, there is a wealth of literature on which you should draw to address this, including the work of Ferrell and Gresham, Jones <i>et al</i>, Castka <i>et al</i>, Adams, Dubnick and Fischer. Consideration should be given to a range of cultures and societies in order to fully illustrate the possible impact of a specific set of ethical values and concepts in another setting. This might require you to research implications of operating an organisation across national boundaries, or of operating within the UK but with a mix of cultures within the workforce, and providing goods and services to sub sets of culture and society within the UK demographic.</p> |
| 3 | <p>Understand an integrated approach to business ethics and corporate social responsibility Understand the principles of organisational ethics</p> | 3.1 | <p>Describe values and beliefs on which ethical decisions can be made by individuals, groups and senior managers in an organisation</p> | <p>Decisions that are ethical are more likely to be made by individuals than organisations. You could consider what values and beliefs may be held by individuals (who make ethical decisions) and how these can be transferred to groups and organisations. Alternatively you could look at a</p> |

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| | | | <p>set of organisational values and consider how these are interpreted by individuals, groups and senior managers in an organisation when making business decisions. You may wish to present your answer as criteria or guidelines for making ethical decisions for your organisation.</p> |
| | | <p>3.2 Discuss how a values and beliefs strategy in different cultures and societies could influence their attitudes to the organisation</p> | <p>Real-life examples will help you address this section, and these may be drawn from your own organisation or from case studies which have received media coverage. You could for instance look at the values and beliefs of different faith groups and attitudes to banking. This is just one examples and you could illustrate your answer with a range of different values and beliefs strategies from different cultures and societies in order to adequately discuss the extent of possible attitudes towards an organisation. You may wish to link this with AC 3.3 and go on to discuss how the organisation could recognise and/or respect the different values and beliefs strategies from different cultures and societies. Your answer would benefit from comment on the impact for the organisation of recognising other cultural values systems and ideologies, including the opportunities this may present.</p> |
| | | <p>3.3 Discuss an ethical organisational approach that could recognise and/or respect other cultural value systems or ideologies</p> | |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the principles of organisational ethics, the effect on corporate social responsibility, and understanding organisational ethics in differing cultural values systems and ideologies.

PLANNING A CHANGE PROCESS

Unit Level

6

Good Practice

Unit Number

6003V1

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

Ofqual Reference

L/504/9043

Credit Value

7

Total Unit Time

70

Guided Learning Hours

25

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1 Understand the forces for change in an organisation

1.1 Determine the organisation's position in the sector and market within which it operates

There are several ways of describing an organisation's position in its sector – size of turnover and profit are common. You will need to be able to obtain the figures for your organisation. You will then need to get an idea of the sector as a whole, to be able to determine your organisation's position within it. There may be a lot of information publically available, depending on the nature of your organisation. You could contact the relevant Sector Skills Council for your sector and the government's Office for National Statistics and Companies House for information

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| | | | on your main competitors. Professional bodies and trade associations also often hold data on the sector as a whole as well, which they may be willing to share. Additionally you should be familiar with market and environmental analysis tools, such as STEEPLE and Porter's 5 Forces. |
| | | 1.2 | Identify an opportunity for change, in support of the organisation's objectives |
| | | 1.3 | Discuss a model or method to identify a change process and the communication of that change process |
| 2 | Be able to assess the impact of the change process | 2.1 | Evaluate the impact of the change process on individuals in the organisation |
| | | | Using a real-life example would be helpful for this section. If possible, base your answer on your own organisation, even if the change you identify is not one that will actually be considered by the organisation (although your suggestion should be realistic). It would be helpful to re-iterate the organisation's objectives (or at least the one your planned change applies to) at the start of your answer. |
| | | | There are many models you may wish to consider (such as Kotter, Lewin, Stanley, Fisher, and Burke-Litwin) but all agree the importance of planning and communication. Identify the model you wish to use and explain why you think it is appropriate for your organisation and the changes you are planning. You also need to describe how you are going to communicate your changes to those that are involved and others than need to know. |
| | | | Again, there is a lot of literature available (such as Fullan and Ballew, Patterson et al, Hall and Tolbert, Yukl, Stacey, Van De Ven (Andrew H.) and Poole) about how individuals cope with change and you may wish to refer to this to help |

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| | | | with your answer and how to manage the people affected (they may be angry, become withdrawn, work harder and longer hours or disengage completely). The changes are likely to impact differently on different people and different groups of people. You may wish to start this section by identifying the factors that you will use to assess the impact of the change. | |
| | 2.2 | Assess the impact of the change on organisational stakeholders | It would be helpful to start this section by identifying the group of stakeholders you are considering and again, the factors by which you will measure the impact of the planned change. Using models of stakeholder analysis like Mendelow's Power and Interest Matrix may be beneficial in supporting your argument. | |
| | 2.3 | Analyse the impact of the change on achievement of organisational objectives | You could use your findings from above to begin to address this section. How will the changes affect productivity and effectiveness of the organisation? Changes properly planned and implemented should have a positive impact on achievement of organisational objectives. However, it might be that some changes that are analysed do not yield sufficiently significant advantage to counter any negative impact on individuals and stakeholders. If you encounter this situation, you may wish to address in the next section. | |
| 3 | Be able to plan the change process | 3.1 | Describe how to secure support for the change process from senior management | You may wish to begin this section by identifying what is important to the senior managers and then describe your change plan in these terms. What tools are at your disposal to engage with the senior management? You could describe the process that applies in your own organisation for presenting a case for change; You may |

3.2 Demonstrate how individuals in the organisation will be supported during the change process

alternatively wish to present your answer as a formal business case.

You could address this section by showing a range of support activities and mechanisms for those who will be affected by the change. This could range from communications plans to formal HR support, counselling, coaching, re-training, re-deployment, depending on the nature of the change. You could link with to AC2.3 above, and discuss how you might reduce any negatives impacts or increase positive impacts to make the change viable.

3.3 Construct a plan to implement and monitor the change process

The whole change process might look something like this: define the process and practices; scrutinise details of change; plan for implementation; implement and monitor; evaluate and report on and modify if necessary. Other models are available, including the planning cycle, but mostly cover the same key areas, including communication. There is a lot of literature on which you can draw to assist in your planning to support individuals and (AC 3.3) in the implementation and monitoring of the change process. Your plan should include communication methodology, timescales, resource implications and key milestones, as well as the areas mentioned above (aim, analysis and exploration of opportunities, change processes, implementation, monitoring, evaluation, feeding back). (Updated Feb 2015)

3.4 Analyse the outcome of the change process against the change plan and organisational objectives

Your analysis should inform you of the extent to which your process was successful and the level of achievement attained against the pre-set criteria (the change plan and organisational objectives). You may wish to comment on areas

for improvement, or where you may have done something differently.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about identifying opportunities for change, modelling the change process and managing the change to produce expected outcomes.

LEADING EQUALITY AND DIVERSITY

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| Unit Level | 6 | Good Practice CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty. |
| Unit Number | 6004V1 | |
| Ofqual Reference | R/504/9044 | |
| Credit Value | 7 | |
| Total Unit Time | 70 | |
| Guided Learning Hours | 30 | |

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | GOOD PRACTICE |
|-------------------|--|---|--|
| 1 | Understand the commitment to equality of opportunity and diversity | 1.1 Evaluate the organisation's commitment to equality of opportunity and diversity | ACs 1.1 and 1.2 are closely aligned and you could answer both together. It would be helpful to begin your answer by summarising the organisation's policies pertaining to this area and outlining how they are implemented. You need to evaluate the organisation's commitment to the equality of opportunity and diversity; this could be done, in part by a staff survey, to try to ascertain whether the staff considers the organisation to be committed. Other evidence may be obtained from the organisation's records regarding discipline and grievance cases and subsequent appeals, or from results of existing employee |
| | | 1.2 Discuss how behaviour, actions and words, of all members of the organisation, support the commitment to equality of opportunity and diversity | |

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| | | | | <p>opinion surveys. Informal observations and feedback from colleagues may provide additional information to support or challenge your findings from the formal route. Your evidence would also benefit from commenting on how the policies are communicated to staff and other stakeholders, and an acknowledgement of how closely reality mirrors the written intent. It would be useful to use real-life examples to illustrate your answer.</p> |
| | | 1.3 | Identify organisational and personal responsibilities and liabilities under equality legislation and/or codes of practice | <p>It would be useful to summarise current equality UK legislation, regulations and industry/organisational codes of practice relevant to personal responsibilities and liabilities and go on to explain the responsibilities of individual's and the organisation.</p> |
| 2 | Be able to conduct the application of equality of opportunity and diversity | 2.1 | Describe the organisation's equality and diversity policies and how these are communicated within the organisation through coaching and mentoring | <p>You could start by describing the key characteristics of the organisation's policies, you could go on to identify how closely they match legal requirements, and any additional clauses that they may have been added. Your section on communication may include communication with new staff, reinforcement with existing staff, and how new and/or up-dated policies are communicated. An assessment of how well the organisation communicates its E & D policies will help you answer the next section (AC 2.2) as will the extent to which the organisation only included the minimum legal requirements in its policies and how it goes about implementing the policies. 2.2 also links strongly to 1.1 and 1.2, although the focus of this criterion will be on management practice.</p> |
| | | 2.2 | Assess the application of the organisation's commitment to equality of opportunity and diversity | |

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| | | 2.3 | Conduct a review of the diversity of the workforce against the local and/or national population and identify areas for review | Your answer here could include a summary of the diversity of local and national population to establish the benchmark. The ONS is a good source of information regarding UK population statistics. As regards the diversity of your own workforce, some organisations collate this information in the HR department. Otherwise, a simple survey will reveal the actual diversity of the workforce. From your findings you could then outline the areas where there is a mismatch (e.g. is there a gender or ethnicity bias), You could consider if there are any reasons for this mismatch – valid or otherwise – and identify areas for review – e.g. recruitment and selection practices, job design and description. |
| 3 | Understand the needs of others in relation to equality of opportunity and diversity | 3.1 | Explain the requirement to understand individuals' needs, feelings and motivations, and to take an interest in their concerns | It would be helpful to start your answer with an overview of Needs Theory and how taking an interest links with motivation (for example McClelland, Maslow, Murray). Your evidence would be enhanced if you were to analyse the impact for the organisation if the individuals' needs, feelings and motivations were not taken into consideration. You could extend this to address AC 3.2, where the measure of the impact of showing respect to others, recognising their value and upholding their rights should be evaluated against the achievement of organisational objectives and up-holding staff welfare policies. You may also wish to include integrity, fairness and consistency in this piece of work, as the evidence for AC 3.3 could be the conclusions drawn from your work above, if planned in that way. Your description could include the impact as a consequence of not dealing with individuals with integrity, fairness and consistency. |
| | | 3.2 | Evaluate the impact of showing respect to others, recognising their value and upholding their rights | |
| | | 3.3 | Describe the need for integrity, fairness and consistency in dealings with individuals | |

3.4

Outline a process for dealing with others whose behaviours, words or actions do not support a commitment to equality of opportunity or diversity

You could present your answer as a policy document, you may wish to consider rewards as well as sanctions, recruitment and releasing processes, whistle-blowing and support processes such as education and training. Workplace examples – anonymised as necessary - would add value to your answer.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about organisational commitment to equality and diversity, and its application and support throughout the organisation.

DEVELOPING AND MANAGING NETWORKS

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| Unit Level | 6 |
| Unit Number | 6005V1 |
| Ofqual Reference | Y/504/9045 |
| Credit Value | 7 |
| Total Unit Time | 70 |
| Guided Learning Hours | 25 |

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | | GOOD PRACTICE |
|-------------------|--|---------------------|--|--|
| 1 | Be able to develop personal networks to support current and future organisational objectives | 1.1 | Create and maintain personal networks of contacts to meet current and future organisational objectives | Ideally you should be actually developing your networks to address this section. You could discuss details of how you have created your own personal networks both within and outside the organisation, identifying how often and where you meet, how you conduct yourself at network events and how you maintain relationships with network members in between formal events. Some networks may be less formal and operate in a 'virtual' environment due to limitations of time or distance or mobility. Evidence of your active |
| | | 1.2 | Identify network members who are aware of the benefits of networks, and possess influence and skills | |

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| | | | | <p>participation in the organisation and execution of network events might also be included. Throughout you should ensure that you show how your networking activities and contacts link to the aims and objectives of your organisation. You may wish to use three or four examples of skilled and influential network contacts in presentation of your answer for AC 1.2.</p> |
| | | 1.3 | <p>Discuss boundaries of confidentiality within the networks</p> | <p>It would be helpful here to explain the key principles of confidentiality and use real-life examples, if possible, to illustrate how you and other network members observe confidentiality within your networks. You could include both positive and negative examples, and details of any relevant membership rules or codes of practice.</p> |
| 2 | <p>Be able to collect data or information from the networks to inform on the environment in which the organisation operates</p> | 2.1 | <p>Design a data or information gathering process to produce information from networks to assist in organisational planning and operations</p> | <p>You may wish to begin by identifying the specific organisational planning and operations for which you wish to design/have designed a data or information gathering process. This may be related to a new project or area of work for which you will be taking responsibility, or to assist with current responsibilities. It would be helpful to say whether the purpose is to help extend your knowledge or skills, or to establish a benchmark. You could then explain what data or information you are going to collect and how you are going to go about the collection, you may have to use several different methods to gather different types of data. Your process should have stated outcomes and detail timelines and key milestones.</p> |

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| | | <p>2.2</p> | <p>Evaluate data or information gathered from networks to support organisational planning and decision making</p> | <p>In evaluating the data gathered you could critically review how and whether the results are adequate in their support and influence on organisational planning and decision making, using real-life examples to illustrate your answer. You could identify any shortcomings, or inaccuracies and learning points for the future.</p> <p>You may wish to start by identifying how you have investigated some factors that may impact on the organisation in the future. Using a model like PESTEL analysis and/or competitor analysis could be useful. The environmental factors could then be linked to scenario planning and examples of how you have used data or information gathered from your networks to assist in this process.</p> |
| | | <p>2.3</p> | <p>Using data or information gathered from networks, devise or assess future scenarios within the environment in which the organisation operates</p> | |
| <p>3</p> | <p>Be able to use the skills of encouraging and supporting implementation of ideas from the network across the organisation</p> | <p>3.1</p> | <p>Outline an idea from the network which will benefit the organisation</p> | <p>If possible use practical examples of where a network has generated ideas that could be beneficial to your organisation. These could be where you have used your network contacts to help generate ideas, or where your attendance has given you new ideas to take back to your organisation. Outline one idea and (for AC 3.2) go on to explain the balance of benefits against risks associated with the implementation of the idea. These may be financial or people/process-related. The use of a balanced scorecard approach may assist in the presentation of risks v benefits.</p> <p>You may wish to present your evidence for AC 3.3 as a strategy or a process detailing the communications necessary to encourage and support acceptance of the idea for the organisation. You should include a justification</p> |
| | | <p>3.2</p> | <p>Compare the balance of risks against benefits that may arise from the idea</p> | |
| | | <p>3.3</p> | <p>Devise communication methods that encourage and support acceptance of the idea for the organisation</p> | |

for communication methods with senior managers, staff, customers and other stakeholders and outline how you will monitor the implementation and success of this strategy. An awareness of communications theory (Shannon-Weaver, Mehrabian etc) would strengthen your answer.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about developing managerial networks, capitalising on those networks by using data or information gained to inform the organisation's plans.

ORGANISATIONAL STRUCTURES

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| Unit Level | 6 | Good Practice CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty. |
| Unit Number | 6006V1 | |
| Ofqual Reference | D/504/9046 | |
| Credit Value | 7 | |
| Total Unit Time | 70 | |
| Guided Learning Hours | 30 | |

| LEARNING OUTCOMES | | ASSESSMENT CRITERIA | GOOD PRACTICE |
|-------------------|---|--|--|
| 1 | Understand the meaning and nature of organisational structure | 1.1 Analyse how the objectives of organisational structure impact organisational culture | It would be useful to start your answer by defining organisational structure and with reference to the literature and theorists' work, (e.g. Pugh). Describe different types of organisational structure and how the nature and objectives of an organisation influence the structure. You may wish to carry out an analysis of how structure impacts on culture, reference to Handy's work may assist. Your answer would benefit from reference to how culture and structure could be |

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| | | 1.2 | Discuss the interrelationship of institutional, managerial and technical levels within an organisational structure | <p>aligned to objectives to increase the effectiveness of the organisation.</p> <p>You may wish to start this section by clarifying what you understand by the terms institutional, managerial and technical, before going on to explore the relationships between these levels and how they interact within the organisational structure and hierarchy. Your answer would be enhanced by commenting on the effect different organisational structures have on these relationships.</p> <p>Using a real-life example would be ideal here for you to evaluate potential sources of organisational ideas and innovations within an organisational structure. These could be both formal and informal processes. You may wish to come up with criteria by which you can easily compare and evaluate sources. Your evaluation could acknowledge where the structure works positively to both support and encourage or negatively to suppress the generation of ideas and innovations.</p> |
| | | 1.3 | Evaluate the potential sources of organisational ideas and innovations within an organisational structure | |
| 2 | Understand the design of organisational structure | 2.1 | Analyse the variables that influence organisational structure and systems of management | <p>You may wish to open this section with a review of organisational design theory, with reference to the literature. You could identify and describe the key factors that affect organisational structure and systems of management and go on to analyse the influence such variable have. Your answer would be enhanced by some concluding comments.</p> <p>A review of the operational function would be a useful start, theorists include Ferdows and de</p> |
| | | 2.2 | Compare the operational functions of an organisation with those functions which support the achievement of the task | |

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| | | | Meyer, Hayes and Wheelwright, Mintzberg and Waters, Skinner, Slack and Johnston and Slack and Lewis, but there are many others you may wish to cite. You may wish to outline the support strategy in terms of role, objectives and activities to compare with task- focused operational functions. This leads into AC 3.3 where you may explore the organisational design implications of creating a structure that supports those delivering front line products or services, and discuss how different structures can either facilitate or counter ('them and us') the development of good working relationships and shared objectives between functions. Reference to the 'upside down triangle' might assist. |
| | | 2.3 Discuss the implications for an organisation when designing an organisational structure in distinguishing between operational and support functions | |
| 3 | Understand advantages and disadvantages of centralisation and decentralisation | 3.1 Differentiate between an organisational management system that is centralised and one that is decentralised | You could begin by defining and identifying the key characteristics of both of these organisational management systems and highlight their differences. This leads into AC 3.2 where you should compare the advantages and disadvantages of each system. You may wish to present your answer for these two criteria initially as a table, but will need to explain fully the comparisons you are making. Drawing on real life examples from your own or from other high profile organisations will enhance your answer, as will giving examples of the type of organisation which may adopt one system over the other and vice versa. You may wish also to consider the influence of employees and other stakeholders when exploring the advantages and disadvantages. |
| | | 3.2 Compare the advantages and disadvantages of a centralised and decentralised system | |
| | | 3.3 Distinguish between management span of control and management chain of command | Again you could firstly define these terms and then describe their key characteristics before moving on to highlight what distinguishes one |

from another, and the potential impact of each on organisational stakeholders.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about organisational structures, the system that support them and the impact on the organisation.

MANAGING IDEAS AND INNOVATION

Unit Level

6

Good Practice

Unit Number

6007V1

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

Ofqual Reference

H/504/9047

Credit Value

7

Total Unit Time

70

Guided Learning Hours

25

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

LEARNING OUTCOMES

1

Understand the identification of ideas and innovation across the organisation

ASSESSMENT CRITERIA

1.1

Discuss the approaches to the encouragement of ideas generation and innovation across the organisation

GOOD PRACTICE

This section would be well started with a brief explanation of the differences between ideas and innovation and about why you think ideas and innovation are important to an organisation. You could explore the range of approaches used by organisations to encourage the generation of ideas and innovation (these might include having and R&D department, formal suggestion or incentive schemes, investment in process re-engineering, or restructuring and workplace design to name a few). Your answer would benefit

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| | | | from drawing on your own experiences as well as critiquing the methods described. |
| | | 1.2 | Compare the organisation strategy to innovation with the organisational objectives |
| | | 1.3 | Determine methods to communicate the innovation strategy across the organisation |
| 2 | Understand the encouragement and support of ideas and innovation across the organisation | 2.1 | Outline methods to encourage others in the organisation to identify ideas and innovations and the sharing of these ideas and innovations |
| | | | This section gives you the opportunity to analyse how far the organisation's innovation strategy facilitates or enables the achievement of organisational objectives. The use of a real life example would assist in the identification of whether or not there are any links between the two, and if so, how well these work in practice. You could compare your own organisation strategy with that of another organisation to identify where it is effective and where it could be improved. (Updated Feb 2015) |
| | | | People are central to enabling innovation; staff at all levels should be involved as well as customers and other stakeholders. Once people have taken time to make suggestions, they normally want to know what, if any, action has been taken. You should determine appropriate methods of communication which will inform a variety of internal stakeholders of the organisation's innovation strategy, bearing in mind that this will be communicated at all levels and to employees with a wide range of understandings and perspectives. It would help to show that you understand communications theory. |
| | | | You should consider a range of methods, from informal to formal and push and pull strategies. If you do not think your own organisation has many methods to encourage others to identify ideas and innovations, then you could use this as an |

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| | | | <p>opportunity to research more widely and suggest what they could be doing or considering to generate ideas and innovations. You might want to make reference to brainstorming techniques, mind mapping, process re-engineering, quality circles, or other tools and techniques deployed in the workplace for this purpose.</p> | |
| | | 2.2 | <p>Recommend ways to overcome barriers to ideas generation and innovation</p> | <p>Different methods of ideas generation and innovation may present different barriers – these could be highlighted and possible solutions presented. Additionally different groups of stakeholders or groups of people (e.g. gender, age, and cultural background) may present different obstacles, again possible solutions could be presented to encourage ideas and innovations. It would be useful to identify some of these barriers before moving on to recommend ways in which they may be overcome. Your answer will be enhanced by suggesting how your solutions could be implemented and monitored.</p> |
| | | 2.3 | <p>Determine methods to encourage and support originators of ideas and innovation</p> | <p>Your answer may start with a brief explanation of why it is important to an organisation to encourage and support originators of ideas and innovation and then go on to detail methods by which this can be achieved. For instance, some organisations will have a forum that reviews ideas and innovation and which reports back to originators, ensuring they retain ownership. Others will allow originators to become part of a project team developing their idea. Drawing on real life examples would be useful.</p> |
| 3 | Be able to analyse and implement ideas and innovation across the organisation | 3.1 | Evaluate ideas and innovations against the organisation's objectives or opportunities | <p>For this section, you may wish devise criteria by which you can evaluate ideas and innovations against the organisation's objectives or opportunities. Some organisations adopt formal</p> |

3.2 Analyse risks and costs of ideas and innovation against benefits

3.3 Recommend a course of action to implement an idea or innovation

3.4 Define a process that rewards the originators and developers of ideas and innovation

processes for this purpose – Stage-Gate is one such model, your own organisation may deploy other methods. The use of a practical illustration would be beneficial.

The simplest way to tackle this section would be to provide a worked example of carrying out a cost-benefit analysis on an idea or innovation from your workplace, or from a historical case study (e.g. Dyson vacuum cleaners or mint flavoured Kit Kats) including suggestions of how to mitigate the risks identified.

Your recommendation can draw on previous work (from AC 3.1 and 3.2), and could take the form of an action plan with timescales and expected outcomes You should justify your recommendation and could enhance your answer by outlining how you would monitor the implementation.

Your process should consider how your organisation rewards all those you may put forward ideas and innovations. Rewards should be appropriate to the originator and the process must maintain integrity, fairness and consistency, your definition should include how this would be achieved. Some organisations provide financial rewards to originators from gift vouchers through to profit share on a successful product launch. Others will recognise the individual or team in organisational communications and/or with thank you letters from senior managers/directors. You could critique the process adopted by your own organisation, or develop one for your organisation.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about encouraging and supporting the identification and practical implementation of ideas and innovation across the organisation.

MANAGERIAL DECISION MAKING

Unit Level

6

Unit Number

6008V1

Ofqual Reference

K/504/9048

Credit Value

7

Total Unit Time

70

**Guided Learning
Hours**

25

Good Practice

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LEARNING OUTCOMES

1

Understand the communication of the organisation's purpose, values and vision

ASSESSMENT CRITERIA

1.1

Relate the organisation's purpose, values and vision to people across the organisation

1.2

Identify how organisational plans support the organisation's purpose, values and vision

1.3

Discuss methods of motivating people in the organisation to recognise the links between

GOOD PRACTICE

It would be useful to start your answer by outlining the organisation's purpose, values and vision, before perhaps going on to explain the methods by which these are shared across the organisation.

Here you could use the example of your own organisation, or one of your choice, to identify how well organisational plans are aligned in support of the purpose, values and vision of the organisation.

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| | | | organisational objectives and organisational purpose, values and vision | Your evidence would be enhanced by reference to the work of theorists (such as Tannenbaum, Wood, Bandura, Datar, Rajan and Horngren) and also if you are able to use real life examples to illustrate the methods you use to motivate people to recognise the links between organisational objectives and organisational purpose, values and vision. |
| 2 | Be able to support and advise individuals during periods of setback and change Understand the skills to make difficult decisions | 2.1 | Explain the skills necessary to provide support and advice to people during periods of setback and change | There is a lot of literature around this area and you could refer a number of theorists in your answer e.g. Kotter and Lewin for change management, which would also benefit from the use of real life examples. You could use a range of examples of setbacks and change and also outline the range of support and advice which different people may require. This links closely with AC 2.2, and you may choose to present part of your answers to both criteria in the form of a table. You could go further by including how to ensure the support provided meets the needs of the individuals involved. |
| | | 2.2 | Assess the types of support and advice people may need and how this can be provided | |
| 3 | Understand the communication of the organisation's purpose, values and vision | 3.1 | Analyse the need for integrity, fairness and consistency in managerial decision making | You may wish to start your answer by explaining the benefits of integrity, fairness and consistency when making difficult decisions. You could go on to analyse the legal and organisational consequences of not making managerial decisions with integrity, fairness and consistency, and the potential consequences to individuals. The use of examples from your own workplace or of high profile cases from media sources would help to illustrate your answer. There is a lot written about why managerial decisions may have to be made with incomplete |
| | | 3.2 | Justify the need to make decisions in uncertain situations, or when incomplete information is available | |

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| | | | information or in uncertain situations and you could research this as well as provide real life examples. |
| | | 3.3 | Determine when to take or implement difficult and/or unpopular decisions to support the organisation's purpose, values or vision |
| | | 3.4 | Discuss communication styles that could be used to communicate difficult and/or unpopular decisions |
| | | | <p>You could present your answer in the form of a business case or a cost benefit analysis, and the use of a real life example would enhance your answer. You could include details of the internal and external factors that have affected the decision as well as explaining why alternatives are not viable.</p> <p>There is a range of different models of communication styles that you could use to illustrate your answer, most of which focus on behavioural types. You could also make reference to the Shannon-Weaver communication model. These models could be applied to an example situation – from real life if possible. It would be expected that you will demonstrate consideration of the range of people that need to be informed of the difficult and/or unpopular decision and the different styles that may be appropriate to both audience and circumstances.</p> |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the challenges and skills of making difficult decisions that must be made in support of the organisational objectives. The aim is to develop an understanding of how communicating effectively and consistently can aid the decision making process.

PERSONAL LEADERSHIP DEVELOPMENT AS A STRATEGIC MANAGER

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| Unit Level | 6 |
| Unit Number | 7001V1 |
| Ofqual Reference | T/504/9067 |
| Credit Value | 6 |
| Total Unit Time | 60 |
| Guided Learning Hours | 20 |

Good Practice

CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES

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| 1 | Be able to identify skills to achieve strategic ambitions |
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ASSESSMENT CRITERIA

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| 1.1 | Analyse the strategic direction of the organisation |
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GOOD PRACTICE

The focus for this assessment criterion is the direction of your organisation, or one of your choice. This section requires analysis and not just a description of your organisation's direction. Your narrative should ideally indicate that you recognise the different approaches to strategy. This will be limited by the word count allocated but could include Mintzberg with deliberate and emergent strategies and the limitations of deliberate strategies formulated in terms of mission, objectives and goals in the fast changing dynamics 21st century business environment. You

might also include other writers for example Stafford Beer and the purpose of an organisation, Spender and Grant and the resource based view of the firm and Ashby's Law of Requisite Variety.

1.2 Evaluate the strategic skills required of the leader to achieve the strategic ambitions

This criterion requires that you evaluate and not merely describe the strategic skills of a leader and how these in turn link to the strategic ambitions and direction of the organisation and will build upon section 1.1.

You might explore the key components of skill as being the required behavioural competences and underpinning knowledge. In the process of evaluating the skills you might reference writers to underpin your analysis. This might include some of the following but can include others with which you are familiar:

- 21st Century management competences - Gareth Morgan
- Internal alignment - John Burgoyne
- The transformative leader and identified four competencies - Bennis
- Strategic leadership roles - Kets de Vries
- Strategic leadership competencies - Thompson and Martin

1.3 Assess the relationship between existing, required and future skills to achieve the strategic ambitions

This assessment criterion builds upon 1.1 and 1.2 and may call upon models used in those sections. You might use your personal experience to

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| | | | | <p>assess the relationship between your existing skills, those required in the current role and those that you might need in the future if the organisation is to achieve its strategic ambitions.</p> <p>Once again, this section requires more than a description. At this level you might underpin your narrative with models and concepts that include the following although this should not be seen as an exclusive list :</p> <ul style="list-style-type: none"> • Strategy and Change - Mintzberg • The personal development planning cycle • The three levels of strategy - Johnson et al • Strategy and decision making cycles – John Boyd • Human resource development planning • Strategic leadership skills - Michael Millar <p>A full response will further include your personal “gap analysis”, possibly in a tabular format, that includes relevant comments and assumptions.</p> |
| 2 | Be able to manage personal leadership development to support achievement of strategic ambitions | 2.1 | Discuss the opportunities to support leadership development | This learning outcome focuses on being able to manage your personal leadership development in order that you can enable the organisation to meet its objectives. In your answer you are asked to discuss and not merely describe and so your response could include the following as part of your discussion: |

- How you identify your current and future leadership capability requirements
- How you might plan to meet your leaderships development needs including resources and support
- Learning styles with reference to a model or models for example - Honey and Mumford or Kolb's learning cycle
- Your own responsibility for personal development
- Problems in behaving strategically with reference to the different "skills" required to support a deliberate or emergent strategy
- Strategic leadership style - Thompson and Martin

How you are seen as a manager and how others might perceive your capabilities using models to support your analysis and this might include use of The Johari Window framework – Luft

- Opportunities for development - education, training and development options both internally and external to your organisation and any resource constraints
- Career planning - Pedler, Burgoyne and Boydell
- The organisation's role in career development - Burgoyne
- Career anchors - Torrington, Hall and Taylor and Schein

2.2 Construct a personal development plan to direct leadership development

Here you should construct a personal development plan that will support your leadership development. This can be in any format but as a minimum should include the following:

- The identified learning need

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| | | | <ul style="list-style-type: none"> • How that need might be met • Any resource implications • Milestones • Dates for review and completion <p>It might also include:</p> <ul style="list-style-type: none"> • The process for agreeing the plan • The process for evaluating the plan • Others that might be involved in enabling your success • How the learning needs were identified e.g. a personal SWOT or review against a competency framework |
| | | <p>2.3 Devise an implementation process for the development plan to support achievement of strategic ambitions</p> | <p>This assessment criterion follows on from 2.2 and in narrative format will explain how you plan to put the plan into action. In your narrative you could include some of the following:</p> <ul style="list-style-type: none"> • Implementation strategy • Reviewing and updating the leadership development plan • The review and evaluation process • The continuing professional development (CPD) process and lifelong learning |
| <p>3</p> | <p>Be able to evaluate the effectiveness of the leadership development plan</p> | <p>3.1 Assess the achievement of outcomes of the plan against original objectives</p> | <p>In order to complete this criterion, it is suggested that you answer this after some period has elapsed between developing the plan so that you have carried out some of the activities in it. In your response you could assess the following:</p> <ul style="list-style-type: none"> • The achievement of outcomes of the plan against personal objectives • The achievement of outcomes of the plan against strategic objectives of the organisation • The achievement of outcomes and relevance of the plan against an emergent business |

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| | | | <p>strategy and any changes that may have been made to the plan</p> <ul style="list-style-type: none"> Any issues that may have prevented achievement of outcomes <p>This section requires evaluation of the impact of what you have achieved and will build upon other section in your report. In your answer you might consider the following:</p> <ul style="list-style-type: none"> How your achievement of outcomes has had an effect on the current and future strategic ambitions both of yourself and your organisation The achievement of outcomes and relevance of the plan against an emergent business ambition or a change to the organisation's strategy. <p>Building on the responses to the previous criterion you can reply in narrative format supported by a revised personal development plan. Any supportive narrative might address:</p> <ul style="list-style-type: none"> Review and update processes Peer reviews and feedback processes including 360 <p>Revised personal goals and aims</p> |
| | 3.2 | Evaluate the impact of the achievement of objectives on strategic ambitions | |
| | 3.3 | Review the leadership development plan | |
| | 3.4 | Update the leadership development plan | |
| 4 | Be able to advocate a staff welfare environment that supports organisational values | 4.1 | <p>Evaluate the impact of corporate commitment to staff welfare on organisational objectives</p> <p>When answering this assessment criterion your reply should show an evaluation of the impact and not just a description. Your answer could start by exploring the organisation's approach to staff welfare and links to organisational objectives. You might also consider the way staff welfare should be and go beyond promotion of a state of contentment and organisational work. The CIPD have undertaken a number of studies and their</p> |

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| | | | findings could provide useful information to support your answer. |
| | 4.2 | Discuss how a staff welfare environment can affect achievement of organisational objectives | <p>Building upon your reply to 4.1 you are required to provide a discussion about how staff welfare can affect the success of an organisation. This is a wide topic but restricted by word count you might include some of the following:</p> <ul style="list-style-type: none"> • Gaining corporate commitment to staff welfare • Making the business case for staff welfare • Developing a staff welfare policy • Key elements of successful health and safety management Source: HSE (2008) • Health and well-being, and work life balance and employee engagement |
| | 4.3 | Consider the influence of a corporate commitment to staff welfare on the development of organisational values | <p>Here you are required to consider the influence of a commitment to staff welfare on organisational values. The influence of such policies can be very wide but your answer might include some of the following:</p> <ul style="list-style-type: none"> • Health and safety – reduction of accidents, improved working conditions • Occupational health – reduction in absence, reduced work place stress • The implications for leadership at all levels of the organisation • Legislation compliance • Values and beliefs of the organisation • Corporate governance |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the challenges and skills of making managerial decisions that must be made in support of the organisational objectives, purpose and vision.

STRATEGIC LEADERSHIP

Unit Level

6

Good Practice

Unit Number

7013V1

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Ofqual Reference

K/504/9079

Credit Value

7

Total Unit Time

70

Guided Learning Hours

30

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES

1 Understand an organisation's ethical and value-based approach to leadership

ASSESSMENT CRITERIA

1.1 Analyse the impact of the organisation's culture and values on strategic leadership

GOOD PRACTICE

In addressing this assessment criteria a good answer would analyse the impact of the organisation's culture and values on strategic leadership taking into consideration some of the following:

- Shared Culture - Trice and Beyer
- Types of leadership
- Task or people? - Peter Farey

- Leadership motivations and behaviours
- Leadership context
- Leadership vs management skills, e.g. in a project life cycle - Wideman
- Leadership vision and values

There are many writers on this subject and reference could also be made to the work of Covey, Kotter, Warren Bennis, Robert Townsend and Boyett and Boyett amongst others.

1.2 Discuss how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands

In discussing how organisational specific, legal, regulatory and ethical requirements impact on strategic leadership demands you could differentiate between generic legal and regulatory demands, for example, employment law, health and safety as well as sector specific demands, for example food safety, the regulatory bodies that relate to your sector for example gas safety or other closely regulated sectors.

1.3 Evaluate current and emerging social concerns and expectations impacting on strategic leadership in the organisation

In this section, where you are required to evaluate the current and emerging social concerns and expectations you could make reference to the debates on green issues including any carbon tax, waste emissions and concerns expressed by stakeholders in your specific sector or one of your choice.

Other social concerns could be explored in terms of how they help organisations hire and retain their people. From a global perspective a good

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| | | | answer could include comments on the growing sense that responsibility for righting social wrongs belongs to all organisations. | |
| 2 | Understand strategic leadership styles | 2.1 | Evaluate the relationship between strategic management and leadership | <p>Here you are asked to evaluate the relationship between strategic management and leadership. In answering you could make reference to some of the following ideas concepts and their associated models. Your answer should not be a mere description but an evaluation with comments on the appropriateness of these models in context of their organisations. Please note that this is not an exhaustive list.</p> <ul style="list-style-type: none"> • Leadership and motivation • The cultural web – Johnson • Situational leadership - Hersey and Blanchard • Transactional leadership • Transformational leadership • Action-Centred leadership - Adair • The leadership continuum - Tannenbaum & Schmidt <p>This assessment criterion requires an evaluation of leadership styles and their impact on strategic decisions. A full response could comment on some of the following ideas in context of their organisations</p> <ul style="list-style-type: none"> • Leadership behaviours • The leadership grid - Blake and Mouton • Emotional intelligence and leadership styles – Goleman • Level 5 leadership - Jim Collins |
| | | 2.2 | Evaluate leadership styles and their impact on strategic decisions | |
| | | 2.3 | Discuss why leadership styles need to be adapted in different situations | |

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| | | | | <p>Here you are required to discuss why leadership styles need to be adapted in different situations incorporating some of the following ideas and theories:</p> <ul style="list-style-type: none"> • Leadership and motivational theory • Theory X and theory Y • Maslow's hierarchy of needs • Motivational theories developed by Chris Argyris, David McClelland and Rensis Likert |
| | | 2.4 | Evaluate the impact of leadership styles on the organisation | <p>In evaluating the impact of leadership styles on the organisation you could make use of a number of writers and models. A good response might comment on some of these ideas in context or their organisation noting that some learners may work for national or international companies</p> <ul style="list-style-type: none"> • Characteristics of leadership • Attributes of leadership - John Gardner • Seven 'megaskills' of leadership - Burt Nanus • Leadership as capabilities - Ancona et al |
| 3 | Understand leadership strategies and their impact on organisational direction | 3.1 | Evaluate two differing leadership strategies | <p>Here you should chose 2 differing leadership strategies and as part of your evaluation of the 2 strategies make reference to some of the following:</p> <ul style="list-style-type: none"> • Organisational contexts and adaptations • The strategic context • Contextual factors in strategic change • Evolution or revolution? • Situational leadership <p>In determining situational variables which could cause a change in leadership strategy you might consider including some of the following:</p> |
| | | 3.2 | Determine situational variables which could cause a change in leadership strategy | |

3.3 Analyse a leadership strategy to support organisational direction

- Strategies for change: overcoming resistance to it - Kotter and Schlesinger (2008)
- The 'change equation' - Beckard and Harris
- The cultural context - Edgar Schein and Hofstede,
- The interplay of organisational culture, leadership, and organisational effectiveness, source - Parry and Proctor-Thompson

Here you are required to analyse a leadership strategy to support organisational direction. This is a broad subject and you might consider some of the following when developing your response:

- The leader as change agent
- Tools for culture change
- Four tools of co-operation and change - Christensen et al
- Informal coalitions and the leadership agenda
- Leadership vision and values
- Engaging people with vision
- A motivationally rich vision
- The 7Rs of changing minds
- Communicating the vision
- Effective communication - Kotter
- The 5Ms of magic meetings
- Gaining followers through values and building trust
- Ethical leadership - Monty Burns
- Ethical leadership as a strategic issue

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about understanding strategic leadership skills and strategies and the understanding of ethical and cultural issues within the organisation.

APPENDIX 1

Revisions to Document

The below table summarises any revisions made to this document since publication.

| Revisions to Document | Document Version | Date Revisions Made |
|---|------------------|---------------------|
| Included Revisions to Document Appendix 1 Amendment to Unit 6008V1 Unit Aim has been corrected | Version 6 | March 2018 |
| Extension to Qualification regulation now ends on 31/08/2020 | Version 7 | April 2018 |

