

# LEVEL 7 IN PROFESSIONAL CONSULTING

(RQF) Syllabus | March 2018 | Version 6



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# UNITS

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# QUALIFICATION PURPOSE

The CMI Level 7 Qualifications in Professional Consulting (RQF) have been developed by Chartered Management Institute (CMI) in cooperation with the Institute of Consulting (IC).

These qualifications are designed for Professional Consultants who want to develop their strategic skills with consulting such as organisational structure and culture, entry and diagnosis, communicating strategies for consulting and group dynamics and facilitating skills.

# 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
7A26V2	CMI Level 7 Award in Professional Consulting	600/4452/4
7C26V2	CMI Level 7 Certificate in Professional Consulting	600/4611/9
7D26V2	CMI Level 7 Diploma in Professional Consulting	600/4453/6

# KEY DATES

These qualifications are regulated from 1<sup>st</sup> September 2012, which is the operational start date in CMI Centres. The regulation ends on 31<sup>st</sup> August 2020.

# PROGRESSION

IC and CMI would recommend for progression once completing the Professional Consulting qualifications would be to progress onto:

- CMI Level 7 Qualifications in Strategic Management and Leadership

Please see also the CMI Website for further information on CMI's portfolio of 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.

# 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 7 Award in Professional Consulting

Learners need to complete any combination of units to a minimum of 6 credits. The minimum Total Qualification Time is 60 hours, including 25 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 7026	Organisational structure and culture	8	35	80
Unit 7027	Entry and diagnosis	9	40	90
Unit 7028	Group dynamics and facilitating skills	7	30	70
Unit 7029	Communication strategies for consulting	7	35	70
Unit 7030	Managing consultancy interventions	6	25	60
Unit 7031	Tools and techniques for effective consulting	9	35	90
Unit 7032	Managing the business of consulting	7	35	70

## CMI Level 7 Certificate in Professional Consulting

Learners need to complete any combination of units to a minimum of 13 credits. The minimum Total Qualification Time is 130 hours, including 55 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 7026	Organisational structure and culture	8	35	80
Unit 7027	Entry and diagnosis	9	40	90
Unit 7028	Group dynamics and facilitating skills	7	30	70
Unit 7029	Communication strategies for consulting	7	35	70
Unit 7030	Managing consultancy interventions	6	25	60
Unit 7031	Tools and techniques for effective consulting	9	35	90

Unit 7032	Managing the business of consulting	7	35	70
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### CMI Level 7 Diploma in Professional Consulting

Learners must complete all mandatory units to a total of 32 credits and three optional units to a minimum of 20 credits to achieve this qualification. The minimum Total Qualification Time is 520 hours, including 210 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
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#### MANDATORY GROUP A

Unit 7026	Organisational structure and culture	8	35	80
Unit 7027	Entry and diagnosis	9	40	90
Unit 7030	Managing consultancy interventions	6	25	60
Unit 7031	Tools and techniques for effective consulting	9	35	90

#### OPTIONAL GROUP B

Unit 7028	Group dynamics and facilitating skills	7	30	70
Unit 7024	Professional practice	6	20	60
Unit 7025	Professional development in consulting	7	35	70
Unit 7032	Managing the business of consulting	7	35	70
Unit 7029	Communication strategies for consulting	7	35	70
Unit 7002V1	Developing performance management strategies	7	25	70
Unit 7006V1	Reviewing organisational strategy plans and performance	9	30	90
Unit 7009V1	Strategic project management	6	20	60
Unit 7010V1	Implementing organisational change strategies	7	25	70
Unit 7020V1	Leadership coaching and mentoring skills	7	30	70



# DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 7; therefore CMI Centres are free to deliver the Level 7 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 7. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 3000- 3500 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 this qualification then your Learner will be provided with free Affiliate membership of the IC 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](http://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 member's 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

# PROFESSIONAL PRACTICE

<b>Unit Level</b>	7
<b>Unit Number</b>	7024
<b>Ofqual Reference</b>	T/503/7176
<b>Credit Value</b>	6
<b>Total Unit Time</b>	60
<b>Guided Learning Hours</b>	20

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Be able to act with professionalism and integrity as a consultant	1.1	Explain why it is important to represent the profession of consultancy responsibly
		1.2	Evaluate the significance of integrity in the consulting process
		1.3	Evaluate the importance of codes of conduct and practice to clients, consulting organisations and the industry
2	Understand the importance of maintaining confidentiality in professional practice	2.1	Assess methods of ensuring client confidentiality is maintained
		2.2	Discuss the dilemmas that may arise relating to confidentiality of information and how these may be resolved
3	Know how to behave in an ethical manner when working as a consultant	3.1	Identify a range of ethical dilemmas which a consultant may experience
		3.2	Explain how to resolve a range of ethical conflicts

3.3

Critically evaluate the role of an organisation's cultural values in promoting a high standard of ethical conduct from its consultants

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the professional and ethical standards to which a management consultant should work.

# PROFESSIONAL DEVELOPMENT IN CONSULTING

<b>Unit Level</b>	7
<b>Unit Number</b>	7025
<b>Ofqual Reference</b>	A/503/7177
<b>Credit Value</b>	7
<b>Total Unit Time</b>	70
<b>Guided Learning Hours</b>	35

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Be able to manage personal professional development	1.1	Explain how emerging trends and challenges impact upon the strategic direction of the consultants own organisation
		1.2	Evaluate the skills, knowledge and behaviours required by the consultant to meet these challenges
		1.3	Appraise the costs and benefits of different personal professional development activities
		1.4	Construct a personal development plan (PDP) to support personal professional development
		1.5	Assess the impact of the personal development plan on the achievement of organisational objectives
2	Be able to manage the personal development of others	2.1	Explain the link between human resource development and organisational effectiveness

		<b>2.2</b>	Evaluate methods of assessing skills, behaviours and competencies of teams and individuals fairly and objectively
		<b>2.3</b>	Construct personal development plans at both team and individual level
		<b>2.4</b>	Critically evaluate different methods of providing feedback to individuals and teams
		<b>2.5</b>	Discuss the effects of a culture of encouraging continual professional development (CPD) on the performance of an organisation/consultancy practice
		<b>2.6</b>	Explain why an organisation/consultancy practice should appraise the impact to the organisation of individuals undertaking specific CPD
		<b>3</b>	Be able to manage personal networks
		<b>3.2</b>	Assess the benefits to the consultant's organisation of developing personal networks
		<b>3.3</b>	Evaluate the effectiveness of existing networks in contributing to personal and organisational objectives
		<b>3.4</b>	Develop a plan to improve and expand current personal networks
		<b>3.5</b>	Discuss the skills and behaviours required to build and maintain networks

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the importance of human resource development on a personal and organisational level.



# ORGANISATIONAL STRUCTURE AND CULTURE

<b>Unit Level</b>	7
<b>Unit Number</b>	7026
<b>Ofqual Reference</b>	F/503/7178
<b>Credit Value</b>	8
<b>Total Unit Time</b>	80
<b>Guided Learning Hours</b>	35

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand the effects of organisational structure	<b>1.1</b>	Explain different types of organisational structures
		<b>1.2</b>	Analyse the impact of organisational structure on the achievement of its operational and strategic objectives
		<b>1.3</b>	Describe situations where organisational structure can have a negative impact upon the organisation
<b>2</b>	Understand the impact of organisational culture on an organisation	<b>2.1</b>	Discuss the different types of organisational cultures that may exist within client organisations
		<b>2.2</b>	Evaluate the external and internal influences on organisational culture
		<b>2.3</b>	Analyse the impact of organisational culture on the achievement of an organisation's objectives
		<b>2.4</b>	Critically evaluate a range of tools and models that a consultant may use when analysing the current culture of an organisation

		<b>2.5</b>	Describe the effects of a culture which does not support organisational objectives
<b>3</b>	Understand the impact on a consultant's work of structure and culture within a client organisation	<b>3.1</b>	Assess the impact of different cultures and structures within client organisations on the consultancy intervention
		<b>3.2</b>	Evaluate how legal, regulatory and organisational policies within a client organisation impact upon the work of a consultant
		<b>3.3</b>	Explain how an organisation's values, culture and structure may affect the recommendations made by a management consultant
		<b>3.4</b>	Discuss the role of the consultant in supporting changes to organisational culture and structure

## ADDITIONAL INFORMATION ABOUT THIS UNIT

<b>Unit Aims</b>	This unit is about how an organisation's structure and culture affects that organisation and the work of the consultant.
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# ENTRY AND DIAGNOSIS

<b>Unit Level</b>	7
<b>Unit Number</b>	7027
<b>Ofqual Reference</b>	J/503/7179
<b>Credit Value</b>	9
<b>Total Unit Time</b>	90
<b>Guided Learning Hours</b>	40

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
<b>1</b>	Know how to establish and maintain working relationships with the client	<b>1.1</b>	Assess the effect client competencies and behaviours have on the consultant/client relationship
		<b>1.2</b>	Critically evaluate a range of tools and techniques that can be used to establish positive working relationships and credibility with clients
		<b>1.3</b>	Assess the impact on consultancy interventions of consultant/client relationships
		<b>1.4</b>	Evaluate the role of professionalism, ethics and confidentiality to the consultant/client relationship
		<b>1.5</b>	Explain how to manage client expectations
<b>2</b>	Be able to manage communications during entry and initial diagnosis	<b>2.1</b>	Assess the communication needs of key individuals in the consulting and client organisation
		<b>2.2</b>	Analyse the information requirements and levels of information access for key individuals within the consulting and client organisation

		<b>2.3</b>	Evaluate tools and methods of effective communication within clients, stakeholders and consulting organisations
<b>3</b>	Be able to develop a strategy for identifying and scoping client needs	<b>3.1</b>	Explain the techniques a consultant may use to appreciate the client perspective and the needs of stakeholders
		<b>3.2</b>	Critically evaluate sources of information and methods of researching client's issue
		<b>3.3</b>	Assess the significance of risk appraisal and benefit analysis to the scoping process
		<b>3.4</b>	Explain how to agree a problem statement/scoping document with the client
		<b>3.5</b>	Assess the importance of identifying key constraints and/or criterion for success in scoping client needs
<b>4</b>	Be able to develop the client proposal document	<b>4.1</b>	Explain the process for qualifying the proposal with the consultants own organisation
		<b>4.2</b>	Discuss the typical contents of a proposal document
		<b>4.3</b>	Analyse the process of budgeting for human and other resources required in the project
		<b>4.4</b>	Assess the impact of client competencies on proposal development
		<b>4.5</b>	Evaluate the impact of organisational, legal or regulatory issues on producing client proposals

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the initial entry and diagnosis stage of the consultancy cycle. It explores how to develop and nurture a positive client relationship and how to identify client needs and produce a proposal document.

# GROUP DYNAMICS AND FACILITATING SKILLS

<b>Unit Level</b>	7
<b>Unit Number</b>	7028
<b>Ofqual Reference</b>	A/503/7180
<b>Credit Value</b>	7
<b>Total Unit Time</b>	70
<b>Guided Learning Hours</b>	30

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand group dynamics and the impact on the achievement of objectives	<b>1.1</b>	Evaluate a range of models on group dynamics and high performing teams
		<b>1.2</b>	Assess the impact of group dynamics on the achievement objectives and consultancy intervention outcomes
		<b>1.3</b>	Create a strategy to develop the skills required for a high impact team
		<b>1.4</b>	Devise strategies to overcome the negative effects of group dynamics on consultancy interventions
<b>2</b>	Be able to strategically lead groups	<b>2.1</b>	Evaluate the role of the consultant as a leader in ensuring a consultancy/project team achieves its objectives
		<b>2.2</b>	Evaluate the techniques a consultant may use to direct groups and teams
		<b>2.3</b>	Discuss the different roles a consultant may be required to adopt to ensure the effectiveness of the group

		<b>2.4</b>	Explain situations when it may be appropriate for a consultant to adopt the role of facilitator
		<b>2.5</b>	Evaluate the challenges in managing a diverse group
<b>3</b>	Be able to develop productive working relationships with others	<b>3.1</b>	Assess the impact of a consultant's behaviour on developing and maintaining productive working relationships
		<b>3.2</b>	Evaluate strategies and techniques for developing good working relationships with managers, team members and peers

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the impact of group dynamics and how to strategically lead groups in a consulting context. Strategies for developing and maintaining productive working relationships within the consultant organisation are also covered in this unit.

# COMMUNICATION STRATEGIES FOR CONSULTING

<b>Unit Level</b>	7
<b>Unit Number</b>	7029
<b>Ofqual Reference</b>	F/503/7181
<b>Credit Value</b>	7
<b>Total Unit Time</b>	70
<b>Guided Learning Hours</b>	35

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
<b>1</b>	Understand how communication impacts on others involved in the consulting process	<b>1.1</b>	Explain theories and concepts relating to verbal and non-verbal communication methods
		<b>1.2</b>	Evaluate the impact of verbal and non-verbal communication skills on the achievement of objectives
		<b>1.3</b>	Evaluate the impact of verbal and non-verbal communication skills on the development of productive working relationships
		<b>1.4</b>	Discuss how verbal and non-verbal communication skills can be used to overcome difficult situations
<b>2</b>	Be able to create a communication strategy for a consultancy intervention	<b>2.1</b>	Discuss methods and techniques for identifying key individuals to be included in any communication strategy
		<b>2.2</b>	Analyse the needs of key individuals in any communication strategy

		<b>2.3</b>	Analyse the information requirements and levels of information access required for the consultancy intervention
		<b>2.4</b>	Discuss the key factors that influence the choice of communication methods to be used
<b>3</b>	Understand how to communicate the results of consultancy interventions	<b>3.1</b>	Discuss concepts and theories relating to the management of meetings
		<b>3.2</b>	Explain the nature of report writing for impact
		<b>3.3</b>	Discuss concepts and theories relating to delivering presentations for impact
		<b>3.4</b>	Evaluate different methods of presenting results of consultancy interventions to clients
		<b>3.5</b>	Discuss the process of designing and delivering a training programme

## ADDITIONAL INFORMATION ABOUT THIS UNIT

<b>Unit Aims</b>	This unit considers the importance of a communication strategy to the success of an intervention and how to communicate the results of interventions effectively.
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# MANAGING CONSULTANCY INTERVENTIONS

<b>Unit Level</b>	7
<b>Unit Number</b>	7030
<b>Ofqual Reference</b>	J/503/7182
<b>Credit Value</b>	6
<b>Total Unit Time</b>	60
<b>Guided Learning Hours</b>	25

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand the consulting model	<b>1.1</b>	Analyse the key activities involved at each stage of the consulting cycle
		<b>1.2</b>	Evaluate the risks and challenges which may occur at each stage of the consulting cycle
		<b>1.3</b>	Develop strategies to overcome risks and challenges which may occur during an intervention
<b>2</b>	Understand how to use different approaches to a consultancy intervention	<b>2.1</b>	Discuss a range of interventions a consultant may be involved in
		<b>2.2</b>	Evaluate a range of approaches and styles that can be used by consultants in different interventions
		<b>2.3</b>	Select suitable approaches to meet the nature and type of consultancy intervention

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about understanding the consultancy cycle and associated risks. It also covers the differences in approach and style which may be used in different situations.

# TOOLS AND TECHNIQUES FOR EFFECTIVE CONSULTING

<b>Unit Level</b>	7
<b>Unit Number</b>	7031
<b>Ofqual Reference</b>	L/503/7183
<b>Credit Value</b>	9
<b>Total Unit Time</b>	90
<b>Guided Learning Hours</b>	35

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand how to identify client needs	1.1	Explain the need to apply a structured approach in identifying the client issues
		1.2	Evaluate a range of tools and techniques a consultant may use in defining the client needs
2	Be able to develop appropriate research strategies for consultancy interventions	2.1	Evaluate a range of methods of gathering and sourcing key information and knowledge for use in consultancy interventions
		2.2	Explain how to validate and filter the knowledge and data gathered
		2.3	Evaluate different tools and techniques of data analysis that a consultant may use
		2.4	Assess how a range of problem solving and decision making tools and techniques may be used in consultancy interventions
		2.5	Discuss the role of creative thinking in the analysis of data and knowledge

<b>3</b>	Understand the importance of expert tools and techniques to a management consultant	<b>3.1</b>	Evaluate the contribution that performance management, benchmarking, modelling and business process improvement techniques make to a consultancy intervention
		<b>3.2</b>	Evaluate the benefits and limitations of a range of tools and techniques which could be used in a consultancy intervention
		<b>3.3</b>	Select the most appropriate analysis techniques and tools for an intervention
		<b>3.4</b>	Evaluate ways of leveraging operating experience and knowledge for the future benefit of the practice

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit aims to develop awareness and application of core generic tools and techniques which will be relevant to consultancy interventions.

# MANAGING THE BUSINESS OF CONSULTING

<b>Unit Level</b>	7
<b>Unit Number</b>	7032
<b>Ofqual Reference</b>	R/503/7184
<b>Credit Value</b>	7
<b>Total Unit Time</b>	70
<b>Guided Learning Hours</b>	35

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Be able to effectively promote the consulting organisation	<b>1.1</b>	Develop clear, customer focused value propositions
		<b>1.2</b>	Evaluate a range of channels for promoting the consultancy organisation
		<b>1.3</b>	Discuss a range of factors that influence client buying decisions
<b>2</b>	Know how to manage resources within a consulting practice/department	<b>2.1</b>	Explain the factors to consider when pricing interventions
		<b>2.2</b>	Identify the resources and costs needed to meet set objectives
		<b>2.3</b>	Develop appropriate controls to ensure effective management of resources
<b>3</b>	Be able to lead and manage a consulting team effectively	<b>3.1</b>	Develop appropriate team structures to support the achievement of objectives
		<b>3.2</b>	Deploy human resources effectively to meet set objectives
		<b>3.3</b>	Evaluate tools and techniques used to build effective teams

3.4

Discuss the challenges of leading teams which may be remote or contain client employees

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the core activities involved in managing consultancy teams and practices.

# PERSONAL DEVELOPMENT AS A MANAGER AND LEADER

Unit Level	7
Unit Number	7002V1
Ofqual Reference	A/504/9068
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 7 level of difficulty.

## LEARNING OUTCOMES

1	Be able to set performance targets of teams to meet strategic objectives
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## ASSESSMENT CRITERIA

1.1	Assess the links between team performance and strategic objectives
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## GOOD PRACTICE

At the outset, you need to be able to demonstrate your understanding of the overarching reasons for organisations to introduce performance management initiatives in line with strategic goals. Then you need to consider the impact of effective team performance on strategic objectives – what value is added for the organisation and for the individual? What are the key benefits to organisations of team performance and alignment? This part of the section would benefit from a practical example of the links between team performance and strategic objectives – it is often helpful to use the experience of your own

				<p>workplace or previous employment when preparing examples.</p>
		1.2	<p>Evaluate tools and techniques available to set team performance targets</p>	<p>There are many models and tools (Armstrong's performance management sequence, Deming's PDCA Cycle) that can be used to set team performance targets and you need to be able to demonstrate your understanding of how setting targets can impact upon business success. How can a leader increase the level of engagement and commitment amongst team players? In your response you need to evaluate different tools. Carefully choose tools and techniques that clearly demonstrate different approaches so you do not end up with too many similar models in your response. You need to show a critical understanding of the tools and how they can be applied. Consider your own personal experiences to illustrate advantages and disadvantages and in addition, you need to show that you have researched examples of how performance management has been initiated within a number of organisations across industry sectors. Bring in a variety of examples from across different cultures, sectors and sizes of organisations as this will enable you to demonstrate deep understanding.</p>
		1.3	<p>Assess the value of team performance tools to measure team performance</p>	<p>Understanding why organisations put measures in to monitor team performance needs to be outlined. Some frameworks such as McKinsey 7S or IMPAQ's critical success factors can be applied to demonstrate performance against organisational objectives. Draw on your own experience of the workplace to identify different methods of reviewing team performance. An</p>



			understanding of the history of the development of performance management systems would add value to your answer.	
<b>2</b>	Be able to agree team performance targets to contribute to meeting strategic objectives	<b>2.1</b>	Determine required performance targets within teams against current performance	You need to show critical understanding of a number of different tools that can be used to measure individual performance within the team. You are asked to consider how the team's current performance level can be factored in. There are many models that can be used such as: Balanced Scorecard, Business Process Re-engineering, EFQM Excellence model, Kaizen Blitz, and Six Sigma. The choice of tools might be determined by the current performance levels of individuals and teams – some models are more suited than others to improving motivation or under performance, for example. Others are best used for situations where conflict is apparent. Examples showing the practical application of tools would assist in demonstrating your ability.
		<b>2.2</b>	Discuss the need to encourage individual commitment to team performance in achievement of organisational objectives	All teams are made up of individuals – knowing what motivates individuals is critical to understanding team performance. Consider situations where an individual's behaviour has affected team performance - in both positive and negative ways. You could review how managers have dealt with these situations and the outcomes achieved.
		<b>2.3</b>	Relate the application of delegation, mentoring and coaching to the achievement of the organisational objectives	Understanding and defining delegation, mentoring and coaching is initially required. Consider how delegation has been used to best advantage in the workplace – and its impact on employee motivation. Mentoring is increasingly

				<p>being used to enrich individuals in an informal way – either individually set up or initiated by the organisation. How does this impact upon organisational objectives? Coaching is used by many organisations as a means to improve specific aspects of performance. Think of examples of a positive outcome for an individual – and the impact of this on the performance of the organisation.</p>
		<b>2.4</b>	Evaluate a team performance plan to meet organisational objectives	<p>You need to refer to a team performance plan and evaluate its use within the organisation. Consider your own working experience and your personal use of team performance plans. Have they enabled you and your team to improve performance? How were they enforced? How was the team performance monitored? You may refer to a situation that would have benefitted from a team performance plan – what might the outcome have been had this been enforced?</p>
<b>3</b>	Be able to monitor actions and activities defined to improve team performance	<b>3.1</b>	Assess the process for monitoring team performance and initiate changes where necessary	<p>Refer to a team performance plan and outline the process that is involved from the outset. Indicate how the objectives are incorporated within the plan and the methods in place for monitoring performance of both the task and individuals' performance. Do the methods used have a positive impact on team performance – or do they need to be adapted to meet the team needs? It would be beneficial to outline an example of how you have initiated changes to the monitoring process, and why this change was necessary.</p>
		<b>3.2</b>	Evaluate team performance against agreed objectives of the plan	<p>Consider how team performance is measured against the objectives set. How are individual motivation levels managed throughout? What</p>

				<p>measurement targets are in place? How is performance measured over time? Use a practical example of a team performance plan to critically evaluate team performance against the plan objectives. You will need to demonstrate that you have reviewed this from a number of different perspectives.</p>
		<b>3.3</b>	<p>Evaluate the impact of the team performance in contributing to meeting strategic objectives</p>	<p>Taking your work at AC 3.2 a stage further, evaluate the impact of the team performance on the objectives of the organisation. What was achieved by the team? Did performance enable the organisation to move forward? If not, why not? What were some of the internal and external factors that affected performance? Reference to relevant PESTLE factors and internal issues e.g. employment relations might be helpful. How did the use of the team performance plan enable the team to perform in a way that contributed and met strategic objectives? Consider how monitoring and feedback impacts team performance.</p>
<b>4</b>	<p>Be able to apply influencing and persuading skills, to the dynamics and politics of personal interactions</p>	<b>4.1</b>	<p>Determine influencing and persuading methodologies to gain the commitment of individuals to a course of action</p>	<p>You need to consider a number of motivational theories (such as Maslow's Hierarchy of Needs, Herzberg's two factor theory of motivation, McGregor's theory X and theory Y) and how these can be applied within the workplace. You might also review the advantages and disadvantages of bonus schemes. As well as drawing on personal experience, you can use these models to demonstrate how commitment levels vary amongst individuals. These models can then be used to try to predict and influence</p>

				<p>future behaviour amongst team members. Refer to practical examples from your own experience (or that of colleagues) to really demonstrate your understanding.</p>
		4.2	<p>Discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to a course of action</p>	<p>Every organisation has its own personality and within this its own political arena. This may be more apparent within larger organisations, but can be equally evident within smaller organisations. Refer to the theory outlined above – Maslow, Herzberg and McGregor (as these can be used to determine the prevailing culture within your organisation) and relate this to your own examples of the impact of “office politics” within the workplace. You need to be able to provide examples and to outline how political awareness enables managers to influence and engage individuals.</p>

**ADDITIONAL INFORMATION ABOUT THIS UNIT**

**Unit Aims**

This unit is about ensuring that the performance of the team contributes to meeting strategic objectives.

# REVIEWING ORGANISATIONAL STRATEGY PLANS AND PERFORMANCE

<b>Unit Level</b>	7	<b>Good Practice</b>  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 <b>all</b> 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.
<b>Unit Number</b>	7006V1	
<b>Ofqual Reference</b>	F/504/9072	
<b>Credit Value</b>	9	
<b>Total Unit Time</b>	90	
<b>Guided Learning Hours</b>	30	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
<b>1</b>	Be able to review the organisational strategic aims and objectives	<b>1.1</b>	Identify the current strategic aims and objectives	You will need access to a strategic plan to enable you to review an organisation's high level aims and objectives - if your own organisation does not have one that you can use, then find an alternative. Use the internet or refer to case

1.2

Undertake an evaluation of the component parts of a strategic plan, including the objectives

studies within text books. If doing this, please make sure these are correctly referenced.

You could then evaluate each component part of the chosen strategic plan in relation to the theoretical principles of what is understood about their purpose within the plan. Components are: Strategic values statement – vision statement – mission statement – strategic aims and objectives – strategic performance measurement system. You could refer to Patrick Lencioni's work on values and possibly analyse the difference between your stated organisational values and the prevailing values. You could look at the work of Hamel and Prahalad on vision and test if your own vision is fit for purpose, and conduct Lynch's test on mission. These activities will help demonstrate your critical thinking at this level.

Identify the strategic aims and objectives. Have they been developed from the vision and mission? Do the aims talk about general purpose and are the objectives more focused? Are the objectives SMART?

1.3

Analyse the factors affecting the strategic plan

Understanding your chosen industry sector is important when considering the factors that affect the strategic plan - you need to consider both internal and external factors and analyse the extent to which they have impact. What are the main external drivers within the business environment that your organisation needs to consider when developing its strategic plan?

			Globalisation, innovation, environmental turbulence to name but a few. Use models (e.g. Yip's global strategy model, PESTLE, Porter's Five Forces, Porter's diamond model) to demonstrate how these can be potential threats or opportunities. What are the internal strengths and weaknesses - your capabilities and competences that impact upon your strategic plan?	
<b>2</b>	Be able to analyse progress towards organisational strategic aims and objectives	<b>2.1</b>	Apply a range of strategic analysis tools to audit progress towards strategic aims and objectives	<p>You could, in this section, test how well aligned the aims and objectives are to the organisation's vision and mission and to SMART principles, and check whether they are quantitative or qualitative, short or long term, financial (strategic from the shareholder's perspective) or strategic from a customer/marketing perspective, before auditing progress towards their achievement.</p> <p>The use of stakeholder analysis tools (e.g. Mendelow's power and interest matrix) and theory (e.g.: Johnson, Whittington and Scholes) will enable you to firstly indicate the level of power and influences that stakeholders have and then to evaluate each stakeholder's expectations and level of influence in turn, identifying any areas of conflict. You could relate this information to the organisational aims and objectives to evaluate the extent to which stakeholder expectations can be managed and to gauge their level of influence over strategic planning.</p> <p>In order to produce a structured evaluation of your organisational strategic position, you need to evaluate the internal strategic capability and define how it is influenced by the relationship</p>
		<b>2.2</b>	Evaluate the expectations of all stakeholders and their influence upon the organisational strategy	
		<b>2.3</b>	Produce a structured evaluation of the organisational strategic position	

			<p>between product resources and competences. Using an appropriate framework will enable you to structure this appropriately – refer to Johnson and Scholes for detail on strategic capability. In addition, you could use Porter’s Five Forces or Lynch’s four links model to help establish your current strategic position. Reviewing resources within the organisation can be achieved through the value chain mode to establish the key competences. Testing key competences is part of the study carried out by Hamel and Prahalad.</p>
<b>3</b>	Be able to evaluate strategic options to support a revised strategic position	<b>3.1</b>	<p>Develop a range of alternative strategic options to meet strategic aims and objectives</p> <p>Understanding strategic planning is key to developing the required strategic direction. Clear strategic aims need to be in place so that strategic options can be made. In formulating a range of strategic options, you need to make sure that these cover both environmental-based and resource-based options as this will enable you to convey your understanding and critical thinking. Johnson, Whittington and Scholes discuss intended strategy versus emergent strategy development and this theory can enable organisations to determine their options available. Lynch makes further comparisons of alternative strategic approaches.</p>
		<b>3.2</b>	<p>Justify the strategic option that meets the revised strategic position</p> <p>When it comes to justifying the chosen strategic option you could evaluate the suitability, feasibility and acceptability of the chosen options in order to identify the option or options with the best ‘fit’. Use from the following: Porter’s five forces, PESTEL, core competences, stakeholder mapping and cultural web. When assessing its acceptability amongst stakeholders, this might mean a financial analysis tool – cost-benefit analysis, for example. When carrying out a feasibility study you could assess the</p>



organisation's capability and carry out further financial analysis. Alternative models to use are: Ansoff's matrix and Lynch's expansion model.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about reviewing current strategic aims and objectives, analysing progress towards their achievement and evaluating alternatives.

# STRATEGIC PROJECT MANAGEMENT

### Unit Level

7

### Good Practice

### Unit Number

7009V1

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

R/504/9075

### Credit Value

6

### Total Unit Time

60

### Guided Learning Hours

20

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

## ASSESSMENT CRITERIA

## GOOD PRACTICE

1

Understand the impact of projects and project management on strategic objectives

1.1

Assess the purpose of project planning and management

Organisational culture has a key influence in how projects are initiated, developed, executed and evaluated. Some organisations have a less structured approach and others have project management offices with ultimate control over the processing of all strategic projects. You need to demonstrate your understanding of the purpose of project planning and management. You could refer to definitions from Young and CMI and illustrate how these relate to your situation. You could assess whether or not projects enable the organisation to do things more efficiently, or do they destroy innovation by playing too much attention to process? You could consider why projects are initiated in the first place, and how strategic this process is in reality. Consider the purpose within your organisation and refer to examples from your workplace or approaches used by other organisations in your experience.

1.2

Analyse how projects impact on the strategic objectives of an organisation

Understanding how projects originate and what their purpose is within your organisation will enable you to establish their link with organisational strategic objectives. In some cases, there may be a limited link to the organisational strategy as the project origin may be a “hunch” from someone with influence. Within other situations – key projects may have direct link to the organisational strategy – where others may be more linked to directorate or departmental strategy, although coherent with overall strategy. Refer to one or more projects

			that you have been involved with and reflect on how they related to strategic objectives – e.g. was the project initiated to meet the organisational strategic objectives, and what was the impact at project completion? You might find reference to Turner’s model, Young’s project phases and Cleland and Ireland useful.
2	Understand the elements of a project process and plan	2.1	<p>Discuss the roles of a project sponsor and other project stakeholders</p> <p>You need to familiarise yourself with the key roles that are required in order to implement a project.</p> <p><b>The project sponsor</b> – the initiator and provides authority at senior level</p> <p><b>The project steering team</b> – senior managers who oversee all projects</p> <p><b>The project manager</b> – who runs the project</p> <p><b>The project team</b> – who help the project manager achieve project objectives</p> <p><b>The project office</b> – the backroom staff who help maintain the project</p> <p><b>The project customer</b> – who the project is primarily benefiting</p> <p><b>The project stakeholders</b> – people who have interest in the project</p> <p>You could relate these roles to a real life project for the purposes of your discussion, stakeholder involvement at key stages of the project phases (initiation, planning and organisation, implementation and monitoring, completion and evaluation).</p>
		2.2	<p>Explain the need to scope and identify specification to develop a project plan</p> <p>You need to define what is meant by <b>project scoping</b> – what is involved in the project and what isn’t. The example of a real life project</p>

could help to illustrate your understanding. The outcome of the scoping is the project specification and includes the key areas listed below. Some models have been incorporated as they can be helpful in establishing the project specification.

Vision, aims, objectives (refer to SMART)

Levels of measurement and control (refer to Pinto and Slevin's project success factors or Elbeik and Thomas's successful project requirements, risk assessment techniques)

Basic work requirements (break this down into work breakdown structure – WBS) including time factors (use Turner's milestone planning requirements, Gantt charts), cost factors (refer to cost-benefit analysis)

Required organisational structure – who is involved (refer to Larson, Gobeli and Gray who identified five types of project organisational structure)

Business case issues – environmental analysis (PESTLE), strategic fit (Cleland and Ireland), options and choice and feasibility

Other items – technical or design issues, project management control tools (Seven forces model by Turner) and supporting documentation.

**2.3** Discuss the phases necessary in the construction of a project plan

This section asks you to discuss the phases of a project plan. You may find reference to Turner's project life cycle helpful. CMI has also identified the project management process as a life cycle that contains the following four stages:

**Initiation of project start-up** – you need to establish terms of reference, set the objectives, agree budgets, appoint team members and gain project approval.

				<p><b>Planning and organisation</b> – you need to identify all tasks and define governance process and reporting frequency.</p> <p><b>Implementation with monitoring</b> – you need to ensure that all project activities are properly executed and controlled.</p> <p><b>Completion and evaluation</b> – this is required after the project is complete – a post-implementation review.</p> <p>You need to refer to each phase and discuss its importance in the overall implementation of the project and potential risks involved. Using examples of your own experience of projects in the workplace could be helpful in illustrating your answer.</p>
3	Understand how to implement the project plan and evaluate the outcome(s)	3.1	Explain the process of gaining project implementation agreement	<p>In this section you are asked to explain the process of gaining project implementation agreement. Strategic projects are likely to necessitate senior management approval. The process of gaining approval will vary from one organisation to another, and you could explain the process within your own organisation. You could refer to how Srivannaboon has used Porter’s generic strategies model to demonstrate the importance of the fit between business strategy and the project management elements of organisation, process, tools and metrics, and culture.</p>
		3.2	Assess the methods for securing stakeholder support for project implementation and operations	<p>Here you could firstly identify the stakeholders by referring to project primary and secondary stakeholders as outlined by Cleland and Ireland. In assessing the methods for securing stakeholder support, you might find Mendelow’s power/interest matrix a useful start point.</p>

**3.3** Assess the methods for securing stakeholder support for project implementation and operations

Maslow's hierarchy of needs and Turner's three features of a project environment may also be useful references. Consider the most appropriate communication strategy (refer to Turner) that needs to be implemented to ensure engagement of key stakeholders – and assess which method will enable you to get the most buy-in.

You could start this section by establishing your understanding of the need for evaluation. You could consider processes such as Young's project control system and how this can enable you to set performance objectives in line with organisational objectives and measure success. It would be helpful to acknowledge that project evaluation and review can take many forms from a formal Post Implementation Review (PIR) to face-to face meetings and reports. You could also reflect on 'in progress' evaluation which can take place throughout the project as well as the final review at the end. Again, the use of real life examples would add value.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about understanding the development of a project plan and its impact on strategic objectives.

# IMPLEMENTING ORGANISATIONAL CHANGE STRATEGIES

<b>Unit Level</b>	7	<b>Good Practice</b>  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 <b>all</b> 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.
<b>Unit Number</b>	7010V1	
<b>Ofqual Reference</b>	Y/504/9076	
<b>Credit Value</b>	7	
<b>Total Unit Time</b>	70	
<b>Guided Learning Hours</b>	25	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand how to apply solutions to organisational change	1.1 Identify a range of organisational change, models or frameworks	<p>You could introduce your work on this unit by establishing your understanding of why change takes place (you could refer to Handy) and outline how change impacts upon organisational behaviour. It might help to refer to your own organisation or a previous workplace and identify example situations where change has occurred, or to use this unit as an opportunity to work through the implementation of an organisational change.</p> <p>You could then relate your experience to some of the models and process frameworks and models</p>

			<p>outlined below and identify how these could apply within your own experience:</p> <ul style="list-style-type: none"> <li>• The balanced scorecard</li> <li>• The big picture</li> <li>• Business Process reengineering</li> <li>• EFQM Excellence model</li> <li>• Kaizen Blitz</li> <li>• ISO 9001 Quality system</li> <li>• Six Sigma</li> </ul>
		<p><b>1.2</b> Apply a range of creative problem solving techniques to address change challenges</p>	<p>In this section you could apply several creative problem solving techniques to change challenges in your organisation. These might include:</p> <ul style="list-style-type: none"> <li>• Lateral thinking (Edward De Bono)</li> <li>• Mind mapping (Tony Buzan)</li> <li>• Brainstorming (Alex Osborn)</li> <li>• Rich pictures (Peter Checkland)</li> <li>• Focus groups</li> <li>• Away days</li> <li>• Innovations laboratories</li> </ul> <p>Alternatively you could refer to Kirton's approaches to problem-solving and relate your organisation to innovator - orientated creativity or adaptor-orientated creativity. Consider alternative organisations or workplaces and how creative problem solving is managed within different contexts.</p>
		<p><b>1.3</b> Identify and justify change solutions that link to organisational strategic plans</p>	<p>Having looked at models which instigate change, and applied creative problem solving techniques, you should be in a position to identify and justify change solutions. These firstly need to be matched against organisational aims and objectives and checked for alignment. The use</p>



			of workplace examples would add value to your answer.
2	Understand how to develop a change strategy using implementation models	2.1	<p>Evaluate a range of change implementation models</p> <p>In this section you could evaluate a number of the change implementation models outlined. You need to demonstrate that you understand the pros and cons of the different approaches and how they might suit a range of change situations. The use of a tabular format might assist in the presentation of your answer.</p> <ul style="list-style-type: none"> <li>• Lewin’s Unfreeze, change and unfreeze model, and Force field analysis</li> <li>• Beckhard and Harris’s staged process of change model</li> <li>• Beckhard, Harris and Pritchard’s The change equation</li> <li>• Kotter’s Eight-stage process</li> <li>• Balogun and Hope Hailey – The change kaleidoscope</li> <li>• Johnson and Scholes – The cultural web</li> </ul>
		2.2	<p>Identify the criteria to select a change implementation model that supports organisational change</p> <p>Having evaluated a range of the above models, you could then identify the criteria that you would use to select the most appropriate model for use within your context. Suggestions for criteria to consider may involve thinking about some of the questions below. This list is not exhaustive – but will enable you to start to think about these models in a meaningful way.</p> <ul style="list-style-type: none"> <li>• Does the change implementation model enable me to follow a systematic approach?</li> <li>• Are all stages clearly outlined?</li> <li>• Does the change implementation model allow me to factor in the strategic vision clearly?</li> <li>• Does the model enable me to consider potential resistance to change?</li> </ul>

			<ul style="list-style-type: none"> <li>• Does the model allow me to consider potential periods of uncertainty?</li> <li>• Does this model enable me to identify the cultural impact of change?</li> <li>• Does the model allow me to consider the impact on individuals within the organisation?</li> <li>• Does the model value the importance of communication of change?</li> </ul>
3	Understand how to analyse an organisational response to change	3.1	<p>Demonstrate the use of analytical tools to monitor the progress and the effect of change</p> <p>All change programmes need to be carefully constructed so that their success can be monitored throughout all stages of the process – at the beginning, the middle and the end. The Balanced Scorecard criteria can be used in line with organisational culture and values as analytical tools in monitoring the progress and effect of a project. Nelson and Aaron’s Stages of Commitment and the Kubler-Ross Change Curve are other useful tools you might consider. Your response in this section needs to show that you have applied more than one analytical tool, and have looked at both hard (quantitative measures) and soft techniques (qualitative measures).</p>
		3.2	<p>Assess monitoring and measurement techniques to change within an organisation</p> <p>Having used some of the analytical techniques in 3.1, you are now asked to assess their usefulness. Your assessment should acknowledge both positive and negative aspects of the tools and techniques, and could show consideration of questions like:</p> <ul style="list-style-type: none"> <li>• Was monitoring carried out over a period of time – or just at the end?</li> <li>• Was the focus on the “people” component?</li> </ul>

		<p><b>3.3</b> Analyse strategies to minimise adverse effects of change</p>	<ul style="list-style-type: none"> <li>Was hard factual data used as a means to judge how well the project was performing? Or was it a mixture of both hard and soft measures?</li> </ul> <p>You could consider change initiatives that have taken place within your organisation and analyse strategies that could have minimised any adverse effects on a range of stakeholders. What worked well? What didn't work well? You need to consider causes of resistance or barriers to change in your experience? Force Field analysis could help here. Consider a range of strategies that could have enhanced the experience, for example – effective communication about the reason behind the project, connecting with employees from the outset of the project or dealing with resistance in an upfront and positive way.</p>
<p><b>4</b></p>	<p>Be able to evaluate the impact of change strategies</p>	<p><b>4.1</b> Identify the processes to review the impact of the change</p> <p><b>4.2</b> Analyse the results of the impact review</p>	<p>In this section you need to be able to evaluate the impact of a change programme in stages. Even within the same organisation, opposing views may exist on how a change programme's success was interpreted – this ambiguity can be reduced by using appropriate processes. You can link this back to one of the models that you referred to at the outset – such as Kotter's model or Beckhard and Harris's change model. You could refer to the American Evaluation Association who identified two main levels for evaluation: strategic evaluation and operational evaluation.</p>

Consider how results have been analysed within your own experience of a change initiative. Results from the impact review will come from different sources - hard measures to rate success include: on-time achievement of stages in the plan, growth in revenue, increased number of inquiries, reduced processing time, for example. Benchmark data may provide useful information. In addition you may need to access soft data through staff surveys or 360 degree feedback techniques.

Soft measures to rate success are likely to include the people aspect and will concern – motivation levels, morale and behaviours – that can be assessed through surveys or formal discussions.

Presenting findings from the impact review will be determined by the nature of the project and its level of impact on the organisational strategy. You could refer to your own experience of how feedback about the change project in your example was delivered and consider the effectiveness of the communication to different audiences in instilling enthusiasm and understanding about the project.

**4.3** Present the findings of the impact review

**ADDITIONAL INFORMATION ABOUT THIS UNIT**

**Unit Aims**

This unit is about identifying, developing and implementing change strategies to meet organisational objectives, using a range of management models, tools and techniques.

# LEADERSHIP COACHING AND MENTORING SKILLS

<b>Unit Level</b>	7	<b>Good Practice</b>  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 <b>all</b> 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.
<b>Unit Number</b>	7020V1	
<b>Ofqual Reference</b>	M/504/9066	
<b>Credit Value</b>	7	
<b>Total Unit Time</b>	70	
<b>Guided Learning Hours</b>	30	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	
1	Understand how coaching and mentoring programmes support business objectives	1.1	Evaluate the benefits of coaching to an organisation
		1.2	Evaluate the benefits of mentoring to an organisation
		1.3	Assess how coaching programmes support business objectives
		1.4	Assess how mentoring programmes support business objectives
		1.5	Develop guidelines and protocols for programmes based on accepted coaching and mentoring theory and practice

		<b>1.6</b>	Develop a coherent, congruent statement of ethics for coaching and mentoring programmes and activities across the organisation
<b>2</b>	Understand the implementation of coaching and mentoring to achieve organisational objectives	<b>2.1</b>	Discuss the organisational and resource implications of coaching
		<b>2.2</b>	Discuss the organisational and resource implications of mentoring
		<b>2.3</b>	Explain how to overcome organisational and individual resistance to the implementation of coaching
		<b>2.4</b>	Explain how to overcome organisational and individual resistance to the implementation of mentoring
<b>3</b>	Be able to devise an implementation plan	<b>3.1</b>	Devise an implementation plan to install coaching programmes within an organisation
		<b>3.2</b>	Devise an implementation plan to install mentoring programmes within an organisation
<b>4</b>	Be able to evaluate the impact of the coaching and mentoring plan	<b>4.1</b>	Evaluate the impact to an organisation of establishing coaching culture
		<b>4.2</b>	Evaluate the impact to an organisation of establishing mentoring culture
<b>5</b>	Understand how to develop skills as a leader in coaching and mentoring	<b>5.1</b>	Assess current skills of communications and people development to support personal practices of coaching
		<b>5.2</b>	Assess current skills of communications and people development to support personal practices of mentoring

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about developing skills and practices that support coaching and mentoring activities across the organisation.

# APPENDIX 1

## Revisions to Document

The below table summarises any revisions made to this document since March 2018.

Revisions to Document	Rationale for Revision	Document Version	Date Revisions Made
Qualification extended	Qualification extended to 31 <sup>st</sup> Aug 2020	Version 6	15 <sup>th</sup> March 2018
First publication		Version 1	1 <sup>st</sup> Sept 2012