

LEVEL 4 IN MANAGEMENT AND LEADERSHIP

(RQF) Syllabus | March 2020 | Version 6



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QUALIFICATION PURPOSE

These qualifications are for the development of the role and skill of 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
4A1V2	CMI Level 4 Award in Management and Leadership	600/9450/3
4C1V2	CMI Level 4 Certificate in Management and Leadership	600/9451/5
4D1V2	CMI Level 4 Diploma in Management and Leadership	601/0100/3

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 2022.

PROGRESSION

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

- CMI Level 5 Qualifications in Management and Leadership
- CMI Level 5 Qualifications in Coaching and Mentoring

Please see also the CMI Website for further information on CMI's portfolio of Level 4 and Level 5 qualifications.

ENTRY AND RECRUITMENT REQUIREMENTS

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 4 portray practical skills and competences that are rated in academic terms as being comparable to Higher National Certificates (HNC).

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 4 Award in Management and Leadership

Learners need to complete any combination of units to a minimum of 6 credits. The minimum Total Qualification Time is 60 hours, including 20 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 4001V1	Managerial styles and behaviours	6	20	60
Unit 4002v1	Managing stakeholders' expectations	7	25	70
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30	70
Unit 4004V1	Understanding team dynamics	7	25	70
Unit 4005V1	Management report writing	7	25	70
Unit 4006V1	Management and leadership influencing skills	7	25	70
Unit 4007V1	Managing interviews	7	25	70
Unit 4008V1	Promoting equality and diversity	7	30	70
Unit 4009V1	Staff inspection review	8	40	80

CMI Level 4 Certificate in Management and Leadership

Learners need to complete any combination of units to a minimum of 13 credits. The minimum Total Qualification Time is 130 hours, including 45 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 4001V1	Managerial styles and behaviours	6	20	60
Unit 4002V1	Managing stakeholders' expectations	7	25	70
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30	70
Unit 4004V1	Understanding team dynamics	7	25	70
Unit 4005V1	Management report writing	7	25	70
Unit 4006V1	Management and leadership influencing skills	7	25	70
Unit 4007V1	Managing interviews	7	25	70
Unit 4008V1	Promoting equality and diversity	7	30	70
Unit 4009V1	Staff inspection review	8	40	80

CMI Level 4 Diploma in Management and Leadership

Learners need to complete all Group A units and any combination of units to a minimum of 13 credits from Group B. Learners need to complete a total of 39 credits to achieve this qualification. The minimum Total Qualification Time is 390 hours, including 145 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
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MANDATORY GROUP A

Unit 4001V1	Managerial styles and behaviours	6	20	60
Unit 4002V1	Managing stakeholders' expectations	7	25	70
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30	70
Unit 5001V1	Personal development as a manager and leader	6	20	60

OPTIONAL GROUP B

Unit 4004V1	Understanding team dynamics	7	25	70
Unit 4005V1	Management report writing	7	25	70
Unit 4006V1	Management and leadership influencing skills	7	25	70
Unit 4007V1	Managing interviews	7	25	70
Unit 4008V1	Promoting equality and diversity	7	30	70
Unit 4009V1	Staff inspection review	8	40	80
Unit 5012V1	Being a leader	7	30	70
Unit 5014V1	Introduction to management coaching and mentoring	6	30	60

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

UNIT NUMBER	UNIT NAME	NOS UNITS
Unit 4001V1	Managerial styles and behaviours	LAA1; LAA2; LBA2; LBA9
Unit 4002V1	Managing stakeholders' expectations	LSS2; LFD2
Unit 4003V1	Understanding organisational culture, values and behaviour	LBA8
Unit 4004V1	Understanding team dynamics	LBA3; LDB1; LDB6; LDB8
Unit 4005V1	Management report writing	Not covered
Unit 4006V1	Management and leadership influencing skills	LAA1; LBA3; LDB1
Unit 4007V1	Managing interviews	LDA2; LDA5; LDA6; LDB4
Unit 4008V1	Promoting equality and diversity	LBA7
Unit 4009V1	Staff inspection review	Not covered

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 4; therefore CMI Centres are free to deliver the Level 4 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 4. 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.

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.

MANAGERIAL STYLES AND BEHAVIOURS

Unit Level	4	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 4 level of difficulty.
Unit Number	4001V1	
Ofqual Reference	D/504/9015	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	20	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand assumptions about human nature and managerial behaviour	1.1 Identify models which make suppositions about human nature and behaviour at work	<p>For this assessment criterion you are required to identify some of the models, of which there are many. You might include some of the following in your answer:</p> <ul style="list-style-type: none"> • Herzberg – motivational and maintenance factors • Kolb's learning cycle • Belbin's team roles • Action Centre Leadership - Adair • McGregor – Theory X and Y • Maslow - Hierarchy of Needs • Vroom – Expectancy Theory • John Adair - Action-centred leadership

				<p>You could provide a brief outline of the selected models.</p> <p>The answer to this question could be far ranging but to give focus you might build upon your answer to 1.1 and explore how personal experiences can affect individuals. This could include:</p> <ul style="list-style-type: none"> ● The halo effect ● Gender ● Race ● Background ● Education ● Length of service, ● Age ● Diversity issues <p>There are many models that can be used in your answer. You are required, however, to evaluate and not just describe a model that a manager can use to study and review their behaviour.</p> <p>You might use one of the following although this is not an exhaustive list:</p> <ul style="list-style-type: none"> ● The Managerial Grid - Blake and Mouton ● Action Centred Leadership –Adair ● Situational Leadership –Blanchard <p>Ten Management Roles –Mintzberg</p>
	<p>2 Understand how management style can influence managerial behaviour</p>	<p>2.1</p>	<p>Describe styles of management</p>	<p>You might build upon your answer in 1.3 but might also include the following, again using</p>
		<p>1.2</p>	<p>Discuss how attitudes and assumptions can influence managerial behaviour</p>	
		<p>1.3</p>	<p>Evaluate a model of managerial style in which the manager can apply skills to identify, study and review their patterns of behaviour</p>	

			examples to support your response and show a deeper understanding of the various models: <ul style="list-style-type: none"> • The Gods of Management – Handy • A coaching style • Change management style
		2.2 Identify measures of managerial effectiveness	Using your answers from the earlier performance criteria you could build in how you identify managerial effectiveness. This could be linked to a range of performance measures including SMART objectives, agreed KPI's and personal and peer review.
		2.3 Discuss links between management style and managerial effectiveness and efficiency	Building upon your responses to 2.1 and 2.2 you can use this section to draw the links between effectiveness and style.
3	Understand the need to apply a range of management styles	3.1 Describe situations which would require application of differing management styles and behaviour	Giving examples from the workplace you should describe specific situations and circumstances but could support your answer through the use of models which could include the models that you have used elsewhere in your assignment. Use of Situational Leadership models might be particularly useful.
		3.2 Explain the relationship between individual managerial performance and expected organisational managerial performance and behaviour	This assessment criterion requires that you assess the relationship and not merely give a description. Here you can assess the measures given elsewhere in this assignment and also ensure that includes behaviours as these may not have been covered in previous sections of your assignment.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the skills of effective and efficient managerial style and behaviour. It will assess how managerial styles and behaviour may be adapted in line with organisational expectations.

MANAGING STAKEHOLDERS ' EXPECTATIONS

Unit Level	4	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 4 level of difficulty.
Unit Number	4002V1	
Ofqual Reference	H/504/9016	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	25	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand and know organisational stakeholders	1.1 Differentiate between relevant organisational stakeholders	A brief definition of stakeholders would be a helpful start, you could use Friedman and Miles or others, before explaining in more detail the range of different types of stakeholders, why they are considered to be stakeholders in an organisation and the differing responsibilities the organisation has towards them. You could refer to the Stanford Research Institute in conceiving the stakeholder concept and the some of the work of the theorists who developed it further. A simple definition of each type is required, your answer would greatly benefit from examples, from your own organisation would be helpful as would reference to theorists, such as those
		1.2 Distinguish between primary and secondary organisational stakeholders	

			mentioned above and Donaldson and Preston, Mitchell, Agle, and Wood, and Phillips. It might help demonstrate your understanding if you list the stakeholders of your own organisation or department in a table under the headings of primary and secondary.	
2	Understand primary and secondary stakeholder expectations	2.1	Differentiate between the expectations of primary and secondary organisational stakeholders	Explain the focus and needs of the stakeholders' interests in the organisation and how they differ from each other, and what their criteria for success are – their expectations of the organisation. Using a real life organisation and its stakeholders would be useful, and you could expand upon the table drawn up at 1.2 by adding a column to show the expectations of the different stakeholder groups. You could also link this with 3.1 below.
		2.2	Identify monitoring systems for analysing the achievement of primary and secondary organisational stakeholder expectations	Once the stakeholders' expectations have been established the organisation needs to assess to what extent they have been met. You should identify the monitoring processes in your organisation (if possible) that are in place to do this and how the analysis of actual performance against expectations is carried out. These might include, for example service level agreements (SLA), key performance indicators (KPI), customer satisfaction surveys and many others. You should try to identify both the quantitative and the qualitative indicators
3	Be able to develop provisions offered to primary and secondary organisational stakeholders	3.1	Identify provisions offered to primary and secondary organisational stakeholders	You might usefully start this section by briefly explaining why stakeholders are important to an organisation and what they can offer to it. It is then really about managing the needs and expectations of the stakeholders so that they are able to support the direction and projects of the

			<p>organisation. You may wish to provide a list which identifies what provisions (outputs) your organisation offers, or could offer in terms of products, goods or services (including to internal stakeholders such as employees). This AC links with both 1.2 and 2.1 above, and you could potentially address all of these together.</p>
	3.2	Develop provisions for a primary or secondary organisational stakeholder that would impact on stakeholder expectations	<p>You can build on your answer from above, to further develop and improve what is already offered to stakeholders, by taking three or four of the stakeholders already identified and showing how you could improve your provision to provide a positive benefit. For example, a supplier might want to see an improvement in invoice payment time, an employee might want better communications in your providing examples, a customer might want better quality products or quicker response times for queries. This needs careful balancing to ensure that time and effort spent on providing for stakeholders means you continue to enjoy their support, whilst still achieving the primary aims of the organisation. It would be useful for your answer to include an acknowledgement of effort versus return. You may wish to refer to your organisation's stakeholder strategy and stakeholder communications plan as a start point and to the issues and change logs for inspiration. You could consider different provisions for different stakeholders, which may be dependent on their degree of influence and interest (see Mendelow's power and interest grid).</p>
	3.3	Devise a method which reviews the impact of the developed provisions to the stakeholder	<p>You could further develop and improve the method you identified for AC2.2, or you are free</p>

to devise something new. You should describe your methods and how you will analyse the products/goods, service or communication to ascertain whether and to what extent the development has affected the stakeholders and their commitment to the organisation. You may wish to focus on new technologies and software, especially for services and communications, not only in the identification and development (ACs 3.1 and 3.2) but here as well in the review of their impact.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the identification of organisational stakeholders, determining and monitoring their expectations and identifying opportunities to enhance stakeholder provision.

UNDERSTANDING ORGANISATIONAL CULTURE, VALUES AND BEHAVIOUR

Unit Level	4	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 4 level of difficulty.
Unit Number	4003V1	
Ofqual Reference	K/504/9017	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	30	

LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1	Understand the concept of culture to an organisation	1.1	Determine a framework for analysing organisational culture	It is helpful to provide a definition of culture. You may wish to consider models such as that of Handy, Schein, Johnson and Scholes or Hofstede. Consider aspects of culture that are seen or acted upon as well as those that are less obvious such as assumptions or beliefs. To explain external influences you may want to consider PESTLE. For internal factors you could include symbols, stories, strategies, norms, behaviours, structures etc. Consideration can be
		1.2	Explain internal and external factors that could influence organisational culture	

			given to how the culture supports the organisation goals.
		1.3	Evaluate the current organisational culture This determines what it is really like to work in an organisation. Identify the positives and negatives. You could refer to your selected model and determine how it applies to your own organisation as an employee or you may wish to evaluate it from a customer perspective.
2	Understand the impact of values that underpin individual and organisational performance	2.1	Discuss the concept of values to an organisation Provide a definition of what values are. You could include an explanation of why values are important and how they are communicated to staff and customers. You could illustrate this from your own organisation's values or from a well-known organisation. NB there is no need to copy out the values in the text.
		2.2	Outline the concept of values to an individual Consider how organisational values may be similar or different to individual values. Give an example of when an organisational value can conflict with a personal value.
		2.3	Describe how the manager's personal values can influence interaction with team members Explain what behaviours the manager demonstrates and how this impact on the team. You could evaluate words they use and compare them to actions they take. You may list your own values again as a manager and illustrate how you role model those values.
3	Understand the relationship between values and behaviour	3.1	Analyse how organisational values can affect organisational behaviour You could include how organisational values are communicated and how they are integrated into the organisation. You could consider how they are used in business planning, decision making, recruitment and selection, performance management, development of leaders. The use

			of a couple of practical examples would help to demonstrate your understanding.
3.2	Analyse how organisational values can affect individual behaviour		You could explain by means of example how your own organisational values impact not only on your actions of you but also those of your colleagues. Determine what behaviours you demonstrate and why these are important. Refer to 3.1 in terms how the values are communicated or are incorporated into ground rules and performance management procedures/processes.
3.3	Identify how individual values can influence the behaviours of a team		Provide examples of individual values and how these impact on the behaviours of a team. You may wish to reflect on your values and assess what impact they have on others providing examples, or to provide an example of a colleague whose personal values influence others – for good or bad.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about understanding organisational culture, organisational and individual values, and their impact on behaviour.

UNDERSTANDING TEAM DYNAMICS

Unit Level	4	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 4 level of difficulty.
Unit Number	4004V1	
Ofqual Reference	M/504/9018	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	25	

LEARNING OUTCOMES

1 Understand the differences between groups and teams

ASSESSMENT CRITERIA

1.1 Compare differences between a 'group' and a 'team'

GOOD PRACTICE

In answering this section it would be useful to use one or more models to support your comparison. Some of the models, concepts and ideas which you could use or refer to include:

- Groups and teams - Kakabadse et al 1988
- Teams – Bennett, 1994
- Groups and teams - Stages of team building - Kakabadse and Smith 1993
- Belbin's team roles and team size
- Perkins - Leading from the Edge - High performing teams
- Margerison & McCann's Team Wheel

		<p>1.2</p>	<p>Identify the practical implications of differences between groups and teams for the manager</p>	<p>In answering this section you could comment on how managers lead, manage and work with teams and groups.</p> <p>You might also note that often manager's use these terms interchangeably despite literature indicating both that the management processes and outputs may be very different and that these differences may have important consequences for a manager.</p> <p>You might make some comment on SIGs (Special Interest Groups) which may or may not form part of the formal organisational and reporting structure of an organisation but do impact on the role of a manager.</p> <p>You might also identify the implications of working with teams as part of a formal structure, for example, project teams and their reporting decision/action cycles</p> <p>Here you could identify specific situations when the formation of a group and/or a team would be necessary, for example a project. In answering this section some comments about the make- up and development of teams using a model, for example Belbin team roles or Tuckman, could support your answer.</p>
		<p>1.3</p>	<p>Explain situations when the formation of a group and/or a team would be necessary</p>	
<p>2</p>	<p>Understand the concept of formal and informal group norms</p>	<p>2.1</p>	<p>Identify the definitions of formal and informal group norms</p>	<p>Here you are asked to highlight the definitions and differences of formal and informal groups and you could call upon a range of models and concepts to support your findings. Some of the models, concepts and ideas which could be used or referred to in answering this section could be those used elsewhere in your assignment but could also include:</p>

			<ul style="list-style-type: none"> ● Core Group Theory – Kleiner ● Group think – Janis ● The Discipline of Teams John Katzenbach (with Douglas K. Smith) ● The informal and formal organisation - Follett and Parker
		2.2	<p>Discuss the evolution of formal and informal group norms</p> <p>Here you are asked for a brief discussion of the evolution of formal and informal group norms and your discussion could be enhanced with the use of models such as Tuckman and Smith and Kakabadse and Katzenbach and Smith and Follett and Parker.</p> <p>In answering this section you are asked to examine and not merely describe the process of changing formal and informal group norms. Building on your earlier sections you will examine for example how informal groups might become formal groups due to purpose or over a period of time.</p> <p>Here you are asked to build upon your examination in 2.3 and to describe the value of formal and informal group norms and in so doing describe the various similarities and differences to managers and group members.</p>
		2.3	<p>Examine the process of changing formal and informal group norms</p>
		2.4	<p>Describe the value of formal and informal group norms</p>
3	Understand group development and maturity	3.1	<p>Discuss the stages of group development and maturity</p> <p>Here you are asked to discuss and not merely describe the stages of group development. Here you could use a model such as Tuckman and not merely show the diagram or list the stages but discuss what each stage might mean for the group for example how well they might perform at each stage. Apart from Tuckman some other models that could be used include:</p>

				<ul style="list-style-type: none"> • Hersey and Blanchard's Situational Leadership model • Tannenbaum and Schmidt Continuum • Bennis & Shepard - Group Development Models
		3.2	Explain factors which could influence the cohesiveness of work groups	<p>Using models used elsewhere in your assignment you could explain using examples from your own work environment to show groups that have or have not worked well together to achieve their stated aims.</p> <p>Here you are being asked to “evaluate”. This requires you to show both the advantages and disadvantages of cohesive workgroups. Again you might find it useful to give an example from your workplace as well as call upon models used elsewhere in your assignment.</p>
		3.3	Evaluate the advantages and disadvantages of cohesive work groups	
4	Understand management of remote, displaced or virtual teams	4.1	Discuss the advantages of a remote, displaced or virtual team	<p>Here you are being asked to consider the advantages of remote working or working with teams of individuals who do not work in the one location. Whereas most of the models used to explain groups and teams are applicable to remote teams it could be useful to consider some of the issues specific to remote teams for example: motivation, creating a sense of identity and belonging and a variety of methods of communication. You might find it useful to show these in tabular form. Models, concepts and ideas which could be used in this section include:</p> <ul style="list-style-type: none"> • Shannon and Weaver - communication model • Gareth Morgan, McGill University - Future management competences • Hofstede - Cultural dimensions

		<ul style="list-style-type: none"> ● Deal and Kennedy -Cultural types ● Hertel, G., Geister, S., & Konradt, U. (2005). Managing virtual teams: A review of current empirical research. Human Resource Management Review, 15, 69-95. ISSN: 1053-4822
	<p>4.2 Discuss the disadvantages of a remote, displaced or virtual team</p>	<p>Having discussed the advantages in 4.1, here you are being asked to discuss the disadvantages. You may even show these in a tabular form as in 4.1. Please note this is not a section for pure description and will require some discussion as in 4.1.</p>
	<p>4.3 Analyse the communication and leadership skills required to manage a remote, displaced or virtual team</p>	<p>Here you are to explore the role of a leader as a communicator to a virtual or remote team. You will need to look at the different methods and challenges of communication which could include the following:</p> <ul style="list-style-type: none"> ● Cultural factors ● Intranet and internet challenges ● Online Work and Communication ● Language ● Religion ● Values and attitude ● Education ● Law and Politics <p>You might also consider the type of team, its make-up and reason for existing, for example is it a sales team or a group of subject experts. Types of virtual team you might like to consider include:</p> <ul style="list-style-type: none"> ● Networked teams ● Parallel teams ● Project and service development teams

- Work, production or functional teams
- Service and support teams

In answering this section you could also include the leadership skills required to support remote workers to increase a sense of belonging, team identity and motivation. You could include some theories on motivation and engagement to support ideas that are specific to remote workers.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about understanding groups and teams, understanding their norms and development, and the skills of managing remote, displaced or virtual teams.

MANAGEMENT REPORT WRITING

Unit Level	4	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 4 level of difficulty.
Unit Number	4005V1	
Ofqual Reference	T/504/9019	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	25	

LEARNING OUTCOMES

1	Understand the purpose of management reporting
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ASSESSMENT CRITERIA

1.1	Determine circumstances which could require a management report
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GOOD PRACTICE

Consider definitions of reporting and of management reporting and their purpose/objective. It might help to identify several different types of management report, and the circumstances that could necessitate them (e.g. financial reports, project reports, and many others. Reports are often investigative, that is they are answering a question, such as 'Is the organisation cost-effective'? 'What do our customers want/need'? 'Is our reward scheme aligned with our performance measures'? You could describe scenarios that might lead to such

			<p>questions being asked and identify the type of management report required. (Updated Feb 2015)</p> <p>You could SMART management reporting; and formal and informal reporting mechanisms. Consider the objective of reporting for a specific management report (e.g. to acquire information, to inform decision making, to ensure operational efficiency, facilitate maximum use of resources, to increase staff motivation etc.). You should consider: Oral versus written methods Audience – external; internal (top, middle, junior management). Timing – routine, special. Function – operational, financial. You should be able to identify the strengths of the different reporting methods and know the circumstances under which they can be most appropriately used. It might be an option to set out your comparison in the form of a table.</p> <p>Explain the management objective of a specific report (it might be helpful to use a real life example). Explain the management reporting method you consider the best to use for this report, explain your reasons for choosing this method and reasons for not choosing other methods.</p>
		<p>1.2 Compare the methods of management reporting available to a manager</p>	
		<p>1.3 Justify a method of management reporting to achieve a management objective</p>	
<p>2</p>	<p>Be able to construct a written management report</p>	<p>2.1 Construct the terms of reference for a report</p>	<p>This defines your task, the objective of the report and its purpose, and is a key planning tool. You could provide an example of the terms of reference for a report, it should address questions such as:</p> <ul style="list-style-type: none"> • What question is the report trying to answer? • Who has what responsibilities for what part of the report?

3			<ul style="list-style-type: none"> • What are the timescales and milestones for the report? • Who are the audience of the report? • How will you know you have addressed the objectives of the report?
	2.2	Identify the component parts of a written management report	<p>Reports should follow similar, logical headings to show the development of the writer’s thinking and lead the reader logically through the report. Identify the different sections you would need to include when constructing a management report. The conclusion should succinctly address the main question of the report – without offering any opinion or recommendations, it is a summary of the findings and links to the recommendations (and should not include findings not linked to the recommendations).</p>
	2.3	Produce conclusions and recommendations that meet the report objective or terms of reference	<p>The recommendations should guide the report audience (often senior management) to be able to make a quicker decision, as you (the author) will have argued the case(s) for them and justified your recommendations. You may suggest more than one recommendation or even present a choice of exclusive recommendations, which have criteria attached, such as option A requiring a significant financial investment, while option B has minimal financial investment required, but would take longer to achieve – the imperative to implement and the budget allocated being for the audience to discuss, if this information was not part of the briefing. This gives you an opportunity to show clear, logical thought and reasoned argument. It might be useful to use a real life example</p>
	3.1	Distinguish between data and information	

Understand the collection and analysis of data and information required for a written management report			The words “data” and “information” are often used interchangeably. You are required here to explain the differences between data and information. You might want to illustrate your answer with some examples from the work place. You should use the words ‘data’ and ‘information’ carefully and correctly throughout your report.
	3.2	Create criteria to select data and information	When selecting data and information for a specific purpose, which could be a management report, there is a range of selection criteria to consider in order ensuring that your work is meaningful. You could use a management model for selection of data and information here, and it would help to demonstrate your understanding if you applied the model to a work based example.
	3.3	Evaluate methods to analyse data and information	Data analysis is the process of manipulating data to provide useful information. You need to show that you can compare different analysis methods, i.e. graphs, spreadsheets, charts, averages, comparisons year on year, or with external companies or other branches. You should be able to compare and contrast methods for different purposes and to be able to provide examples of where the different methods might most usefully be applied.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about the skills of writing a management report, developing report objectives, gathering and analysing data and information, and drawing conclusions and making recommendations to meet objectives.
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MANAGEMENT AND LEADERSHIP INFLUENCING SKILLS

Unit Level	4	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 4 level of difficulty.
Unit Number	4006V1	
Ofqual Reference	K/504/9020	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	25	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the sources of authority and leadership influence	1.1 Discuss the concept of leadership by authority	<p>You could introduce this section with a brief discussion on what leadership is and the different styles which are used.</p> <p>Consider how the concept, or theory, of leadership by authority emerges in an organisation. It would be beneficial here to include in your discussion how leaders gain their authority. You are required to discuss how managers utilise authority in their leadership. Reference to models of leadership like French and Ravens 5 Powers might assist.</p>

		1.2	Discuss the concept of leadership influence	<p>Leading on from A/C 1.1 include in this section the idea that leaders in organisations may have formal authorities and how informal authority develops within groups in the workplace. In addition, you should discuss the notion that without influence, leadership does not occur. In other words, leadership is the act of influencing outcomes. The processes the leader uses to influence someone can take a variety of forms. For example, you could refer to transformational leadership within the example of change management.</p> <p>You then need to describe a managerial leadership model or framework.</p>
		1.3	Describe a framework for managerial leadership	<p>Frameworks for managerial leadership include behavioural, trait, contingency and transformational theory.</p>
2	Understand management and leadership influencing skills	2.1	Analyse the skills needed to communicate a clear vision and sense of common purpose for the team	<p>This section requires you to carry out an analysis of the skills managers need to communicate vision and purpose effectively with a team. It takes strong leadership and management to bring about the actions which ensure the achievement of agreed goals and targets. Skills include clarity, focus, negotiation, motivation and the identification of common areas. You may consider including an analysis of the Cohen-Bradford Influence Model or Mehrabian's Communication Model. You might want to talk about why having a clear vision and sense of common purpose is important in the context of leading a team.</p>
		2.2	Explain the skills needed to develop personal responsibility for people and task objectives	<p>This section requires you to explain how personal responsibility is developed and how</p>

			<p>tasks are achieved. You could start this section with an explanation of why you think the development of personal responsibility for people and task objectives are important. What skills are used for these areas? You could make reference to theories relating to motivation, for example Maslow's Hierarchy of Needs, Alderfer's ERG theory, McClelland's Human Motivation Theory and Frederick Herzberg's motivational theory. Two or three theories is adequate and you should give examples of how these relate to the development of personal responsibility for people and task objectives.</p>
		<p>2.3 Summarise the skills needed to create a culture which could influence and encourage team members</p>	<p>Teams working in a positive culture are highly motivated and positive and they also accomplish far more than teams that are struggling with negative energies. Here you need to provide a summary of what it takes to create this positive culture.</p> <p>Consider the skills required; how would you support and encourage team members? How do you ensure aims and objectives are agreed and ultimately achieved? You might want to include reference to the skills required by the team leader to establish a clear framework of expectations of work standards and individual and team behaviours, and of creating an environment of ownership for tasks, involvement of the team in contributing ideas, and in establishing trust.</p>
<p>3</p>	<p>Understand the application of delegation and empowerment</p>	<p>3.1 Describe the application of delegation and management control in achieving objectives</p>	<p>This section requires you to describe how delegation and management control are used in support of the achievement of objectives. It would be helpful to firstly define delegation and</p>

			<p>explain management control. You could then go on to describe how these impact on the achievement of objectives. You might want to consider good and bad examples</p> <p>For delegation and management control to be effective managers must ensure that staff:</p> <ul style="list-style-type: none"> • know the objective the manager wants to work to achieve • have the authority to achieve objectives • know how to achieve the objectives. <p>The use of examples from the workplace would strengthen your answer.</p>
		<p>3.2 Evaluate empowerment, and its implementation, on team and task objectives</p>	<p>You could open this section by defining empowerment to set the context. You could discuss how empowerment works alongside delegation, and how both require the manager to know team members' strengths and weaknesses.</p> <p>You should evaluate empowerment and its' effectiveness in relation to teams and the achievement of objectives. You could provide an illustrative example of where empowerment has been done well and another where it has been done less well, with a note of the results and consequences on team and objectives in each case. You could discuss the benefits of empowerment and the responsibilities it brings</p>
		<p>3.3 Identify the results of delegation and empowerment on management and leadership influence</p>	<p>This section is linked to 3.1 and 3.2 and requires you to identify the impact delegation and empowerment has on the influence exercised by managers and leaders. You could use the examples of delegation already provided and go</p>

on to identify what was the result of these examples on the influence of the managers/leaders involved.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about management and leadership influencing skills which can be employed and their impact on the achievement of individual and task objectives.

MANAGING INTERVIEWS

Unit Level	4	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 4 level of difficulty.
Unit Number	4007V1	
Ofqual Reference	M/504/9021	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	25	

LEARNING OUTCOMES

1	Understand the contexts of different types of interview
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ASSESSMENT CRITERIA

1.1	Explain the objectives of different types of interview
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GOOD PRACTICE

You are required to provide details of several different types of interviews and the different objectives of each. You need to demonstrate that you are aware that interviews take place for a variety of reasons/ purposes.

For example, you could list types of interviews like:

- Recruitment & selection interviews
- Appraisal interviews

1.2 Describe the conditions under which types of interviews could be conducted

- Disciplinary interviews; and then explain what the objectives would be for each of your chosen list

Taking account of the different types of interviews you have detailed for 1.1, outline the conditions under which each of them might be conducted. These conditions should relate to the method of interview for example one to one, panel, group, telephone etc. and the environment in which it is conducted, for example face to face in a private office, interviewer and interviewee in different places.

Provide a summary of the outcomes i.e. the end results and/or consequences you could expect from each of the different types of interview you have detailed at 1.1. It is perhaps worth identifying potential outcomes which may not meet objectives as well as those that do.

For example:

Recruitment and selection interviews expected outcomes could include –

- the identification of a potential new employee who meets the requirements of the identified position;
- the identification of an existing employee who is able to take on a new role/additional responsibilities as required by the identified position
- the learning experience of having conducted the interviews in terms of what works well and what does not, providing

		1.3	Summarise outcomes which could be expected from different types of interview	<p>useful data for future recruitment and selection exercises</p> <p>Appraisal interviews expected outcomes could include:</p> <ul style="list-style-type: none"> • a formal record of the opinions of both employee and manager in relation to work over a specified period of time and/or specified project(s) • a clear and agreed plan for future work which can include targets, objectives etc <p>agreed actions in relation to the employee's personal development plans</p>
2	Understand the skills of interview techniques	2.1	Describe the skills of opening an interview	<p>In considering all aspects of Learning Outcome 2, you could include communication theory: demonstrating the need to think about the audience and the importance of checking that messages (sent and received) have been understood correctly; explaining different types of communication such as verbal/non-verbal/interpersonal communications and group communications. You may wish to include some details of different communication models. Provide a description of what skills you consider are important to open any interview successfully, in terms of ensuring the interviewee will contribute fully to the process and you, as the interviewer, will achieve your objectives.</p>
		2.2	Distinguish between skills required in the giving and receiving of information	<p>All interviews involve the giving and receiving of information, both are critical to the success of the interview. Here you should be discussing the skills you need to employ as an interviewer in order to both obtain all the necessary information, and provide all the necessary</p>

				<p>information, to ensure the interview is successful for everyone involved. For example you might want to discuss the skills you would use in meeting the needs of interviewees in different situations, providing examples (e.g. the information needs of a candidate in a selection interview are likely to differ from those of an employee attending a disciplinary interview). You then might want to discuss the relative merits of different questioning techniques and the use of verbal and non-verbal communication skills when you are seeking and receiving information from interviewees.</p>
		2.3	Outline the skills required to guide and control the interview process	<p>This requires you to consider initially why there is a need to guide and control the interview process, for example time constraints, objectives to be achieved (this is not of course an inclusive list) and then to provide an outline of how you would successfully guide and control the process.</p>
		2.4	Explain requirements for the recording of information given and received	<p>This could take account of why you need to record both the information provided and that received within an interview, it could include legislative requirements, organisational policy/procedure, monitoring requirements etc.</p>
3	Understand the summarising, closing and follow up of interviews	3.1	Describe the techniques and skills required to summarise an interview	<p>You could consider and describe what it is you need to do to successfully summarise an interview from the perspective for example:</p> <ul style="list-style-type: none"> ● of both the interviewee and you as the interviewer understanding and agreeing what has been discussed and agreed ● for a colleague or line manager who may be involved in the next stage of the process

			<ul style="list-style-type: none"> • for accurate record keeping purposes
		3.2 Describe techniques and skills required to close an interview	You could describe how to close an interview, including the skills and techniques you would use to check if the interviewee has asked all questions they wish to, summarise what has been agreed and explain the 'next steps' etc. (This is not an exhaustive list).
		3.3 Explain how to organise and manage the results and agreements from interviews	This requires you to detail what action you would take to manage the results of interviews and any agreements reached. This could include information for example on how you would manage the notification of success (or otherwise) of a recruitment interview, how you would action any agreement reached in an appraisal interview etc. The use of practical examples from the workplace would help to illustrate your understanding.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about understanding different types of interview, the skills of managing interview process and follow through of interview outcomes.

PROMOTING EQUALITY AND DIVERSITY

Unit Level	4	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 4 level of difficulty.
Unit Number	4008V1	
Ofqual Reference	T/504/9022	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	30	

LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1	Understand legislation, regulations, policies, and codes of practice relevant to equality and valuing of diversity	1.1	Describe the need to acknowledge and recognise individuals' background and beliefs	You could begin this section with a brief explanation of what is covered by the Equality Act 2012 and the principles that should be followed to ensure diversity is valued and individuals' identity considered appropriately and then go on to describe why it is important to do so. This can be linked to AC1.2, which moves from acknowledging and recognising individuals' background and beliefs to a need to respect and not be discriminatory. You should be familiar with the 'protected characteristics' of the Act and the key legal principles enshrined in the legislation,
		1.2	Discuss the need to respect diversity, value people as individuals and not discriminate against individuals	

			<p>as well as relevant policies and codes of conduct from your own organisation or those which any organisation would be expected to hold.</p>
		<p>1.3 Describe the process of providing individuals with the information needed for them to make informed decisions about exercising their rights</p>	<p>If you are able to draw on the actual processes in your organisation that would be helpful, you should be able to describe the process (what it is, or should be) of providing information to individuals to cover at least: induction, discipline and grievance and redundancy.</p>
<p>2</p>	<p>Understand how organisational and individual behaviour affects individuals and teams</p>	<p>2.1 Describe how individual behaviour can affect an individual and a team</p>	<p>In this whole section you need to demonstrate that you understand the impact of negative behaviours such as aggression, discrimination, and bullying and harassment in the workplace, and of the positive behaviours of assertiveness and treating people equally. If you are able to use personal examples to illustrate your answer that would be very useful here. You should be looking at how positive and negative behaviours impact on a team and on individuals and the nature of the impact. You may wish to comment on how an organisation deals with this.</p>
		<p>2.2 Describe how organisational behaviour can affect an individual and a team</p>	<p>Organisational behaviour can be described as institutionalised in certain circumstances; you may wish to investigate this further and perhaps make comparison between organisations whose behaviour has positive outcomes on individuals and teams those that tend to be detrimental.</p>
		<p>2.3 Analyse feedback from individuals on personal behaviour</p>	<p>The exact nature of any analysis is dependent on how the information was collected – you may wish to comment on how you would go about this. This may be formal – e.g. via performance appraisal systems, or a 360° feedback process in which case you may have a framework to</p>

			discuss here – or informal e.g. verbal feedback – direct or indirect. Describe how you would analyse responses, use real data from your workplace if possible. You could present your findings as a chart. This data and your analysis may be quite sensitive, you may wish to comment on how you would feedback any results and any special precautions that would need to be put in place, for example to may wish to devise a feedback process or you may insist that all those involved sign a confidentiality/ non-disclosure document.
3	Be able to use feedback to devise an improvement plan	3.1	Devise an improvement plan based upon received feedback
4	Understand how to encourage equality and diversity in others	4.1	Identify situations where others are not promoting equality and valuing diversity
		4.2	Provide opportunities to help others to promote equality and value diversity
		4.3	Discuss sources from which to seek support when experiencing difficulty in understanding how to promote equality and value diversity
			You may wish to use the results of your analysis above as the basis for this section. It would be good practice to use real workplace data if possible. Your plan should include key milestones and activities, such as any training events, project management meetings, reviews and success criteria.
			Here you could describe situations where others are not promoting equality and valuing diversity, if you can use real-life examples that would be useful. Explain in what way the individuals do not appear to be complying with legislation or organisational policies.
			In this section you could be describing how organisations promote equality and value diversity and what opportunities you provide, as a manager to encourage and support team members to actively promote equality and value diversity. Your answer would be enhanced by suggestions of how you would go about monitoring the effectiveness of opportunities to help promote equality and value diversity You

might want to include reference to your Human Resources department, and other professional support that might be available in your organisation. Externally you might want to show your understanding of the work of ACAS and other Government organisations that specialise in dealing with one or more aspects of equality and diversity issues. There is also a wealth of literature, journals, scholarly articles and books written around promoting equality and valuing diversity, as well as some informative websites and organisations dedicated to this. You should research what is available and identify those you found particularly helpful and why. It is likely that there is no single source as support requirements will depend on the nature of your difficulty. This section will help you to come to know a pool of resources to support you, as a manager in promoting equality and valuing diversity.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about promoting equality and valuing the diversity of individuals' and teams.

STAFF INSPECTION REVIEW

Unit Level	4	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 4 level of difficulty.
Unit Number	4009V1	
Ofqual Reference	A/504/9023	
Credit Value	8	
Total Unit Time	80	
Guided Learning Hours	40	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the role of a staff inspection review	1.1 Explain types of staff inspection reviews and the role of the staff inspector	Think about the reviews and inspection events that happen within your own organisation or one with which you have familiarity. Explain, for at least two examples, their characteristics (for example, are they regular? Periodic? Announced? Unannounced). What is the objective, purpose or intent of the activity? How does the review achieve this (for example an annual, announced health and safety inspection to ensure the safe operation of a process).

		1.2	Discuss the component parts of a staff inspection review	<p>Explain the role of the staff inspector, for example, are they a manager, an internal staff member or someone external; is this their main role or do they assume responsibilities as needed? How do they carry out this role: for example leading a team or alone? From where do they get their legitimacy / power? (e.g. a Government agency or as part of the organisation's own hierarchy and structure).</p> <p>Leading on from the above, what are the components of the reviews you have selected? For example what processes are followed? How is communication handled? Is there an action plan and if so how is this reviewed monitored and used to inform inspection reviews? What feedback is given and how is the loop closed? Does the review feature any of the recognised continuous improvement dimensions such as following a PDCA approach?</p>
2	Understand how to plan a staff inspection review	2.1	Explain the planning and conducting of a staff inspection review	<p>All inspections and reviews have planning processes that underpin them; for the examples you have chosen, explain these planning processes so, for example, are dates established in advance for a particular time period? Is it necessary to identify officers to undertake the review and is any training or updating required for them? Do other parts of the organisation need to be involved and what plans do they need to make e.g. temporary shut downs, making records available etc. How does risk assessment take place? (Links to 2.2). What actually happens when conducting the review? What are the activities? For example is it desk-based or does it has more practical dimensions such as observations, testing, simulations, interviews,</p>

			and surveys. What stakeholders are involved? What evidence is gathered and in what form?
	2.2	Assess risk factors associated with a staff inspection review	Risk factors will depend on the type of inspection and would be considered as part of the planning stages initially creating a risk assessment. Consider what risks are relevant to your reviews? E.g. environmental risk (testing causes contamination), compliance risk (a breach of a protocol or procedure), financial risk (findings lead to unexpected expenditure) health and safety risk, operational risk (a part of the operation is affected so, for example, a Health and Safety matter may close down a part of the process). Where risks apply how could they be minimised? It adds little value to simply append risk assessments and, as the use of appendices is not appropriate, an 'extract' from a risk assessment could be included in the main body of the work to support the narrative for this criteria.
	2.3	Determine stakeholders impacted by a staff inspection review	Linked to the above you need to determine what stakeholders; internal and external are impacted upon by the inspection. This could be as narrow as one or two individuals or as broad as the whole organisation. Examples here may include: teams, (potentially the subject of the review/ inspection), named officers such as the quality manager, health and safety manager etc. Customers may also be involved as they may be contacted as part of the review or affected by the recommendations. Stakeholders could also include external bodies such as the HSE, BRC (e.g. food industry) Ofsted etc. A stakeholder map could help your explanation here.

3	Be able to conduct a staff inspection review	3.1	Prepare a presentation of staff inspection review findings	<p>You may be involved in an inspection review even if you don't lead on it and so this may provide the evidence you need.</p> <p>Communication of the findings of reviews could take many forms; this could be a report, a physical presentation or of course, some inspections formally 'publish' the findings that are made prominent throughout the organisation or wider, maybe even into the public domain such as Ofsted (other examples include progress towards KPI's using visual management techniques, notice boards, or even methods such as newsletters); if none of these are relevant to the example you have selected then the (annotated) notes used in the delivery of presentation findings could provide suitable evidence.</p> <p>This element requires the presentation of ONE of the reviews you have considered as part of the above. As appendices are not appropriate consider how best to present your evidence in the main body of the work.</p>
4	Understand major elements to be considered when determining how work is undertaken and organised	4.1	Describe major elements to be considered when recommending the need for work to be undertaken in an organisational context	<p>Everything an organisation does should support its vision, mission values and strategic objectives. The objectives of inspections and reviews and the way an organisation structures itself should similarly support these. With this in mind, the outputs and findings from an inspection review usually culminate in recommendations & actions. It is relevant that you align these with the vision mission values and strategic objectives of the organisation to assist in prioritising them so you can identify the 'major' or key elements. Things you might consider here will include how</p>

				<p>‘time critical’ the recommendations are e.g. safety ones will often be urgent whereas others may be important but not time critical. Other examples could include whether the organisation needs to enter into consultation or negotiation with trade unions, staff bodies and other representatives of staff Preparation of an ‘urgent/important matrix or grid may assist here which should sit in the main body of the report.</p>
		4.2	Identify major elements to be considered when recommending how work is organised at the operational and organisational levels	<p>Considering WHO will be assigned tasks and WHEN they should be accomplished are also key; action plans support this. If you present an action plan then ensure that this follows good practice for example, setting SMART objectives; again this should sit in the main body of the report so you may wish to only show an extract to keep within the word count of 2500-3000.</p>
5	Understand workload grading and job evaluation assessment	5.1	Demonstrate how to accurately calculate the workload grading for a specific post, from information supplied	<p>Some reviews and inspections are part of a wider campaign of job evaluation or determination of workloads and grading; more general reviews and inspections can also create recommendations for changes that may relate to work roles.</p> <p>You need to describe techniques used in this type of activity and this explanation may be based on experience you have within your organisation or, for example, you could review the good practice advocated by well-regarded organisations such as ACAS. Your narrative in support of these criteria could include:</p> <p><u>Non-analytical methods</u></p> <ul style="list-style-type: none"> ● Job ranking ● Paired comparisons ● Job classification <p><u>Analytical methods</u></p>

- Points rating
- Bespoke or organisationally tailored

Other more general approaches may include work load assessment/ productivity measurement/ 'time and motion studies' and other methods that help to establish a benchmark or norm for a particular job role / task

5.2 Describe techniques used in job evaluation which involve weighting factors and common criteria

It may also be relevant to describe some of the recognised approaches, considerations and options within the activity such as red circling or ring fencing, the use of an appeals process and the legislative framework applying to employment rights.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the skills and knowledge required in the field of staff inspection review.

PERSONAL DEVELOPMENT AS A MANAGER AND LEADER

Unit Level	5	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 5 level of difficulty.
Unit Number	5001V1	
Ofqual Reference	F/504/9024	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	20	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Be able to assess and plan for personal professional development	1.1 Identify the importance of continual self-development in achieving organisational objectives	Here you have been asked to explain the importance of continual self-development in achieving organisational objectives referencing. It would be helpful to answer this criterion with reference to your own development. You might use writers such as Pedler, Burgoyne and Boydell (2007) to support your explanation. There are numerous writers on this subject and your response should not only look at personal reasons for development but also how your development helps your organisation in achieving its objectives. A comprehensive answer might also include writers such as Mullins

			(2013) or Torrington et al (2008) to show how personal development can support organisations.
	1.2	Assess current skills and competencies against defined role requirements and organisational objectives	<p>This criterion requires that you make some assessment of your current skills and competencies with reference to your current or future role and link this to organisational objectives. In effect you are asked to make an analysis to identify your skill and competency gap.</p> <p>Your answer might include reference to skills in terms of behavioural competences and underpinning knowledge required to carry out current and potential job tasks and role requirements. In addition, your gap analysis might then include objectives to fill these gaps, which may be carried forward into your development plan at 1.4.</p>
	1.3	Identify development opportunities to meet current and future defined needs	<p>Having made an analysis of your current skills, competencies and identified gaps, here you are asked to identify ways in which these gaps might be filled through a range of development opportunities. This could be through a range of activities including: work-placements, sabbaticals, courses, e-learning, shadowing, coaching, mentoring and project work. Reference might also be made to the development cycle, Kolb, and to your personal learning style (VAK or Honey and Mumford).</p>
	1.4	Construct a personal development plan with achievable but challenging goals	<p>Here you are required to produce a personal development plan with achievable but challenging goals. This can be in chart format or as a narrative but, as a minimum, should include the following</p>

			<ul style="list-style-type: none"> • key tasks • SMART objectives • performance indicators • dates • milestones • review dates 	
2	Be able to plan the resources required for personal professional development	2.1	Identify the resources required to support the personal development plan	Having developed a plan you are required to indicate the answer to assessment of resources you might require to support your personal development plan. Resources could include some of the following: time away from work, personally managing own time, materials, technologies, finance and access to people to act as a mentor, access to a coach and support of colleagues or family.
		2.2	Develop a business case to secure the resources to support the personal development plan	This criterion requires that you develop a business case to secure the resources to support your personal development plan. Here you will show how you plan to achieve the resources that you have identified in 2.1. A business case could indicate timescales and possible payback for support of your business case with some literature on this subject for example Torrington, Hall and Taylor (2008). A very well development answer might also show how you might calculate a return on investment (ROI) of the development.
3	Be able to implement and evaluate the personal development plan	3.1	Discuss the processes required to implement the personal development plan	Here you are asked to discuss, this is more than a mere description of the implementation strategy for your plan. You might also include how this has been shared with stakeholders, revision of SMART objectives, KPIs, assumptions and milestones to be achieved. You might also want to outline how your job role will

			be covered during any periods when you will be undertaking development activities. The process might also include how your PDP is to be monitored, managed and updated.
	3.2	Evaluate the impact of the personal development plan on the achievement of defined role requirements and organisational objectives	This criterion requires an evaluation of the impact of your personal development plan on the achievement of a defined role requirements and organisational objectives. A full answer might include an evaluation of the gap analysis illustrating the gap between current “skills and know hows” with the future role requirements and how the gap is being or will be bridged with an indication of the impact on the achievement of SMART objectives and contribution to achievement of the organisation’s strategy.
	3.3	Review and update the personal development plan	Here you will indicate how and with whom you might review and update your personal development plan against key milestones and SMART objectives. Your answer might also show how the review process might be affected by personal or organisational changes over a period of time. Depending on when you started the personal development plan, you may be able to conduct an actual rather than hypothetical update, in which case it may be helpful to add a column to a tabular format plan for outcomes, and to add additional rows for any new development needs which have emerged in the intervening period, to demonstrate that the process is ongoing.

4	Be able to support and promote staff welfare	4.1	Discuss the relationship between staff welfare and organisational objectives	<p>Here you are asked to discuss and not just describe some of the issues that relate to staff welfare and meeting organisational objectives. This is more than Health and Safety and could include the proactive approach to occupational health (OH), work life balance (WLB), work place staff, managing sickness absence or flexible working and how these requirements:</p> <ul style="list-style-type: none"> • fit with the business strategy • add value to operational requirements • are appropriate to the size of your organisation • are fully supported by management at the highest level. <p>Here you are required to explain the process for assessing staff welfare. You should refer to the points raised in 4.1 and look at how each might be measured with reference to the organisational objectives again highlighted in 4.1.</p> <p>This could potentially be a very large section. In order to keep within your word count you should limit your response to include staff welfare issues with which you have some experience. You might use some of the following and with examples show how a manager might need to respond:</p> <ul style="list-style-type: none"> • Ensuring an healthy and safe workplace environment • A manager's role with reference to the Control of Substances Hazardous to Health (COSHH) Regulations 2002 • Risk assessment of the premises and working practices
		4.2	Explain the process for assessing staff welfare	
		4.3	Explain the actions to be taken by the manager in dealing with a staff welfare issue	

			<ul style="list-style-type: none"> • Communication and staff welfare • Organising health and safety personnel and allocating individual responsibilities • Arranging appropriate training • Devising appropriate documentation • Implementing policies and procedures including inspections and audits, evaluating performance and making changes • Enabling flexible working • Highlighting work place stress
	4.4	Describe how to communicate responsibilities for staff welfare to the team	For this criterion your answer would build on the response to assessment criteria 4.3. A good answer might mention different methods of communication and might also mention Shannon and Weavers' communications model.
	4.5	Discuss records that may be maintained to demonstrate that staff welfare is supported	<p>This section requires a discussion of the records that may be maintained to demonstrate that staff welfare is supported. Reference needs to be made to a specific context, most probably explored in different parts of this assignment. Specific records might include:</p> <ul style="list-style-type: none"> • Sickness and absence records • Accident records • Risk analyses • Maintenance records and reports

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about assessing and improving individual management and leadership skills and competencies against objectives.

BEING A LEADER

Unit Level	4
Unit Number	5012V1
Ofqual Reference	M/504/9035
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 5 level of difficulty.

LEARNING OUTCOMES

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

ASSESSMENT CRITERIA

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

GOOD PRACTICE

You may wish to open this section with a brief explanation of the importance of an organisation's culture and values and they are communicated. You could carry out a piece of research to establish the impact on leadership, or you may wish to do a comparative study between your own organisation and an organisation with very different culture and values. You could use models to substantiate your findings, there is a lot of literature about this, so be selective, you

should refer to a number of theorists. Examples are Johnson and Scholes (the cultural web); Edgar Schein, Charles Handy; Roger Harrison. You might also find the work of Colenso on high performing teams a useful reference regarding values. When asked to evaluate, you are expected to show that you can critically appraise a subject from a range of different perspectives and from both positive and negative aspects. That applies throughout the unit wherever you see evaluate as the command verb of the assessment criterion.

1.2 Discuss the impact of organisational specific, legal, regulatory and ethical requirements on leadership demands

Again an investigation could be carried to try to establish the impact of organisational specific, legal, regulatory and ethical requirements on leadership demands. This requires you to consider how external factors (e.g. the L and E of STEEPLE) that have an impact on an/your organisation affect the leadership of an/your organisation. Use real-life examples, if possible. Otherwise you could start by explaining the concept and reasoning behind ethical leadership and ethical organisations and the legal and regulatory requirements that affect a specified organisation and go on to explain how leaders manage these requirements whilst remaining effective.

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

A brief explanation of current and emerging social concerns and expectations and why it is important that organisations are aware of and address these issues would be a useful starting point (e.g. the S from STEEPLE/PESTLE). It would be good practice if you were able to draw on real-life examples, of how such issues have, and are impacting on leadership in an organisation and how leaders are responding to

			ensure they remain effective and maintain team performance.	
2	Understand leadership styles	2.1	Evaluate the relationship between management and leadership	<p>This section gives you the opportunity to explore and critically appraise the differences and similarities between leadership and management and how they relate to each other. A helpful introduction would be to review some of the mass of literature, such as Tannebaum and Schmidt, Fayol, Mintzberg and Favell. It would be useful to be able to draw on your own workplace experiences in drawing some conclusions about the practical application of the theories.</p> <p>You may wish to start this section by reviewing leadership styles (such as Lewin, Morris, Willocks and Knasel, O'Neill, Kouzes, Posner and Adair) and go on to discuss the advantages and disadvantages of each in specific situations and draw conclusions to summarise your findings. Use personal examples, if possible to enhance your answer.</p> <p>If you can draw on your own experiences as a leader in different situations, that would begin to address this section. You may wish to assess your own leadership style and investigate what others think your style is and how you adapt your style to suit different situations. Discuss not only how you do this, but why you do this and the range of factors that influences your leadership style and the outcomes achieved. Draw on the literature from a number of theorists to help your discussion and illustrate the points you make. For instance, reviewing the practical application of Hersey and Blanchard's work on situational</p>
		2.2	Evaluate leadership styles	
		2.3	Discuss why leadership styles need to be adapted in different situations	

			<p>leadership may be useful, especially if you are able to relate this to real-life examples.</p>
<p>3</p>	<p>Understand the leadership skills required to ensure team involvement and achievement of objectives</p>	<p>3.1 Discuss how to establish a culture of professionalism, mutual trust, respect and support within the team</p>	<p>You need to explain how you, as a manager would develop a culture of professionalism, mutual trust, respect and support: you may wish to describe what that looks like, initially, in order to measure whether you have achieved this. If you are able to draw on workplace experiences that would be best, but in any case, you should include in your discussion some references to relevant theories and models, such as the Trust/Co-operation matrix. Colenso's work on high performing teams might again be useful here.</p>
		<p>3.2 Evaluate the impact of a leader's clear focus in leading the team in the achievement of the team objectives</p>	<p>It might be helpful to look at a range of situations, both where leaders are more focused, and where they are less focused and compare the outcomes of team objectives in relation to that leadership focus, in order to be able to evaluate the impacts. You could also investigate ways in which that focus is communicated to the team members and how they come to understand their role and goals. This can be linked to A.C.3.3, where the team understand the wider objectives and the organisation's direction, which in turn refers back to concepts you may have discussed at 3.1. If you can use workplace examples of how you have supported your team and helped them understand their purpose, and the effect this has on outcomes and performance, that would be useful here. You need to evaluate how successful or otherwise different methods have been in achieving this. You might find reference</p>
		<p>3.3 Evaluate how the leader supports and develops understanding of the organisation's direction</p>	

3.4 Discuss how leadership styles are adapted to meet changing needs, and to enable team development and commitment

to the application of John Adair's Action-centred leadership model of value here.

In this section you could use real-life examples, backed up with insight into theorists' writings. You could start with explaining the importance of adapting your leadership style, how to gain commitment from individuals, the importance of motivating your team and identifying any skills gaps or other developmental needs. It would also be useful to discuss the external (STEEPLE/PESTLE) factors that necessitate changing your leadership style, such as emerging trends around social responsibility and how this may affect team commitment. You might also want to show the links between leadership and motivational theories. Again you could use John Adair's model in relation to team development.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the skills and knowledge required in the field of staff inspection review.

INTRODUCTION TO MANAGEMENT COACHING AND MENTORING

Unit Level	5	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 5 level of difficulty.
Unit Number	5014V1	
Ofqual Reference	F/504/9055	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	40	

LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1	Understand the concept and purpose of management coaching and mentoring
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1.1	Describe the purpose of coaching in human resources development
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Throughout this unit it is important that you clearly distinguish between the two different processes of coaching and mentoring. Consider how you would use coaching to develop people or improve their performance. You may want to refer to the research undertaken by Parsloe, Bluckert and Gallwey who address the behavioural aspect of coaching. You may wish to provide examples and state why you have selected coaching as the development method as this demonstrates your knowledge of its purpose. In terms of human

			resource development you could relate this to the employee life cycle from induction, managing performance, learning new skills or tasks, promotion and development, career change, talent management, and redundancy support etc. You may wish to consider the impact coaching can have on assisting people through personal and organisational change. You may wish to consider models such as Prochaska, Zeus and Skiffington and Goldsmith	
	1.2	Describe the role of mentoring in management	Consider your role as a manager and your responsibilities for people and explore how mentoring can assist in that role. It would help to demonstrate your understanding if you provide practical examples.	
	1.3	Evaluate the difference between coaching and mentoring	To illustrate your understanding, you should be able to compare and contrast the differences between coaching and mentoring, critically appraising the differences and clearly stating why you would select one method over the other to support and develop people. You may find it helpful to use a template for this purpose.	
2	Be able to determine the use of management coaching as a tool in human resources development	2.1	Evaluate the benefits of coaching in performance management	In attempting to answer this, it is important to first of all be clear about your understanding of performance management. This will enable you to establish how and where coaching could assist in that process. It would be useful to show that you have considered how coaching supports those who are underperforming as well as enabling high performers to fulfil their potential. You may wish to provide examples of different

			<p>levels of performance and how coaching may help. It would also be useful to consider the short term and long term benefits of coaching. For example, if one of the purposes of coaching is to help coachees develop their own solutions; consider how that impacts on team and organisational performance.</p>
		<p>2.2 Explain the role of coaching in team learning</p>	<p>It would be useful to consider what constitutes team learning and how the coaching role may assist. It would be useful to provide examples. Witherspoon's coaching continuum may help you to explore how the different ways coaching could be utilised within the team environment. Consider a team development plan which links the business plan and personal development plans, aligning learning for the benefit of team tasks and team members. You could identify what skills and knowledge the team require to achieve results over the next twelve months, what they will need to do to achieve this and the role coaching could take.</p> <p>You may wish to consider the impact of coaching within your own team development and learning or select a different team such as a management development programme as an example.</p>
<p>3</p>	<p>Be able to determine the use of management mentoring as a tool in human resources development</p>	<p>3.1 Evaluate the benefits of mentoring in performance management</p>	<p>A link can be drawn to both 1.3 and 2.1, depending on the depth of your critical appraisal in each case. You will this time need to be clear when you would select mentoring as a tool rather than coaching, and to critically appraise the benefits of mentoring in the performance management process, providing examples from your own experience where possible.</p>

		<p>3.2 Explain the role of mentoring in team learning</p>	<p>It may be useful to consider the skills, knowledge and experience in your own team to explain how that could be used within a mentoring role to support and guide others, as well as how mentoring can play a role in developing the team. It would be useful to provide examples. You may wish to make reference to 1.3 and 2.2 to illustrate your ability to select between coaching and mentoring for different learning and performance management needs.</p>
<p>4</p>	<p>Understand the relationship between coaching and mentoring and organisational objectives</p>	<p>4.1 Analyse the role of a manager as a coach</p>	<p>It would be useful to recognise the advantages and disadvantages of the manager operating as a coach. You may want to give examples. Another dimension you could consider is the use of coaching skills as a manager in terms of a leadership style which encourages individuals to generate their own solutions as well as take responsibility and ownership of their actions.</p> <p>It could be useful to state the differences between the focus of a line manager and the focus of a mentor. For example a managers focus is on the organisation and the delivery of results and a mentor may focus on learners and personal growth and development.</p> <p>You could then draw some conclusions about the differences and similarities. You may wish to develop a template of the manager's role and the mentor's role to highlight the similarities and differences. In your analysis you may want to consider if it is appropriate for a line manager to</p>
		<p>4.2 Analyse the role of a manager as a mentor</p>	

4.3 Explain how coaching and mentoring is linked to organisational objectives

be a mentor or whether it should be a manager from a different part of the organisation.

This section asks you to consider how both processes can support the business plan, the team/department plan and individual development plans. It would be useful to consider how this is communicated and supported by senior management. For mentoring and coaching to be recognised as a means to support the achievement of organisational objectives, it may be worth considering how support and commitment is demonstrated by senior management to help secure buy-in to the process.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

Explain how coaching and mentoring is linked to organisational objectives

APPENDIX 1

Command Verb Definitions

Command Verb	Definition
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Conduct	Organise and perform a particular activity
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Critically Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.

Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.
Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpret	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Prepare	To make or develop something ready which will happen in the future
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.

Summarise	Sum up or give a brief account of relevant information in own words.
Use	The action of using something for a particular purpose.

APPENDIX 2

Revisions to Document

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

Revisions to Document	Document Version	Date Revisions Made
Extension to Qualification regulation now ends on 31/08/2022	Version 6	March 2020
Command Verbs Definitions - Appendix 1		
Extension to Qualification regulation now ends on 31/08/2020	Version 5	April 2018