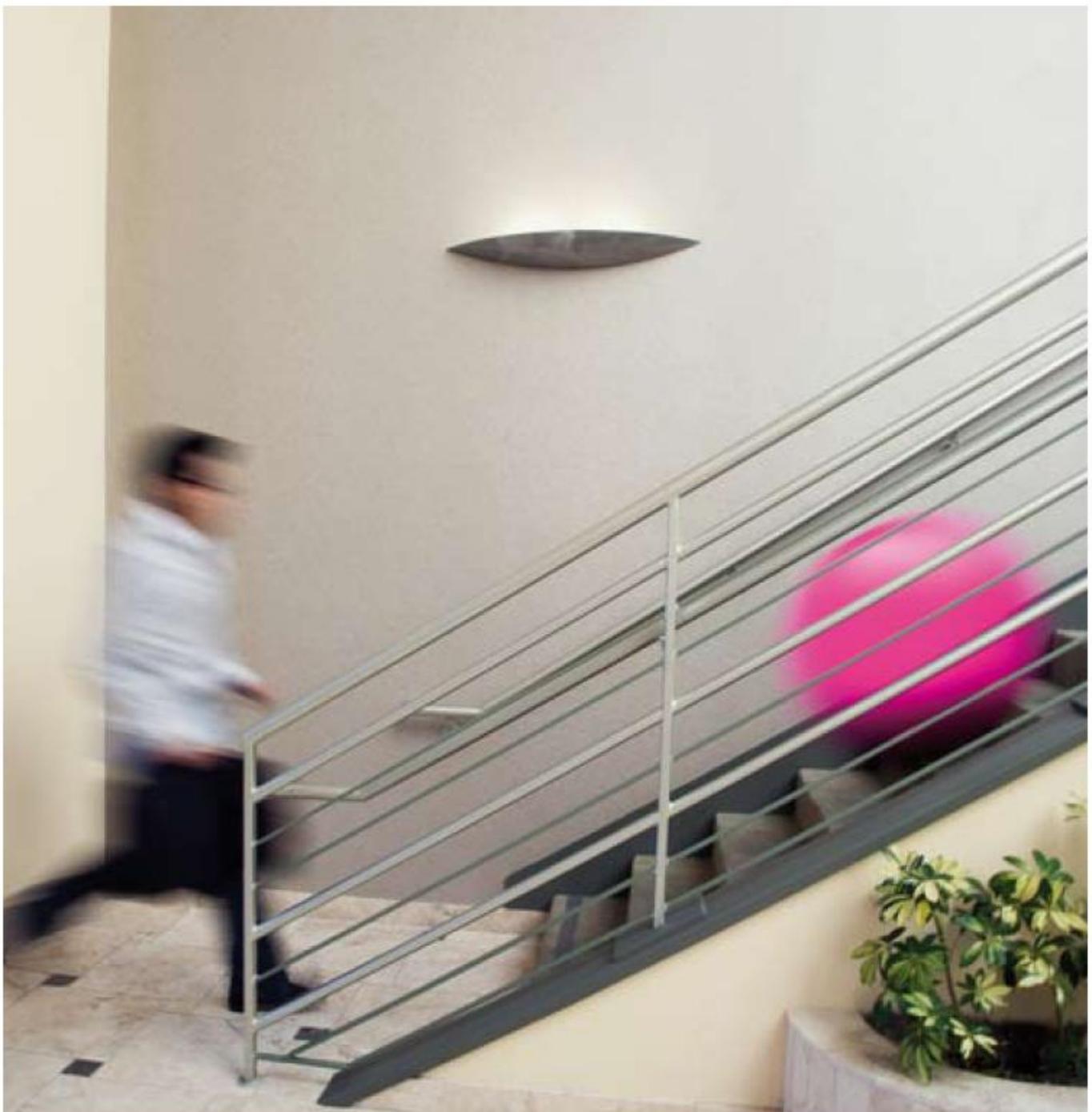# CMI Level 3 Qualifications in First Line Management (QCF)
Syllabus
February 2015 – Version 2

Contents

Unit 4008V1 Promoting equality and diversity   **80**

Qualification objective

Developed for supervisors and first line managers who have operational responsibility for a defined area of activity, this qualification gives junior managers the communication and motivational skills to help improve operational efficiency.

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 fundable qualification on the QCF and on the Register. The CMI code is the code which should be used when registering Learners with CMI. Each unit also has a unique QCF unit number – this appears with the content of each unit at the end of this document.

In accordance with Ofqual Condition E2, an awarding organisation must ensure that each qualification which it makes available, or proposes to make available, has a title which it uses consistently in its advertising and in its communications with users of qualifications. This includes:
- The name of the awarding organisation
- The level of the qualification
- The type of qualification (where the qualification has a type)
- A concise indication of the content of the qualification
- Any Endorsement known at the time the qualification is submitted to the Register

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

CMI Code	Title	Qualification reference number
3A1V1	CMI Level 3 Award in First Line Management (QCF)	600/9678/0
3C1V1	CMI Level 3 Certificate in First Line Management (QCF)	600/9679/2
3D1V1	CMI Level 3 Diploma in First Line Management (QCF)	601/0105/2

Accreditation dates

These qualifications are accredited from 1st September 2013, and the operational start date in CMI Centres is 1st January 2014. The accreditation ends on 31st August 2018.

Progression

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

- CMI Level 3 Qualifications in Coaching and Mentoring (QCF)
- CMI Level 4 Qualifications in Management and Leadership (QCF)

Please see also the CMI Website for further information on CMI's portfolio of Level 3 and Level 4 qualifications.

Entry and recruitment requirements

These qualifications can be offered to Learners from age 16. CMI does not specify entry requirements for these qualifications, but Centres are required to ensure that Learners admitted to the programme have sufficient capability at the right level to undertake the learning and assessment.

CMI Centre must ensure Learners are recruited with integrity onto appropriate qualifications that will:
- meet their needs
- enable and facilitate learning and achievement
- enable progression

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

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

Equivalences

CMI qualifications at QCF Level 3 portray practical skills and competences that are rated in academic terms as being comparable to GCE AS/A Levels.

About CMI Units

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*.

The QCF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is defined as *the amount of time a Learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria*.

Guided Learning Hours is defined as *the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification*.

Rules of combination

Rules of combination are defined as being *a description of the credit accumulation requirements for the achievement of a named qualification*. The rules of combination must be adhered to in order to achieve the qualification.

CMI Level 3 Award in First Line Management (QCF)
Learners need to complete any combination of units to a minimum of 6 credits to achieve this qualification.

Unit Number	Unit Name	Credits	GLH
Unit 3001V1	Personal development as a first line manager	6	20
Unit 3002V1	Resource planning	6	20
Unit 3003V1	Meeting stakeholder needs	6	20
Unit 3004V1	Managing and communicating information	6	20
Unit 3005V1	Identifying development opportunities	6	20
Unit 3006V1	Recruitment and selection process	6	20
Unit 3007V1	Maintaining quality standards	6	20
Unit 3008V1	Improving team performance	7	20
Unit 3009V1	Management communication	6	20
Unit 3010V1	Being a leader	6	25
Unit 3017V1	Introduction to first line management	6	30
Unit 3018V1	Corporate social responsibility	6	20

CMI Level 3 Certificate in First Line Management (QCF)
Learners need to complete any combination of units to a minimum of 13 credits to achieve this qualification.

Unit Number	Unit Name	Credits	GLH
Unit 3001V1	Personal development as a first line manager	6	20
Unit 3002V1	Resource planning	6	20
Unit 3003V1	Meeting stakeholder needs	6	20
Unit 3004V1	Managing and communicating information	6	20
Unit 3005V1	Identifying development opportunities	6	20
Unit 3006V1	Recruitment and selection process	6	20
Unit 3007V1	Maintaining quality standards	6	20
Unit 3008V1	Improving team performance	7	20
Unit 3009V1	Management communication	6	20
Unit 3010V1	Being a leader	6	25
Unit 3017V1	Introduction to first line management	6	30
Unit 3018V1	Corporate social responsibility	6	20

CMI Level 3 Diploma in First Line Management (QCF)
Learners need to complete all Group A units and any combination of units to a minimum of 7 credits from Group B. Learners need to complete a total of 37 credits to achieve this qualification.

Group A			
Unit Number	**Unit Name**	**Credits**	**GLH**
Unit 3001V1	Personal development as a first line manager	6	20
Unit 3002V1	Resource planning	6	20
Unit 3003V1	Meeting stakeholder needs	6	20
Unit 3004V1	Managing and communicating information	6	20
Unit 3005V1	Identifying development opportunities	6	20

Group B

Unit Number	Unit Name	Credits	GLH
Unit 3006V1	Recruitment and selection process	6	20
Unit 3007V1	Maintaining quality standards	6	20
Unit 3008V1	Improving team performance	7	20
Unit 3009V1	Management communication	6	20
Unit 3010V1	Being a leader	6	25
Unit 4002V1	Managing stakeholders' expectations	7	25
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30
Unit 4004V1	Understanding team dynamics	7	25
Unit 4005V1	Management report writing	7	25
Unit 4006V1	Management and leadership influencing skills	7	25
Unit 4008V1	Promoting equality and diversity	7	30
Unit 3017V1	Introduction to first line management	6	30
Unit 3018V1	Corporate social responsibility	6	20

Relationship to National Occupational Standards (NOS) for Management and Leadership

Units	Unit Title	NOS Units
Unit 3001V1	Personal development as a first line manager	LAA1; LAA2; LAA3; LBA2; LBA9;LDD1; LDD3; LDB9; LEB1
Unit 3002V1	Resource planning	LBA9; LDA1; LDB2 LEA3; LEB2; LEB3;
Unit 3003V1	Meeting stakeholder needs	LCA2; LCA3; LCA4; LDA1; LDD2; LFD2; LFD3; LFE5
Unit 3004V1	Managing and communicating information	LDB5;LEC2; LEC4; LEC5
Unit 3005V1	Identifying development opportunities	LBA2; LBA3; LDB3; LDB4; LDC1; LDC2; LDC5
Unit 3006V1	Recruitment and selection process	LDA1; LDA2
Unit 3007V1	Maintaining quality standards	LDB3; LFE1; LFE2; LFE3; LFE4; LFE5
Unit 3008V1	Improving team performance	LDA6; LDA7; LDB4; LDB8; LDC5
Unit 3009V1	Management communication	LDB5
Unit 3010V1	Being a leader	LAA1; LAA2; LBA1; LBA2; LBA3; LBA7; LBA8; LDB1; LDB4
Unit 3017V1	Introduction to first line management	LAA1; LAA2; LDC5; LDD1; LDD2
Unit 3018V1	Corporate social responsibility	LBB3; LEB4
Unit 4002V1	Managing stakeholders' expectations	LDD2; LFD2
Unit 4003V1	Understanding organisational culture, values and behaviour	LBA8
Unit 4004V1	Understanding team dynamics	LBA3; LDB1; LDB6; LDB8
Unit 4005V1	Management report writing	Not covered
Unit 4006V1	Management and leadership influencing skills	LAA1; LBA3;LDB1
Unit 4008V1	Promoting equality and diversity	LBA7

Delivery of CMI qualifications

CMI does not specify the mode of delivery for its qualifications at Level 3; therefore CMI Centres are free to deliver the Level 3 qualifications using any mode of delivery that meets the needs of their Learners. However Approved 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.

Guided learning hours (GLH) which are listed on the CMI unit gives the Approved Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

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

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

Assessment and verification

The criteria for the assessment of a CMI Level 3 qualification (QCF) 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 Approved 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, Approved 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

- 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. Approved 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 Approved Centres. A number of assessment methods can be used.

Approved 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.

For further information on preferred methods of assessment, please refer to the qualification syllabus.

Word Count and Appendices

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 3. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2000 - 2500 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 Approved 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, for £30 per assignment (excluding VAT).

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

Recognition of Prior Learning and Achievement

The Qualifications Credit Framework (QCF) is based on the principle of credit accumulation and transfer. Within this suite of qualifications, Learners have the opportunity to build their achievements from a single unit into a full Diploma. CMI will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units. Click here for the Progressions and Exemptions list.

There will of course still be instances where Learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres are free, after discussion and agreement with their Quality Manager, to allow these Learners direct access to the relevant assessment for the unit, without unnecessary repetition of learning.

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.

Chartered Manager

Chartered Managers are consistent high performers, 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.

CMI Learner membership

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI through until the completion of their studies. For details of the benefits of membership please click here. There may be the opportunity to upgrade during the Learners studies dependant on successfully completing an assessment with CMI. (Updated 26/01/2015)

Study resources

Take advantage of the CMI's management knowledge through ManagementDirect. Our resources, which are unequalled in scope, variety and accessibility, are available to members and are designed to give you the support you need to succeed throughout your studies and management career.

<div align="center">

Study Support
www.managers.org.uk/study

</div>

Study Support is organised by qualification and unit. It brings together a range of materials and resources to assist members in their research and studies. These resources include Management Checklists on key skills and techniques, suggested further reading and links to e-journals. Click on the link 'Current Learners' to view your course and study materials.

A series of **Study Guides** will help you to cope with the stresses and demands of study, while our expanding **Management Models** series provide a one-page overview of some of the more widely used techniques. View all our exciting resources by category in our updated **Management Direct**.

<div align="center">

Management Direct
www.managers.org.uk/mgtdirect
It's fast, accurate and free to members

</div>

Management Direct is an effortless retrieval facility which delivers the full range of CMI resources on management skills and practice.

- Multimedia resources – 60 Leader Videos, CMI podcasts and e-learning modules
- Authoritative definitions of management terms
- 225 Management Checklists and 60 Management Thinker profiles
- Downloadable articles and research
- Lists of books and articles which are available from our management library

All these resources are freely available to members from one source where you can search by subject. 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.

<div align="center">

For in depth research try our e-journals service
www.managers.org.uk/ejournals

</div>

The Chartered Management Institute 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.

<div align="center">

CMI Library
www.managers.org.uk/library

</div>

The CMI Library database offers members access to CMI's database of books, reports and documents on management techniques and practice. The database provides abstracted references to help you identify appropriate resources.

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.

E-books
www.managers.org.uk/ebooks

Our collection of e-books provides you with 24 hour access to a selection of general management and consulting textbooks. Search through each book for specific content or use the chapter index to browse. E-books are available when you need them – no more waiting for a book to be returned to the library.

Management Community
www.managers.org.uk/community

Network with other students or managers through our new community. Go online and share ideas, discuss problems, find solutions and build your online profile.

Contact CMI's Information Services
Enquiry line: **01536 207400** or email: **ask@managers.org.uk**
The Information Centre is open to visitors
Monday - Friday 9am - 5pm

Title:	Personal development as a first line manager	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.
Unit aim:	This unit is about personal development and planning, work planning, relationship building and team welfare.	
Level: 3	Unit Number: 3001V1	QCF Unit Number: K/504/9003	
Credit value: 6	Guided Learning Hours: 20	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to develop and use a personal development plan	1.1 Identify the links between organisational objectives and personal development objectives 1.2 Construct a personal development plan which meets agreed objectives	You could provide examples of some of your personal development objectives and show how these link to organisational objectives. (Updated Feb 2015) It might be helpful to summarise how you analysed your personal development needs to determine areas for improvement in order to help you achieve your objectives, and what were the main findings. Suggestions include: • Appraisal discussions with your line manager • 360 feedback exercise • Review against a competence framework • Review of leadership style • Review of learning style • Personality profiling • Personal SWOT (Updated Feb 2015)

		Construct a Personal Development Plan (PDP) which addresses your identified development needs. A chart or table format may be a useful means of presenting the PDP. Your plan should ensure that the development objectives meet SMART criteria and show how you will know from the outcomes whether or not the development activities have been successful. You should also add a column at the end for you to review progress of the plan (see 1.4). Learners can refer to a number of the CMI Checklists for further guidance: • 092 – Personal Development Planning • 164 – Testing for Personal Effectiveness • 231 – Setting SMART Objectives (Updated Feb 2015)
	1.3 Identify a range of learning and development opportunities which support the achievement of the personal development plan	This is designed to allow you to demonstrate that you understand that there are a number of different forms that development activities can take. You could therefore provide a list showing different types of learning and development activities which could be undertaken, suggesting examples of how these activities could help you to achieve particular learning needs.
	1.4 Review the progress of the plan	This requires you to revisit the plan you prepared at AC 1.2, and to identify how the development activities have progressed. Ideally, this review should take place at least 3 months on from the date of your original plan, and could take the form of a brief narrative which: • Reflects on what has been achieved so far • Identifies any barriers or delays due to circumstances outside your control • Identifies any new development needs which have emerged during this period

		As suggested at 1.2 (above), you could also add a final column to the original plan in order to input the update on progress, and add any new development objectives by adding rows to the bottom of the table, making sure these are easily identified, perhaps using a different colour font or highlighting. (Updated Feb 2015)
2. Understand how to plan and manage work	2.1 Describe the methods or processes available to determine work plan priorities	It would be useful to write up the process that you follow in a work situation to agree priorities. This could be supplemented with a reference to a time management model such as Stephen Covey's time management matrix. It could also be useful to have conducted an activity log of how you have used your time over a period of days, and to include in the assignment an analysis of how effectively you think you have actually been working.
	2.2 Explain how to manage time to achieve work plan objectives	Here you could explain what tools are available to help you plan your work to maximise your efficiency. The use of To Do Lists and other tools like email calendars, action plans and work break down plans may be discussed.
	2.3 Explain the reasons for incorporating flexibility into a work plan	This section requires you to show an understanding of some of the factors that can derail your best laid work plans, and so require you to build in some room for manoeuvre into your plan. Work place examples can help you to illustrate this and might include things like breakdowns of vehicles or machinery, urgent customer or management needs, accidents or staff illness.

3. Understand how to develop and maintain effective working relationships to achieve objectives	3.1 Explain how leadership styles and approaches are used in different situations to encourage productive working relationships	You could open this section with a brief discussion on why productive working relationships are important. You then need to outline and compare how the use of different leadership styles will affect the outcome of the situation and the ongoing relationship, using well known leadership styles theories of, for example, Kurt Lewin, Hersey and Blanchard, Tannenbaum and Schmidt, John Adair, Blake and Mouton. One or two theorists is adequate and you could give examples of how you have used two different styles and what the outcome was in terms of the relationship. If you do not work as a supervisor or manager, then you need to describe what you think might happen if you used different styles in different situations.
	3.2 Explain how to develop and maintain good working relationships	Here you could show the actions you could take to develop and maintain good working relationships with those that you work with: managers, peers and team members. For instance, how do you provide support and assistance in different ways to these people, and ensure agreed targets are delivered on time, and personal commitments are honoured. Real life examples will help to illustrate this.
	3.3 Describe how to work with team members to maintain standards of work and behaviour that achieve objectives	In this section you could include a description of how you set standards with your team in terms of yours and the organisation's expectations of their outputs and behaviours, and then explain how you monitor these and give feedback in order to ensure that team objectives are delivered on time and in the right manner.
4. Be able to safeguard the welfare of the team in the working environment	4.1 Describe the responsibilities of a first line manager for safeguarding team welfare	You could include a description of your understanding of what the term 'team welfare' actually means, then go on to explain a first line manager's responsibilities – including any legal responsibilities. Your answer should not be

		limited to health and safety, although this is clearly an important and integral part of team welfare.
	4.2 Explain how risks that can affect team welfare are identified and monitored	You could identify a couple of different risks, including one related to health and safety and another related to a different aspect of welfare –for example, stress and explain how you monitor for risks of these natures – real life examples would assist. You could alternatively show how you would conduct a risk assessment for your work area and determine the level and likelihood of the risks.
	4.3 Describe the actions to be taken after identifying a risk to team welfare	This follows on from the previous answer and requires you to explain the process you would follow having identified a risk. It would make sense to develop one of the examples you have already given and to describe the action plan you would follow to reduce the identified risk.

Title:	Resource planning				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.
Unit aim:	This unit is about planning, modifying and managing resources.				
Level:	3	Unit Number:	3002V1	QCF Unit Number	M/504/9004
Credit value:	6	Guided Learning Hours	20		When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand how to plan resource needs with the team, to meet team objectives	1.1 Identify a teams responsibilities in connection with managing resources	Ideally contextualising to your own organisation or one with which the learner is familiar, this response could include a breakdown of the types of resources (which may include for example: time: information: people: raw materials and supplies: machinery, equipment: finished products or services: money) and the identification of who is responsible for such resources (and in what way). An example of this might be: *'the stock of finished products of X that is the responsibility of the warehouse officer in terms of rotating, picking, packing and recording'*
	1.2 Describe the components of a resource plan, used to achieve team objectives	Again, ideally contextualising to activities and approaches in a familiar or your own organisation, this element can vary depending on the nature of the resources being planned and the business or activity

	1.3 Describe the impact of environment and legal factors on the team resource plan	undertaken. You might start this section with an overview of your team objectives and then describe how you will plan the human resource to ensure that you have sufficient capacity in terms of numbers of staff with the appropriate skills set. You may also need to plan for the acquisition and deployment of physical resources There are some common elements in many such processes of developing resource plans and these could include (but are not confined to): Understanding external and internal pressures and drivers (for example you could review the impact on your plan of the Legal and Environmental elements of a PESTEL analysis.) Legal factors for example may include: requiring licences or permits, complying with customs requirements when importing or exporting resources, employment legislation, complying with vehicle-related laws, health and safety and so forth. You could use tools and techniques such as gap analysis, or control loops to provide a sound basis for the process. Budgets are also usually a part of the resource planning process.
2. Understand the need for change to resource requirements	2.1 Identify how information obtained impacts on changes to resource requirements. 2.2 Describe trends and developments that affect resources	Linking to LO 3 below the discussion for these criteria will seek to identify how specific information gathered concerning resources informs changes to resource requirements. Examples could include how sales or other records show demand for products or services at particular times of year (seasonality) and therefore the requirement to ensure that this is factored into the purchasing of products or raw materials, equipment and associated staffing. For example, a plumbing business in the UK might expect to receive high demand for central heating boiler repairs during the cold winter months. Similarly, a trend that reveals changes in customer preferences will impact on the way resources are organised 'for example, a business may see a move

	2.3 Identify the impact of resource change on the teams objectives	towards more online sales than store based sales and may switch the emphasis of its resourcing to match this demand. Other trends that are more 'macro' in nature may relate to demographics, other societal and environmental changes; these are often revealed as part of the PEST analysis. Such changes as considered in ACs 2.1 and 2.2 above and also when coupled with the allocation of responsibilities within the team (1.1) provide the starting point for this response which could draw from contextualised examples in demonstrating how resource changes manifest within a known organisation. Examples here could include (but are not confined to) increased online sales and fewer store-based sales informing a re-engineering of stock holding and distribution such that more warehouse operatives and drivers are required in place of store based staff. Thus the team's (SMART) objectives will be similarly reconfigured to recognise the change in emphasis to managing resources through a distribution centre model.
3. Be able to monitor, record and control resources within the work area	3.1 Describe the need to monitor and record the use of resources	Resources are assets that represent the life-blood of the organisation (whether in cash form or otherwise) and, as such, it is vital to ensure that they *are not* wasted, stolen or damaged *and are* maintained and used efficiently and effectively. The learner, in response to this criterion, could choose some examples of resources and describe the ways in which they are monitored and recorded. An example might be a company van that has its mileage and routes recorded and tracked or, stock of a product that has detailed stock records and stock movement records maintained or, in a labour intensive organisation there may be a need to maintain detailed records of staffing schedules and actual hours worked.

	3.2 Explain the importance of recording relevant and accurate information and using records to plan for future resource requirements	Linking closely to ACs 2.1 and 3.1, accurate recording enables the organisation to confidently identify factors that assist its decision making processes in terms of resource planning; examples could include information drawn from records, environmental scanning and other analysis concerning: trends and gaps, seasonality, customer preferences, efficiency and effectiveness of processes, the quality of raw materials and so forth.

Title:	Meeting stakeholder needs					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.
Unit aim:	This unit is about identifying, meeting and supporting stakeholder requirements.					
Level:	3	Unit Number:	3003V1	QCF Unit Number	T/504/9005	
Credit value:	6	GLH:	20			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to identify stakeholders and plan to meet their needs	1.1 Identify stakeholders in relation to the team's objectives	It would be beneficial here to briefly explain what stakeholders are. All businesses depend on a range of stakeholders. Some stakeholders are internal to the business, such as employees while other stakeholders are external to the business, such as suppliers, customers and shareholders. You are required to identify the stakeholders involved in achieving agreed team objectives. It might be helpful to use your own team as an example.
	1.2 Describe how the team's objectives meets stakeholder requirements	The objectives and plans that an organisation and team agree are determined by balancing the requirements of the various stakeholders in and out of the organisation. You should explain here how objectives meet the needs of stakeholders, and again you might find it helpful to

		use a practical working example.
	1.3 Identify work plans with the team, gaining commitment to meet stakeholder needs	A work plan outlines objectives and processes by which a team can accomplish those goals. You could include here identification of how you go about agreeing work plans with the team and individuals and how the plans support stakeholder needs.
	1.4 Evaluate and modify the work plans to meet the stakeholder needs	Once the work plans have been agreed and implemented, they may need to be reviewed to ensure they are meeting stakeholder needs effectively. Here you are asked to carry out an evaluation of the work plans, including any changes that may have been necessary during their implementation. Practical examples might help bring this to life.
2. Understand the process required to continually improve meeting stakeholder needs	2.1 Identify improvements to meet stakeholder needs	You could list here a reflection of improvements that could be made to ensure that a particular stakeholder's requirements are continually being met. For example, a product or delivery of a service may no longer be fit for purpose and may need to be changed or adapted.
	2.2 Identify resources and costs to support improvements	In AC 2.1 you identified potential improvements, here you are asked to state the resources you would need to make these improvements. This may relate to recruiting additional staff, staff training or purchasing equipment or materials.
	2.3 Identify benefits obtained from improvements	You are asked to identify the benefits of the potential improvements you have outlined. These might relate to - e.g. reduction in complaints or goods returned, improved customer relationships and customer satisfaction, reduction in costs, increase in revenue – to name a few.
3. Be able to prepare a case to	3.1 Identify the individuals to whom a case for change is to be	You could start this section by briefly explaining what a

support a change in meeting stakeholder needs	made	case for change is. A case for change captures the reasons for making change to systems, procedures or practice to convince a decision maker to take action. You are asked to identify the people who need to sanction a case for change. This could be senior managers, trustees or other key internal or external stakeholders.
	3.2 Describe the components of a case for change	A case for change consists of a number of sections which might, for example, include reasons why the change is considered necessary, options available with advantages/disadvantages, preferred option, resource/cost implications, achievability and summary. You could describe a practical example from the workplace to illustrate your ability in this area.
	3.3 Identify how a case for change supports the team's objectives	Here you are asked to list how a case for change could assist a team in achieving their objectives. Using a practical example, linking a case for change with one or more of your team's objectives might be a helpful way to present your answer.
	3.4 Describe how to monitor and review the effect of the change	For this last section, you are asked to describe how to monitor and review the change. This could include how you might collect data and information to measure and analyse progress. It could also include the use of qualitative feedback like customer or employee comments. Again a practical example from the workplace would help to illustrate your understanding and ability to link cause and effect.

Title:	Managing and communicating information					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.
Unit aim:	This unit is about gathering, analysing and communicating information.					
Level:	3	Unit Number:	3004V1	QCF Unit Number	A/504/9006	
Credit value:	6	GLH:	20			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to gather and select data	1.1 Identify criteria used in sourcing data	Data is gathered in the workplace for a number of different purposes. You should open this section by identifying the criteria you use when sourcing this data so you can be sure it is fit for purpose. These might for instance include relevance, timeliness, accuracy amongst others,
	1.2 Identify quantitative and qualitative sources of data	Quantitative data can be measured numerically. For example, the number of attendees at an event or the temperature in a specified location. Qualitative data is information which is not in numerical form and is descriptive. Qualitative data describes whereas quantitative data defines. You could provide examples here of both quantitative and qualitative data sources used in your job role, or elsewhere in the organisation. This might be provided by internal colleagues or systems, or by external agents or widely available sources like the internet for today's weather, or latest currency conversion

		rates.
	1.3 Access data in line with legal and organisational requirements relevant to a work related activity	Legal and organisational requirements for accessing data will vary for each organisation. For example, settings providing services for children or vulnerable people will be acutely aware of the need for confidentiality; adhering to the Data Protection Act 1998 and the Freedom of Information Act 2000. Explaining how to access data adhering to legal and organisational requirements will include these and other legislative requirements and specific requirements of the organisation. The use of relevant work based examples would demonstrate your abilities here.
2. Be able to interpret data and information related to a work activity	2.1 Select data and information specifically related to the work activity	When determining the information to be utilised, you may consider the needs of the organisation and the specific task or activity in hand. For example, you may be reviewing performance statistics like the use of resources, or sales achieved or customer satisfaction feedback. It would be helpful if you could firstly show an understanding of the difference between data and information (processed data) and then provide examples from the work setting.
	2.2 Identify trends and patterns	There might be an increase in the resources used or costs could be spiralling at certain times of the year; representing seasonal or emerging trends or patterns. You may need to be able to select and use suitable tools and techniques (e.g. spreadsheets) to analyse data and information. The provision of a practical example would help to illustrate your answer.
	2.3 Identify the impact of the trends and patterns on future activities	Trends and patterns can have a huge impact on the future activities of a business. For example an increase in costs may result in budget deficits or the reallocation of resources from another department or budget. You could list an example from your own organisation or from

		external sources (e.g. stock market data) and briefly suggest the impact the trend or pattern could have.
	2.4 Identify conclusions and make recommendations	As a result of the trends and patterns which emerged in ACs 2.2 and 2.3, you are now asked to identify conclusions and make recommendation. These will vary according to the examples used, but could for instance include reducing staff hours, increasing sales or recruiting additional staff to specific roles.
3. Be able to communicate the results of the information analysis	3.1 Identify the communication methods that could be used 3.2 Identify the target audience for the communication	You could answer ACs 3.1 and 3.2 together. Communication methods used to show the results of the information analysis will vary according to the example you have selected, and it would make sense to continue working with the example used in the previous section. You could show you have considered a number of possible methods before determining the best method for this situation and the audience for your communication. For example the compilation of a report for more senior managers, the use of electronic communication or a presentation in a team or management meeting.
	3.3 Evaluate the impact of the communication	Interactions needs to be reviewed to ensure the audience understood the information given and there was clarity and consistency. For this final section you are asked to evaluate the impact of the communication. You may want to consider asking for feedback from your audience and you could then show what you have learned from the exercise, including positive messages and opportunities to improve your communications next time.

Title:	Identifying development opportunities					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.
Unit aim:	This unit is about identifying the development opportunities of individuals and teams in order to meet team and organisational objectives.					
Level:	3	Unit Number:	3005V1	QCF Unit Number	F/504/9007	
Credit value:	6	GLH:	20			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand the factors involved in leading a team to achieve agreed objectives	1.1 Describe the principles underlying leadership of individuals and teams	The principles of leadership involve having vision, drive and the commitment to achieve that vision, and the skills to make it happen. You could start this section by explaining what leadership means to you and go on to describe the principles underlying leadership of individuals and teams. Reference to leadership theories – for instance – John Adair's Action-Centred Leadership could enhance your answer.
	1.2 Identify the links between individuals, teams and organisational objectives	Organisations must continually set and achieve objectives if they are to deliver quality services. Objectives can only be achieved if they are divided into tasks for specific teams and individuals. You are asked to identify the links that enable objectives to be agreed and achieved. You could use a practical example from the work place as part of your answer.
	1.3 Explain methods of communicating individual and team objectives	Everyone should have an understanding of what the organisation's objectives are and how they fit with and contribute to helping achieve these objectives. How these objectives are communicated

		is important to ensure understanding. You need to explain how you could do this. It would be helpful to provide examples of how and when you communicate objectives to the team and individuals – e.g. face to face at team meetings and annual appraisals.
2. Understand the current competencies of individuals and teams	2.1 Describe methods of conducting individual and team competence reviews	This section requires you to consider ways in which you might carry out competence reviews for individuals and teams. Some organisations have a competence framework for all jobs and levels. If this is the case in your organisation then you could describe the review system that is already in place. Otherwise, you might describe how you use supervisions and/or the annual performance appraisal process to discuss and review job competence with team members and identify development needs. For the team, you might use occasions like team briefings or team meetings to discuss broader team development needs, e.g. if a new internal process is being rolled out that all team members have to learn. Reviews can also be less formal and based on observations and feedback from elsewhere.
	2.2 Identify the links between current competencies and the team and organisational objectives	This links with AC 1.2. You could take the examples used in that section and build on them by identifying the current competencies of the team and comparing these with those competencies required to deliver the objectives in order to identify gaps.
	2.3 Identify activities to support the development of current competencies of the team	In this section you are asked to identify activities to support the development of current competencies. The use of practical examples would be helpful, and might include a range of activities from training courses, and coaching, through to secondments and project work.
	2.4 Explain the impact of current competencies on organisational objectives	Here you could build on the work completed at AC 2.2 to explain where the current competencies are having a positive impact on delivery of organisational objectives and where any gaps are having a negative impact. Providing two or three short examples would be helpful. You should explain what the impact is in each case.

3. Understand how to develop the competencies of individuals and teams	3.1 Identify development opportunities for individuals and teams	Development opportunities could include job shadowing, training, coaching or mentoring, working on a particular task force or project or a job assignment. This section asks you to name activities or roles which would develop individuals and teams, and it would be helpful if you took two or three examples of development needs and identified suitable development activities to meet those needs.
	3.2 Describe methods of agreeing development opportunities with individuals and teams	This links to AC 3.1 but here you are asked to describe how you agree appropriate development opportunities with individuals and teams. You might want to include approaches to supervision, appraisal, training needs analysis and personal development planning.
	3.3 Describe processes to measure and review individual and team development objectives	It is important to check the progress of the work of individuals and the team on a regular basis against objectives and to provide constructive feedback. This final section requires you to describe how to do this, for example through observation and/or more formally reviewing the results achieved at supervisions or appraisals.

Title:	Recruitment and selection process				
Unit aim:	This unit is about identifying the need for staff, and the recruitment and selection process.				
Level:	3	Unit Number:	3006V1	QCF Unit Number	J/504/9008
Credit value:	6	GLH:	20		

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 3 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Be able to identify the need for recruitment and selection against organisational needs	1.1 Identify the requirement to review the current staffing levels against organisational needs	Workforce planning is used to describe the planning process undertaken to ensure an organisation has the right people, with the right skills, at the right time. You could introduce this section by explaining what your organisational needs are in respect of human resources. You are then asked to explain why staffing levels need to be reviewed. Examples could include restructuring, planning for new products or services or cutting back due to budget constraints.
	1.2 Collect data and information to support the review of staffing levels	The information required to review staffing levels may include workforce profile data, strategic plans and operational and management plans and analysis of current operations and staffing levels. You may want to include other data and information you can use to inform the staffing review.

	1.3 Prepare a report to support a case for staff	You then need to support a case for additional staff by preparing a report. You could include the impact the recruitment of additional staff will have on productivity, customer service or the achievement of agreed objectives. You could also discuss specific roles or competencies which may be required. Using a real life example would add value.
2. Understand the process for recruitment	2.1 Describe the stages of a recruitment process	This section leads on from AC 1.3 where you presented a case for staff. You are required to describe the stages of recruitment. The identification of the job is the initial stage, followed by preparation of the job and person specification. The next stages include advertising the job role and managing the application process.
	2.2 Identify the component parts of a job description and a person specification	Job descriptions normally include key responsibilities, hours of attendance, and reporting lines, whereas person specifications identify the essential and desirable skills, knowledge and behaviours required for the post (competencies). You could summarise real life examples of each from your own organisation, or develop a framework if one does not currently exist.
	2.3 Identify the legal and organisational requirements that apply to the recruitment process	When recruiting, there are legal responsibilities, which include ensuring that no unlawful discrimination occurs on the grounds of sex, race, disability, age, sexual orientation and religion or belief. The Equality Act 2010 sets out the legal requirements relating to protected characteristics. The Employment Act 2008 (or as revised from time to time) is another important piece of legislation. In addition there is legislation regarding the minimum wage, and working time Your answer in this section could be in the form of a list of requirements, legal and organisational, relating to just the recruitment part of the process – although you could answer this AC along with AC 3.3 below and cover the whole recruitment and selection process together.

3. Understand the process for selection	3.1 Describe the stages of a selection process	The short listing stage is the start of the selection process and is aimed at identifying those applicants who best meet the requirements of the job role as defined in the job description and person specification and who will be invited to the assessment stage of the process. Subsequently the selection decision will be made, followed by a job offer, notification of the decision and the uptake of references. Here you could use an example from your own organisation.
	3.2 Describe the methods that can support the selection decision	This links closely with AC 3.2 above and provides the detail. You could answer both ACs together, providing you make the distinction between the stages and methods quite clear. You could use an example from your own organisation to support your answer A variety of methods can be used to select suitable candidates to move onto the next stage of recruitment for a particular post. For example application forms and CVs, online screening and short listing, interviews or psychometric testing. This final section is linked to AC 2.3, legal and organisational requirements that apply to the recruitment process, and could be answered together. Requirements include the need to check that applicants have the right to work in the UK or specific skills or qualifications required. You are asked to identify conditions which apply to the selection process.
	3.3 Identify the legal and organisational requirements that apply to the selection process	

Title:	Maintaining quality standards					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.
Unit aim:	This unit is about concepts of quality, the impact of quality and the measurement of quality in teams and organisations.					
Level:	3	Unit Number:	3007V1	QCF Unit Number	L/504/9009	
Credit value:	6	GLH:	20			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Good Practice
1. Understand the concept of quality	1.1 Describe the meaning of 'quality' in the organisational context	Quality - in relation to organisations - is often defined as fit for purpose, or the superiority of a resource or service. Here you are required to give your description of what you understand quality to be, and reference to official definitions could help. You could introduce the concept of total quality management (TQM) approaches here and/or the quality management standards (e.g. ISO 9001, & 140001) which will enable organisations to continually monitor and manage quality across all operations.
	1.2 Identify the role and responsibilities for quality in the organisation	Quality management will ensure the effective development of processes that meet customer needs, plan product life cycle and design, produce and deliver the

			product or service. This incorporates measuring all process elements, the analysis of performance and the continual improvement of the products and processes that deliver to the customer or purchaser.
			Ultimately all employees are responsible for quality. However, there are often several dedicated roles involved in overseeing quality in a larger organisation. These might include a quality coordinator or manager who is responsible for monitoring the implementation of quality, supporting all levels of project management. In addition there may be quality nominees or supervisors/team leaders overseeing teams or specific sections of service delivery. You could identify who is responsible for quality in your organisation e.g. those roles and responsibilities include checking of finished goods or services, or of computer input.
	1.3	Describe the factors that affect quality in the organisation	There are a variety of factors which will affect the quality and reliability of a product or service; specification, productivity or customer service. Here you should include a description of each factor affecting quality in the organisation, which could include incoming supplies of raw materials, machine maintenance, skills, knowledge and behaviours of staff, and time pressures. The use of examples from your own organisation would add value here.
2. Understand the impact of quality on team operations	2.1	Identify areas of team operations that can be affected by quality	This leads on from AC 1.3 above. Quality Management impacts across an organisation. For this section you are asked to identify areas of your own team operations which can be affected by quality issues. Your answer could draw upon real life issues and depending on where you work in the internal supply chain could include those parts of your team's work where errors can be made resulting in quality problems – e.g. in an administration environment,

	2.2	Identify the benefits of quality to a team	incorrect data entry could result in incorrect invoices or payment to customers or suppliers, or computer breakdowns could cause delays and missed deadlines. There are many advantages of quality within teams; teams work more effectively to given standards, conflict is reduced, reputation is enhanced and objectives are achieved. You could use a real life example to illustrate your understanding.
	2.3	Describe the impact of team quality on the organisation's objectives	This builds on your answers to ACs 2.1 and 2.2. Teams work together to enable the organisation to achieve its objectives. It is the role of the team leader or manager to ensure the activities carried out to achieve objectives are of the appropriate quality; if not objectives may not be achieved or the outputs may be of poor or unacceptable quality. Here you could show the links between quality of team outputs and achievement of your departmental objectives, or those of the wider organisational objectives. Your answers could be both positive and negative in terms of impact, depending on whether, and how much, you may have been affected by quality issues.
3. Understand how to measure an aspect of quality for a team activity	3.1	Explain how work is measured against quality standards	When measuring quality, performance measures must be meaningful and widely understood, owned and managed by the teams within the organisation and be linked to the objectives of the organisation. Monitoring can be carried out using a variety of approaches - observation, measuring outputs, reviewing feedback or accessing reporting or accounting systems, for example. Here you could provide examples from your own organisation.
	3.2	Explain how to measure work against organisational quality standards	Performance measures quantitatively inform organisations about their products and services, and the processes that produce them. They are a tool to help them understand, manage, and improve what organisations do. Organisational quality standards are often more specific

		and related to brand and the customer experience. They may be linked to quality standards like ISO 9001. Here you could find out your organisation's overall quality standards and explain how these are measured.
	3.3 Describe how to respond to quality measurement results	Many organisations will require teams to develop quality improvement plans in response to quality results. You could describe how the process works in your own organisation – from the way the results are shared through to the actions expected from all departments. If there is no process, then you could describe what you consider should happen in order to ensure high standards of quality are established and maintained.

Title:	Improving team performance					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.
Unit aim:	This unit is about the impact of individual's performance on teams, recognising performance behaviours and implementing improvement measures.					
Level:	3	Unit Number:	3008V1	QCF Unit Number	F/504/9010	
Credit value:	7	GLH:	20			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes	Assessment criteria	Good Practice
The Learner will:	The Learner can:	
1. Be able to identify issues which affect performance	1.1 Describe the manager's role in identifying performance issues in the team	Managers play a vital role in delivering performance so need to be able to consistently meet objectives and results and get the best possible performance from the teams and individuals they manage. It might help to start this section with a description of some of the performance issues which may be encountered in the work place. These might relate to knowledge, skills or behaviours.

You could include the use of performance management tools such as Key Performance Indicators (KPI) and appraisal. |
| | 1.2 Describe how to evaluate individual and team performance and behaviours | This section leads on from AC 1.1 and you could explain here the role of the manager in recognising and evaluating issues relating to individual and team performance and behaviours. |

	1.3 Identify the limits of responsibility for dealing with individual and team performance	An effective performance management process enables managers to evaluate and measure individual and team performance and behaviours and to optimise performance and productivity. Approaches can include observing and documenting individual performance and behaviours, and obtaining feedback from other colleagues, departments and customers. The use of real life examples would help to illustrate your answer.
		A team leader, supervisor or manager may have full responsibility to address issues relating to team performance. They can identify achievements and reward accordingly or arrange and approve training, shadowing or meet additional support needs or carry out disciplinary procedures. Or it may be that they have very little autonomy and can only pass on achievements or concerns relating to individual and team performance. This section asks you to identify the limitations of dealing with individual and team performance, and your answer could be linked directly to the example of your own job role, or that of a first line manager in your organisation.
2. Know how to select and apply the best course of action to address a performance issue	2.1 Identify the range of approaches available	In AC 1.2 you were asked to describe how to evaluate team and individual performance, now you are asked to state the options available to address any issues identified. Managers generally have to deal with poor employee performance or unacceptable behaviours at some point and must carefully consider their next steps. You might want to identify the use of a model such as ASK ABE to help managers recognise whether a performance issue relates to knowledge, skills or behaviour/attitude.
	2.2 Describe the different methods available in providing help and support in order to improve performance of an individual	It is important to provide specific feedback to individuals to help them progress, until they have achieved the agreed standard and no longer need support in developing or

		maintaining their progress. Possible approaches you may want to identify include a range of different training and development activities, performance counselling, coaching, mentoring or more serious actions such as those of a disciplinary nature.
	2.3 Explain how to conduct a performance counselling session for an individual	Leading on from AC 2.2 you are asked to explain how to conduct a performance counselling session. A performance counselling session allows you to work one to one and hopefully come up with a plan for improvement. You could start with an explanation of how you would prepare for such a session, and then move on to say how you would conduct the session and how you would bring it to a close with agreement of actions and next steps. It would help if you explained which aspect of the individual's performance or behaviour you needing improvement e.g. customer service skills, or patterns of attendance.
	2.4 Explain the importance of maintaining confidentiality	You could relate your answer here to the example of the performance counselling session. You might want to show an understanding of the Data Protection Act 1998 and your responsibilities in ensuring the organisation abides by the principles of the Act. You might also want to discuss sensitivities within the workplace environment and the importance of treating people with respect, even when their performance is not acceptable. You could acknowledge that the employee needs to give their consent to any identifiable information being shared.
3. Be able to take action to achieve the performance issue of an individual	3.1 Agree with a team member an action plan to address a performance issue	This section asks you to prepare a performance improvement action plan (sometimes referred to as a PIP), in agreement with the team member, ensuring that the agreed activities meet the requirements of the team member and of the organisation. Actions could include additional support in the workplace, training, further

		performance counselling sessions or a change to their role or responsibilities. The plan must be focused and task orientated. You could introduce the use of SMART objectives here.
	3.2 Explain the range of support services available	The action plan agreed in AC 3.1 must contain details of the support to be provided; and this must reflect the needs of the individual and address the performance issues identified. Consider the reason behind the problem in order to get to the real cause of the performance issue. You might want to include here using the GROW Model as a way of coaching employees to improve their performance or consider removing the employee from a specific role or task, or the use of occupational health services in assisting with issues of a personal nature. In addition the formal route of disciplinary action may be the only way forward if the issue cannot be resolved using other approaches. You may also want to explain what support is available to the first line manager – e.g. via your own line manager or the HR department, or externally through organisations like ACAS.
	3.3 Explain how to ensure that the desired outcomes are achieved	The productivity and performance of employees can have a huge effect on an organisation's reputation and sustainability. To ensure performance improves you may want to explain how you would monitor and review progress on a regular basis. Ideally the objectives agreed in the plan monitoring should be time bound and linked to specific outcomes. Feedback on progress is equally important and will support motivation and achievement if it is given effectively.
	3.4 Explain the circumstances when disciplinary and grievance procedures may be invoked	Here you could provide different examples of circumstances when a) disciplinary, and b) grievance procedures might be invoked, taking care to separate the two processes, where discipline is related to employees' conduct or performance and grievance relates problems

		or concerns that employees may wish to raise with their employers. A fuller answer would separate issues of gross misconduct which could lead straight to dismissal, from those of a less serious nature when corrective action might be a more advantageous course of action. (Updated Feb 2015)
	3.5 Explain the first line manager's role in a disciplinary and grievance situation	An important part of the first line manager's role is to try to prevent problems escalating by acting informally. Employees must have informal and formal mechanisms to raise any concerns they may have so that they can be discussed and resolved. You may want to outline how a first line manager might investigate allegations for example by interviewing those who were involved in the incident, and explain the importance of using open questions, being objective and taking clear notes. The role of a first line manager in disciplinary and grievance processes will vary from one organisation to another and you could usually explain what happens in your own organisation. There is no need to append your organisation's policies and procedures, but rather to show that you have a broad understanding of these.
	3.6 Identify why records of action plan achievements and actions taken are required	Both in disciplinary and grievance cases and when seeking to improve an individual's performance more generally (e.g. at 3.1), it is advisable to record your investigation and the agreed decisions. Here you are asked to identify why this is the case. You might want to refer to examples where there is no improvement and records kept will provide evidence to support further action, or when authorities like Employment Tribunals might call on the employer to present their version of events. A fuller answer would also acknowledge that recognition of improvement is equally important. Workplace examples would help to illustrate your abilities.

Title:	Management communication					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.
Unit aim:	This unit is about understanding the principles, methods and the effectiveness of management communication techniques.					
Level:	3	Unit Number:	3009V1	QCF Unit Number	J/504/9011	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 3 level of difficulty.
Credit value:	6	GLH:	20			

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Good Practice
1. Understand the importance and principles of management communication	1.1 Describe the role of communication in the management environment	In management the ability to communicate clearly and effectively both in speaking and writing is important for successful, productive work. Communication helps managers to perform their jobs and responsibilities and serves as a foundation for planning and organising. Consider the role of communication and its importance in management. The use of practical examples would help demonstrate your understanding.
	1.2 Identify the effects of communication on management practice	Irrespective of the level of communication, poor communication can strain the productivity of the organisation; whereas good communication can increase productivity and employee morale. Awareness of the effects of communication is the first step. Leading on from AC 1.1 this section asks you to discuss the effects of communication on management practice. The use of examples from the workplace would be helpful here.
	1.3 Describe the communication principles that support	In ACs 1.1 and 1.2 you identified the role of communication and the effects on management practice, this section leads on from this and looks at the principles of communication. You could look

	team activities	at the Shannon and Weaver communications model and describe how this is a two-way process of giving and receiving information, using an example to illustrate. You could also show your understanding of the range of communications channels available to you and how you might use different channels for different purposes and audiences e.g. face to face for team briefing, and why this is important. In your description of communication principles it would be useful to use examples from the work setting.
2. Understand how to use methods of communication to achieve the management objectives	2.1 Describe the processes for conducting a team briefing	A team briefing brings managers or team leaders together with their teams so that information can be delivered, questions asked and feedback gathered. Team members will be interested in how the team or department they belong to are doing, and how this is enabling the organisation meet its objectives. You could describe your planning process, the delivery, and feedback. You could use examples from work practice.
	2.2 Identify the stages of organising and leading a formal management meeting	A formal management meeting is a structured process for communicating important information through the organisation and here you are asked to identify the stages of organising and leading such an event. You might want to include the preparation and communications with others, the organisation of required resources and the conducting of the meeting itself. A short list of activities under the main headings might be one approach you could take It would be helpful here to include details of real work activities which involved organising and leading a formal management meeting.
	2.3 Describe the structure of a written management report	The main differences between formal and informal written reports are in tone, structure, and length. A written management report should be structured, clear, concise and current in content, with title, introduction, main body, conclusions and recommendations. You could describe the main content of each section. It would be helpful here to include the approaches used by your own organisation in relation to report writing, which may

		differ from the above, and which may or may not include such sections as terms of reference, and executive summary.
3. Understand how to review the effectiveness of communication in the achievement of the management objectives	3.1 Identify feedback methods to determine impact of communication	For communication to be successful, the receiver must understand the message in the way that the sender intended. When communicating in the workplace you need to ensure you have feedback to be certain that people have understood your message. Sometimes feedback is verbal, and sometimes through body language. Sometimes it is formal using questions can be asked or surveys. You are required here to identify methods of feedback used. You could use examples from the work place, in the form of a list/table.
	3.2 Evaluate the feedback to determine achievement of the management objectives	The process of managing by objectives is a systematic and organised approach allowing managers to focus on achievable goals, achieving the best possible results from available resources. To support this process communication must be clearly understood by all parties. If communication is not clear there will be confusion and poor or lack of achievement of objectives. You could use the feedback gathered from one of your communications – a letter, email, meeting or briefing – to evaluate success, including lessons learned for the future.

Title:	Being a leader				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.
Unit aim:	This unit is about the leadership skills of a leader who has first line management and leadership responsibility.				
Level:	3	Unit Number:	3010V1	QCF Unit Number	L/504/9012
Credit value:	6	GLH:	25		When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Good Practice
1. Understand the organisational requirements for a leader	1.1 Identify organisational requirements for respecting the cultures, values and ethics of others	You may wish to open this section with a brief description of what is meant by culture, values and ethics. You will need to show that you can recognise how the organisation encourages its staff to respect others, respect their culture, values and ethics. Using a real-life example will help. Does your organisation have specific policies around these areas?
	1.2 Describe the levels of authority and responsibility of a leader in the organisation	If you are able to obtain an organisational structure or may be, create one yourself, this may help you describe responsibilities within the organisation. It would be best if you could use a real-life organisation, preferably one of which you have personal experience. The unit suggests it would be helpful for you to describe the level of authority and responsibility of a leader in a first line management position.
	1.3 Explain the impact of a leader on personal objectives and team achievement	This section asks you to explain the impact of leadership rather than management on personal objectives and team

		achievement. It would be helpful to show in your response that you have considered leadership issues like vision, inspiration, challenge and motivation rather than getting caught up in management issues like performance monitoring. It would be best if you were able to draw on real-life examples, otherwise you could use different scenarios to explain how a leader's skills and personal qualities affect the performance of the team and individuals. You can show both positive and negative consequences and even possibly destructive behaviour. You could describe French and Raven's five types of power-base, consider their order of effectiveness and relate these behaviours to the achievements of team goals.
	1.4 Describe the role of a leader in maintaining integrity, fairness and consistency in action planning and decision making	Again, it would be good practice if you were able to draw on real-life examples; otherwise you could use different scenarios to describe how a leader deals with these issues and what tools are available to assist. You could describe some of the work of one or two theorists, such as Kouzes and Posner and O'Neill. You might find to helpful to tabulate the similarities between their ideas and how they differ.
2. Understand leadership styles	2.1 Explain the relationship between management and leadership	Many authors generally agree the broad concept of leadership; you may be familiar with some of these, such as Morris, Willcocks and Knasel (1995) and O'Neill (2000). This section gives you the opportunity to explore the differences between leadership and management. You may wish to start this part by defining these terms. It might help to create a table to compare them. Reading what other people have to say about what they think these terms mean, especially, Fayol, Mintzberg, Kouzes, Posner, O'Neill, Favell and Adair will help you explain this relationship.
	2.2 Describe leadership styles	You may wish to start this section by identifying some of the characteristics of an effective leadership style. Leadership styles were described by Tannenbaum and Schmidt (1973) which they called a leadership continuum. Kurt Lewin (1939) also describes

		a range of styles, putting the advantages and disadvantages of different styles in a table will help you see the differences and under what circumstances a particular style may be useful. You may use other theorists and their models of leadership styles, as long as these are correctly referenced.
	2.3 Identify opportunities for development of a leader	Think about your style of leadership, you may wish to investigate what others (your manager, colleagues and team members) think your style is – their perception may not be the same as yours. Describe your style and think about the advantages and disadvantages of this leadership style. You may find your analysis identifies some gaps in your range of leadership styles If so, list some of the development activities you could undertake to help improve your leadership effectiveness.
	2.4 Explain action-centred leadership	What are the three areas of Adair's action-centred leadership model? You could explain the relationship between these areas – you may find it helps to draw a diagram. You may also explain that effective leaders don't just focus on the task and outline their general strategy.
	2.5 Discuss how and why leadership styles need to be adapted in different situations	Here you should show you are able to consider scenarios where different leadership styles would be appropriate. You could open this section with a brief explanation of why effective leaders need a range of leadership styles. You could go on to discuss the situational factors that may influence which style may be preferred in specific situations. You could refer to one or two theorists which might include some of those already mentioned above. Hersey and Blanchard also produced an interesting model of Situational Leadership. It would be useful if you were able to use workplace examples of how you have used different styles and the outcomes achieved. If you do not work as a leader, then you need to describe what you think might happen if you used different styles in specified situations, or use your experience of the leadership of other people on your own work performance.

3. Understand how a leader builds a shared sense of purpose with a team	3.1 Describe how to establish a culture of mutual trust and respect with a team	You may wish to begin this section with a brief description of why it is important to establish a culture of mutual trust and respect with a team. If you are able to draw on real-life examples that would be best to help you demonstrate that you know how to build trust and respect with a team. Your organisation may have a Code of Conduct for staff, or staff handbook, which might be a helpful source of reference as a start point
	3.2 Identify techniques to motivate and encourage the development of team members	You may wish to start with a brief description of the characteristics of a motivated team. There are many techniques at your disposal as an effective leader, again real-life experiences will help, but also try to give a range of techniques, which can be used in different situations for different developmental outcomes, for different types of people. It would be best if you also said something about how you would monitor the effects of the motivational techniques identified and you may wish to identify how you would initially the motivational levels of your team members and how you would go about addressing any issues.
	3.3 Describe how a leader develops a team's understanding of its shared purpose and organisational direction	You could begin with a clear definition of your team's purpose and direction. You need to show the actions you could take to develop the team's understanding of their purpose, as an integral part of the wider organisation: how they support each other and other teams and what they can expect from other teams in return. You could describe the objectives cascade and the purpose of a gap analysis.

Title:	Introduction to first line management					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.
Unit aim:	This unit is about the foundation skills and knowledge required of a first line manager,					
Level:	3	Unit Number:	3017V1	QCF Unit Number:	R/504/9013	
Credit value:	6	GLH:	30			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 3 level of difficulty.

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Good Practice
1. Understand the role of the first line manager	1.1. Describe the role and responsibilities of the first line manager	Here you are asked to describe the role and responsibilities of a first line manager and it is advised that you take you own role or that of a manager with whom you are familiar. Much has been written about the role of a first line manager and so you will need to be selective if you are to work within the word count. Your answer could describe some of the following: • The role in achieving the tasks, planning and controlling • How to build and maintain the team and team focus • The line manger as a leader and how motivate, build and work with and through the team. You might also use models here for example, action-centred leadership

		developed by John Adair.
		• Developing individuals in a team
		• Effective communication with team members, and between team members and others
		• Continual learning for themselves and others in the team
	1.2. Explain the skills and knowledge required of the first line manager	In this section you could build upon the answer to AC 1.1. Here you might use a number of leadership and management models, for example, John Adair's action centred leadership to explain the skills relating to getting tasks done and well. This might include some comments on
		• Skills relating to data, information and knowledge
		• Behaviours and attitudes
		• Specific skills relating to time management, negotiating skills, objective setting, resource prioritisation, team leadership and planning but this should not be seen as the only skills nor should it be seen as an exhaustive list.
	1.3. Compare own existing skills and knowledge with those required	A table illustrating a simple gap analysis comparing own existing skills and knowledge with those required could also be very useful.
		A stronger answer would include some use of models to support the explanation and these could include the following: Gentry *et al.* (2008) and Humphrey and Stokes who identified the nine most important areas that supervisors and managers need to focus upon. Other models, however, could be equally useful.
2. Be able to construct a personal development plan	2.1. Construct a personal development plan that supports and develops existing and required skills and knowledge	Summarise how you have analysed your personal development needs i.e. what exercises have you conducted to determine areas where you need development in order to help you achieve your work objectives, and what were the

		main findings? Suggestions include:
		- Appraisal discussions with your line manager 360 feedback exercise - Review of leadership style - Review of learning style - Personality profiling - Personal SWOT Construct a Personal Development Plan (PDP) which addresses your identified development needs. The headings in your plan should ideally ensure that the development objectives meet SMART criteria and show how you will know from the outcomes whether or not the development activities have been successful. See unit 3001V1 for further good practice on this subject. (Updated Feb 2015)
3. Understand stakeholders and their needs	3.1. Identify the first line manager's immediate stakeholders and their needs	Here you should name the immediate stakeholders and their needs. This could be done in a tabular form. You could identify: - The internal and external stakeholders of a line manager which could include the different types of stakeholders for example suppliers, buyers, customers, team members and other managers. - A description of how you identify stakeholder requirements specifications, questionnaires, complaints, visits, telephone conversations. - A list of those needs against each identified stakeholder A more developed answer might include an example of your end to end supply chain /value chain and you might use a

		model to support this analysis for example, Porter.
	3.2. Describe the data and information available to the first line manager on stakeholder needs	This section requires you to describe data available to a first line manager when working with stakeholders. Here you might find it useful to use the list of stakeholders identified in other sections of this assessment. You could refer to the internal data and information available in terms of management reports, worksheets and customer surveys for example. You could also refer to external data such as newspapers, trade and professional journals and external stakeholder web sites.
4. Be able to plan to meet those needs	4.1. Develop a plan to meet existing and potential needs of stakeholders	This assessment criterion asks that you construct a plan to meet existing and potential needs. This can be in tabular form. Such a plan could include: • Stakeholder needs • The key activities planned to fulfil existing and potential stakeholder needs • Critical milestones including meetings and reviews A plan might also include some measures of success and here you might show how you have set SMART Objectives, or critical success factors
5. Understand the need to develop and maintain working relationships	5.1. Explain methods to develop and maintain working relationships	Much has been written about this subject and it is suggested that the explanation should be supported by one or more models or writers to help you to develop your answer. You could explain the different types of relationships that you have as a team leader and could use some of the following to support your answer: • McGregor's (1960) 'Theory X and Theory Y' • Burns' (1978) 'Transactional leadership

		• Bass' (1985) 'Transformational leadership'
		• Blanchard, Zigarmi and Zigarmi's (1986) 'Situational leadership'
		In developing your answer you might also comment on how your management style and behaviour might maintain and develop working relationships though for example:, for example:
		• Motivation
		• Team building and team leadership
		• Performance review of team members
		• Developing the skills and attitudes of team members
6. Be able to manage team performance	6.1. Describe methods of identifying and supporting the performance of team members	Here you are asked about methods for identifying and supporting performance. It is suggested that you use your workplace as an example and describe the various processes that you use. These could include: • Appraisal • Peer review • Self-review • Coaching and mentoring • Team review You are also required to address methods of supporting performance. In this section you may need to explore • Current and future needs for performance as there may be changes within the department/organisation • How you measure performance and performance improvement

		- The use of a control loop and your feedback cycle - The organisational framework and context - The benefits of training and development, coaching and mentoring - The learning and development cycle and learning styles. You could use Kolb or Honey and Munford to support your answer The processed for dealing with performance and capability within your organisation

Title:	Corporate social responsibility					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.
Unit Aim:	This unit is about applying a Corporate Social Responsibility plan or policy, ensuring the plan or policy influences performance and understanding the responsibilities for Corporate Social Responsibility					
Level:	3	Unit Number:	3018V1	QCF Unit Number:	Y/504/9014	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 3 level of difficulty.
Credit value:	6	GLH:		20		

Learning Outcomes The Learner will:	Assessment Criteria The Learner can:	Good Practice
1. Understand the application of Corporate Social Responsibility in an organisation	1.1. Describe the environmental areas that could be part of an organisational Corporate Social Responsibility plan or policy	This is a very broad subject and you will find it useful to base your answer on your own organisation or one with which you are familiar. It would be useful to start with a definition of Corporate Social Responsibility (CSR) for example the IBRD or EU definitions and why CSR is important in the context of your chosen organisation. It might be useful to draw a simple relationship diagram showing CSR and the environment as well as identifying the environmental issues using STEEPLE or STEEPV where V is the values and belief system. You might also consider identifying the main environmental issues of your organisation using a SWOT analysis.
	1.2. Identify the social areas that could be part of an	Here you are specifically asked to identify the social areas

	organisational Corporate Social Responsibility plan or policy	that could be part of a CSR plan within an organisation. You might consider the social responsibilities that you need to take into account when developing and providing products and services. You might find it useful to consider the use of the 3Ps of CSR. When answering this criterion you might also look at the organisation's social responsibility for people within your organisation including: health and safety, diversity and equality, employability and skills development, employee communications and representation. You might further consider how leadership style might be part of any CSR plan using for example 'situational leadership' - Hersey and Blanchard
	1.3. Explain the corporate governance areas that could be part of an organisational Corporate Social Responsibility plan or policy	Corporate governance is a very broad subject but a good answer could select a framework, for example the Ashridge framework, although there are others, and select the key aspects of the framework with reference to your chosen organisation. The governance issues will relate to the type of organisation that you have chosen but could include: pollution, environment, transport, resources, energy usage and legal responsibilities.
2. Understand the organisational responsibilities for Corporate Social Responsibility	2.1. Describe the responsibilities of your line manager for Corporate Social Responsibility	Here you are asked to describe the responsibilities of your line manager in relation to CSR. This can be extensive but you should try and describe as broad a range as possible. This could include : • The ethical responsibility of your line manager • Your line manager's responsibility for forming your team • Creating an environment which would encourage whistle blowing

		• Their responsibilities for carrying out appraisals or performance development reviews in the context of CSR policy
		• The application of CSR within your line manager's area of responsibility, this might include any discretionary responsibilities
		• Your line manager's responsibilities in enabling their team to meet the organisation's objectives
	2.2. Discuss the responsibilities of the first line manager in applying a Corporate Social Responsibility plan or policy	This section requires a discussion and not just a list or description. Here you could build upon your answer for AC 2.1. You might discuss how a line manager:
		• Incorporates the organisation's CSR policy into their departmental plans and objectives
		• Applies corporate governance policies and procedures to their departmental plans and activities
		• Applies CSR polices and governance procedures at a departmental or operational level
		• Acts as a role model
		• Communicates the CSR policies so that the team understand the impact on their working practices
	2.3. Identify the responsibilities of the team members in executing the Corporate Social Responsibility plan or policy	Here you are asked to focus on team members and their responsibilities for CSR when they are carrying out plans or policies.
		Here you might explain how organisational policy and governance can be cascaded throughout an organisation and then implemented by the operational departments through team members. In answering this section, you might make some comments on the following:

		The implications of poor individual and team performance
		Incorporating CSR into the departmental aims and objectives.
		Your individual and other team member's responsibilities for CSR and enabling change.
		How team members might be encouraged to overcome or minimise their resistance to change or CSR policies. You might support your answer through a use of models or reports for example Mullins and Christy although others apply.
		You could also identify some of the activities which would demonstrate compliance with the organisation's CSR policies. These will vary from one organisation to another, but could include e.g. recycling paper and print cartridges, treating all colleagues with equal respect, being mindful of the health and safety of self and colleagues.
3. Understand the relevance of Corporate Social Responsibility to departmental performance	3.1. Discuss how actions to the environmental areas of a Corporate Social Responsibility plan or policy can impact on departmental performance	Here you might find it useful to again build on the response to AC 2.3 to discuss how the CSR plan or policy can impact on departmental performance. This will depend upon your organisation and sector but could include the following amongst others: • The economic and productivity impact • Any legal impact for example meeting legal targets • A greater awareness of ethical working practices
	3.2. Explain how actions to the social areas of a Corporate Social Responsibility plan or policy can impact on departmental performance	In this section you are asked to focus on the social areas of a CSR plan and how these impact upon departmental performance. Here you should build on the response to assessment criteria 1.2. This is a growing area for CSR and include some comments on:

		• Web-based social networking both to publish good news stories and also how such social technologies can have a negative impact on departmental and organisational CSR.
		• Identifying CSR issues in your team and changing the ways of team working
	3.3. Explain how actions to the corporate governance areas of a Corporate Social Responsibility plan or policy can impact on departmental performance	Here you could build upon the response to AC 2.3 and include some comments on how the corporate governance of the CSR plans or policy in practice can impact on your department. This could include how it works; changes it may need to make to its structures but might also include others that can be explained with examples.

Title:	Managing stakeholders' expectations				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.
Unit aim:	This unit is about the identification of organisational stakeholders, determining and monitoring their expectations and identifying opportunities to enhance stakeholder provision.				
Level:	4	Unit Number:	4002V1	**QCF Unit Number** H/504/9016	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.
Credit value:	7	GLH:	25		

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand and know organisational stakeholders	1.1 Differentiate between relevant organisational stakeholders	A brief definition of stakeholders would be a helpful start, you could use Friedman and Miles or others, before explaining in more detail the range of different types of stakeholders, why they are considered to be stakeholders in an organisation and the differing responsibilities the organisation has towards them. You could refer to the Stanford Research Institute in conceiving the stakeholder concept and the some of the work of the theorists who developed it further
	1.2 Distinguish between primary and secondary organisational stakeholders	A simple definition of each type is required, your answer would greatly benefit from examples, from your own organisation would be helpful as would reference to theorists, such as those mentioned above and Donaldson and Preston, Mitchell, Agle, and Wood, and Phillips. It might help demonstrate your understanding if you list the stakeholders of your own organisation or department in a table under the

		headings or primary and secondary.
2. Understand primary and secondary stakeholder expectations	2.1 Differentiate between the expectations of primary and secondary organisational stakeholders	Explain the focus and needs of the stakeholders' interests in the organisation and how they differ from each other, and what their criteria for success are – their expectations of the organisation. Using a real life organisation and its stakeholders would be useful, and you could expand upon the table drawn up at AC 1.2 by adding a column to show the expectations of the different stakeholder groups. You could also link this with AC 3.1 below.
	2.2 Identify monitoring systems for analysing the achievement of primary and secondary organisational stakeholder expectations	Once the stakeholders' expectations have been established the organisation needs to assess to what extent they have been met. You should identify the monitoring processes in your organisation (if possible) that are in place to do this and how the analysis of actual performance against expectations is carried out. These might include, for example service level agreements (SLA), key performance indicators (KPI), customer satisfaction surveys and many others. You may also like try to identify both the quantitative and the qualitative indicators
3. Be able to develop provisions offered to primary and secondary organisational stakeholders	3.1 Identify provisions offered to primary and secondary organisational stakeholders	You might start this section by briefly explaining why stakeholders are important to an organisation and what they can offer to it. It is then really about managing the needs and expectations of the stakeholders so that they are able to support the direction and projects of the organisation. You may wish to provide a list which identifies what provisions (outputs) your organisation offers, or could offer in terms of products, goods or services (including to internal stakeholders like employees). This AC links with both ACs 1.2 and 2.1 above, and you could potentially address all of these together.
	3.2 Develop provisions for a primary or secondary organisational	You can build on your answer from above, to further develop and improve what is already offered to stakeholders, by taking three or four of the stakeholders already identified and

| | | stakeholder that would impact on stakeholder expectations | showing how you could improve your provision to provide a positive benefit. For example, a supplier might want to see an improvement in invoice payment time, an employee might want better communications in your providing examples; a customer might want better quality products or quicker response times for queries. This needs careful balancing to ensure that time and effort spent on providing for stakeholders means you continue to enjoy their support, whilst still achieving the primary aims of the organisation. It would be useful for your answer to include an acknowledgement of effort versus return. You may wish to refer to your organisation's stakeholder strategy and stakeholder communications plan as a start point and to the issues and change logs for inspiration. You could consider different provisions for different stakeholders, which may be dependent on their degree of influence and interest (see Mendelow's power and interest grid). |
| | | 3.3 Devise a method which reviews the impact of the developed provisions to the stakeholder | You could further develop and improve the method you identified for AC2.2, or you are free to devise something new. You should describe your methods and how you will analyse the products/goods, service or communication to ascertain whether and to what extent the development has affected the stakeholders and their commitment to the organisation. You may wish to focus on new technologies and software, especially for services and communications, not only in the identification and development (ACs 3.1 and 3.2) but here as well in the review of their impact. |

Title:	Understanding organisational culture, values and behaviour				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.
Unit aim:	This unit is about understanding organisational culture, organisational and individual values, and their impact on behaviour.				
Level:	4	Unit Number:	4003V1	QCF Unit Number	K/504/9017
Credit value:	7	GLH:	30		When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand the concept of culture to an organisation	1.1 Determine a framework for analysing organisational culture	It is helpful to provide a definition of culture. You may wish to consider models such as that of Handy, Schein, Johnson and Scholes or Hofstede. Consider aspects of culture that are seen or acted upon as well as those that are less obvious such as assumptions or beliefs.
	1.2 Explain internal and external factors that could influence organisational culture	To explain external influences you may want to consider PESTLE. For internal factors you could include symbols, stories, strategies, norms, behaviours, structures etc. Consideration can be given to how the culture supports the organisation goals.
	1.3 Evaluate the current organisational culture	This determines what it is really like to work in an organisation. Identify the positives and negatives. You could refer to your selected model and determine how it applies to your own organisation as an employee or you may wish to

		evaluate it from a customer perspective.
2. Understand the impact of values that underpin individual and organisational performance	2.1 Discuss the concept of values to an organisation	Provide a definition of what values are. You could include an explanation of why values are important and how they are communicated to staff and customers. You could illustrate this from your own organisation's values or from a well-known organisation. (NB there is no need to copy out the values in the text)
	2.2 Outline the concept of values to an individual	Consider how organisational values may be similar or different to individual values. You could give an example of when an organisational value can conflict with a personal value.
	2.3 Describe how the manager's personal values can influence interaction with team members	Explain what behaviours the manager demonstrates and how this impact on the team. You could evaluate words they use and compare them to actions they take. You may list your own values again as a manager and illustrate how you role model those values.
3. Understand the relationship between values and behaviour	3.1 Analyse how organisational values can affect organisational behaviour	You could include how organisational values are communicated and how they are integrated into the organisation. You could consider how they are used in business planning, decision making, recruitment and selection, performance management, development of leaders. The use of a couple of practical examples would help to demonstrate your understanding.
	3.2 Analyse how organisational values can affect individual behaviour	You could explain by means of example how your own organisational values impact not only on your actions of you but also those of your colleagues. Determine what behaviours you demonstrate and why these are important. Refer to AC 3.1 in terms how the values are communicated or are incorporated into ground rules and performance management procedures/processes.

	3.3 Identify how individual values can influence the behaviours of a team	Provide examples of individual values and how these impact on the behaviours of a team. You may wish to reflect on your values and assess what impact they have on others providing examples, or to provide an example of a colleague whose personal values influence others – for good or bad.

Title:	Understanding team dynamics				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.
Unit aim:	This unit is about understanding groups and teams, understanding their norms and development, and the skills of managing remote, displaced or virtual teams.				
Level:	4	Unit Number:	4004V1	**QCF Unit Number** M/504/9018	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.
Credit value:	7	GLH:	25		

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Good Practice
1. Understand the differences between groups and teams	1.1 Compare differences between a 'group' and a 'team'	In answering this section it would be useful to use one or more models to support your comparison. Some of the models, concepts and ideas which you could use or refer to include:
		• Groups and teams - Kakabadse et al 1988
		• Teams – Bennett, 1994
		• Groups and teams - Stages of team building - Kakabadse and Smith 1993
		• Belbin's team roles and team size
		• Perkins - Leading from the Edge - High performing teams
		• Margerison & McCann's Team Wheel
		In answering this section you could comment on how managers lead, manage and work with teams and groups.
	1.2 Identify the practical implications of differences between groups and teams for the manager	You might also note that often manager's use these terms

		interchangeably despite literature indicating both that the management processes and outputs may be very different and that these differences may have important consequences for a manager.
		You might make some comment on SIGs (Special Interest Groups) which may or may not form part of the formal organisational and reporting structure of an organisation but do impact on the role of a manager.
		You might also identify the implications of working with teams as part of a formal structure, for example, project teams and their reporting decision/action cycles.
	1.3 Explain situations when the formation of a group and/or a team would be necessary	Here you could identify specific situations when the formation of a group and/or a team would be necessary, for example a project. In answering this section some comments about the make- up and development of teams using a model, for example Belbin team roles or Tuckman, could support your answer.
2. Understand the concept of formal and informal group norms	2.1 Identify the definitions of formal and informal group norms	Here you are asked to highlight the definitions and differences of formal and informal groups and you could call upon a range of models and concepts to support your findings. Some of the models, concepts and ideas which could be used or referred to in answering this section could be those used elsewhere in your assignment but could also include:
		• Core Group Theory – Kleiner
		• Group think – Janis
		• The Discipline of Teams John Katzenbach (with Douglas K. Smith)
		• The informal and formal organisation - Follett and Parker
	2.2 Discuss the evolution of formal and informal group norms	Here you are asked for a brief discussion of the evolution of formal and informal group norms and your discussion could be enhanced with the use of models such as Tuckman and Smith and

		Kakabadse and Katzenbach and Smith and Follett and Parker.
	2.3 Examine the process of changing formal and informal group norms	In answering this section you are asked to examine and not merely describe the process of changing formal and informal group norms. Building on your earlier sections you will examine for example how informal groups might become formal groups due to purpose or over a period of time.
	2.4 Describe the value of formal and informal group norms	Here you are asked to build upon your examination in 2.3 and to describe the value of formal and informal group norms and in so doing describe the various similarities and differences to managers and group members.
3. Understand group development and maturity	3.1 Discuss the stages of group development and maturity	Here you are asked to discuss and not merely describe the stages of group development. Here you could use a model such as Tuckman and not merely show the diagram or list the stages but discuss what each stage might mean for the group for example how well they might perform at each stage. Apart from Tuckman some other models that could be used include: • Hersey and Blanchard's Situational Leadership model • Tannenbaum and Schmidt Continuum • Bennis & Shepard - Group Development Models
	3.2 Explain factors which could influence the cohesiveness of work groups	Using models used elsewhere in your assignment you could explain using examples from your own work environment to show groups that have or have not worked well together to achieve their stated aims.
	3.3 Evaluate the advantages and disadvantages of cohesive work groups	Here you are being asked to "evaluate". This requires you to show both the advantages and disadvantages of cohesive workgroups. Again you might find it useful to give an example from your workplace as well as call upon models used elsewhere in your assignment.
4. Understand management	4.1 Discuss the advantages of a remote, displaced or virtual	Here you are being asked to consider the advantages of remote

of remote, displaced or virtual teams	team	working or working with teams of individuals who do not work in the one location. Whereas most of the models used to explain groups and teams are applicable to remote teams it could be useful to consider some of the issues specific to remote teams for example: motivation, creating a sense of identity and belonging and a variety of methods of communication. You might find it useful to show these in tabular form. Models, concepts and ideas which could be used in this section include:
		• Shannon and Weaver - communication model
		• Gareth Morgan, McGill University - Future management competences
		• Hofstede - Cultural dimensions
		• Deal and Kennedy -Cultural types
		• Hertel, G., Geister, S., & Konradt, U. (2005). Managing virtual teams: A review of current empirical research. Human Resource Management Review, 15, 69-95. ISSN: 1053-4822
	4.2 Discuss the disadvantages of a remote, displaced or virtual team	Having discussed the advantages in AC 4.1, here you are being asked to discuss the disadvantages. You may even show these in a tabular form as in AC 4.1.Please note this is not a section for pure description and will require some discussion as in AC 4.1.
	4.3 Analyse the communication and leadership skills required to manage a remote, displaced or virtual team	Here you are to explore the role of a leader as a communicator to a virtual or remote team. You will need to look at the different methods and challenges of communication which could include the following:
		• Cultural factors
		• Intranet and internet challenges
		• Online Work and Communication
		• Language

<table>
<tr><td></td><td></td><td>

- Religion

- Values and attitude

- Education

- Law and Politics

You might also consider the type of team, its make-up and reason for existing, for example is it a sales team or a group of subject experts. Types of virtual team you might like to consider include:

- Networked teams

- Parallel teams

- Project and service development teams

- Work, production or functional teams

- Service and support teams

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

</td></tr>
</table>

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty. |
|---|---|---|---|---|---|---|
| Unit aim: | This unit is about the skills of writing a management report, developing report objectives, gathering and analysing data and information, and drawing conclusions and making recommendations to meet objectives. | | | | | |
| Level: | 4 | Unit Number: | 4005V1 | QCF Unit Number | T/504/9019 | |
| Credit value: | 7 | GLH: | 25 | | | |

Learning outcomes The Learner will:	Assessment criteria The Learner can:	Good Practice
1. Understand the purpose of management reporting	1.1 Determine circumstances which could require a management report	Consider definitions of reporting and of management reporting and their purpose/objective. It might help to identify several different types of management report, and the circumstances that could necessitate them (e.g. financial reports, project reports, and many others. Reports are often investigative, that is they are answering a question, such as 'Is the organisation cost-effective'? 'What do our customers want/need'? 'Is our reward scheme aligned with our performance measures'? You could describe scenarios that might lead to such questions being asked and identify the type of management report required. (Updated Feb 2015)

You could SMART management reporting; and formal and informal reporting mechanisms. Consider the objective of reporting for a specific management report (e.g. to acquire information, to inform decision making, to ensure operational efficiency, facilitate maximum use of resources, to increase staff |

	1.2 Compare the methods of management reporting available to a manager	motivation etc.). You should consider: Oral versus written methods Audience – external; internal (top, middle, junior management). Timing – routine, special. Function – operational, financial. You should be able to identify the strengths of the different reporting methods and know the circumstances under which they can be most appropriately used. It might be an option to set out your comparison in the form of a table.
	1.3 Justify a method of management reporting to achieve a management objective	Explain the management objective of a specific report (it might be helpful to use a real life example). Explain the management reporting method you consider the best to use for this report, explain your reasons for choosing this method and reasons for not choosing other methods.
2. Be able to construct a written management report	2.1 Construct the terms of reference for a report	This defines your task, the objective of the report and its purpose, and is a key planning tool. You could provide an example of the terms of reference for a report, it should address questions such as: • What question is the report trying to answer? • Who has what responsibilities for what part of the report? • What are the timescales and milestones for the report? • Who are the audience of the report? • How will you know you have addressed the objectives of the report?
	2.2 Identify the component parts of a written management report	Reports should follow similar, logical headings to show the development of the writer's thinking and lead the reader logically through the report. Identify the different sections you would need to include when constructing a management report.
	2.3 Produce conclusions and recommendations that meet the report objective or terms of reference	The conclusion should succinctly address the main question of the report – without offering any opinion or recommendations, it

		is a summary of the findings and links to the recommendations (and should not include findings not linked to the recommendations)
		The recommendations should guide the report audience (often senior management) to be able to make a quicker decision, as you (the author) will have argued the case(s) for them and justified your recommendations. You may suggest more than one recommendation or even present a choice of exclusive recommendations, which have criteria attached, such as option A requiring a significant financial investment, while option B has minimal financial investment required, but would take longer to achieve – the imperative to implement and the budget allocated being for the audience to discuss, if this information was not part of the briefing. This gives you an opportunity to show clear, logical thought and reasoned argument. It might be useful to use a real life example
3. Understand the collection and analysis of data and information required for a written management report	3.1 Distinguish between data and information	The words "data" and "information" are often used interchangeably. You are required here to explain the differences between data and information. You might want to illustrate your answer with some examples from the work place. You should use the words 'data' and 'information' carefully and correctly throughout your report.
	3.2 Create criteria to select data and information	When selecting data and information for a specific purpose, which could be a management report, there is a range of selection criteria to consider in order ensuring that your work is meaningful. You could use a management model for selection of data and information here, and it would help to demonstrate your understanding if you applied the model to a work based example.
		Data analysis is the process of manipulating data to provide useful information. You need to show that you can compare different analysis methods, i.e. graphs, spreadsheets, charts,

	3.3 Evaluate methods to analyse data and information	averages, comparisons year on year, or with external companies or other branches. You should be able to compare and contrast methods for different purposes and to be able to provide examples of where the different methods might most usefully be applied.

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

Level:	4	Unit Number:	4006V1	QCF Unit Number	K/504/9020	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.
Credit value:	7	GLH:	25			

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand the sources of authority and leadership influence	1.1 Discuss the concept of leadership by authority 1.2 Discuss the concept of leadership influence 1.3 Describe a framework for managerial leadership	You could introduce this section with a brief discussion on what leadership is and the different styles which are used. Consider how the concept, or theory, of leadership by authority emerges in an organisation. It would be beneficial here to include in your discussion how leaders gain their authority. You are required to discuss how managers utilise authority in their leadership. Reference to models of leadership like French and Ravens 5 Powers might assist. Leading on from AC 1.1, include in this section the idea that leaders in organisations may have formal authorities and how informal authority develops within groups in the workplace. In addition, you should discuss the notion that without influence, leadership does not occur. In other words, leadership is the act of influencing outcomes. The processes the leader uses to

		influence someone can take a variety of forms. For example, you could refer to transformational leadership within the example of change management.
		You then need to describe a managerial leadership model or framework.
		Frameworks for managerial leadership include behavioural, trait, contingency and transformational theory.
2. Understand management and leadership influencing skills	2.1 Analyse the skills needed to communicate a clear vision and sense of common purpose for the team	This section requires you to carry out an analysis of the skills managers need to communicate vision and purpose effectively with a team. It takes strong leadership and management to bring about the actions which ensure the achievement of agreed goals and targets. Skills include clarity, focus, negotiation, motivation and the identification of common areas. You may consider including an analysis of the Cohen-Bradford Influence Model or Mehrabian's Communication Model. You might want to talk about why having a clear vision and sense of common purpose is important in the context of leading a team.
	2.2 Explain the skills needed to develop personal responsibility for people and task objectives	This section requires you to explain how personal responsibility is developed and how tasks are achieved. You could start this section with an explanation of why you think the development of personal responsibility for people and task objectives are important. What skills are used for these areas? You could make reference to theories relating to motivation, for example Maslow's Hierarchy of Needs, Alderfer's ERG theory, McClelland's Human Motivation Theory and Frederick Herzberg's motivational theory. Two or three theories is adequate and you should give examples of how these relate to the development of personal responsibility for people and task objectives.
	2.3 Summarise the skills needed to create a culture which could influence and encourage team members	Teams working in a positive culture are highly motivated and positive and they also accomplish far more than teams that are struggling with negative energies. Here you need to provide a

		summary of what it takes to create this positive culture.
		Consider the skills required; how would you support and encourage team members? How do you ensure aims and objectives are agreed and ultimately achieved? You might want to include reference to the skills required by the team leader to establish a clear framework of expectations of work standards and individual and team behaviours, and of creating an environment of ownership for tasks, involvement of the team in contributing ideas, and in establishing trust.
3. Understand the application of delegation and empowerment	3.1 Describe the application of delegation and management control in achieving objectives	This section requires you to describe how delegation and management control are used in support of the achievement of objectives. It would be helpful to firstly define delegation and explain management control. You could then go on to describe how these impact on the achievement of objectives. You might want to consider good and bad examples
		For delegation and management control to be effective managers must ensure that staff:
		• know the objective the manager wants to work to achieve
		• have the authority to achieve objectives
		• know how to achieve the objectives.
		The use of examples from the workplace would strengthen your answer.
	3.2 Evaluate empowerment, and its implementation, on team and task objectives	You could open this section by defining empowerment to set the context. You could discuss how empowerment works alongside delegation, and how both require the manager to know team members' strengths and weaknesses.
		You should evaluate empowerment and its' effectiveness in relation to teams and the achievement of objectives. You could provide an illustrative example of where empowerment has

		been done well and another where it has been done less well, with a note of the results and consequences on team and objectives in each case. You could discuss the benefits of empowerment and the responsibilities it brings
	3.3 Identify the results of delegation and empowerment on management and leadership influence	This section is linked to ACs 3.1 and 3.2 and requires you to identify the impact delegation and empowerment has on the influence exercised by managers and leaders. You could use the examples of delegation already provided and go on to identify what was the result of these examples on the influence of the managers/leaders involved.

Title:	Promoting equality and diversity					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.
Unit aim:	This unit is about promoting equality and valuing the diversity of individuals' and teams.					
Level:	4	Unit Number:	4008V1	QCF Unit Number	T/504/9022	
Credit value:	7	GLH:	30			When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

Learning outcomes *The Learner will:*	Assessment criteria *The Learner can:*	Good Practice
1. Understand legislation, regulations, policies, and codes of practice relevant to equality and valuing of diversity	1.1 Describe the need to acknowledge and recognise individuals' background and beliefs 1.2 Discuss the need to respect diversity, value people as individuals and not discriminate against individuals 1.3 Describe the process of providing individuals with the information needed for them to make informed decisions	You could begin this section with a brief explanation of what is covered by the Equality Act 2012 and the principles that should be followed to ensure diversity is valued and individuals' identity considered appropriately and then go on to describe why it is important to do so. This can be linked to AC 1.2, which moves from acknowledging and recognising individuals' background and beliefs to a need to respect and not be discriminatory. You should be familiar with the 'protected characteristics' of the Act and the key legal principles enshrined in the legislation, as well as relevant policies and codes of conduct from your own organisation or those which any organisation would be expected to hold. If you are able to draw on the actual processes in your organisation that would be helpful, you should be able to

	about exercising their rights	describe the process (what it is, or should be) of providing information to individuals to cover at least: induction, discipline and grievance and redundancy.
2. Understand how organisational and individual behaviour affects individuals and teams	2.1 Describe how individual behaviour can affect an individual and a team	In this whole section you need to demonstrate that you understand the impact of negative behaviours such as aggression, discrimination, and bullying and harassment in the workplace, and of the positive behaviours of assertiveness and treating people equally. If you are able to use personal examples to illustrate your answer that would be very useful here. You should be looking at how positive and negative behaviours impact on a team and on individuals and the nature of the impact. You may wish to comment on how an organisation deals with this.
	2.2 Describe how organisational behaviour can affect an individual and a team	Organisational behaviour can be described as institutionalised in certain circumstances; you may wish to investigate this further and perhaps make comparison between organisations whose behaviour has positive outcomes on individuals and teams those that tend to be detrimental.
	2.3 Analyse feedback from individuals on personal behaviour	The exact nature of any analysis is dependent on how the information was collected – you may wish to comment on how you would go about this. This may be formal – e.g. via performance appraisal systems, or a 360° feedback process in which case you may have a framework to discuss here – or informal e.g. verbal feedback – direct or indirect. Describe how you would analyse responses, use real data from your workplace if possible. You could present your findings as a chart. This data and your analysis may be quite sensitive, you may wish to comment on how you would feedback any results and any special precautions that would need to be put in place, for example to may wish to devise a feedback process or you may insist that all those involved sign a confidentiality/ non-disclosure document.

3. Be able to use feedback to devise an improvement plan	3.1 Devise an improvement plan based upon received feedback	You may wish to use the results of your analysis above as the basis for this section. It would be good practice to use real workplace data if possible. Your plan should include key milestones and activities, such as any training events, project management meetings, reviews and success criteria.
4. Understand how to encourage equality and diversity in others	4.1 Identify situations where others are not promoting equality and valuing diversity 4.2 Provide opportunities to help others to promote equality and value diversity 4.3 Discuss sources from which to seek support when experiencing difficulty in understanding how to promote equality and value diversity	Here you could describe situations where others are not promoting equality and valuing diversity, if you can use real-life examples that would be useful. Explain in what way the individuals do not appear to be complying with legislation or organisational policies. In this section you could be describing how organisations promote equality and value diversity and what opportunities you provide, as a manager to encourage and support team members to actively promote equality and value diversity. Your answer would be enhanced by suggestions of how you would go about monitoring the effectiveness of opportunities to help promote equality and value diversity. You might want to include reference to your Human Resources department, and other professional support that might be available in your organisation. Externally you might want to show your understanding of the work of ACAS and other Government organisations that specialise in dealing with one or more aspects of equality and diversity issues. There is also a wealth of literature, journals, scholarly articles and books written around promoting equality and valuing diversity, as well as some informative websites and organisations dedicated to this. You should research what is available and identify those you found particularly helpful and why. It is likely that there is no single source as support requirements will depend on the nature of your difficulty. This section will help you to come to know a pool of resources to support you, as a manager in promoting equality and valuing diversity.