

# LEVEL 5 IN BUSINESS SUPPORT

(RQF) Syllabus | Oct 2016 | Version 3



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# QUALIFICATION PURPOSE

These qualifications are aimed at Business Support Advisers that support SME Market. The core units within these qualifications are focused on developing effective business support relationships with clients, enabling the client to analyse the business and implement change, developing business support networks, reflective practice and development in business support and monitoring the business support service.

# 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 accreditation, which confirms that this is a 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
5A25V2	CMI Level 5 Award in Business Support	600/4454/8
5C25V2	CMI Level 5 Certificate in Business Support	600/4455/X
5D25V2	CMI Level 5 Diploma in Business Support	600/4456/1

# ACCREDITATION DATES

These qualifications are accredited from 1st September 2012, which is the operational start date in CMI Centres. The qualification review date is 31st August 2017.

# PROGRESSION

IC and CMI would recommend for progression once completing the Business Support qualifications would be to progress on to:

- CMI Level 6 Qualifications in Management and Leadership
- CMI Level 7 Qualifications in Coaching and Mentoring
- CMI Level 7 Qualifications in Professional Consulting

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

# ENTRY AND RECRUITMENT

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

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

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

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

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

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

# 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 5 Award in Business Support

Learners need to complete the mandatory unit to a total of 8 credits. The Total Qualification Time is 80 hours, including 30 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 5023	Introduction to business support	8	30	80

## CMI Level 5 Certificate in Business Support

Learners must complete the mandatory unit and at least two optional units to a minimum of 24 credits in total to achieve this qualification. The minimum Total Qualification Time is 240 hours, including 105 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
<b>MANDATORY GROUP A</b>				
Unit 5023	Introduction to business support	8	30	80
<b>MANDATORY GROUP B</b>				
Unit 5024	Develop effective business support relationships with clients	8	30	80
Unit 5025	Enable the client to analyse the business and implement change	8	45	80
Unit 5026	Develop business support networks	4	25	40
Unit 5027	Reflective practice and development in business support	6	20	60
Unit 5028	Monitoring the business support service	5	20	50

## CMI Level 5 Diploma in Business Support

Learners must complete all mandatory units and one optional unit to a minimum of 45 credits in total to achieve this qualification. The minimum Total Qualification Time is 450 hours, including 195 Guided Learning Hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
<b>MANDATORY GROUP A</b>				
Unit 5023	Introduction to business support	8	30	80
Unit 5024	Develop effective business support relationships with clients	8	30	80
Unit 5025	Enable the client to analyse the business and implement change	8	45	80
Unit 5026	Develop business support networks	4	25	40
Unit 5027	Reflective practice and development in business support	6	20	60
Unit 5028	Monitoring the business support service	5	20	50
<b>MANDATORY GROUP B</b>				
5006V1	Conducting a management project	10	35	100
5008V1	Conducting a marketing plan	9	30	90
5021V1	Operational risk management	7	25	70
5022V1	Organisational corporate social responsibility	7	30	70
5014V1	Introduction to management coaching and mentoring	6	40	60
5015V1	Management coaching and mentoring	6	45	60
5016V1	Using coaching and mentoring skills as a manager	6	45	60
5017V1	Coaching practice and theory	6	45	60
5018V1	Mentoring practice and theory	6	45	60
5019V1	Management of action learning	6	45	60
6003V1	Planning the change process	7	25	70



# DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 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 5. 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 IC through until the completion of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI.

## CHARTERED MANAGER

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

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

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

# STUDY RESOURCES

## Management Direct

[www.managers.org.uk/mgtdirect](http://www.managers.org.uk/mgtdirect)

It's fast, comprehensive and free to members

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

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

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

## CMI Management Library

[www.managers.org.uk/library](http://www.managers.org.uk/library)

The CMI Management Library is one of the largest collections of management literature in the UK. The focus of the collection of over 15,000 books and reports is on practical management and thought leadership in the field.

You can search by a wide range of criteria; download content and export lists of resources. Members (within the UK) can submit requests to borrow books and pamphlets from the library, which will be posted to you on loan.

The CMI Management Library is open to visitors Monday - Friday 9am - 5pm.

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.

# INTRODUCTION TO BUSINESS SUPPORT

<b>Unit Level</b>	5
<b>Unit Number</b>	5023
<b>Ofqual Reference</b>	R/503/7119
<b>Credit Value</b>	8
<b>Total Unit Time</b>	80
<b>Guided Learning Hours</b>	30

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand the importance of communication skills in business support relationships	<b>1.1</b>	Evaluate a range of communication methods which a business support adviser may use
		<b>1.2</b>	Identify the barriers which a business support adviser must consider when selecting the appropriate communication method
		<b>1.3</b>	Evaluate the importance to the adviser/client relationship of employing questioning and listening skills
		<b>1.4</b>	Explain the importance to the business support process of producing accurate records of the meetings, including recording follow up action points
		<b>1.5</b>	Explain how a consultant can develop credibility for effective engagement with client organisations
<b>2</b>	Understand the business	<b>2.1</b>	Identify the key activities involved at each stage of the business support process

	support process	<b>2.2</b>	Explain the planning process prior to starting the business support process
		<b>2.3</b>	Evaluate different methods of preparing a client to accept business support
		<b>2.4</b>	Explain the funding options available to clients
		<b>2.5</b>	Explain the importance of confidentiality in the business support process
<b>3</b>	Understand how to conduct and develop oneself as a business support adviser	<b>3.1</b>	Explain how a business support adviser gains the trust of the client within the boundaries of the business support practitioner's role
		<b>3.2</b>	Explain the importance of the principal behaviours, skills and competencies required of a business support adviser
		<b>3.3</b>	Assess current skills and competencies against the defined requirements of the business support adviser role
		<b>3.4</b>	Construct a personal development plan with achievable and challenging goals
		<b>3.5</b>	Evaluate the significance of continual professional development to the role of a business support adviser

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the core principles of business support.

# DEVELOP EFFECTIVE BUSINESS SUPPORT RELATIONSHIPS WITH CLIENTS

<b>Unit Level</b>	5
<b>Unit Number</b>	5024
<b>Ofqual Reference</b>	J/503/7120
<b>Credit Value</b>	8
<b>Total Unit Time</b>	80
<b>Guided Learning Hours</b>	30

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand the different methods of communicating	<b>1.1</b>	Evaluate the benefits and disadvantages of different methods of communicating
		<b>1.2</b>	Explain how a business support adviser would encourage a client to be open about business matters
		<b>1.3</b>	Describe situations when listening, questioning and negotiation skills would be required of a business support adviser
<b>2</b>	Be able to develop positive relationships with clients	<b>2.1</b>	Explain the duty of care a business support adviser has to clients
		<b>2.2</b>	Explain the ethical standards and code of conduct to which a business support adviser should adhere
		<b>2.3</b>	Evaluate methods of developing the client's confidence and trust in the business support adviser
<b>3</b>	Be able to advise clients of, and refer clients to specialist sources of advice and support	<b>3.1</b>	Explain the process of referring a client to a specialist advice practitioner when the advice is beyond the role of the business support adviser
		<b>3.2</b>	Identify a range of specialist practitioners and support available to the client



**3.3** Explain the reasons for accepting clients onto different business support services

**3.4** Evaluate different sources of funding and identify how to access advice and support for the client

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about developing positive relationships with all and refer clients to specialist support where applicable.

# ENABLE THE CLIENT TO ANALYSE THE BUSINESS AND IMPLEMENT CHANGE

<b>Unit Level</b>	5
<b>Unit Number</b>	5025
<b>Ofqual Reference</b>	L/503/7121
<b>Credit Value</b>	8
<b>Total Unit Time</b>	80
<b>Guided Learning Hours</b>	45

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Be able to help the client critically analyse their business	1.1	Evaluate a range of analytical tools available to assess the performance of a business
		1.2	Describe the process of supporting clients during the analysis phase
		1.3	Explain how to encourage clients to identify areas of the business which require change
2	Understand the significance of planning to the success of a business	2.1	Evaluate the significance of the planning process to both a new and existing business
		2.2	Identify the component parts of a business plan
		2.3	Describe a range of tools and techniques used to construct a business plan
		2.4	Explain the techniques a client may use to gain the support of stakeholders for the business plan
		2.5	Identify how the business support adviser can facilitate the client through the business planning process

<b>3</b>	Be able to support the client through the implementation of change	<b>3.1</b>	Explain the techniques a client may use to prioritise areas of their business to be changed
		<b>3.2</b>	Describe the process a business support Adviser will go through to support clients in producing a plan for change
		<b>3.3</b>	Explain how a business support adviser would help the client support its staff through change
		<b>3.4</b>	Evaluate the tools and techniques a client may use to analyse the outcome of change

## ADDITIONAL INFORMATION ABOUT THIS UNIT

<b>Unit Aims</b>	This is about enabling your clients to develop a clear picture of their business, to identify areas for change and improvement and how to implement change.
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# DEVELOP BUSINESS SUPPORT NETWORKS

<b>Unit Level</b>	5
<b>Unit Number</b>	5026
<b>Ofqual Reference</b>	R/503/7122
<b>Credit Value</b>	4
<b>Total Unit Time</b>	40
<b>Guided Learning Hours</b>	25

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the value of networks within the business support adviser role	1.1	Identify the types of contacts and networks which are essential within the business support adviser role
		1.2	Explain how contacts and networks can be used for the benefit of clients
		1.3	Evaluate existing contacts and networks
2	Know how to build networks	2.1	Identify opportunities for the business support adviser to create networks
		2.2	Explain the skills required to gain maximum benefit from networking activities

## ADDITIONAL INFORMATION ABOUT THIS UNIT

<b>Unit Aims</b>	This unit is about the development of contacts and networks to help provide a range of information, support and resources that are likely to be relevant to different business needs.
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# REFLECTIVE PRACTICE AND DEVELOPMENT IN BUSINESS SUPPORT

<b>Unit Level</b>	5
<b>Unit Number</b>	5027
<b>Ofqual Reference</b>	Y/503/7123
<b>Credit Value</b>	6
<b>Total Unit Time</b>	60
<b>Guided Learning Hours</b>	20

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand the importance of being a reflective practitioner in business support	<b>1.1</b>	Identify the importance of being a reflective practitioner
		<b>1.2</b>	Evaluate the impact on the business support service of being a reflective practitioner
		<b>1.3</b>	Explain the importance for the client of applied reflective practice within business support
<b>2</b>	Know how to use feedback in personal development	<b>2.1</b>	Explain the importance of seeking feedback from managers, peers, specialist practitioners and clients in the self development process
		<b>2.2</b>	Identify how feedback can be gathered from a range of professionals and clients
		<b>2.3</b>	Evaluate the tools and techniques to analyse feedback for personal development
<b>3</b>	Be able to plan for personal and professional development	<b>3.1</b>	Assess personal knowledge skills and competencies against those required of a business support adviser
		<b>3.2</b>	Produce a personal development plan (PDP) which includes objectives that are both achievable and challenging

- 3.3 Explain how to secure the resources in support of the objectives identified in the PDP
- 3.4 Outline the steps to achieving career goals
- 3.5 Explain why continual professional development is required of all business support advisers

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about reflecting upon one's own practice as a Business support Adviser and improving practice through personal and professional development.

# MONITORING THE BUSINESS SUPPORT SERVICE

<b>Unit Level</b>	5
<b>Unit Number</b>	5028
<b>Ofqual Reference</b>	D/503/7124
<b>Credit Value</b>	5
<b>Total Unit Time</b>	50
<b>Guided Learning Hours</b>	20

## LEARNING OUTCOMES

## ASSESSMENT CRITERIA

<b>1</b>	Understand the need for monitoring within the business support service	<b>1.1</b>	Identify how monitoring will help to improve the service provided by the business support sector
		<b>1.2</b>	Explain how monitoring effects change and improvements within business support
<b>2</b>	Be able to review the service provided to clients within business support	<b>2.1</b>	Explain the business support service review process
		<b>2.2</b>	Describe how feedback would be obtained during the business support process
		<b>2.3</b>	Explain how positive and negative feedback is used by the business support adviser to improve personal and organisational performance
		<b>2.4</b>	Identify areas for improvement within business support

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about monitoring the Business support service provided to clients.

# CONDUCTING A MANAGEMENT PROJECT

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5006V1	
<b>Ofqual Reference</b>	D/504/9029	
<b>Credit Value</b>	10	
<b>Total Unit Time</b>	100	
<b>Guided Learning Hours</b>	35	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Be able to identify and justify a management project	1.1 Determine a management area for investigation that has an implication for a work-related area	In producing a project plan – you will need to cover all of the components in this section of the unit – aim, scope and objective of the project.  When deciding on a topic area for investigation, you are advised to select an area that interests you, is substantial enough to be researched and one that enables you to make recommendations for change. It may be a problem that needs to be resolved, an issue that is affecting your organisation or an opportunity for improvement. If you are struggling for ideas - refer to Joan Knutson (2001) who suggests they may come from top-down, bottom-up or from customers or
		1.2 Identify the aim, scope and objective of the project	
		1.3 Justify the aim and objective of the project	



			<p>clients.</p> <p>You need to identify and justify the intentions of your investigation. <b>The project aim</b> is what you intend to do – what you intend to investigate and why. This needs to be very clear and simple – avoid too many sentences – this will make it more complex than it needs to be. The <b>scope</b> is a short description of the area for investigation – that justifies its purpose and limitations within the context of your workplace – and outlines the key deliverables and how its success can be measured. Your investigation may have more than one <b>objective</b> and these need to be specific and outline exactly what will have been achieved at the end of the project. If you think about the project from the perspective of the project sponsor - this will help you to create focused rationale. It can be useful to deploy the SMART model for project objective setting. The addition of a project plan is also beneficial at this stage. You might choose to use a Work Breakdown Structure or a Gantt chart for this purpose.</p>	
2	Be able to conduct research using sources and analyse data and options	2.1	Identify sources of data and information for the project	<p>When identifying sources of data and information, you need to demonstrate that you recognise the merits of the four key sources of information (primary, secondary, qualitative and quantitative) and understand the relevance and value that each could have for you in addressing your project aim.</p> <p>You could refer to your research methods e.g. interviews, questionnaires, desk research or</p>
		2.2	Analyse the data and information for options or alternatives that meet the project aim	

			<p>alternative methods such as focus groups or observation methods, depending on which seem most relevant to your project.</p>
		<p><b>2.3</b> Determine an option or alternative that meets the project aim</p>	<p>You need to demonstrate that you have analysed the data and information collected. Depending on the sources used – you could cover this in different ways. For example, qualitative data may be analysed using a software tool, whereas qualitative data may need to be analysed using key themes. Analysis of the data and information should enable you to determine a range of options to address the key objectives of the project. It might be helpful to identify selection criteria that will enable you to choose the option or alternative that best meets the project aim. There should be a link between your analysis and the options generated.</p> <p>It would then be useful to deploy at least one recognised model for options appraisal. Examples include:</p> <ul style="list-style-type: none"> <li>• Grid analysis</li> <li>• Paired comparison</li> <li>• Pareto analysis</li> <li>• Cost/Benefit analysis</li> <li>• Or a decision-making model e.g.</li> <li>• Vroom-Yetton-Jago</li> <li>• Kepner-Tregoe</li> <li>• OODA loops</li> <li>• There may be others which are more appropriate to your project</li> </ul>
<p><b>3</b></p>	<p>Be able to make conclusions and recommendations that achieve the project aim</p>	<p><b>3.1</b> Evaluate the research to make conclusions</p>	<p>You need to demonstrate that when you evaluate research it enables you to draw conclusions. This could include a synopsis of all steps carried out in the process. It would be helpful to summarise the research approaches used and the results of the</p>

			research analysis. You could also factor in any limitations that you have spotted in your research and the impact of these on your findings, including what you might do differently if you had the chance to start again. You could then highlight the key themes of your conclusions, which will affect your recommended course of action for the project implementation.
		<b>3.2</b>	Recommend a course of action to meet the project aim
			It would help if your recommendations were clear and to the point, and justified by the models you have used to determine the required course of action. You might choose to present your recommendations in the form of a table, as an action plan with timescales and ownership for outcomes.
		<b>3.3</b>	Assess the impact of the project recommendations
			The final part of this learning outcome requires you to assess the impact of the recommendations – this may need to be intended impact if your project has not yet been implemented. You could refer to the Kaplan and Norton Balanced Scorecard as an approach to assessing the impact of recommendations. (Updated Feb 2015)
<b>4</b>	Be able to show and review the results of the project	<b>4.1</b>	Determine the medium to be used to show the results of the project
			You need to find the most appropriate way to communicate the results of your project within your workplace. This may be how to show the final outcome if the project has been implemented, if not then it could be how you are going to show the results of your research along with your recommended course of action. You need to show that you have considered the recipients of this information and choose the most appropriate method for communication as this will impact upon their buy-in. Communication methods chosen will vary depending on the
		<b>4.2</b>	Produce the results of the project

			<p>stakeholders involved and will need to adjust for the following audiences – project sponsor, project stakeholders, project team and others involved. You need to factor in what they need to know and the key messages that need to be conveyed. The use of theory concerning the advantages and disadvantages of different channels of communications would add value to your analysis.</p>
		<p><b>4.3</b> Discuss the impact of the project on the work-related area</p>	<p>You could refer back to the original project aim and assess the both the result of the project and the impact that the results have had on the work-related area. You could discuss the impact on different aspects of the organisation’s work and on both people and processes. The Kaplan and Norton Balanced Scorecard might again be a useful model to use in this regard. (Updated Feb 2015)</p>

**ADDITIONAL INFORMATION ABOUT THIS UNIT**

**Unit Aims**

This unit is about identifying, researching and producing a work-related project and evaluating its impact.

# CONDUCTING A MARKETING PLAN

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5008V1	
<b>Ofqual Reference</b>	Y/504/9031	
<b>Credit Value</b>	9	
<b>Total Unit Time</b>	90	
<b>Guided Learning Hours</b>	30	

## LEARNING OUTCOMES

**1** Understand the role of marketing in achievement of organisational objectives

## ASSESSMENT CRITERIA

**1.1** Explain marketing as a tool in management process

## GOOD PRACTICE

You need to be able to demonstrate an understanding of how marketing operates within the organisation. Whilst the marketing function may be an important part of meeting organisational objectives, in addition, marketing is viewed as integral to creating a culture within an organisation. For example - the organisations who adopt a market-orientated culture put customers at the heart of their business. Increasingly there are many organisations who operate in this way, examples of which could be incorporated into your response.

		<b>1.2</b>	Describe how the role of marketing can identify and predict the needs of current and potential stakeholders	<p>Recognising the many stakeholders associated with your organisation is key to addressing this brief. Stakeholders range from customers, employees, shareholders and regulators, depending on the nature of your organisation. Understanding their needs and how they differ is an important part of recognising how you can predict their future needs. And marketing plays a role in getting to understand more about these needs such as conducting research in order to try to meet their expectations in the future – through better service, for example. Meeting customer needs is a crucial part of any organisation’s objectives. Draw upon personal experience as a means of recognising when organisations have met your needs and use this to illustrate your understanding. It might be helpful to provide examples of how your organisation identifies customer expectations and determines the ‘customer gap’ between current products and services and actual requirements. Examples of how your organisation measures quality of service to customers might also help to illustrate your understanding.</p>
<b>2</b>	Understand the organisations current markets and/or sectors within which it operates	<b>2.1</b>	Evaluate the current position of the organisation within its chosen sector or market	<p>All organisations need to be aware of their position in relation to their competitors. Marketing planning will enable you to get a clearer picture of how to assess your current position and research will help you to understand where your organisation sits within its marketplace. If you are not able to apply this within your current organisation – then use other organisations by way of example and infiltrate these within your</p>

			response.
		2.2	<p>Determine a future market or sector position for the organisation in line with organisational objectives</p> <p>Researching the external environment by using the <b>PESTLE</b> tool will enable you to see how external factors affect your organisation in the form of opportunities and threats. Researching the internal environment is about understanding the factors that the organisation has direct control over and knowing whether these are strengths or weaknesses with regard to developing future business. For example – the current workforce – has it got the right skills to meet future business needs? Do existing products or services need to be changed to meet future requirements?</p> <p>Other tools like competitor analysis using Porters Five Forces can assist in your evaluation of current position.</p>
		2.3	<p>Identify other parts of the organisation which are impacted and involved in a future market or sector plan</p> <p>Using the <b>SWOT</b> analysis tool is one means of pulling together all your analysis into the external factors and internal issues affecting the organisation. This analysis can then provide insights into how you can develop a future market position. A meaningful SWOT analysis will also show how you can enlist support from other areas of the business – for example – production, sales, finance or HR and understand their contribution to future strategy development. The level of involvement will depend upon the context and nature of the organisation and sector you have chosen.</p>
3	Be able to develop a marketing plan that contributes towards achieving organisational objectives	3.1	<p>Construct a marketing plan to support organisational objectives</p> <p>Already, the previous two sections have outlined the research required to assess the external and internal environments. The completed SWOT analysis has enabled you to come up with a marketing objective in line with organisation</p>

		objectives.
	<b>3.2</b> Devise strategies to support the implementation of the marketing plan	<p>You are now asked to construct a marketing plan that supports organisational objectives. This is the outcome of the marketing planning process. Key component parts of the marketing plan are as follows:</p> <ul style="list-style-type: none"> <li>• Management summary</li> <li>• Market situation (previous section)</li> <li>• SWOT and PESTLE analysis (previous section)</li> <li>• Marketing objectives (previous section)</li> <li>• Marketing strategies</li> <li>• Action programme/implementation</li> <li>• Budget</li> <li>• Control and evaluation</li> <li>• Contingencies</li> <li>• Appendices</li> </ul>
	<b>3.3</b> Implement the marketing plan	
	<b>3.4</b> Assess the progress of the marketing plan	<p>The next stage of the planning process is to use this information to create the strategy, set the objectives and indicate how it should be implemented. You could use the Ansoff matrix model to help focus on the most appropriate strategy for your situation. Again – you may choose to draw from examples from other organisations to help you illustrate strategic development.</p> <p>Implementing the marketing plan involves considering the 7Ps model – covering product, price, promotion, place, people, process and physical evidence in turn. Outline how each of these would be affected in this situation.</p> <p>You are then asked to demonstrate what controls need to be in place in order to assess the</p>



			<p>progress of the plan - this involves establishing how best to measure its success. Ongoing monitoring is required, often in the form of evaluating campaign activity and adjusting forward plans according to results. Other methods might include – surveys, discussion groups, sales figures and ROI, for example.</p>
		<p><b>3.5</b> Evaluate how well the implementation of the marketing plan meet with the organisational objectives</p>	<p>Evaluating the success of the plan is carried out at the end – to establish if organisational objectives have been met. You could to consider – what has been achieved in terms of measurable outcomes, and lessons learned for the future, This might acknowledge any changes that have occurred since the plan was constructed. This information will could provide insight for future projects. Examples where other organisations have learned from previous plans could be used as illustrations.</p>

**ADDITIONAL INFORMATION ABOUT THIS UNIT**

**Unit Aims**

This unit is about understanding the role of marketing, the organisation’s current market position and planning for widening markets.

# INTRODUCTION TO MANAGEMENT COACHING AND MENTORING

**Unit Level**

5

**Unit Number**

5014V1

**Ofqual Reference**

F/504/9055

**Credit Value**

6

**Total Unit Time**

60

**Guided Learning Hours**

40

## 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 the concept and purpose of management coaching and mentoring

## ASSESSMENT CRITERIA

1.1

Describe the purpose of coaching in human resources development

## GOOD PRACTICE

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

			<p>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</p>
		<p><b>1.2</b> Describe the role of mentoring in management</p>	<p>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.</p>
		<p><b>1.3</b> Evaluate the difference between coaching and mentoring</p>	<p>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.</p>
<p><b>2</b></p>	<p>Be able to determine the use of management coaching as a tool in human resources development</p>	<p><b>2.1</b> Evaluate the benefits of coaching in performance management</p>	<p>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 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</p>

			<p>develop their own solutions; consider how that impacts on team and organisational performance.</p>
		<p><b>2.2</b> 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><b>3</b></p>	<p>Be able to determine the use of management mentoring as a tool in human resources development</p>	<p><b>3.1</b> 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><b>3.2</b> 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>

<b>4</b>	Understand the relationship between coaching and mentoring and organisational objectives	<b>4.1</b>	Analyse the role of a manager as a coach	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.
		<b>4.2</b>	Analyse the role of a manager as a mentor	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.  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 be a mentor or whether it should be a manager from a different part of the organisation.
		<b>4.3</b>	Explain how coaching and mentoring is linked to organisational objectives	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

This unit is about introducing the practice of management coaching and mentoring and the impact on Human Resources Development and performance.

# MANAGEMENT OF COACHING AND MENTORING

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5015V1	
<b>Ofqual Reference</b>	J/504/9056	
<b>Credit Value</b>	6	
<b>Total Unit Time</b>	60	
<b>Guided Learning Hours</b>	45	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the impact of coaching and mentoring programmes on an organisation	1.1 Identify how coaching and mentoring is used by an organisation	You could highlight examples of how coaching and mentoring are used within organisations. It could be useful to ensure you provide a breadth of examples to identify how C & M programmes might support business plans, team plans and personal development plans. You may find it helpful to look at the research undertaken by CMI and CIPD which examines how organisations use coaching and mentoring.  It might be useful to consider why coaching and mentoring are selected to assist an individual. This could help you to highlight the benefits of
		1.2 Evaluate the benefits of coaching and mentoring to an organisation	

			each type of programme to an organisation. Providing examples would demonstrate understanding. When the command verb 'evaluate' is used, this indicates that you are required to critically appraise the subject. This means that a longer and more detailed answer would be expected, and which looks at the subject from a range of perspectives.
		<b>1.3</b> Evaluate the organisational and human resource implications of using coaching and mentoring	Taking into account that you are required to conduct a critical appraisal, you could as part of this work consider the wider and longer term organisational impacts of C & M programmes such as talent management and succession planning, employee engagement, leadership development, organisation culture, self-development, staff retention etc. It might also be useful to show you have considered wider implications relating to morale, motivation, styles of leadership etc. You may want to consider a number of theorists to provide a framework to assist the evaluation. Clutterbook has examined the impact of C&M programmes on talent management and succession planning. In relation to Leadership development you may want to explore the impact of a coaching and mentoring style of leadership espoused by Goleman and Hersey and Blanchard. For employee engagement and communication the work by Beverley Alimo Metcalf as well as David Macleod will assist in appraising a development approach to organisational performance.
<b>2</b>	Be able to manage the	<b>2.1</b> Evaluate the impact on an organisation of establishing a	It could be useful firstly to clarify your



implementation of coaching and mentoring	coaching and mentoring culture	<p>understanding of what is meant by a coaching and mentoring culture, and provide examples of what that might look like to different organisational stakeholders. You may have informal or formal processes to measure the impact which you could use as examples, or you may need to research case studies, coaching organisations or institutes like the CIPD to establish how this is conducted in other organisations. Formal processes may include staff surveys, coaching and mentoring feedback, or analysis of absences, grievance and discipline cases etc. Informal could involve improved working relationships, anecdotal feedback etc. It could be helpful to show you have considered a range of qualitative and quantitative measures, and from a selection of different stakeholder perspectives.</p>
	<p><b>2.2</b> Identify barriers to change which impact on coaching and mentoring</p>	<p>You may wish to list the factors which contribute to the resistance of change and determine the effect on coaching and mentoring. This could be individual change or organisational change. It would be useful if you are able to give examples from your own experience. You may wish to use behaviours cited in the Kubler Ross change curve and state why this could be problematic for individual change. You may also want to reference the Johari window in terms of individuals' levels of self-awareness which impacts on their ability to change. At an organisational level you may want to consider a range of barriers such as resources, lack of understanding of the purpose of coaching and mentoring etc. The use of Kurt Lewin's Force Field Analysis might also prove useful here.</p>
	<p><b>2.3</b> Explain how to overcome organisational and individual</p>	<p>You may wish to develop a template detailing the</p>

			resistance to the implementation of coaching and mentoring	barriers at 2.2 alongside the proposed solutions. Wherever possible it would be useful to illustrate this with real-life examples.
		<b>2.4</b>	Develop a plan to support individuals in the adoption of change	You may wish to consider using as an example a plan to support an individual to acquire greater knowledge, learn and develop a new skill or change a behaviour or attitude. You could use a template to demonstrate the steps in your plan. Factors to consider in the plan may include goals, timelines, review dates and measures of success, as well as activities to help individuals overcome the emotional aspects of change.
<b>3</b>	Be able to monitor and evaluate the operation of coaching and mentoring within an organisation	<b>3.1</b>	Develop a plan to implement coaching and mentoring programmes within an organisation	This section might be answered by means of an example implementation plan. It could be helpful to state how you secure the support and buy in of senior management to the adoption of coaching and mentoring. You may want to consider how this relates to other plans such as your business plan or your learning and development plan. You may want to include in your action plan objectives/tasks, links to organisational objectives, key stakeholders, measurements, and timescales.
		<b>3.2</b>	Establish processes and mechanisms to record and monitor the impact of coaching and mentoring within an organisation	Provided that the above plan is written using SMART objectives it should provide a systematic means of monitoring the impact of coaching and mentoring. It is important to establish who has responsibility for the plan and how the impact will be reported upon. You could also discuss the processes and tools you would use firstly to record outputs and then to monitor the outcomes and impact of the programme/s, including frequency and levels of reporting.
		<b>3.3</b>	Review the implementation strategy to ensure continuous improvement	Reference should be made as to how and when you would review the strategies in the plan

against the reality of the implementation and reflect on how you would adapt these to incorporate opportunities for improvement to ensure the plan continues to reflect organisational need. Reference to the principles of total quality management would show a broader understanding of the improvement cycle.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the value management coaching and mentoring and its operation within an organisation.

# USING COACHING AND MENTORING SKILLS AS A MANAGER

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5016V1	
<b>Ofqual Reference</b>	L/504/9057	
<b>Credit Value</b>	6	
<b>Total Unit Time</b>	60	
<b>Guided Learning Hours</b>	45	

## LEARNING OUTCOMES

<b>1</b>	Be able to determine how learning and development styles support the coaching and mentoring practice
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## ASSESSMENT CRITERIA

<b>1.1</b>	Determine the different learning and development styles of self and individuals
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## GOOD PRACTICE

There are a number of models you could select from to determine the preferred learning style of yourself and others. Each model has a questionnaire which you could invite individuals to complete. Models include Honey and Mumford learning styles, Kolb's learning cycle or Visual, auditory and kinaesthetic preferences (VAK). You might want to include information regarding the findings of learning styles questionnaires for yourself and others, highlighting the similarities and differences.

		<b>1.2</b>	Review the impact of the differing learning styles on the development and operation of coaching programmes	<p>You may want to provide examples of which coaching approaches you would use to take cognizance of different styles of learning. For example using Honey and Mumford's learning styles you may feel that an activist is best suited to demonstration and then learning by doing. It is important to outline your rationale for selecting different methods. You could use some of your findings at 1.1 to explore how you would reflect the learning styles of two or more individual's in the development of a coaching programme.</p> <p>Similarly to 1.2, you could consider using examples from 1.1 to relate the learning styles of individuals to an appropriate mentoring approach, explaining your reasoning.</p> <p>The development plan firstly for coaching (1.4) and then for mentoring (1.5) could contain goals or objectives to be achieved, appropriate activities in line with the individuals' learning preferences, timescales and review dates. You could present your work in the form of two tables (or a single table provided the distinction between the different programmes is clear), using the principles of SMART to record goals and outcomes.</p>
		<b>1.3</b>	Review the impact of the differing learning styles on the development and operation of mentoring programmes	
		<b>1.4</b>	Construct a development plan to support individual and team styles using coaching activities	
		<b>1.5</b>	Construct a development plan to support individual and team styles using mentoring activities	
<b>2</b>	Be able to develop skills as a manager in coaching and mentoring	<b>2.1</b>	Assess current skills of communication and people development to support personal practice of coaching	<p>It is possible to present your work for ACs 2.1, 2.2 and 2.3 in a single combined table. You may wish to construct a communication and people development skills checklist, and use this to reflect on your current competence against each heading, identifying gaps in your own skills to support your role as a coach or mentor. You could also get feedback from others to assist this process. Skills could include listening, rapport</p>

<b>2.2</b>	Assess current skills of communication and people development to support personal practice of mentoring	building and empathy, questioning, non-verbal i.e. body language and tone of voice. You may wish to determine if whether the skills identified are required for coaching or mentoring or both. You may wish to refer to the research undertaken by Mehrabian which assesses the impact of communication.
<b>2.3</b>	Identify learning and development opportunities to meet personal skills needs and to develop own practice	You could also use information from your reflective practice log for coaching and mentoring to assist in the above process. This may make reference to the ratio of listening and speaking for example.
<b>2.4</b>	Evaluate skills and practices and produce a personal development plan in relation to coaching skills	You need to identify learning opportunities that can help develop your skills such as seeking feedback, guided reading, training etc. appropriate to your own learning style. This work could possibly be incorporated in a personal development plan which would also help to meet ACs 2.4 and 2.5. The personal development plan could contain SMART objectives, learning development opportunities, timescales, review dates and learning gained.
<b>2.5</b>	Evaluate skills and practices and produce a personal development plan in relation to mentoring skills	A reflective log is a useful way to evaluate your practice and determine those skills and practices you wish to build upon as well as highlighting those areas where you could seek to improve your coaching and mentoring performance. Extracts from such a log would help to support your answers to 2.4 and 2.5. You do need to show that your evaluation looks at your skills and practices from a range of perspectives. This could include feedback from coachees, mentees, your line manager and managers responsible for the organisation's coaching and mentoring programmes, all of which could then feed into the

			development plan.
<b>3</b>	Be able to articulate and develop a coherent ethical framework to support coaching within an organisation	<b>3.1</b>	Develop a coherent, congruent statement of ethics for coaching programmes and activities
		<b>3.2</b>	Analyse the impact of personal and organisational values and belief systems on the delivery of coaching activities
		<b>3.3</b>	Evaluate personal coaching performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest
<b>4</b>		<b>1.4</b>	Develop a coherent, congruent statement of ethics for mentoring programmes and activities
		<b>4.2</b>	Analyse the impact of personal and organisational values
			<p>You may wish to refer to the European Mentoring and Coaching Council (EMCC) who provide detailed guidance on ethics. You may wish to apply this guidance to your organisational practice. The code of ethics sets out what clients and sponsors can expect from the coach/mentor and should form the starting point for any contract agreed. You could include a statement of ethics you have developed as your answer here, or if this would exceed word count limits, then you could identify the headings and indicative content for such a statement.</p> <p>You could provide examples of your own values and that of your organisation and determine their impact on coaching. An example may be integrity which would assist the relationship by ensuring confidentiality and trust. You may wish to align this to the role of mentor and coach so that you maintain a client centred approach and suspend your own judgements and assumptions. It would be appropriate to state how you would meaningfully discuss this in the relationship, and to analyse some of the tensions that may result if values and beliefs are not in alignment.</p> <p>Again the reflective log is a useful tool to determine how your beliefs, values etc have not impacted adversely on the relationship. You may wish to evaluate the code of ethics which covers competence, context, integrity, boundary management and professionalism.</p> <p>This builds on ACs 3.1, 3.2 and 3.3, and you could adopt a similar approach to that outlined above, but this time in relation to mentoring. In</p>

and belief systems on the delivery of mentoring activities

**4.3** Evaluate personal mentoring performance, detailing ways of dealing with beliefs, values, diversity and conflicts of interest

some cases it might be possible to combine your answers for these two sections, as long as you clearly distinguish between impacts on mentoring and also impacts on coaching where appropriate and clearly state where similarities exist.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the development of skills and the impact of learning styles as a manager engaged in mentoring and coaching as well as ensuring ethical frameworks are established.



# COACHING PRACTICE AND THEORY

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5017V1	
<b>Ofqual Reference</b>	R/504/9058	
<b>Credit Value</b>	6	
<b>Total Unit Time</b>	60	
<b>Guided Learning Hours</b>	45	

## LEARNING OUTCOMES

1 Understand the tools and techniques used in coaching practice

## ASSESSMENT CRITERIA

1.1 Explain what is meant by the coaching cycle

## GOOD PRACTICE

This relates to a cycle of inputs between the coach and coachee. It may be useful to refer to a coaching model such as GROW (Graham Alexander & Sir John Whitmore) or ACHIEVE (The Coaching Centre) to explain the inputs of both parties. For example in the initial meeting in which the coaching contract is agreed you may expect the coach to have the greatest input which will change as you go through the stages. (Updated Feb 2015)

		<b>1.2</b>	Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within coaching activities to achieve behavioural and organisational change	You may wish to provide examples of the questions you would ask to demonstrate your understanding of these key skills in the coaching activity, detailing your rationale. Equally you could use example from coaching sessions and provide a critique of how you used these skills, determining the impacts made on behavioural and organisational change.
		<b>1.3</b>	Explain the impact of personalities on the selection of the tools and techniques adopted with individuals	You may wish to provide examples to demonstrate your understanding. You could make reference to how you would use the goal setting stage to ascertain the personality of the coachee and therefore determine the appropriate approach to be taken. It is useful to consider Gallwey outer and inner game model to illustrate the interferences that people exhibit and their impact on coaching.
		<b>1.4</b>	Determine when problem-solving techniques are appropriate within coaching activities	It is useful to consider at what stage of the model you would select appropriate problem solving techniques. It is important to remember that coaching involves the coachee taking ownership of the issues and developing the solutions for themselves. Again using models such as inductive reasoning, PDCA or root cause analysis you may want to identify how the process encourages individuals to determine the options open to them and how they will assess the pros and cons of each option.
		<b>1.5</b>	Explain the differing techniques needed when coaching different groups and individuals	This links to 1.3 and you may want to build on the examples given by outlining how you would select different techniques for different individuals and groups.
<b>2</b>	Understand the need to	<b>2.1</b>	Analyse what is needed for successful coaching	You may want to consider what is necessary to

	develop relationships to support coaching practice		relationships	build a strong working relationship and why this is important for coaching. You may want to highlight the skills and competences used to achieve this, providing examples of when you have used them with what impact.
		<b>2.2</b>	Identify how to build the commitment of the individuals to establish a partnership for effective coaching	You may want to relate this again to a model for coaching such as GROW or ACHIEVE in which the opening stages involve contracting and goal setting. You may consider when you will build review processes into the sessions.
		<b>2.3</b>	Establish goals and agree action plans with individuals	It is useful to ensure that the goals and objectives set are SMART. It is useful to consider how you will review goals and set milestones. The provision of a couple of real life example would help demonstrate your understanding.
		<b>2.4</b>	Evaluate individuals' engagement with the programme through the coaching process	It is important to establish how you will ensure the commitment and responsibility of the coachee to adopt their goals. You may also want to make reference to the processes put in place to review actions and ownership. You may want to refer to a coaching model to consider the types of questions you would ask to check the coachee engagement and commitment. You could supplement this with examples from your coaching practice, highlighting both positive and negative aspects.
<b>3</b>	Understand guidelines and protocols for intervention and the need to develop coaching interventions to meet organisational requirements	<b>3.1</b>	Discuss guidelines and protocols for interventions based on accepted coaching theory and practice	It is useful to reflect on how coaching is used in organisations from research undertaken by CMI/CIPD to highlight its contribution to organisations. This provides greater clarity when determining its impact on organisation objectives. Consideration should be made to key principles of coaching to reinforce this. You may wish to refer to the European Mentoring and Coaching Council for protocols.

		<b>3.2</b> Develop coaching interventions against identified organisational objectives	It is important to clarify what the objectives are before determining how coaching could assist in meeting them. By way of providing examples explain why coaching was selected.
		<b>3.3</b> Evaluate the effectiveness of the coaching interventions in achieving organisational objectives	Consideration should be given as to how you will measure the impact of coaching. you may want to make reference to the Kirkpatrick model of evaluation at different intervals from immediate reaction and feedback to organisation impact. The evaluation of a real life example would add value here.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

The unit is about the development of effective tools and techniques, relationships and interventions to facilitate coaching within the organisation.

# MENTORING PRACTICE AND THEORY

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5018V1	
<b>Ofqual Reference</b>	Y/504/9059	
<b>Credit Value</b>	6	
<b>Total Unit Time</b>	60	
<b>Guided Learning Hours</b>	45	

## LEARNING OUTCOMES

1 Understand the tools and techniques used in mentoring

## ASSESSMENT CRITERIA

1.1 Evaluate the use of reflection, self-awareness, dialogue, questioning and listening techniques within mentoring activities to support behavioural and organisational change

## GOOD PRACTICE

To demonstrate your understanding and application of the skills and competences outlined in this criterion you could provide evaluative examples of how and why you have used them. You may want to illustrate this with sample questions to demonstrate their application and the outcomes both positive and negative. It is good practice for the mentor to reflect on their practice and recognise the significance of these skills in their mentoring role and impact on moving the mentee forwards.

		<p><b>1.2</b> Explain the impact of personalities on the selection of the tools and techniques adopted with individuals</p>	<p>You may want to provide examples of when you have selected certain tools and techniques for different personality types, explaining why the tool was chosen for the personalities in question. For example if someone showed a low self-esteem you might discuss aggressive, passive, assertive behaviours, or if they were guarded about development needs you might use the Johari window. You could also refer to Gallwey's outer and inner game model.</p>
		<p><b>1.3</b> Identify when problem-solving techniques are used when mentoring</p>	<p>It is useful to consider at what stage of the model you would select appropriate problem solving techniques. It is important to remember that mentoring involves the coachee taking ownership of the issues and developing the solutions for themselves. Again using models such as inductive reasoning, PDCA or root cause analysis you may want to identify how the process encourages individuals to determine the options open to them and how they will assess the pros and cons of each option.</p>
		<p><b>1.4</b> Explain the differing techniques needed when mentoring individuals</p>	<p>It is useful to outline by way of examples the techniques illustrated in 1.1.</p> <p>If you keep a mentoring log you could reflect on your own practice and determine when these techniques have been used effectively.</p>
<p><b>2</b></p>	<p>Understand the need to develop relationships to support mentoring practice</p>	<p><b>2.1</b> Analyse what is needed for successful mentor relationships</p>	<p>You may wish to refer to the requirements for building a mentoring relationship in terms of processes such as contracting, goal setting etc. or the interpersonal aspects such as trust, rapport, and listening skills, or experience and contacts - networking.</p>

		<p><b>2.2</b> Identify how to build the commitment of the individuals to establish a partnership for effective mentoring</p>	<p>Consider the nature of the dialogue at the contracting stage and what that would look like. You may want to illustrate this by way of examples. Consideration could be given to whether this is supported by documentation such as a contract or an action plan. You may wish to make reference to the stages of mentoring developed by Clutterbuck.</p>
		<p><b>2.3</b> Establish goals and agree action plans with individuals</p>	<p>Goal setting establishes the purpose of the relationship. It is important that they are SMART. It is useful to provide examples of action plans you have agreed with a reflective account to demonstrate your understanding. Recognition should also be given to how you would ensure that the goals reflect the mentees needs as well as allow for new needs to emerge.</p>
		<p><b>2.4</b> Evaluate individuals' engagement with the programme through the mentoring process</p>	<p>You could provide illustrations which show how you developed the individual's commitment to the process in terms of contracting and what actions you adopted to build a relationship conducive to mentoring. You may also want to discuss how you would review progress as well as reflect on how the relationship is working. You may want to consider how the process has encouraged the mentee to take responsibility for their own actions, or even to acknowledge where the process did not achieve the desired level of engagement – and why.</p>
<p><b>3</b></p>	<p>Understand guidelines and protocols for intervention and the need to develop mentoring interventions to meet organisational requirements</p>	<p><b>3.1</b> Discuss guidelines and protocols for interventions based on accepted mentoring theory and practice</p>	<p>It is useful to reflect on how mentoring is used in organisations from research undertaken by CMI/CIPD to highlight its contribution to organisations. This provides greater clarity when determining its impact on organisation objectives. Consideration should be made to key principles of</p>

			mentoring to reinforce this. You may wish to refer to the European Mentoring and Coaching Council for protocols, or to the mentoring model outlined by Clutterbuck which provides a systematic means of developing a mentoring relationship. In determining guidelines you want to consider relationships, process, ownership purpose etc.
		<b>3.2</b>	Develop interventions of mentoring to support individuals in the achievement of organisational objectives
		<b>3.3</b>	Evaluate the effectiveness of the mentoring interventions in achieving organisational objectives
			In the provision of examples or through a reflective log you should demonstrate an understanding of how mentoring can assist an individual to develop.
			Consideration should be given as to how you will measure the impact of mentoring. You may want to make reference to the Kirkpatrick model of evaluation at different intervals from immediate reaction and feedback to organisation impact. The evaluation of a real life example would add value here. Building on the above it is important to measure the impact mentoring has made both in the short and long term.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

<b>Unit Aims</b>	This unit is about understanding the tools and techniques in mentoring, developing relationships and understanding interventions.
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# MANAGEMENT OF ACTION LEARNING

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5019V1	
<b>Ofqual Reference</b>	L/504/9060	
<b>Credit Value</b>	6	
<b>Total Unit Time</b>	60	
<b>Guided Learning Hours</b>	45	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the practice and operation of action learning against organisational objectives	1.1 Explain the practice of action learning and the role of the manager	It is useful to refer to the work that Revans has undertaken for LO1. Consider the role of the manager both in terms of facilitating action learning but also in responding to the team's findings.  State what the benefits are gained during the process itself but also in the longer term. You may wish to provide examples.  You may want to reflect on an action learning activity and determine how effective it was in meeting its objectives and how that impacted on
		1.2 Identify the benefits of action learning in the development of individuals	
		1.3 Evaluate the impact of action learning on organisational objectives	

			the organisation. You may want to consider how it assists organisations going through change programmes. Consider developing a review sheet which embeds evaluation and consider the stakeholders you would involve in the evaluation.	
<b>2</b>	Be able to facilitate learning through action learning	<b>2.1</b>	Assess mechanisms to monitor that the individual is taking responsibility for their own decisions, actions and learning approach	Monitoring can be achieved at different levels such as personal, team or organisational. A review sheet would assist individuals consider the decisions they have made, progress on issues or challenges and the learning gained. The provision of examples from the workplace would add value here.
		<b>2.2</b>	Develop practices to support individuals to elicit personal and organisational values	It is useful to consider how individuals have input into the development of values and how they inform decision making and problem solving. You may wish to consider what values your organisation has and how these shape what you do, alongside how individuals can be facilitated to better understand their personal values and how these align with the organisation's stated values.
		<b>2.3</b>	Explain how individuals are motivated and encouraged to apply learning to practice	Consider the experience you have gained in action learning and reflect on how this assisted both in your personal learning and commitment to achieving outcomes, and in the motivation of others involved in the process. You may want to refer to the review sheets following each activity to reflect on how the learning has been transferred into the workplace.
		<b>2.4</b>	Explain how the individual can be supported to maintain focus and alignment to organisational needs	It could be helpful to use applied examples here to help explain how the process of action learning has involved individuals and set the right environment to facilitate focus on organisational

			needs.
		<b>2.5</b>	Evaluate programmes that integrate the practice of action learning with organisational needs
			Consider where action learning occurs in your organisation and evaluate the effectiveness and integration of the programme. You may want to look at other examples of how action learning is incorporated into leadership development programmes, team development, facilitation of change, etc.
<b>3</b>	Understand the impact of action learning on organisational objectives	<b>3.1</b>	Evaluate the use of action learning across programmes of learning
		<b>3.2</b>	Analyse the organisational objectives and the impact of action learning towards achievement
			You could discuss how you would measure and evaluate the impact of action learning within a wider learning programme, including who you might need to involve. It might be useful to consider the Kirkpatrick model of evaluation and over what timescales you would measure the impact. Your evaluation could include reference to potential areas of conflict with other types of learning, and the influence of internal politics and organisational development on the development of learning programmes.
			You may want to provide examples of organisational objectives and state how action learning has contributed to their achievement.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about the management of action learning in the development of individuals and organisational objectives.

# OPERATIONAL RISK MANAGEMENT

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5021V1	
<b>Ofqual Reference</b>	F/504/9038	
<b>Credit Value</b>	7	
<b>Total Unit Time</b>	70	
<b>Guided Learning Hours</b>	25	

## LEARNING OUTCOMES

1 Understand the concept of risk management

## ASSESSMENT CRITERIA

1.1 Discuss the meaning of risk to an organisation

## GOOD PRACTICE

This section requires a discussion not a description of risk. You might refer to the ISO Guide 73:2009: Risk Management. In your answer you might explore the meaning of risk to an organisation in terms of:

- Why manage risk
- The consequences of failing to manage risk
- Key risk concepts and components

			<ul style="list-style-type: none"> <li>• Different types of risk which might include; operational risk, financial risk, liquidity risk, credit risk</li> </ul>
		<p><b>1.2</b> Define the responsibilities for risk management at operational management level</p>	<p>A more developed answer might also describe the context in which the organisation operates and why some people may take risks.</p> <p>This criterion requires you to define the responsibilities for risk management at operational management level. Here you might include reference to employees, line managers, shareholders, customers and suppliers and how the poor management of risk could adversely affect the categories.</p>
		<p><b>1.3</b> Explain a risk management model</p>	<p>A full response might also include the end to end supplier customer value chain and the roles and responsibilities for risk management at each stage across value chain.</p> <p>A good practice answer would explain a risk management model in context of the regulatory environment in which the organisation operates and the nature and types of operational risk. For example product /service risk; HR risk, asset and IT risk, supply chain risk, compliance risk. A good answer would also include comments on the risk management process. (The various parts of the risk management process are defined by ISO Guide 73:2009). This could include reference to tools such as the <i>Failure Mode, Effects and Criticality Analysis</i> (FMECA) used to assess the probability of failures across the end to end</p>

			supplier to customer cycle.
2	Understand the identification of risk and risk probability	2.1	<p>Develop and justify risk management criteria against which risk can be assessed</p> <p>In this section you might again refer to ISO 31000:2009: Risk Management — Principles and Guidelines and the associated risk criteria and risk management process. Your response will be highly dependent upon the sector in which you manage but might include some of the following:</p> <ul style="list-style-type: none"> <li>• Nature and types of consequences of risk that can occur</li> <li>• How risk can be measured</li> <li>• Risk rating, its likelihood and consequences</li> <li>• How likelihood is defined</li> <li>• The time frame(s) of the likelihood and/or consequence</li> <li>• How the level of risk is to be determined</li> <li>• The level at which risk becomes acceptable or tolerable</li> <li>• What level of risk requires treatment</li> <li>• Whether combinations of multiple risks should be taken into account</li> </ul>
		2.2	<p>Identify and evaluate techniques to specify risk and risk interdependencies</p> <p>This criterion requires that you identify, evaluate and select techniques to identify risk including risk interdependencies. Here you should define risk interdependency and through some of the following complete an evaluation and selection of techniques to identify risk:</p> <ul style="list-style-type: none"> <li>• Risk identification techniques</li> <li>• Questionnaires and interviews</li> <li>• Delphi technique to prioritise risks</li> </ul>

			<ul style="list-style-type: none"> <li>• Checklists</li> <li>• Tools and techniques such as FMECA (see 1.3 above) analysis, Hazard and Operability (HAZOP) studies, Monte Carlo, Consultative, Objective and Bi-functional Risk Analysis (COBRA) and Business Impact Analysis</li> <li>• Benchmarking including audits and reviews</li> </ul> <p>(Updated Feb 2015)</p>
		<b>2.3</b> Analyse a risk management model to quantify risk	<p>In this section you should identify a given risk management model for example, likelihood-consequence matrix to quantify risk including comments on risk assumptions made and selection of risk criteria used. Other models are however available and can be used.</p>
<b>3</b>	Be able to manage risk response	<b>3.1</b> Evaluate the level of risk against pre-established criteria	<p>A good practice answer would evaluate the level of risk against pre-established criteria such as:</p> <ul style="list-style-type: none"> <li>• Nature and types of consequences that can occur and how they will be measured</li> <li>• Risk rating likelihood and consequences</li> <li>• How likelihood will be defined</li> <li>• The time frame(s) of the likelihood and/or consequence</li> <li>• How the level of risk is to be determined</li> <li>• The level at which risk becomes acceptable or tolerable</li> <li>• What level of risk requires treatment</li> <li>• Whether combinations of multiple risks</li> </ul>

			<p>should be taken into account</p> <p>In this section you are required to identify, evaluate and select activities to eliminate, mitigate, deflect or accept risk. Building upon your responses to other sections of this unit you can use this section to make a full analysis and evaluation. You might include some of the following:</p> <ul style="list-style-type: none"> <li>• Avoiding the risk by deciding not to start or continue with the activity that gives rise to the risk</li> <li>• Seeking an opportunity by deciding to start or continue with an activity likely to create or enhance the risk</li> <li>• Removing the source of the risk</li> <li>• Changing the likelihood</li> <li>• Changing the consequences</li> <li>• Sharing the risk with another party or parties</li> <li>• Retaining the risk by choice</li> <li>• Removing the sources of risk</li> <li>• Changes consequences</li> <li>• Sharing risks</li> <li>• Selecting and implementing risk treatment options</li> </ul> <p>Here you are asked to give a process for implementing and managing a disaster recovery plan. This may include specific work examples or</p>
		<p><b>3.2</b> Select and evaluate activities to eliminate, mitigate, deflect or accept risk</p>	
		<p><b>3.3</b> Determine a process for implementing and managing a disaster recovery plan</p>	



could be a description of what might be part of the process. Any process however, should include the following:

- A risk and issues register (Risks, Assumptions, Issues, Dependencies (RAID) log)
- Constructing and Managing the disaster recovery plan
- Testing the disaster recovery plan against scenarios
- Monitoring and reviewing the disaster recovery plan
- Monitoring and reviewing techniques
- A disaster recovery risk plan

(Updated Feb 2015)

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about you being able to demonstrate an understanding of what risk means to an organisation, the range of different risks that can be faced, how you assess the severity of the risk and probability of it happening, and how you manage the organisation in order to minimise the risks.

# ORGANISATIONAL CORPORATE SOCIAL RESPONSIBILITY

<b>Unit Level</b>	5	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
<b>Unit Number</b>	5022V1	
<b>Ofqual Reference</b>	J/504/9039	
<b>Credit Value</b>	7	
<b>Total Unit Time</b>	70	
<b>Guided Learning Hours</b>	30	

## LEARNING OUTCOMES

1 Understand the principles of an organisational Corporate Social Responsibility strategy

## ASSESSMENT CRITERIA

1.1 Explain the environmental, social and governance, principles of Corporate Social Responsibility

## GOOD PRACTICE

This section gives the opportunity to set the scene for the environmental, social and governance, principles of Corporate Social Responsibility (CSR).

This is a very broad subject but should include some of the following:

Environmental: Principles such as not damaging the environment, minimising waste or energy use and recycling when possible.

Social principles: Treating employees, customers

or service users fairly, selling products that are safe to use and encouraging diversity.

Governance principles: Ensuring the financial viability of the organisation, obeying the law, being open in dealings with suppliers and customers and considering the needs of all the organisation's stakeholders.

You might also note the potential conflict between the various principles noting CSR covers all aspects of corporate governance. It is about how companies conduct their business in an ethical way, taking account of their impact economically, socially, environmentally and in terms of human rights.

In this section you are asked to discuss the links between an organisational Corporate Social Responsibility strategy and the organisation's internal stakeholders in terms of the organisation's corporate and business strategy. In terms of strategy you might use a range of writers including Johnson and Scholes. This could include reference to a deliberate or an emergent strategy in response to changes in the STEEPV factors and how these could impact on the internal stakeholders in terms of, for example:

- Energy consumption
- Waste management

**1.2** Discuss the links between an organisational Corporate Social Responsibility strategy and the organisation's internal stakeholders

			<ul style="list-style-type: none"> <li>• Sustainable development</li> <li>• Ecology</li> </ul> <p>HR policies and procedures. This section will, however, be dependent upon the sector in which you operate.</p>
	<p><b>1.3</b></p>	<p>Discuss the links between an organisational Corporate Social Responsibility strategy and the organisation's external stakeholders</p>	<p>In discussing the links between an organisational Corporate Social Responsibility strategy and the organisation's external stakeholders you are required to explore your customers, communities, partners and suppliers. It might be useful to further discuss aspects such as satisfying legal requirements and acting ethically across the business end to end value chain but could include other examples from your current role or organisation. A more developed answer might also make reference to the V in STEEPV where V represents the values and beliefs of the stakeholders.</p>
	<p><b>1.4</b></p>	<p>Assess the impact of an organisational Corporate Social Responsibility strategy on corporate governance</p>	<p>Here you are required to assess the impact of an organisational Corporate Social Responsibility strategy on corporate governance. In so doing you might include some of the following topics, but could also include those which are specific to your organisation or sector:</p> <ul style="list-style-type: none"> <li>• The rights of, and relationships with, shareholders; the role of stakeholders</li> <li>• Disclosure and transparency</li> <li>• The responsibilities and key functions of the</li> </ul>

			<ul style="list-style-type: none"> <li>board</li> <li>Auditing and accountability</li> <li>Internal control and risk management</li> <li>Governance and legislation</li> </ul>	
2	Understand the impact of an organisational Corporate Social Responsibility strategy on organisational performance	2.1	Explain how a Corporate Social Responsibility strategy for stakeholders can affect organisational performance	When explaining how a Corporate Social Responsibility strategy for stakeholders can affect organisational performance you might refer to primary and secondary stakeholders, their expectations and their areas of focus. A more developed response might also include a stakeholder power/interest matrix and the benefits of adopting CSR principles including methods of measuring performance, for example, Kaplan and Norton's Balance Scorecard methods and the European Foundation for Quality Management model (EFQM). (Updated Feb 2015)
		2.2	Identify how a Corporate Social Responsibility strategy for product/service safety and quality can affect organisational performance	In this section you can build upon your answers to assessment criteria 2.1 and comment on the interrelations between for example the EFQM criteria, your organisation's scorecard or other form of analysis. A more developed response might also include comments on health, safety and welfare.
		2.3	Review the regulatory standards that protect customers/consumers and other competitive organisations	Here you are asked to provide the regulatory standards that protect customers/consumers and other competitive organisations. These may relate to your organisation or sector but might also include; competition law, European law and consumer law.
3	Be able to implement and	3.1	Devise a plan to deliver the Corporate Social	Here you are asked to devise a plan to deliver the

evaluate an organisational Corporate Social Responsibility Strategy at the operational level		Responsibility strategy at an operational level	Corporate Social Responsibility strategy at an operational level. This could include how the CSR strategy is developed and how the subsequent corporate policy is cascaded to business units and departments including how governance will be implemented. Your plan should include: <ul style="list-style-type: none"> <li>• Activities</li> <li>• Target outcomes</li> <li>• Dates</li> <li>• Responsibilities</li> <li>• Resource implications</li> <li>• Success criteria and measurement</li> <li>• Review and revision</li> <li>•</li> </ul>
	<b>3.2</b>	Develop methods to communicate and implement the plan at an operational level	Here you are required to give methods to communicate and implement the plan at an operational level. A full response might not only refer to specific methods of communication for example, team briefings, emails and information sessions but also reference writers such as Shannon and Weaver. You could draw up a plan to show how you will ensure that your organisation's CSR strategy is implemented by your team.
	<b>3.3</b>	Discuss methods to evaluate the impact of the plan at the operational level and to report the results	This criterion requires a discussion of the methods you might use to evaluate the impact of the plan at the operational level and to report the results. You might make use of the plan proposed in 3.1 but might also include how the organisation has changed over time perhaps using approaches such as SWOT.  A more developed response might also include comments on how the impact of these changes are monitored and evaluated across the organisation and might include the impact of

measurements for example:

- The balanced scorecard (see 2.1 above)
- KPIs.
- Reference to Kirkpatrick's 4 level evaluation

(Updated Feb 2015)

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

This unit is about understanding the guiding principles of Corporate Social Responsibility, how these principles link to an organisation's stakeholders and the impact they have on organisational performance. It is also about how to deliver the Corporate Social Responsibility strategy at an operational level and measure and review the results.

# PLANNING A CHANGE PROCESS

<b>Unit Level</b>	6	<b>Good Practice</b>  CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.  When assessing this unit please be aware that the learner has to meet <b>all</b> the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.
<b>Unit Number</b>	6003V1	
<b>Ofqual Reference</b>	L/504/9043	
<b>Credit Value</b>	7	
<b>Total Unit Time</b>	70	
<b>Guided Learning Hours</b>	25	

LEARNING OUTCOMES		ASSESSMENT CRITERIA	GOOD PRACTICE
1	Understand the forces for change in an organisation	1.1 Determine the organisation's position in the sector and market within which it operates	There are several ways of describing an organisation's position in its sector – size of turnover and profit are common. You will need to be able to obtain the figures for your organisation. You will then need to get an idea of the sector as a whole, to be able to determine your organisation's position within it. There may be a lot of information publically available, depending on the nature of your organisation. You could contact the relevant Sector Skills Council for your sector and the government's Office for National Statistics and Companies House for information



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

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

			formal business case.
	<b>3.2</b>	Demonstrate how individuals in the organisation will be supported during the change process	You could address this section by showing a range of support activities and mechanisms for those who will be affected by the change. This could range from communications plans to formal HR support, counselling, coaching, re-training, re-deployment, depending on the nature of the change. You could link with to AC2.3 above, and discuss how you might reduce any negatives impacts or increase positive impacts to make the change viable.
	<b>3.3</b>	Construct a plan to implement and monitor the change process	The whole change process might look something like this: define the process and practices; scrutinise details of change; plan for implementation; implement and monitor; evaluate and report on and modify if necessary. Other models are available, including the planning cycle, but mostly cover the same key areas, including communication. There is a lot of literature on which you can draw to assist in your planning to support individuals and (AC 3.3) in the implementation and monitoring of the change process. Your plan should include communication methodology, timescales, resource implications and key milestones, as well as the areas mentioned above (aim, analysis and exploration of opportunities, change processes, implementation, monitoring, evaluation, feeding back). (Updated Feb 2015)
	<b>3.4</b>	Analyse the outcome of the change process against the change plan and organisational objectives	Your analysis should inform you of the extent to which your process was successful and the level of achievement attained against the pre-set criteria (the change plan and organisational objectives). You may wish to comment on areas for improvement, or where you may have done something differently.

## ADDITIONAL INFORMATION ABOUT THIS UNIT

### Unit Aims

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