

# LEVEL 3 FIRST LINE MANAGEMENT & LEADERSHIP

Syllabus | October 2024 | Version 4

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# QUALIFICATION OBJECTIVE

These qualifications are designed to support practising or aspiring managers, who supervise or manage a team to achieve clearly defined outcomes. They will set and monitor goals and objectives by providing instruction, direction and guidance. Day to day operational and project activities are a key part of their role.

Extensive research has been undertaken to ensure that these qualifications reflect tasks and activities of managers in the aforementioned roles in the workplace. Sources of information include, but are not limited to:

- 1 Comparability to existing Level 3 Management qualifications
- 2 Mapped to CMI Professional Standards
- 3 Stakeholder consultation
- 4 Mapped to the Team Leader Apprenticeship ST0384/V1.4

# QUALIFICATION TITLE

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

<b>CMI Code</b>	<b>Qualification Title</b>	<b>Qualification Reference Number</b>
3A31	CMI Level 3 Award in First Line Management and Leadership	610/4594/9
3C31	CMI Level 3 Certificate in First Line Management and Leadership	610/4595/0
3D31	CMI Level 3 Diploma in First Line Management and Leadership	610/4596/2

# KEY DATES

This qualification is regulated from 1st September 2024 and the operational start date in CMI Centres is 1st September 2024.

CMI qualifications are reviewed from time to time, for information on the next review date please see the CMI External Qualification List.

# PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of Level 3 Qualifications in Principles of Management and Leadership - i.e. completing an Award and topping-up to Certificate or Diploma.

All successful learners will be eligible for Foundation Chartered Manager (fCMgr) on completion of the Level 3 Qualifications in First Line Management and Leadership (subject to retention of CMI Membership). For more information on Foundation Chartered Manager, please see [here](#).

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 5 Qualifications in Management and Leadership with the goal of becoming a Chartered Manager.

Learners who are aspiring to a management role may progress to the job roles such as:

- Team Leader
- Supervisor
- Project Officer
- Shift Manager
- Foreperson

## ENTRY 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:
  1. addresses programme and organisational requirements
  2. explains Learner facilities
  3. identifies Learners' development needs
  4. develops an Individual Learning Plan.

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

# DEFINITIONS

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

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

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

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

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

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

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

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

# QUALIFICATION STRUCTURES

## RULES OF COMBINATION

There are minimum requirements to achieve each qualification within this suite. The minimum requirements are based on the boundaries outlined in Ofqual's Guidance to the General Conditions of Recognition, namely Condition E2.

### CMI LEVEL 3 AWARD IN FIRST LINE MANAGEMENT AND LEADERSHIP

Learners must select at least one unit to a minimum of 50 TQT hours to achieve this qualification. The minimum GLH is 18 hours. Credits 5

### CMI LEVEL 3 CERTIFICATE IN FIRST LINE MANAGEMENT AND LEADERSHIP

Learners must select at least two units to a minimum of 130 TQT hours to achieve this qualification. The minimum GLH is 55 hours. Credits 13

### CMI LEVEL 3 DIPLOMA IN FIRST LINE MANAGEMENT AND LEADERSHIP

Learners must select at least five units to a minimum of 370 TQT hours to achieve this qualification. The minimum GLH is approximately 146 hours. Credits 37

Unit Code	Unit Title	GLH	TUT	Credits
330	Organisational Awareness for First Line Managers	40	80	8
331	Approaches to Managing and Leading People and Teams	31	70	7
332	Stakeholder Communication for First Line Managers	36	80	8
333	Delivering Organisational Activities	28	60	6
334	Contributing to the Management of Change	36	80	8
335	Contributing to the Management of a Project	32	70	7
336	Managing Problems and Decision Making	38	60	6
337	Professional Development as a First Line Manager	30	70	7
338	Budgeting for First Line Managers	28	60	6
339	Technology for First Line Managers	31	70	7
340	Supporting People Throughout the Employee Life Cycle	29	60	6
306	Principles of Equality, Diversity and Inclusive Working Practice	24	60	6
308	Managing Volunteers	25	50	5
309	Responding to Conflict in the Workplace	13	30	3
313	Developing and Sharing Good Practice	19	50	5
315	Principles of Health and Safety in a Work Setting	24	60	6
316	Monitoring Quality to Improve Outcomes	24	60	6
317	Supporting the Delivery of Customer Service	19	50	5
318	Managing Data and Information	21	50	5
319	Managing Meetings	19	40	4



320	Presenting for Success	18	50	5
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## SECTOR/INDUSTRY SPECIFIC PATHWAYS (NON APPRENTICESHIP)

Detailed below are some examples of unit combinations to meet the needs of new or aspiring managers in different occupational areas who are enrolled on the CMI Level 3 Diploma in First Line Management and Leadership.

These combinations are entirely optional and Centres are free to develop their own pathways tailored to the needs of individual learners and/or employers

### Example One - Manufacturing/Technology Setting

This example has been developed to illustrate the unit combinations a new or aspiring manager in a highly regulated, occupational area (i.e. Tech sector/manufacturing) may select. The Total Qualification Time for this pathway is 450 hours (GLH 200, Credits 45)

Unit Code	Unit Title	GLH	TUT	CRD
330	Organisational Awareness for First Line Managers	40	80	8
333	Delivering Organisational Activities	28	60	6
335	Contributing to the Management of a Project	32	70	7
339	Technology for First Line Managers	31	70	7
316	Monitoring Quality to Improve Outcomes	24	60	6
315	Principles of Health and Safety in a Work Setting	24	60	6
318	Managing Data and Information	21	50	5

### Example Two - Office/Business/Administrative Setting

This example has been developed to illustrate the unit combinations a new or aspiring manager working in a business/office/administrative environment may select. The Total Qualification Time for this pathway is 410 hours (GLH 187, Credits 41)

Unit Code	Unit Title	GLH	TUT	CRD
330	Organisational Awareness for First Line Managers	40	80	8
331	Approaches to Managing and Leading People and Teams	31	70	7
332	Stakeholder Communication for First Line Managers	36	80	8
337	Professional Development as a First Line Manager	30	70	7
340	Supporting People Throughout the Employee Life Cycle	29	60	6
318	Managing Data and Information	21	50	5

# APPRENTICESHIP PATHWAYS

It must be noted that there is no mandated qualification required within the Team Leader Apprenticeship (ST0384/V1.4).

However, the units listed below can support training and employer providers in the development of their on-programme activities for their practising or aspiring managers who are enrolled on the Team Leader Apprenticeship, in order to help them to gain the knowledge required. This knowledge and learning must then be applied in the workplace to enable apprentices to evidence the relevant skills and behaviours for EPA.

## Example 1 - Minimum Viable Option (From new Units)

Unit Code	Unit Title	GLH	TUT	CRD
330	Organisational Awareness for First Line Managers	40	80	8
331	Approaches to Managing and Leading People and Teams	31	70	7
332	Stakeholder Communication for First Line Managers	36	80	8
334	Contributing to the Management of Change	36	80	8
339	Technology for First Line Managers	31	70	7

## Example 2 - Team Leader / People Manager (Any Sector/Industry)

Unit Code	Unit Title	GLH	TUT	CRD
330	Organisational Awareness for First Line Managers	40	80	8
331	Approaches to Managing and Leading People and Teams	31	70	7
332	Stakeholder Communication for First Line Managers	36	80	8
333	Delivering Organisational Activities	28	60	6
337	Professional Development as a First Line Manager	30	70	7
340	Supporting People Throughout the Employee Life Cycle	29	60	6

## Example 3 - Project Worker (Tech/Manufacturing/Engineering)

Unit Code	Unit Title	GLH	TUT	CRD
330	Organisational Awareness for First Line Managers	40	80	8
332	Stakeholder Communication for First Line Managers	36	80	8
335	Contributing to the Management of a Project	32	70	7
336	Managing Problems and Decision Making	38	60	6
338	Budgeting for First Line Managers	28	60	6
339	Technology for First Line Managers	31	70	7

# QUALIFICATION DELIVERY

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, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

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

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

For CMI requirements regarding Tutor/Deliverers of CMI qualifications please refer to the [CMI Quality Assurance Manual](#) for more information.

## 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 apply using the online form [Qualification Adjustment Request](#) in MyCMI.

Further information, please see the [CMI Reasonable Adjustments Procedure](#) and the [CMI Special Consideration Procedure](#)

## RECOGNITION OF PRIOR LEARNING

There may be occasions where Learners request Recognition of Prior Learning (RPL). This can be applied by Centres. Further guidance on RPL and exemptions can be found in [CMI RPL policy](#).

# ASSESSMENT & QUALITY ASSURANCE

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

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

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

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

1. The selected assessment task/activity is relevant to the content of the unit
2. There are clear instructions given to Learners as to what is expected
3. 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
4. The language used in the assessment is free from any bias
5. The language and technical terms used are at the appropriate level for the Learners

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

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

and must also show the Learner's:

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

## LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The Learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally, the Learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions. An electronic signature that is scanned is acceptable and also where there is a fully automated system for uploading evidence then a 'tick-box' to the statement is also acceptable. Where CMI evidence booklets are used, the statement of authenticity may be integral to the booklet and in this case, a separate statement is not required.

Centres are required to complete a Centre Statement of Authenticity to confirm the Learner is registered on a CMI programme of study.

Electronic copies of the Learner Authenticity Form are accepted for further information, please see the [Learner Authenticity Form](#)

## ASSESSMENT GRADING

The grading system for CMI qualifications is "Pass/Refer". The external moderation of Learners' work confirms that the required criteria for achievement have been met.

CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

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

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the [CMI Quality Assurance Manual](#) for more information.

# SUGGESTED ASSESSMENT METHODOLOGIES

CMI does not state the assessment method for its qualifications, instead supporting Centres in creating assessment plans to suit the needs of Learners and/or Employers. It is encouraged that a range of methods are used to ensure that all Learning Outcomes and Assessment Criteria are met, and to enhance Learners' development.

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

The following table presents an overview of the type of activities that partners may use to assess each unit. Further details are provided in the 'Recommendations for Assessment' section of each unit specification.

CMI Code	Title	Report	Scenario and Case Study Based Activity	Presentation	Written Account	Guide or factsheet	Reflective Accounts/ Statement	Planning Document	Work Based Evidence
330	Organisational Awareness for First Line Managers					x			x
331	Approaches to Managing and Leading People and Teams	x							x
332	Stakeholder Communication for First Line Managers	x		x				x	x
333	Delivering Organisational Activities	x						x	x
334	Contributing to the Management of Change	x			x			x	x
335	Contributing to the Management of a Project	x			x				x
336	Managing Problems and Decision Making	x			x				x
337	Professional Development as a First Line Manager	x			x			x	x
338	Budgeting for First Line Managers	x							x

339	Technology for First Line Managers	x		x					x
340	Supporting People Throughout the Employee Life Cycle	x						x	x
306	Principles of Equality, Diversity and Inclusive Working Practice	x	x			x			x
308	Managing Volunteers	x	x						x
309	Responding to Conflict in the Workplace	x	x						x
313	Developing and Sharing Good Practice	x	x		x		x		
315	Principles of Health and Safety in a Work Setting	x	x			x	x		x
316	Monitoring Quality to Improve Outcomes	x	x		x	x	x		x
317	Supporting the Delivery of Customer Service	x	x			x	x		x
318	Managing Data and Information	x	x	x			x		
319	Managing Meetings	x	x				x	x	x
320	Presenting for Success	x	x	x			x	x	x

## WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 3. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

The table below sets out the word count, by unit, within these qualifications. Word count has been set based on the content being covered within each unit.

CMI Unit	Title	Word Count
CMI 330	Organisational Awareness for First Line Managers	2500-3000
CMI 331	Approaches to Managing and Leading People and Teams	2500-3000
CMI 332	Stakeholder Communication for First Line Managers	3000-3500
CMI 333	Delivering Organisational Activities	2500-3000

CMI 334	Contributing to the Management of Change	2500-3000
CMI 335	Contributing to the Management of a Project	2500-3000
CMI 336	Managing Problems and Decision Making	2000-2500
CMI 337	Professional Development as a First Line Manager	2500-3000
CMI 338	Budgeting for First Line Managers	2500-3000
CMI 339	Technology for First Line Managers	2000-2500
CMI 340	Supporting People Throughout the Employee Life Cycle	2500-3000
CMI 306	CMI 306 Principles of Equality, Diversity and Inclusive Working Practices	2000-2500
CMI 308	Managing Volunteers	2000-2500
CMI 309	Responding to Conflict in the Workplace	2000-2500
CMI 313	Developing and Sharing Good Practice	2000-2500
CMI 315	Principles of Health and Safety in a Work Setting	2000-2500
CMI 316	Monitoring Quality to Improve Outcomes	2000-2500
CMI 317	Supporting the Delivery of Customer Service	2000-2500
CMI 318	Managing Data and Information	2000-2500
CMI 319	Managing Meetings	2000-2500
CMI 320	Presenting for Success	2000-2500

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 MARKING

As part of our dedicated service, CMI Awarding Body offers the opportunity for all Centres to have their Learners' assignments externally marked.

Some CMI Centres choose to send one assignment of the qualification to be externally marked, 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 marked and certificated within a six week period. Please refer to the fees guide for current pricing.

## APPEALS AGAINST ASSESSMENT DECISIONS

In the event that a Learner wishes to appeal against an assessment decision, they can do so by following outlined procedures.

Where an assessment decision has been made by the CMI Centre, Learners must follow the Centre's own Appeals Procedure in the first instance. If this procedure has been exhausted and remains unresolved, Learners may log a Stage 2 appeal with CMI.

For further information, please see [CMI's Appeals Policy and Procedure](#).

## CMI SERVICES - SUPPORTING CMI QUALIFICATIONS

### CMI 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 for the duration of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learner's studies dependent on successfully completing a qualification with CMI.

### CHARTERED MANAGEMENT CONSULTANT

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](#).

### STUDY RESOURCES

#### **ManagementDirect**

<https://members.md.cmi.org.uk>

It's fast, comprehensive and free to members

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

- 231 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 100s of leader insights videos, including Pearls of Wisdom from Eliesha
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies
- Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.



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

## E-journals

For in depth research try our e-journals service

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

Access to Business Source Corporate is through [ManagementDirect](#).

## Online CPD

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

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

Access to CPD is through [ManagementDirect](#).

# UNIT SUMMARIES

The units within these qualifications are different to other qualifications, and so the following summarises some key features:

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average earner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competency based assessments.
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Mapped to the Team Leader Apprenticeship ST0384
- Suggested reading/web resource materials developed to complement the unit content. The primary resource/research tool referred to is ManagementDirect.
- Please note that the resources lists provided to guide the Learner to potential sources of information are by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

It is recommended that Learners have sight of each unit of study in preparation for assessment.

<b>UNIT 330 – ORGANISATIONAL AWARENESS FOR FIRST LINE MANAGERS</b>	<p>All organisations have a unique structure, character and culture. Without developing an awareness into how an organisation operates, it is challenging to lead and manage people effectively. Awareness begins with an understanding of the way different organisations are structured, as well as how they are influenced by culture, values and ethics.</p> <p>On successful completion of the unit, First Line Managers will understand the role of an organisation’s strategic business plan, and how they can contribute to the organisation’s success.</p>
<b>UNIT 331 – APPROACHES TO MANAGING AND LEADING PEOPLE AND TEAMS</b>	<p>An effective First Line Manager is equipped with the knowledge skills and behaviours to engage, motivate and inspire people and teams. This is underpinned by an understanding of how to manage and lead people, in a way that not only provides clear direction, but recognises and responds to individual needs and aspirations through the promotion of equity, diversity, inclusion and wellbeing.</p> <p>On successful completion of the unit, First Line Managers will have developed an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact.</p>
<b>UNIT 332 – STAKEHOLDER COMMUNICATION FOR FIRST LINE MANAGERS</b>	<p>Effective communication is a theme that runs through all management and leadership practice. It supports the development of stakeholder relationships, which are essential for organisational success. Changes in technology and society mean communication approaches are ever evolving. First Line Managers need to be agile, able to flex their communication style to engage and inspire others.</p> <p>On successful completion of the unit, First Line Managers will have explored the role of effective communication in their working practice, and how this can be used to build and sustain successful collaborative relationships.</p>
<b>UNIT 333 – DELIVERING OPERATIONAL ACTIVITIES</b>	<p>The ability to deliver operational activities requires the First Line Manager to demonstrate wide ranging skills and expertise. This includes the ability to communicate operational plans to people and teams, allocate and manage resources, mitigate risks and quality assure outcomes. It is the role of the First Line Manager to support people and teams to achieve operational outcomes within the rules, complying with legal, regulatory and organisational requirements.</p> <p>On successful completion of the unit, First Line Managers will understand the role of operational activities within an organisation and how these can be planned, managed and delivered with success.</p>
<b>UNIT 334 – CONTRIBUTING TO THE MANAGEMENT OF CHANGE</b>	<p>Change is an inevitable, yet an often feared, part of work and life. With the right tools and techniques, approaches can be developed to manage it effectively. Change management begins with an understanding of the reasons, type and scope of</p>

	<p>change, its benefits for individuals, teams and the organisation as well as how barriers and challenges to change can be overcome.</p> <p>On successful completion of the unit, First Line Managers will know how to contribute to the effective delivery and implementation of change.</p>
<b>UNIT 335 – CONTRIBUTING TO THE MANAGEMENT OF A PROJECT</b>	<p>Projects play a vital role in achieving strategic objectives within organisations. Whilst the scale, significance and complexity of a project varies; the principles of how projects are managed are ultimately the same. Projects provide First Line Managers with the opportunity to plan, coordinate and deliver tasks in a structured manner, enabling them to develop their management and leadership skills.</p> <p>This unit aims to equip First Line Managers with the knowledge and understanding of how projects are managed, the methods used to monitor and control delivery - from the start of a project, through to closure and review.</p>
<b>UNIT 336 - MANAGING PROBLEMS AND DECISION MAKING</b>	<p>Managing problems and decision making is a fundamental part of the First Line Managers role. Whilst problems may be complex and challenging, the ability to manage these problems contributes to decision making which supports the achievement of organisational goals and the development of relationships with internal and external stakeholders.</p> <p>On successful completion of the unit, First Line Managers will know how to apply approaches, models and techniques, to problem solve and make decisions within an organisational context.</p>
<b>UNIT 337 – PROFESSIONAL DEVELOPMENT AS A FIRST LINE MANAGER</b>	<p>Professional development is a fundamental activity that supports First Line Managers to develop in their role. In an organisational setting it may support career progression, the development of knowledge, capabilities, personal growth and motivation. Importantly, it has the potential to impact an individual's self-esteem, fulfilment, mental wellbeing and resilience. Professional development contributes to an organisation's ability to succeed as well as bringing benefits to the people and teams led by the First Line Manager.</p> <p>On successful completion of the unit, First Line Managers will understand the benefits of 'developing self' and be able to create a Professional Development Plan to support the achievement of their goals.</p>
<b>338 UNIT – BUDGETING FOR FIRST LINE MANAGERS</b>	<p>Good financial management is essential if an organisation is to succeed. Whilst many First Line Managers will not require an in-depth knowledge of finance and accounting in their role; they should understand how they can contribute to the organisation's financial health through the effective management of budgets.</p>

	<p>On successful completion of the unit, First Line Managers will understand the role of budgets within organisations, and how budgets can be monitored, controlled and managed.</p>
<p><b>UNIT 339 – TECHNOLOGY FOR FIRST LINE MANAGERS</b></p>	<p>Technology in the workplace can be transformative. By harnessing the capability of technologies, First Line Managers can identify ways to manage individuals and teams more efficiently, streamline workflows, improve communication and stay organised. From an organisational perspective, the right technology can contribute to the delivery of its strategic plan and the ability to meet stakeholder requirements.</p> <p>On successful completion of the unit, First Line Managers will understand the benefits and challenges of using technology and how new innovations can support the achievement of organisational and professional goals.</p>
<p><b>UNIT 340 – SUPPORTING PEOPLE THROUGHOUT THE EMPLOYEE LIFE CYCLE</b></p>	<p>First Line Managers have a key role in supporting people to develop and thrive throughout their employment. Support typically starts at the beginning of the employee life cycle, at pre-recruitment and concludes at the end of a person’s contract with the organisation. First Line Managers are uniquely placed to understand the needs of employees, enabling them to understand their role and responsibilities and providing opportunities to work towards personal and professional goals.</p> <p>On successful completion of the unit, First Line Managers will have developed an understanding of the employee life cycle and know how to effectively contribute to the development of people.</p>
<p><b>CMI 306 PRINCIPLES OF EQUALITY, DIVERSITY AND INCLUSIVE WORKING PRACTICE</b></p>	<p>Treating colleagues, customers and stakeholders with dignity and respect enables relationships to develop and thrive. This unit focuses on how to develop inclusive working practices in line with organisational and legal frameworks. This will not only improve the productivity and well being of staff, but impact positively on the whole customer experience.</p>
<p><b>UNIT 308 - MANAGING VOLUNTEERS</b></p>	<p>Volunteers are uniquely placed to offer a wealth of skills and abilities to compliment those of employed staff within an organisation. Managed well, they can help an organisation improve the quality and capacity of the service. The aim of this unit is to equip managers with the knowledge of how to engage, motivate and support volunteers to be effective within their role and address challenges with a positive ‘can-do’ attitude.</p>
<p><b>UNIT 309 - RESPONDING TO CONFLICT IN THE WORKPLACE</b></p>	<p>Conflict and disagreements in the workplace have a detrimental effect on team dynamics, productivity and motivation. The ability to respond effectively to conflict is a fundamental skill for all managers. This unit aims to support managers to understand the types and causes of conflict and how to identify strategies to respond to conflict situations in a timely and professional manner.</p>
<p><b>UNIT 313 - DEVELOPING AND SHARING GOOD PRACTICE</b></p>	<p>Developing and sharing good practice enables individuals and organisations to develop and increase their potential to exceed personal and organisational expectations. This unit explores how good practice can be developed, maintained, adopted and shared with stakeholders.</p>

<b>UNIT 315 - PRINCIPLES OF HEALTH AND SAFETY IN A WORK SETTING</b>	Health and safety is important as it protects the well-being of employees and customers. There are serious, legal, financial, and reputational consequences if neglected. The aim of this unit is to equip managers with an understanding of their statutory and organisational responsibilities in making the workplace safer.
<b>UNIT 316 - MONITORING QUALITY TO IMPROVE OUTCOMES</b>	The name of organisations who have built their reputation on the quality of their products or services readily come to mind. Managing quality is a collective activity, which has to be monitored continually to ensure standards are consistently met. The aim of this unit is to equip managers with the understanding of how quality systems are used, the tools and techniques for monitoring and measuring quality, and the requirements needed to support a quality audit. The impact of this knowledge is to drive a culture of continuous improvement within the organisation.
<b>UNIT 317- SUPPORTING THE DELIVERY OF CUSTOMER SERVICE</b>	Customers are key to the success of any business. It is essential to know how to deliver a great customer experience that meets and exceeds expectations of all customers. This is regardless of whether they are a colleague, department within an organisation, or a member of the public purchasing a product or using a service. The aim of this unit is to equip managers with an understanding of the parameters in which good customer service is delivered. It focuses on the end to end customer journey and encourages the manager to reflect on the customer service experience through the customer's eyes.
<b>UNIT 318 - MANAGING DATA AND INFORMATION</b>	The ability to solve problems, make timely business decisions and respond to customers' needs is all dependent on the ability to access good quality data and information. With growing volumes of data, this challenge has become increasingly difficult to manage. The aim of this unit is to equip managers with the knowledge of how to gather, assess and analyse different types of data and information, and how to report findings for different business purposes within legal and organisational guidelines.
<b>UNIT 319 - MANAGING MEETINGS</b>	Managers are increasingly faced with days packed full of meetings that leave little time to get things done. Run well, meetings can be a place where issues are discussed, problems resolved, and decisions are made. However, all too often, meetings lack purpose and there is frustration if little has been achieved. The unit content has been designed to challenge traditional thinking. It aims to equip managers with the knowledge and tools to try different approaches when conducting meetings. It also explores good practice for preparing for and leading meetings, which have impact and also delivers results.
<b>UNIT 320 - PRESENTING FOR SUCCESS</b>	Delivering presentations can be very challenging. When done successfully, a presentation can lead to a job offer or a new contract. It also has the potential to engage team members to buy-into new ideas, or embrace new projects and opportunities. The aim of this unit is to equip managers with the knowledge and skills to plan presentations to meet the needs of a target audience. The unit will enable managers to develop the knowledge and tools to deliver great presentations, which engage an audience and motivate them to want to know more.



# UNIT 330 – ORGANISATIONAL AWARENESS FOR FIRST LINE MANAGERS

**Ofqual unit number** L/651/2314

**RQF level** 3

**Guided learning hours** 40

**Total unit time** 80

**Credits** 8

**Aims of unit** All organisations have a unique structure, character and culture. Without developing an awareness into how an organisation operates, it is challenging to lead and manage people effectively. Awareness begins with an understanding of the way different organisations are structured, as well as how they are influenced by culture, values and ethics.

On successful completion of the unit, First Line Managers will understand the role of an organisation’s strategic business plan, and how they can contribute to the organisation’s success.

**Keywords** Awareness, organisations, characteristics, structure, function, strategy, influence, culture, values, ethics, behaviours, management, leadership, success.

<b>Learning outcome 1</b>
<b>Understand how and why organisations are structured</b>
<b>Assessment criteria</b>
<p>1.1 Summarise the <b>characteristics</b> of different types of organisations</p> <p>1.2 Outline the <b>factors</b> which influence an organisation’s ability to succeed</p> <p>1.3 Explain the <b>role of a strategic business plan</b> to achieve organisational goals</p>
<b>Indicative content</b>

## 1.1 Characteristics:

- Size and scope of organisations: Global, Regional, Local, SME (Small, Medium and Enterprise)
- Organisational structure: Flat, hierarchical, matrix. People's roles and responsibilities. Levels of authority.
- Governance: Policies, procedures, reporting and legal frameworks (for example, Company boards, shareholders, investors, trustees relevant to organisational type).

## Types of organisations:

- Public Sector - Police Services, Fire Services, Civil Service.
- Private Sector - Sole Trader (Sole Proprietor), Partnerships, Limited Company (Ltd), Public Limited Company (PLC).
- Third Sector - Charities. Social Enterprise. Community Interest Company (CIC).

## 1.2. Factors:

### External factors: PESTLE

- Political Factors: Government change. Government policies. Changes in policy.
- Economic Factors: Changing state of the economy. Interest rates and inflation. Spending power of customers. Ability to access finance. Resource costs. Competitor positioning and pricing.
- Social Factors: Changing customer trends, behaviours and demographics, ethics, values and behaviours. Influence of social media.
- Technological Factors: Access and use of technology and emerging and changing technology (for example, digital transformation, automation, e-commerce, robotics, Artificial Intelligence (AI), cybersecurity).
- Legal Factors: Legislation relating to people and practices (for example, employment law, consumer law, data and information regulation, trade agreements).
- Environmental Factors: Corporate Social Responsibility (CSR), environmental sustainability and green management (organisational, national, global targets).

### Internal factors:

- Organisations Strengths, Weakness, Opportunities, Threats (SWOT) in respects to:
  - Organisational structure.
  - Strategic business plan. Operating environment.
  - Governance.
  - Purpose.
  - Policies and processes.
  - Communication.
  - Resource management (for example, people, finance, physical, technological).
  - Ethics, values, behaviour's, culture.
  - Management and leadership knowledge and capability.
  - Image, reputation, brand.
  - Attitudes to innovation and change.
  - Workplace environment.
  - Organisational sustainability.
  - Time Management
  - Impact on FLM role
  - Interpretation and communication of data

## 1.3 Strategic business plan:

- Provides long term direction. States the organisation's vision, mission, values, aims and objectives.
- Assesses strengths, weaknesses, opportunities and threats to identify key priorities.



- Provides detailed strategies and action plans to meet the business aims and objectives (for example, finance, human resources, business operations (for example, production), use of technology, marketing, leadership and management).
- Identification and allocation of resources (for example, people, finance, physical, technological).
- Sets Specific, Measurable, Achievable, Realistic, Time-bound (SMART) targets and milestones.
- Sets out how the strategic business plan will be communicated to internal and external stakeholders (for example, staff, shareholders, customers, general public).
- Outlines organisational sustainability, risk management and long-term plans.

## Learning outcome 2

### Understand the influence of culture, values, ethics and behaviours on organisations

#### Assessment criteria

- 2.1 Explain the **impact** of different **types of organisational culture** on organisational success
- 2.2 Summarise how the **principles** of equity, diversity and inclusion are **applied** in an organisational context
- 2.3 Describe how **values, ethics and behaviours** support the achievement of organisational goals

#### Indicative content

##### 2.1 Types of organisational culture\*:

- Traditional culture: Values stability. May hold long term beliefs and methods of working.
- Results driven culture: Prioritisation of outcomes. Performance is measured against targets.
- Collaborative culture: Focus on teamwork, community, shared values, open communication, sense of belonging, learning, mutual support, growth.
- Customer centred culture: Focus on customer needs and satisfaction.
- Innovative culture: Encouragement to experiment, explore new ideas, take calculated risks.
- Ethical and inclusive culture: Promotion of equity, diversity and inclusion, values and behaviours.

*\*Definitions of organisational culture are evolving all the time in response to changes in ways of working, emerging business types and research. Organisations may adopt more than one type of culture. The list provided is not exhaustive.*

##### Impact:

- Individuals, teams, other stakeholders (for example, customers, suppliers, general public).
- Organisational performance, reputation, recruitment, retention and development of staff.

##### 2.2 Principles:

Legal and regulatory requirements to protect people from discrimination: Equality Act. Use of protected characteristics such as age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex, and sexual orientation.

##### Applied:

Organisational policy, procedure and practice related to the organisations commitment to, and engagement with, equity, diversity, and inclusion in relation to:

- Recruitment and selection of staff: Equity of access for applicants. Removing barriers to employment. Transparent approach to promotion within the organisation. Improving recruitment for underrepresented groups of people, diversity of managers and leaders.
- Learning and development: Programmes to develop knowledge skills and understanding of equity, diversity and inclusion, types of discriminatory behaviours.
- Accessible work environment: Making adjustments to the work environment or ways of working to support individual needs (for example, physical and mental health needs).
- Promoting and supporting equity, diversity and inclusion: Action plans to support and promote equity, diversity and inclusion and continuous improvement. Development of groups or networks to advocate for internal and external stakeholders (aligned to specific areas of diversity such as ethnicity, gender, sexual orientation).
- Management of feedback, complaints and whistleblowing. Support for internal/external stakeholders who have made a complaint regarding discrimination.
- Monitoring and reporting: Analysing data relating to workforce structure. Staff recruitment, selection, retention and career advancement. Employee feedback/engagement surveys.

### 2.3 Values, ethics and behaviours:

- Contribution to organisational success. Alignment with the organisation's mission and vision. Foundation for decision making. Impact on internal and external stakeholder relationships, trust, engagement and reputation. Mitigates risk. Influences the organisation's ability to adapt, innovate and change.

## Learning outcome 3

### Understand the role of First Line Managers in contributing to organisational success

#### Assessment criteria

- 3.1 Summarise the **role** of First Line Managers in contributing to an organisation's success
- 3.2 Explain how First Line Managers **promote** organisational values, ethics and behaviours

#### Indicative content

- 3.1 Role:
- Contributes to the achievement of organisational aims and objectives through collaboration and cross team working.
  - Implements organisational policies, procedures.
  - Engages with senior managers/leaders to identify people and team outcomes and priorities (use of time management and prioritisation tools).
  - Translates organisational aims and objectives into actionable plans and tasks for individuals and teams.
  - Provides leadership and direction (for example, allocates work and resources. Monitors individual and team performance and provides feedback (use of performance management techniques).
  - Manages stakeholders.
  - Identifies and responds to the learning needs of people and teams and finds solutions to address these. Reports and records outcomes).

- Responds effectively to day to day operational challenges including conflicts (use of problem solving techniques to provide solutions and influence decision making).
- Communicates data and information with people and teams, adapting style to meet the needs of the audience. Uses technology to produce documentation (for example reports, spreadsheets). Uses a range of communication techniques (for example, face to face meetings, presentations. Use of negotiation and influencing skills).
- Shares good practice, acknowledges the achievement of others.
- Contributes to the planning and delivery of projects (use of digital or non digital project management tools and techniques to monitor progress and take corrective action to meet delivery outcomes).
- Identifies opportunities for change (for example use of new technologies). Contributes to the delivery of change, reduces conflict, works flexibly, adapting to circumstances. Supports continuous improvement.
- Manages budgets and resources efficiently to implement operational and team plans.
- Acts professionally, ethically and with integrity, motivates, inspires, trains, coaches and develops others.
- Is accountable, and takes responsibility for own area of operation

### 3.2 Promote:

- Interpret and apply legal, regulatory and organisational requirements, policies and procedures. Share good practice and advise stakeholders on their application.
- Interprets, applies, upholds and role models organisational codes of conduct, policy and procedure.
- Communicates the organisation's expectations on behaviours and performance to internal and external stakeholders.
- Leads and manages in an ethical manner (makes decisions with integrity).
- Manages stakeholder relationships. Supports an inclusive culture, treating stakeholders fairly and with respect.
- Manages operational activities following policy and processes, reports problems and challenges to senior managers/leaders.
- Role models values, ethical practices and Corporate Social Responsibility (CSR) and sustainability (for example, Net carbon zero, monitoring and reducing energy consumption in daily practice).
- Promotes equity, diversity, inclusion, sustainability and wellbeing.
- Shares good practice and offers advice and guidance with internal and external stakeholders.

## Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.

1. The Learner may be asked to write a guide entitled:

### **'Organisational Awareness for First Line Managers'**

The guide must be presented in THREE sections:

- A. How and why organisations are structured. (A.C 1.1, 1.2, 1.3)
- B. The influence of culture, values, ethics and behaviours on organisations. (A.C. 2.1, 2.2, 2.3)
- C. The role of First Line Managers in contributing to organisational success. (A.C 3.1, 3.2)

2. The Learner may present **work based evidence**, accompanied by reports/reflective accounts to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K1: Performance management techniques.

K2: Identify the learning needs of others and solutions to address them.

K3: Processes and policies which support the delivery of operational requirements

K4: Project management tools and techniques.

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K7: How to manage resources to implement operational and team plans.

K8: Time management and prioritisation tools.

K9: Communication techniques including presentation skills.

K10: Policy and procedure relating to people and organisational culture.

K11: Stakeholder management.

K12: Problem-solving and decision-making techniques.

K13: Principles of change and continuous improvement.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K16: The impact that internal and external factors have on their role

K18: The purpose of their role within the organisation including their level of responsibility and accountability.

K19: The impact that cross-team working has in the delivery of organisational objectives.

K20: How to collate, interpret and communicate data.

K21: The wider social and economic environment in which the organisation operates.

K22: Approaches to managing budgets, such as climate change impacts, and options and choices to maximise efficient use of resources.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S1: Use resources to implement operational and team plans.

S2: Use tools to organise, prioritise and allocate daily and weekly work activities.

S4: Identify and support the development of the team through informal coaching and continuous professional development.

S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.

S6: Use project management tools and approaches to monitor project progress, taking corrective action to deliver against the project plan.

S7: Review work processes to identify opportunities to improve performance and for continuous

improvement.
S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.
S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.
S10: Manage others through change by identifying challenges and the activities to resolve them.
S11: Interpret organisational strategy and communicate how this impacts others.
S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.
S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.
S14: Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.
S15: Manage and maintain relationships with stakeholders.
S16: Negotiate with and challenge stakeholders to manage change and reduce conflict.
S17: Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.
S18: Identify future changes in the sector that may impact their organisation.
S19: Monitor the use of digital technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.
B1: Acts professionally, ethically and with integrity.
B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.
B3: Takes accountability and ownership of their tasks and workload.
B5: Works flexibly and adapts to circumstances.

### **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### **Personal Effectiveness**

- Managing Yourself
  - Knowing My Role Within My Organisation
  - Using Emotional and Social Intelligence
  - Being adaptable and prioritising my activities
- Making Decisions
  - Gathering Data
  - Being Agile, Innovative and Creative
  - Ethical Decision Making
  - Making Concious Decisions

#### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Creating a Sense of Purpose
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
  - Managing Performance
- Developing People & Capabilities
  - Managing People
  - Building a Sustainable Workforce
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Networking with Others
  - Championing Diversity, Equity, Equality and Inclusion

#### **Organisational Performance**

- Leading Change & Innovation
  - Being Aware of the External Environment

- Leading Change
- Managing Resource & Risk
  - Managing Resources
  - Leading on the Green Agenda
  - Managing Risk
  - Utilising Emerging Technologies
- Achieving Results
  - Driving Organisational Design and Development
  - Applying Commercial Acumen
  - Driving Delivery
  - Evaluating the Impact of Achieving Results

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### Reading/resource materials available on ManagementDirect:

#### Checklists -

028 Developing and implementing a code of ethics

086 Development for passive people

196 Carrying out a PEST/PESTLE analysis

232 Understanding organisational culture

#### CMI Models -

Change management plan

Models - McKinsey's 7s framework

How to Design Organizational Structures by Understanding Organizational Routines

Models - 5-D appreciative inquiry

#### Articles -

How to Spot Your Strengths and Weaknesses

The new manager: your first 100 days

#### Blog -

In Recruitment, if You Don't Ask, You Don't Get

#### Useful Links

How Do Staff Retention And Recruitment Strategies Hold Up In 2024?

<https://www.forbes.com/sites/forbesbusinesscouncil/2024/03/06/how-do-staff-retention-and-recruitment-strategies-hold-up-in-2024/>

Line managers' role in supporting the people profession

<https://www.cipd.org/uk/knowledge/factsheets/line-managers-factsheet/>

## **Books**

### **Generalist Management, Leadership and Business Texts**

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

### **Subject Specific Suggested Reading**

Bermudez, A., (2022) *Essentials of Leadership: The Power & Knowledge to Lead and Manage in a Position of Strength*: Independently Published.

Delalo, O.N. (2024) *Unleash Your Strengths: The Ultimate Book on Transformational Leadership*. Independently Published.

Kouzes, J.M., & Posner, B.Z. (2022) *The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations (7<sup>th</sup> Edn)*. Jossey-Bass. London. UK.

Minchin, K. (2019) *Always Time for Coffee: A Down-to-Earth Guide for Frontline Managers, Team Leaders, and Supervisors*: Kate Minchin: London: UK.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*. econcise. London. UK.

Stone, R.L. (2023) *Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact*: Independently Published.

Wyatt, P.A. (2022) *Impactful Influence for Modern Leaders: How to Use the Power of Influence to Lead Other People Toward Success*: Eagle Ridge Books. USA.

# UNIT 331 – APPROACHES TO MANAGING AND LEADING PEOPLE AND TEAMS

Ofqual unit number M/651/2315

RQF level 3

Guided learning hours 31

Total unit time 70

Credits 7

## Aims of unit

An effective First Line Manager is equipped with the knowledge skills and behaviours to engage, motivate and inspire people and teams. This is underpinned by an understanding of how to manage and lead people, in a way that not only provides clear direction, but recognises and responds to individual needs and aspirations through the promotion of equity, diversity, inclusion and wellbeing.

On successful completion of the unit, First Line Managers will have developed an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact.

## Keywords

Management, leadership, styles, application, techniques, needs, aspirations, challenges, approaches, success.

<b>Learning outcome 1</b>
<b>Understand approaches to management and leadership</b>
<b>Assessment criteria</b>
1.1 Outline the <b>relationships</b> between management and leadership 1.2 Summarise different management and leadership <b>approaches</b> 1.3 Identify how approaches to <b>management and leadership</b> can be applied to <b>work situations</b>
<b>Indicative content</b>



1.1 Relationships (for example, the connection and interdependency between management and leadership):

- Management: Responsibility for planning activities, allocating tasks and activities (including use of delegation). Managing resources (for example, financial, people, physical, materials, technology). Management and monitoring outcomes of tasks and activities. Recording and reporting. Interpretation, application and monitoring of policy, procedure.
- Leadership: Motivates, engages, supports, inspires others (for example, individuals and teams). Builds relationships, promotes equity, diversity, inclusion and wellbeing.

1.2 Approaches:

<b>Theory of Management/Leadership</b>	<b>Management/Leadership Style</b>
Adair (1979) Action-Centred Leadership	Adaptive and agile
Hersey and Blanchard (1969) Situational Leadership	Responsive to the situation and the needs of people
Tannenbaum and Schmidt (1958) Leadership Continuum	Movement between management and leadership behaviours (for example, Autocratic/Directive. Bureaucratic. Democratic. Laissez-Faire).
Mendonca and Kanungo (2007) Ethical Leadership	Focus on the needs and requirements of others (for example, servant, inclusive in management and leadership).
Bass and Riggio (2006) Transactional and Transformational Leadership	Full range of leadership and management approaches (for example, directive transactional, democratic transformative).
Goffee and Jones (2011) Authentic Leadership	Managers/leaders values influence their behaviour

1.3 Management and leadership:

- Leadership and management theory and styles (see A.C 1.2)

Work situations:

- Business as Usual (BAU) activities.
- Responding to a crisis/emergency.
- Briefing people on the use of a policy or procedure.
- Meeting a deadline.
- Working together (for example, one-to-one, remote workers, teams of different sizes).
- Managing a change.
- Developing people.

## Learning outcome 2

### Know how to effectively manage and lead people

#### Assessment criteria

2.1 Describe **methods** to understand the needs and aspirations of people

2.2 Outline **approaches** to effectively manage and lead people

#### Indicative content

2.1 Methods to understand the needs and aspirations of people:

- Formal and informal methods: One-to-one meetings. Continuous Professional Development (CPD) activities. Performance reviews. 360 feedback. Appraisals. Self Assessment Diagnostics (for example, CMI Management Diagnostics). Career development discussions. Staff engagement, wellbeing, diversity, equity and inclusion surveys. Learning needs analysis. Skills and strengths assessment. Coaching. Mentoring. New or existing staff declaration of need forms (for example, health, disability).
- Use of communication techniques: Active listening. Effective questioning. Providing feedback.

2.2 Approaches to effectively manage and lead people:

- Support people to understand their role (for example, individual, team, wider organisation, other stakeholders).
- Communicate effectively using a range of techniques (for example, listen, question, provide feedback, negotiate, influence).
- Manage people within the rules. Application of legal, regulatory, organisational policy and procedures.
- Set clear expectations and objectives. Monitor progress, provide guidance and give feedback (continuous improvement).
- Interpret organisational strategy and how this impacts on people and teams.
- Managing problems & making decisions. Use of techniques, being aware of the impact of decision making on others.
- Promote continuous learning and development (for example, training, coaching, mentoring).
- Build relationships, acknowledge and value differences. Implement and apply reasonable workplace adjustments. Promote wellbeing.
- Role model values, behaviours and ethics of the organisation.
- Use emotional intelligence and awareness to meet individual needs.
- Motivate, delegate, empower, encourage people.
- Recognise and reward success

## Learning outcome 3

### Understand approaches to effectively manage and lead teams

#### Assessment criteria

3.1 Explain the **challenges** of managing and leading different **types of teams**

3.2 Identify **approaches** to respond to the challenges of managing and leading teams

3.3 Describe how a team of people can develop into a **high performing team**

### Indicative content

3.1 Challenges:

- Level of team maturity, size and scope (for example, newly formed/long established team, Local, Regional, International teams).
- Team resourcing (for example, vacancies within a team, different contractual arrangements for team members).
- Levels of productivity, capability and capacity at individual and team level.
- Team cohesion.
- Communication problems and conflict.
- Levels of team member engagement.
- Levels of motivation.
- Resistance to change.
- Team culture and group think (for example, shared attitudes to equity, diversity, inclusion, wellbeing, leadership).

Types of teams:

- Functional teams (for example, sales, customer service, administration). Cross Functional Teams. Distributed teams. Project Teams. Remote teams. Virtual Teams. Hybrid Teams. Innovation Teams.

3.2 Approaches:

- Managing people and teams performance by setting clear measurable objectives.
- Supporting people and teams (for example, continuous learning and development, coaching and mentoring, team building/motivation activities).
- Providing guidance to people and teams.
- Use of effective communication and feedback techniques to promote continuous improvement.
- Challenging attitudes and behaviours.
- Monitoring progress.
- Conflict management.
- Application of human resources policy and procedures (for example, performance management, absence, behaviour, learning and development, Corporate Social Responsibility (CSR), Net carbon zero, and sustainability).

3.3 Teams:

- Ability to work collectively to achieve organisational goals and objectives.
- Clearly defined team and individual roles and responsibilities.
- Shared purpose, values, ethics and behaviours (uphold codes of practice, policy and procedure).
- Commitment to quality.
- Individual and collective accountability for success and failure.
- Diversity of skills, experience and expertise.
- Effective use of communication. Sharing information, good practice and organisational goals.
- Inclusive practice. Understands and promotes equity, diversity, inclusion and wellbeing.
- Collaborative and cohesive working practices. Mutual trust, respect and support. Open and approachable.
- Ability to make effective decisions.
- Ability to resolve conflict.

- Ability to be agile and adaptable to meet challenges (open to change, resourcefulness, innovative, seeks solutions).
- Resilience and determination in completing work tasks.
- Commitment to learning and growing (change/continuous improvement).

### Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

1. The learner may be asked to write a **report** entitled:

**‘Approaches to managing and leading people and teams’**

The report must be presented in THREE (3) sections:

- A. Approaches to management and leadership. (A.C 1.1, 1.2, 1.3)
  - B. How to effectively manage and lead people (A.C. 2.1, 2.2)
  - C. Approaches to effectively manage and lead teams (A.C 3.1, 3.2, 3.2)
2. The learner may present **work based evidence**, accompanied by reports/reflective accounts to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K1: Performance management techniques.

K2: Identify the learning needs of others and solutions to address them.

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K7: How to manage resources to implement operational and team plans.

K9: Communication techniques including presentation skills.

K10: Policy and procedure relating to people and organisational culture.

K12: Problem-solving and decision-making techniques.

K13: Principles of change and continuous improvement.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K17: Leadership and management approaches.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S4: Identify and support the development of the team through informal coaching and continuous professional development.

S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.

S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.

S10: Manage others through change by identifying challenges and the activities to resolve them.

S11: Interpret organisational strategy and communicate how this impacts others.

S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.

S17: Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.

B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

B4: Seeks learning opportunities and continuous professional development.

### **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### **Personal Effectiveness**

- Managing Yourself
  - Using Emotional and Social Intelligence
  - Being adaptable and prioritising my activities
  - Looking after my personal wellbeing
- Making Decisions
  - Being Agile, Innovative and Creative
- Communicating & Influencing
  - Identifying the Communication need
  - Using Effective Communication Skills
  - Managing Difficult Conversations
  - Using Negotiating and Influencing

#### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Creating a Sense of Purpose
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
  - Managing Performance
- Developing People & Capabilities
  - Managing People
  - Motivating Others
  - Building a Sustainable Workforce
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Building Relationships
  - Networking with Others
  - Championing Diversity, Equity, Equality and Inclusion
  - Adaptive Working
  - Collaborative Leadership

#### **Organisational Performance**

- Leading Change & Innovation
  - Being Innovative and Entrepreneurial
  - Leading Change
- Managing Resource & Risk
  - Managing Resources
  - Leading During a Crisis
- Achieving Results
  - Applying Commercial Acumen
  - Driving Delivery
  - Achieving Results

## Suggested reading/web resource materials

**ManagementDirect** resources require CMI membership and a username and password. Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Reading/resource materials available on ManagementDirect:

### Checklists -

041 Leading from the middle

048 Empowerment

088 Steps in successful team building

CMI Models -

Train Managers How to Effectively Coach Their Teams

Articles -

Article:

The Ultimate Guide To Mentoring

Useful Links -

10 Management Styles Of Effective Leaders

<https://www.forbes.com/advisor/business/management-styles/>

Leadership Styles and Innovation Management: What Is the Role of Human Capital?

<https://www.mdpi.com/2076-3387/13/2/47>

A guide to managing effectively (and why it's important)

<https://uk.indeed.com/career-advice/career-development/managing-effectively>

How to Manage and Lead a High Performing Team: Tips and Strategies

<https://www.thomas.co/resources/type/hr-blog/how-manage-and-lead-high-performing-team-tips-and-strategies>

### Books

Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). A Level Business: Pearson Edexcel (6<sup>th</sup> Edn). Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). Cambridge International AS & A Level Business Coursebook. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) AQA A-Level Business (5<sup>th</sup> Edn). Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): Management and Administration T Level: Core. Hodder Education. London. UK.

Webb, T. (2022) Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion): The Choir Press. London UK.

**Suggested Reading**

Bermudez, A., (2022) Essentials of Leadership: The Power & Knowledge to Lead and Manage in a Position of Strength: Independently Published.

Kouzes, J.M., & Posner, B.Z. (2022) The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations (7<sup>th</sup> Edn). Jossey-Bass. London. UK.

Pittino, D. (2022) The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader: econcise. London. UK.

Stone, R.L. (2023) Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact: Independently Published.

# UNIT 332 - STAKEHOLDER COMMUNICATION FOR FIRST LINE MANAGERS

**Ofqual unit number** R/651/2316

**RQF** 3

**Guided learning hours** 36

**Total unit time** 80

**Credits** 8

**Aims of unit** Effective communication is a theme that runs through all management and leadership practice. It supports the development of stakeholder relationships, which are essential for organisational success. Changes in technology and society mean communication approaches are ever evolving. First Line Managers need to be agile, able to flex their communication style to engage and inspire others.

On successful completion of the unit, First Line Managers will have explored the role of effective communication in their working practice, and how this can be used to build and sustain successful collaborative relationships.

**Keywords** Stakeholder, communication, approaches, technology, legislation, barriers, building, sustaining, collaboration, success.

<b>Learning outcome 1</b>
<b>Know how to build sustainable collaborative relationships with stakeholders</b>
<b>Assessment criteria</b>
<p>1.1 Explain the <b>benefits</b> of building collaborative relationships with <b>stakeholders</b></p> <p>1.2 Summarise the way organisations use <b>stakeholder mapping</b> to identify stakeholder needs</p> <p>1.3 Outline <b>approaches</b> to build sustainable stakeholder relationships</p>
<b>Indicative content</b>



### 1.1 Benefits:

- Achievement of organisational and team objectives (for example, improved productivity).
- Improved cross team working to achieve organisational goals.
- Identification of new business opportunities.
- Management and mitigation of risk.
- Ability to manage problems and make decisions.
- Improved customer satisfaction.
- Development of organisational reputation and brand awareness.
- Support/encourage innovation and creativity.
- Development of mutual understanding.
- Sharing good practice, knowledge, information and resources.
- Building values, behaviours, trust, cultural awareness, equity, diversity, and inclusion.
- Supporting engagement with Corporate, Social Responsibility (CSR), net carbon zero, and sustainability.

### Stakeholders\*:

- Primary stakeholders:
  - Employees (for example, colleagues, teams, managers, cross functional teams).
  - Management boards.
  - Customers.
  - Suppliers.
  - Unions or Staff Associations.
- Secondary stakeholders:
  - Government agencies and regulatory organisations.
  - The media (for example, press, digital and social media).
  - Community groups, pressure groups, and the general public.
  - Commercial organisations (for example, landlords, competitors).

*Stakeholders\*: These may be internal and/or external*

### 1.2 Stakeholder Mapping\*:

- Identify stakeholders (Primary and secondary stakeholders).
- Map the stakeholders onto a diagram.
- Prioritise stakeholders. Use of stakeholder power/interest matrix (Mendelow, 1991).
- Analyse stakeholders (Level of stakeholder interest and influence. Assessment of stakeholder needs).

*Stakeholder Mapping\*: The activity may be repeated over time dependent on stakeholder needs or changes.*

### 1.3 Approaches:

- Use of open and transparent communication, questioning, listening, observation tailored to the needs of stakeholders.
- Build trust based on reputation.
- Establish roles and responsibilities, shared goals and mutual benefits.
- Share knowledge and resources.
- Negotiate with and challenge stakeholders to manage change and reduce conflict.
- Arrange opportunities for collaboration and communication (for example, meetings, forums, networking events, chat groups, reports).
- Review the stakeholder relationship (levels of engagement, achievement of aims and objectives).

- Understanding the impact of the approach
- Evaluate and learn lessons to improve stakeholder relationships.

## Learning outcome 2

### Know how to effectively communicate with stakeholders

#### Assessment criteria

- 2.1 Outline the **channels of communication** used to effectively communicate with stakeholders
- 2.2 Summarise the **knowledge** and **skills** required to effectively communicate with stakeholders
- 2.3 Describe the **barriers** to effective stakeholder communication
- 2.4 Describe how the barriers to effective stakeholder communication can be effectively **managed**

#### Indicative content

##### 2.1 Channels of communication:

- Face-to-face communication (in person or virtual): Meetings (including meeting agenda, minutes of meetings), presentations. Workshops, forums, focus groups, conferences.
- Written documents: Letters. Briefings/newsletters. Email correspondence. Use of electronic forms/questionnaires. Marketing materials.
- Written reports: Operational Reports on the day to day progress on productivity, outputs. Status Reports. Performance Reports. Analytical Reports which present data and information. Compliance and Regulatory Reports (including the management of risk). Budget and Financial Reports.
- Telephone communication.
- Digital communication: Video conferencing, instant messaging, live/web chat, webinars, social media posts, podcasts, digital marketing. Website.

2.2 Knowledge and Skills: These will be specific to organisational type, size and purpose and the role of the First Line Manager.

##### Knowledge of:

- Types and purpose of formal and informal communications, required to meet stakeholder needs and expectations.
- Software systems, desktop applications and capabilities for communicating with stakeholders.
- Cloud based document management systems to share and edit business documentation and reports in real time and delayed time.
- Design tools: Artificial Intelligence (AI).
- Business intelligence tools: Dashboards, Data analytics, reporting tools.
- Customer Relationship Management (CRM) systems to manage customer interactions, contacts, sales and marketing).

- Organisations standards for written and digital communications (for example, brand guidelines, house styles, fonts, letter size, use of graphics, images, templates (for example, emails, presentation slides), use of pronouns)).
- Legal and regulatory requirements: Data Protection. General Data Protection Regulation. Equality Act. Digital Economy Act.
- Organisational policies and procedures:
  - Communication policy and procedure: Stating the expectations for communicating with stakeholders. The authority and authorisation to develop and share communications. Access to communication to respond to individual needs, including neurodiversity, disability, individual preferences. Confidentiality.
  - Corporate Social Responsibility (CSR) and sustainability policy and procedure: Stating approach to meet net zero/net carbon goals (for example, minimising printing, promotion of environmental policy such as use of video conferencing and electronic documents).

#### Skills to:

- Tailor communication and messages to a target audience to meet their needs and preferences.
- Use clear and concise communication (minimising use of jargon, slang).
- Structure communication logically, presenting main points clearly (for example, use of introduction, main points, conclusions).
- Format documentation (use of headings, subheading, bullet points, numbers, headers, footers).
- Present communications with accuracy (spelling, punctuation and grammar, use of data and information, requirement to cite dates and sources of information).
- Use cloud based document management systems to share and edit business documentation.
- Use technology to meet organisational requirements such as Artificial Intelligence (AI). Business intelligence tools (Dashboards, Data analytics, reporting tools).
- Develop tables, graphs, charts, diagrams.
- Use tracking tools (tracking changes, adding comment boxes).
- Consistently apply legal, regulatory and organisational policy and procedure.

#### 2.3 Barriers:

- Physical barriers: Environment (for example, levels of noise, acoustics). Working environment (for example, open plan office, remote working). Time constraints/time differences (for example, time zones). Resource requirements (for example, technology, software, internet connectivity).
- Individual barriers: Preferred types and style of communication. Confidence to communicate. Use of language (for example, English as a second language, use of jargon, acronyms). Culture, prejudice, bias, role. Knowledge and capability of stakeholders to communicate using technology.
- Legal frameworks and organisational policies stipulating communication methods, approaches and authority to communicate.

#### 2.4 Managed:

- Assess needs, preferences and capabilities of individuals to communicate.
- Access to and suitability of resources (for example, types and capability of technology). Environmental assessment (for example, use of accommodation to reduce distractions).
- Practical response to need (for example, training, technical support).
- Active listening, restating or adjusting language, changing pace. Checking for understanding.
- Negotiating and influencing.
- Use of emotional intelligence. Demonstration of cultural awareness and sensitivity.
- Understanding the impact on FLM role

## Learning outcome 3

### Be able to plan and develop communications for a stakeholder audience

#### Assessment criteria

3.1 Develop a **plan** to communicate information to a **stakeholder audience**

3.2 Develop a **presentation** to communicate information to stakeholders in a **professional** manner

#### Indicative content

##### 3.1 Plan:

A formal written document which includes:

- Aims and objectives of stakeholder communication: For example: To provide information on a service or a new product for stakeholders. To share good practice in communicating with stakeholders (for example, developing written communication, use of technology to communicate, responding to individuals needs and preferences with communication). Introduction of a new policy, procedure or process. Promotion of learning and development opportunities.
- Stakeholder map identifying who the stakeholders are (including their interests, influence, and needs).
- Channel of communication to communicate information to stakeholder audience (for example: written communication, presentation).
- Reference to legal, regulatory and organisational requirements considered in the development of the plan (for example, application of Communication Policy, Equality Act).
- Methods to assess the delivery of information to stakeholders ensuring they are treated fairly and respectfully (for example, stakeholder feedback and stakeholder engagement).
- Roles and responsibilities of people communicating to stakeholder audience.
- Timeline and/or schedule.

Stakeholder audience: A specific stakeholder group (for example, colleagues, teams and managers).

3.2 Presentation (for example, to provide information on a service or a new product for stakeholders. Introduction of a new policy, procedure or process. Promotion of learning and development opportunities):

- Presentation slides to accompany the written communication with presentation notes (use of software, graphics and images).

Professional:

- Quality of written communications: Format. Sentence structure. Grammatically correct. Use of correct spelling. Use of fonts and font size in line with communication policy.
- Accuracy and authenticity of communications: Data and information sources cited.
- Accessibility of communication to meet the audience needs (for example, easy to read).
- Purpose of communication is clearly stated.
- Presentation structured logically (for example, use of storytelling), presenting main points clearly (for example, use of introduction, main points, conclusions).

## Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following recommendations for assessments have been provided for guidance purposes with the exception of assessment activity 3 which must be completed by all learners.

1. The learner may be asked to write a **report** on how to build collaborative relationships with stakeholders.(AC 1.1, 1.2, 1.3)
2. The learner may be asked to provide a **written account** of how to effectively communicate with stakeholders. (AC 2.1, 2.2, 2.3, 2.4)
3. The learner must plan and develop communications for a stakeholder audience. The purpose of which may be selected by the learner. *For example, To provide information on a service or a new product for stakeholders. To share good practice in communicating with stakeholders (such as, developing written communication, use of technology to communicate, responding to individuals needs and preferences with communication). Introduction of a new policy, procedure or process. Promotion of learning and development opportunities.*

The completed assessment will include:

- A **formal written planning document** (for example, presented using a table) to communicate information to a stakeholder audience (AC 3.1)
  - A **presentation** (developed using presentation software) to communicate information to stakeholders in a professional manner. The presentation must comprise of **FIVE (5)** slides, this might include an introduction, main points and conclusions. It must contain a graphic (for example, image or table). Each slide must include brief presentation notes to contextualise the slide being presented. **Please note - it is not a requirement to deliver the presentation.**
4. The learner may present **work-based evidence** accompanied by reports/planning documents/reflective accounts to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

## Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K3: Processes and policies which support the delivery of operational requirements

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K9: Communication techniques including presentation skills.

K10: Policy and procedure relating to people and organisational culture.

K11: Stakeholder management.

K14: IT and software used to support the activities of the business.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K16: The impact that internal and external factors have on their role

K19: The impact that cross-team working has in the delivery of organisational objectives.

K20: How to collate, interpret and communicate data.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.

S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.

S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.

S14: Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.

S15: Manage and maintain relationships with stakeholders.

S16: Negotiate with and challenge stakeholders to manage change and reduce conflict.

S17: Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.

S19: Monitor the use of digital technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.

B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

B3: Takes accountability and ownership of their tasks and workload.

### **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### **Personal Effectiveness**

- Managing Yourself
  - Using Emotional and Social Intelligence
- Making Decisions
  - Gathering Data
  - Ethical Decision Making
  - Making Conscious Decisions
  - Reviewing Effectiveness
- Communicating & Influencing
  - Identifying the Communication Need
  - Adapting Your Communication Methods
  - Using Effective Communication Skills

#### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Creating a Sense of Purpose
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
  - Managing Performance
- Developing People & Capabilities
  - Managing People
  - Motivating Others
  - Building a Sustainable Workforce
  - Coaching to Improve Performance
  - Mentoring Others

- Building Relationships & Networks
  - Building Relationships
  - Networking with Others
  - Championing Diversity, Equity, Equality and Inclusion
  - Adaptive Working
  - Collaborative Leadership

### Organisational Performance

- Leading Change & Innovation
  - Being Innovative and Entrepreneurial
  - Leading Change
- Managing Resource & Risk
  - Managing Resources
  - Managing Risk
- Achieving Results
  - Applying Commercial Acumen

### Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

#### Reading/resource materials available on ManagementDirect:

##### Checklists -

- 031 Effective communications - delivering presentations
- 148 Strategic partnering
- 197 Participating in projects

##### CMI Models -

- Word doc: Communications plan
- How to Build Long-Lasting Collaborations

##### Articles -

- Fuze: Building A Modern Collaborative Office

##### Blog -

- How to do watercooler communication in a hybrid world

##### Useful Links -

- Business Communication: A Simple Hack to Help You Communicate More Effectively

<https://hbr.org/2024/01/a-simple-hack-to-help-you-communicate-more-effectively>

- Collaboration challenge for 2022—be intentional, transparent, and creative

<https://www.mckinsey.com/featured-insights/in-the-balance/collaboration-challenge-for-2022-be-intentional-transparent-and-creative>

## **Books**

### **Generalist Management, Leadership and Business Texts**

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

SurrIDGE, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

### **Suggested Reading**

Carnegie, C. (2022) *A Guide to Effective Communication in Leadership, Relationships & Work: How to Create Conversations That Matter, Practice Empathic Listening Skills & Build a Healthy Relationship with Anyone*. Independently Published.

Delalo, O.N. (2024) *Unleash Your Strengths: The Ultimate Book on Transformational Leadership*. Independently Published.

Dietmar, S. (2021) *Developing Coaching Skills: A Concise Introduction*. Econcise GmbH.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*: econcise. London. UK.

Stone, R.L. (2023) *Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact*: Independently Published.

Wyatt, P.A. (2022) *Impactful Influence for Modern Leaders: How to Use the Power of Influence to Lead Other People Toward Success*: Eagle Ridge Books. USA.



# UNIT 333 – DELIVERING OPERATIONAL ACTIVITIES

**Ofqual unit number** T/651/2317

**RQF level** 3

**Guided learning hours** 28

**Total unit time** 60

**Credits** 6

**Aims of unit** The ability to deliver operational activities requires the First Line Manager to demonstrate wide ranging skills and expertise. This includes the ability to communicate operational plans to people and teams, allocate and manage resources, mitigate risks and quality assure outcomes. It is the role of the First Line Manager to support people and teams to achieve operational outcomes within the rules, complying with legal, regulatory and organisational requirements.

On successful completion of the unit, First Line Managers will understand the role of operational activities within an organisation and how these can be planned, managed and delivered with success.

**Keywords** Planning, activities, scope, tasks, deliverables, management, resources, delivery, monitoring, evaluation, success.

<b>Learning outcome 1</b>
<b>Understand how the delivery of operational activities contributes to organisational success</b>
<b>Assessment criteria</b>
1.1 Outline the range of <b>operational activities</b> for First Line Managers in an <b>organisation</b> 1.2 Explain how the delivery of operational activities contribute to an organisation's <b>success</b> 1.3 Summarise the key elements of a <b>plan</b> to deliver operational activities 1.4 Describe how <b>resources</b> can be <b>managed</b> to deliver operational activities
<b>Indicative content</b>

### 1.1 Operational activities:

- Tasks and activities related to an organisation's aims and objectives.
- Management and development of people and teams (for example, setting objectives, monitoring progress, providing guidance, feedback and training).
- Managing data and information. Recording and reporting.
- Ensuring compliance with policies, procedures and safety regulations.
- Review processes to identify opportunities to improve performance and for continuous improvement.
- Workforce planning (for example, work schedules, absence management, performance management. Cross-team working and collaboration to deliver objectives).
- Project management.
- Contributing to the management of change.
- Stakeholder engagement (internal and external stakeholders).
- Time management and prioritisation of activities. Use of tools and techniques.
- Task allocation (for example, description and scope of task, deliverables).
- Quality management (for example, safety and compliance, risk management, quality control, customer service, continuous improvement).
- Reporting outcomes (for example, individual and team performance, status updates).
- Resource planning and management to achieve operational aims.

### Organisation:

- An organisation known well or researched.

### 1.2 Success:

- Contribution to the delivery of the organisation's strategic plan.
- Supports the financial health of the organisation.
- Prospects for organisations growth.
- Delivery of services to customers and stakeholders.
- Repeat business, organisational reputation.
- Supports organisation's commitment to Corporate Social Responsibility (CSR), sustainability, net carbon zero, green management agenda.
- Development of an inclusive culture (treating internal and external stakeholders fairly and with respect. Promoting wellbeing, ethics, values, behaviours, equity, diversity and inclusion).
- Legal, regulatory and organisational compliance.

### 1.3 Plan:

- Identify the requirement of operational activities (scope of tasks and deliverables).
- Establish priorities. Use of SMART objectives. (Specific, Measurable, Achievable, Realistic, Timebound). Key Performance Indicators (KPIs).
- Allocate resources (for example, people, finance (budget) physical resources and information technology).
- Assign responsibility for tasks and deliverables.
- Apply legal, regulatory and organisational requirements (for example, Data Protection Act. Equality Act. Health and Safety Act. Employment Rights Act. Contracts of employment. Communication policy).
- Corporate Social Responsibility (CSR), net carbon zero and sustainability (for example reducing energy consumption and waste through the optimisation of day-to-day tasks).
- Approaches to communicate the plan to people and teams.
- Management of risk (for example, risks which impact on the delivery of the plan).

- Monitoring and evaluation (for example, how performance will be monitored and measured).
- Use of planning tools and techniques (for example, software packages and applications, spreadsheets, Gantt charts, planning documents, workflow automation tools, Kanban boards).

#### 1.4 Resources:

- People: Skills, expertise and availability of people and teams.
- Financial resources: Budget and expenses.
- Physical resources: Facilities (for example, office space, manufacturing facilities, warehouses). Equipment (including maintenance and upkeep). Inventory (Managing goods and materials).
- Time: Amount of time available to complete tasks.
- Information Technology: Hardware and software.

#### Managed:

- Identification of resource requirements for operational activities.
- Allocation of resources.
- Resource forecasting and planning (for example, anticipating how and when the resource will be used, timescales, milestones, budget allocated for resources).
- Monitoring resource use. Inventory management (for example, storage of resources, stock rotation. Action to prevent overstock of resources).
- Identifying resource risks and issues (for example, shortages of resources, budget constraints/cost of resources. Safety and compliance such as the lifecycle of resources, safety and security of resources).
- Managing resource risks and issues. Use of contingency planning. Changing suppliers, negotiating discounts, bulk buying. Returning unwanted resources.

## Learning outcome 2

### Know how to successfully plan to deliver operational activities

#### Assessment criteria

- 2.1 Prepare a **plan** to deliver an operational activity
- 2.2 Explain how the delivery of operational activities can be **successfully managed**
- 2.3 Recommend **approaches** to measure success in the delivery of operational activities

#### Indicative content

- 2.1 Plan: A formal written document which states:
- The requirement of operational activities (scope of tasks and deliverables).
  - The priorities of the activities. Use of SMART (Specific, Measurable, Achievable, Realistic, Timebound) objectives. Key Performance Indicators (KPIs).
  - Resource requirements (for example, people, finance, physical resources, time and information technology).
  - Assigned responsibilities for tasks and deliverables.

- The legal, regulatory and organisational compliance requirements (for example, Data Protection Act. Equality Act. Health and Safety Act. Employment Rights Act. Contracts of employment. Communication policy).
- Corporate Social Responsibility (CSR) and sustainability requirements (for example, reducing energy consumption and waste through the optimisation of day-to-day tasks).
- Approaches to communicate the plan to people and teams, including the use of negotiation and influencing skills.
- How risk will be managed (for example, risks which impact on the delivery of the plan, RAG (Red, Amber, Green) rating of risks).
- Monitoring and evaluation activities (for example, how performance will be monitored and measured).
- The planning tools and techniques selected (for example, software packages and applications, spreadsheets, Gantt charts, presentations, planning documents, workflow automation tools, Kanban boards).

## 2.2 Successfully managed:

- Initiate the operational delivery plan. Allocate tasks. Communicating to ensure understanding of the operational delivery plan (for example, face-to-face, meetings, emails, presentations).
- Collaborate with stakeholders (internal, external, cross team working) to ensure delivery of operational goals.
- Identify risks to the delivery of operational activities. Manage and mitigate risks, recommend solutions to senior management.
- Manage data and information, making use of emerging technology to support operational delivery (for example, to monitor progress against agreed objectives). Collate and interpret data for a range of audiences. Use of IT and software to produce documentation (for example, spreadsheets and presentation packages).
- Record and report outcomes against agreed Key Performance Indicators (KPIs).
- Motivate people and teams. Negotiating and influencing. Provide ongoing feedback that supports an inclusive culture treating internal and external stakeholders fairly, with equity and respect.
- Evaluate outcomes and identify lessons learned, areas for change and continuous improvement.
- Reward and celebrate success.
- Closure of activity.

## 2.3 Approaches:

### Performance as First Line Manager:

- Performance review: Formal and informal feedback from manager, internal and external stakeholders. Achievement of Key Performance Indicators (KPIs).
- Self-assessment of own performance as a First Line Manager: Identify what went well, what didn't go well, what might be done differently next time. Ability to prioritise work, delegate, take accountability and ownership of tasks and workload. The ability to communicate effectively, work flexibly, able to adapt to circumstances, use tools and techniques to identify performance and identify development needs. Demonstrate a commitment to continuous improvement.

### Outcomes of the operational activity:

- Contribution to organisational strategic plan.
- Compliance with organisational and legal requirements and the impact on the delivery team (for example, equity, diversity and inclusion) and commitment to sustainability/net carbon zero.
- Achievement of Key Performance Indicators (KPIs) within timescales.

- Quality of end result.
- Internal and external stakeholder satisfaction (for example, customer surveys).
- People and team learning.
- Resource use (for example actual versus planned).
- Use of outcomes data collected manually and electronically (for example, summary reports, charts from IT systems, dashboards, use of emerging technologies).

### Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only, with the exception of Task 2 which must be completed by all learners using a formal written planning document.

1. The learner may be asked to write a **report** on how the delivery of operational activities contributes to organisational success. (AC 1.1, 1.2, 1.3, 1.4)
2. The learner must prepare a plan to deliver an operational activity in an organisation known well or researched. The completed assessment will include a **formal written planning document** presented in THREE (3) sections:
  - The plan to deliver an operational activity (AC 2.1)
  - Explanation of how the delivery of operational activities can be successfully managed (AC 2.2)
  - Recommended approaches to measure success in the delivery of operational activities (AC 2.3)
3. The learner may present **work based evidence**, accompanied by reports/planning documents/reflective accounts to meet each of the assessment criteria.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

#### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K1: Performance management techniques.

K3: Processes and policies which support the delivery of operational requirements

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K7: How to manage resources to implement operational and team plans.

K8: Time management and prioritisation tools.

K9: Communication techniques including presentation skills.
K10: Policy and procedure relating to people and organisational culture.
K13: Principles of change and continuous improvement.
K14: IT and software used to support the activities of the business.
K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.
K19: The impact that cross-team working has in the delivery of organisational objectives.
K20: How to collate, interpret and communicate data.
K22: Approaches to managing budgets, such as climate change impacts, and options and choices to maximise efficient use of resources.
K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.
S1: Use resources to implement operational and team plans.
S2: Use tools to organise, prioritise and allocate daily and weekly work activities.
S3: Able to collate and interpret data and create reports.
S4: Identify and support the development of the team through informal coaching and continuous professional development.
S7: Review work processes to identify opportunities to improve performance and for continuous improvement.
S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.
S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.
S10: Manage others through change by identifying challenges and the activities to resolve them.
S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.
S14: Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.
S19: Monitor the use of digital technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.
B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.
B3: Takes accountability and ownership of their tasks and workload.
B5: Works flexibly and adapts to circumstances.

**CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

- Personal Effectiveness**
- Managing Yourself
    - Being adaptable and prioritising my activities
    - Looking after my personal wellbeing
  - Making Decisions
    - Gathering Data
  - Communicating & Influencing
    - Adapting Your Communication Methods
- Interpersonal Excellence**
- Providing Purpose & Direction
    - Fostering a Culture of Belonging
    - Meeting the Needs of the Business
    - Managing Performance
  - Developing People & Capabilities

- Motivating Others
- Building Relationships & Networks
  - Building Relationships

### Organisational Performance

- Leading Change & Innovation
  - Being Aware of the External Environment
  - Utilising internal and external benchmarking
  - Being Innovative and Entrepreneurial
  - Leading Change
  - Continuous improvement
- Managing Resource & Risk
  - Managing Resources
  - Leading on the Green Agenda
  - Managing Risk
  - Utilising Emerging Technologies
- Achieving Results
  - Driving Organisational Design and Development
  - Driving Delivery
  - Achieving Results
  - Evaluating the Impact of Achieving Results

### Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

#### Reading/resource materials available on ManagementDirect:

##### Checklists -

Checklists - 008 Implementing business process reengineering

Checklists - 035 Managing projects

##### CMI Models -

Gantt chart

Document quality review template

##### Articles -

How to Plan for the Unpredictable When Managing Projects

##### Useful Links -

Operational Planning: How to Make an Operations Plan

<https://www.projectmanager.com/blog/operational-planning-make-operation-plan>

Learn how to do operational planning the right way

<https://asana.com/resources/operational-planning>

The Ultimate Guide to Successful Business Operations

<https://spur-reply.com/blog/guide-successful-business-operations>

How to create an effective operational planning process?

<https://www.sprintzeal.com/blog/operational-planning>

## **Books**

### **Generalist Management, Leadership and Business Texts**

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

### **Suggested Reading**

Meyer, P.I. (2023) *The 4 Pillars of Problem-Solving: 169 Techniques & Hacks to Solve Challenges with Strategic Thinking. Build Relationships and Collaborate with People by Fixing Tough Problems Using Creative Solutions*. Mind Mentor. London. UK.

Minchin, K. (2019) *'Always Time for Coffee': A Down-to-Earth Guide for Frontline Managers, Team Leaders, and Supervisors*: Kate Minchin: London: UK.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*: econcise. London. UK.



# UNIT 334 – CONTRIBUTING TO THE MANAGEMENT OF CHANGE

**Ofqual unit number** Y/651/2318

**RQF level** 3

**Guided learning hours** 36

**Total unit time** 80

**Credits** 8

**Aims of unit** Change is an inevitable, yet an often feared, part of work and life. With the right tools and techniques, approaches can be developed to manage it effectively. Change management begins with an understanding of the reasons, type and scope of change, its benefits for individuals, teams and the organisation as well as how barriers and challenges to change can be overcome.

On successful completion of the unit, First Line Managers will know how to contribute to the effective delivery and implementation of change.

**Keywords** Change, type, reasons, benefits, barriers, individuals, teams, organisation, delivery, implementation, success.

<b>Learning outcome 1</b>
<b>Understand change in an organisational context</b>
<b>Assessment criteria</b>
1.1 Outline the <b>reasons</b> for change in organisations 1.2 Summarise the <b>types</b> of change in organisations 1.3 Explain the <b>benefits</b> of change to people, teams and the organisation
<b>Indicative content</b>
1.1 Reasons: Internal: <ul style="list-style-type: none"> <li>Organisational strategy: Organisations vision, mission, objectives. Plans for growth or contraction.</li> </ul>

- New initiatives and innovation.
- Introduction of new products or services.
- Continuous improvement (for example, ongoing improvements of products, services and processes).
- Changes to individual roles and responsibilities or reporting structure.
- Team changes, including restructuring a team, reducing or increasing team size.

External:

- Political changes: Changes in Government and Government policy.
- Economic factors: Financial security of the organisation. Accessibility to finance. Purchasing power of customers. Availability of resources (for example, financial, people, physical, materials, technology). Competition in the market.
- Social changes: Changes in customer expectations, behaviours, demographics, culture. Ability to recruit and retain staff.
- Technological development: Introduction of new technology or equipment. Digital and cloud technologies. Automation. Artificial intelligence (AI).
- Legal, regulatory and organisational requirements: Dependent on organisational size, type and purpose (for example, introduction of new policies, processes or procedures).
- Environmental changes: Corporate Social Responsibility (CSR). Environmental sustainability and green management skills. Action to achieve and contribute to organisational, national, global environmental targets (for example, net zero targets).
- Ethical requirements: Continuing alignment with the organisation's mission and vision. Foundation for organisational decision making. Maintaining stakeholder relationships, trust, engagement and reputation. Identification, management and mitigation of risk.

FLM role

- Consider the impact of these factors on the FLM role.

1.2 Types:

- Planned changes: Response to organisational strategy (for example, organisational restructure or merger). Team or individual objectives.
- Unplanned change: Response to a problem, issue, crisis. Impact of disruptive technologies, pandemic, environmental factors.
- Evolutionary change: Takes place over time. Changes occur naturally through the development of skills using new IT programmes. The influence of new people joining the organisation. Adoption of different ways of working (for example, flexi time, hybrid working).
- Big bang change: Speed and impact of change is dramatic (for example, out with the old and in with the new).

1.3 Benefits:

- People (individual) benefits: Opportunities for personal and professional development. Promotion. Increased or new responsibilities. Changes to working patterns (for example, flexitime, hybrid working). Improved working conditions. Improved working methods, smarter working (for example, impact of technology/automation on task completion). Improved wellbeing, sense of purpose, empowerment. Improved products or services for internal/external customers.
- Team benefits: Improved team dynamics, team cohesion and engagement. Increased productivity. Enhanced problem solving abilities. Team resilience. Enhanced levels of trust. Collaboration. Adoption of innovative practices. Flexibility and adaptability. Learning and development opportunities.
- Organisational benefits: Organisational growth. Increased organisational resilience to respond to threat and uncertainty (for example, increased competition, social, political changes).

Increased efficiency and productivity. Enhanced adaptability. Improved employee morale and engagement. Improved customer satisfaction. Commitment to continuous improvement.

## Learning outcome 2

### Understand how to effectively manage people and teams through change

#### Assessment criteria

- 2.1 Outline **models and theories** for managing change
- 2.2 Summarise the **barriers** to change for people and teams
- 2.3 Describe how the barriers to change for people and teams can be **effectively changed**

#### Indicative content

##### 2.1 Models and theory:

- 8 Step Process for Leading Change (Create a sense of urgency. Build a coalition. Develop a vision. Communicate the vision. Empower action. Generate short term wins. Consolidate gains. Anchor gains into the culture). (Kotter, 1995).
- McKinsey 7s Framework (Structure. Systems. Skills. Staff. Style. Shared values). (Peters & Waterman, 2015).
- Prosci 3 Phase Process (Prepare approach for change. Manage change. Sustain change). (prosci.com, 2024).
- The Lewin Three Step Change Model (Unfreeze-Change-Refreeze). (Lewin, c.1947).
- ADKAR Model - Five elements of change. (Awareness. Desire. Knowledge. Ability. Reinforcement). (prosci.com, 2024).
- Change Transition Curve (Shock/disbelief. Denial/resistance. Exploration/acceptance. Experimentation/adaption. Integration/commitment) (Kubler Ross, c.1960).

##### 2.2 Barriers:

- Feeling threatened by the process. Fearing the unknown (for example, change to roles and responsibilities, increased workload).
- Lack of knowledge and understanding of the reasons for change. Poor communication regarding the change.
- Change fatigue (for example, frequent changes in the organisation).
- Potential conflict among people, teams and leadership. Resistance from employees, splinter groups.
- Logistical and resource barriers to change (for example, changes to terms and conditions of work).
- Lack of psychological safety. Anxiety. Confusion. Fear. Anger. Feelings of loss and grief. Denial. Distrust. Disillusionment. Hostility. Indifference.

##### 2.3 Effectively managed:

- Use of effective open communication and engagement: Communication (for example, communicating data and information on a one to one basis and with the team using a range of channels such as presentations, face to face meetings, emails and reports). Use of active listening. Supportive use of questions. Checking for understanding. Providing explanations tailored to individual needs. Negotiation and influencing. Providing a safe space to communicate and voice concerns. Providing consistency of information. Seeking ideas and gathering feedback.

- Use of learning and development activities to support change: Training opportunities (formal and informal, including workshops, on the job training, team meetings, drop in sessions. Coaching and mentoring).
- Effective management and leadership: Role modelling own commitment to change. Acting professionally, ethically and with integrity. Managing the schedule of change. Problem solving and escalation of issues and risks. Negotiating and influencing. Working flexibly, being adaptable to circumstances, able to prioritise activities relevant to change. Recognise own levels of authority and accountability. Performance management (for example, assessing people and team performance, setting objectives, monitoring performance. Use of encouragement, emotional intelligence. motivation techniques, coaching and mentoring). Promoting ethical values, equity, diversity and inclusion, wellbeing, sustainable practice, policy process and practice. Managing conflict (for example, people, team, cross team and stakeholder conflict). Recognising and rewarding achievement. Stakeholder relationship management (for example, working with a diverse range of stakeholders, keeping them informed of the progress and outcomes of change).

### Learning outcome 3

#### Know how to contribute to the effective delivery and implementation of change

#### Assessment criteria

- 3.1 Prepare a **plan** to contribute to the delivery of change within **own area of responsibility**  
 3.2 Explain how to successfully manage the **delivery** and **implementation** of planned change

#### Indicative content

##### 3.1 Plan:

A formal written document which includes:

- The need and/or reasons for change (for example, a new organisational strategic aim, the introduction of a new product, sustainability, environmental impact, net carbon zero, service, policy, procedure, process, technology or a change to ways of working).
- The objectives and outcomes for change (for example, Key Performance Indicators (KPI's), deliverables, controls, timescales and milestones).
- The roles and responsibilities of people and teams throughout the change.
- Resource requirements (for example, financial, people, physical, materials, technology).
- The communication activities required throughout the delivery of change (for example, meetings, briefings, reports).
- Risk management activities (for example, the need to conduct risk assessments).
- Quality assurance activities (for example, reviewing and monitoring progress against planned objectives, Key Performance Indicators (KPI's) and reporting outcomes).
- Learning and development requirements.

Own area of responsibility:

- Relevant to the level of accountability of a First Line Manager, working with a more senior manager/leader (for example, a line manager). In the context of an organisation, known well or researched.

### 3.2 Delivery:

Follow the activities stated in the formal written plan for change. Activities may include:

- Manage, monitor and support people and teams to understand roles and requirements.
- Allocate resources to meet the requirements of and implement operational and team plans.
- Manage timescales (use of time management and planning tools).
- Manage problems and issues within own area of authority.
- Gather and manage data and information.
- Use 'walk-throughs' to test effectiveness of change.
- Report on outcomes, deliverables against objectives. Communicate outcomes to stakeholders.

Implementation:

Implement the plan for change, putting proposed change into action. Activities may include:

- Contributing to the launch of the change.
- Supporting people and teams to adopt the change: Development activities, upskilling, coaching and mentoring.
- Monitoring/Reviewing the outcome of the planned change (for example, gathering and assessing data and information, compliments, complaints). Recommending adjustments to the change. Supporting quality assurance and continuous improvement activities. Identifying lessons learned. Celebrating achievement.

### Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only, with the exception of Task 3. For Task 3 all learners must prepare a plan to contribute to the delivery of a change using a planning document.

1. The learner may be asked to write a **report** on change in an organisational context. (A.C 1.1, 1.2, 1.3)
2. The learner may be asked to produce a **written account** of how to effectively manage people and teams through change. (A.C. 2.1, 2.2, 2.3)
3. The learner must prepare a plan to contribute to the delivery of change within their own area of responsibility (for example, the introduction of a new product, service, policy, procedure, process, technology or a change to ways of working or a change in an organisation known well or researched).

The completed assessment must include a completed **planning document** presented in TWO (2) sections:

- Plan for how the First Line Manager will contribute to the delivery of change within their own area of responsibility. (A.C 3.1)
  - Explanation of how the delivery and implementation of the planned change will be successfully managed (A.C 3.2)
4. The learner may present **work based evidence**, accompanied by reports/planning documents/reflective accounts to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to demonstrate understanding of the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K1: Performance management techniques.

K3: Processes and policies which support the delivery of operational requirements

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K7: How to manage resources to implement operational and team plans.

K8: Time management and prioritisation tools.

K9: Communication techniques including presentation skills.

K12: Problem-solving and decision-making techniques.

K13: Principles of change and continuous improvement.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K17: Leadership and management approaches.

K18: The purpose of their role within the organisation including their level of responsibility and accountability.

K20: How to collate, interpret and communicate data.

K21: The wider social and economic environment in which the organisation operates.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S4: Identify and support the development of the team through informal coaching and continuous professional development.

S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.

S7: Review work processes to identify opportunities to improve performance and for continuous improvement.

S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.

S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.

S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.

S15: Manage and maintain relationships with stakeholders.

S16: Negotiate with and challenge stakeholders to manage change and reduce conflict.

B1: Acts professionally, ethically and with integrity.

B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

## **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### **Personal Effectiveness**

- Managing Yourself
  - Using Emotional and Social Intelligence
  - Committing to my Ongoing Personal and Professional Development
- Making Decisions
  - Gathering Data
  - Reviewing Effectiveness
- Communicating & Influencing
  - Identifying the Communication Need
  - Adapting Your Communication Methods
  - Using Effective Communication Skills
  - Managing Difficult Conversations
  - Using Negotiating and Influencing

### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Creating a Sense of Purpose
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
  - Managing Performance
- Developing People & Capabilities
  - Motivating Others
  - Building a Sustainable Workforce
- Building Relationships & Networks
  - Building Relationships

### **Organisational Performance**

- Leading Change & Innovation
  - Being Aware of the External Environment
  - Utilising internal and external benchmarking
  - Being Innovative and Entrepreneurial
  - Leading Change
  - Continuous improvement
- Managing Resource & Risk
  - Managing Resources
  - Leading on the Green Agenda
  - Managing Risk
  - Leading During a Crisis
- Achieving Results
  - Driving Organisational Design and Development
  - Applying Commercial Acumen
  - Driving Delivery
  - Evaluating the Impact of Achieving Results

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### Reading/resource materials available on ManagementDirect:

#### CMI Models -

PESTLE Analysis

Why Organizations Don't Learn

#### Articles -

Green skills: what are they and why managers need to acquire them now

Change management trends for 2024

Change management: a manager's deep dive

#### Useful Links -

Communication for Professionals - Organizational Context

<https://courses.lumenlearning.com/suny-esc-communicationforprofessionals/chapter/organizational-context/>

What Is Psychological Safety?

<https://hbr.org/2023/02/what-is-psychological-safety>

5 CRITICAL STEPS IN THE CHANGE MANAGEMENT PROCESS

<https://online.hbs.edu/blog/post/change-management-process>

Good change management: back to basics

<https://www.marloweconsulting.com/post/good-change-management-back-to-basics>

From Planning to Implementation: A Step-by-Step Guide to Transformational Change

<https://www.linkedin.com/pulse/from-planning-implementation-step-by-step-guide-lee-nallalingham/>

#### Books

##### Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.



Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

### **Suggested Reading**

Cameron, E., & Green, M. (2024) *Making Sense of Change Management: A Complete Guide to the Models, Tools, and Techniques of Organisational Change (6<sup>th</sup> Edn)*. Kogan Page. London. UK.

Hodges, J. (2021) *Managing & Leading People through Organisational Change: The Theory and Practice of Sustaining Change through People (2<sup>nd</sup> Edn)*. Kogan Page. London. UK.

Kotter, J.P. (2012) *Leading Change*. Harvard Business Review Press. NY. USA.

Lobinger, S. (2019) *Change Management for Beginners: Understanding change processes and actively shaping them*: Independently Published.

Peters, T, & Waterman, R.H. (2015) *In Search of Excellence 'Lessons from America's Best Run Companies*. Profile Books, USA.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*: econcise. London. UK.

prosci.com 2024

Stone, R.L. (2023) *Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact*: Independently Published.

# UNIT 335 – CONTRIBUTING TO THE MANAGEMENT OF A PROJECT

**Ofqual unit number** A/651/2319

**RQF level** 3

**Guided learning hours** 32

**Total unit time** 70

**Credits** 7

**Aims of unit**

Projects play a vital role in achieving strategic objectives within organisations. Whilst the scale, significance and complexity of a project varies; the principles of how projects are managed are ultimately the same. Projects provide First Line Managers with the opportunity to plan, coordinate and deliver tasks in a structured manner, enabling them to develop their management and leadership skills.

This unit aims to equip First Line Managers with the knowledge and understanding of how projects are managed, the methods used to monitor and control delivery - from the start of a project, through to closure and review.

**Keywords**

Project, purpose, tools, techniques, frameworks, plan, deliver, monitor, control, closure, success.

<b>Learning outcome 1</b>
<b>Understand how projects are managed within an organisational context</b>
<b>Assessment criteria</b>
1.1 Explain the <b>purpose</b> of projects within an <b>organisational context</b> 1.2 Summarise the <b>key features</b> of a <b>project management framework</b> 1.3 Describe the <b>key components</b> of a <b>project management plan</b> 1.4 Assess the benefits of <b>tools and techniques</b> which support project delivery
<b>Indicative content</b>

### 1.1 Purpose:

- Definition of a 'project': Fixed timescale. Fixed budget. Temporary and implements change.
- Difference between a project and Business As Usual (BAU) activities.
- Relationship between projects, programmes and organisational change.
- Contribution to organisational success.

Organisational context: Type and purpose of organisation. Organisational strategy. Market. Stakeholders.

### 1.2 Key features:

- Life Cycle phases.
- Project organisational structure (for example, sponsor, project manager, user, supplier, project team).
- Roles and responsibilities for project delivery at each project phase.
- Documentation used to support the project (for example a project management plan).
- Processes and policies used to support the project (for example, risk management, quality management).

Project management frameworks:

- Agile.
- Waterfall.
- PRINCE2.

### 1.3 Components of the project management plan:

- Overall project aims and objectives: Specific, Measurable, Achievable, Realistic, Timebound (SMART).
- Risks and issues.
- Prioritisation.
- Quality.
- Scope.
- Schedule (timescales).
- Change.
- Communication objectives.
- Resources (for example, people, finance (budget), physical, technology, time).

### 1.4 Tools and techniques:

- Network diagrams.
- Gantt charts.
- Stakeholder engagement and communication plans.
- Product/Work Breakdown Structures (P/WBS).
- Resource histograms.
- Earned Value Analysis (EVA).

## Learning outcome 2

**Understand how the First Line Manager contributes to the delivery of a project**

## Assessment criteria

2.1 Prepare a **plan** to contribute to the delivery of a project

2.2 Identify approaches to **monitor** and **control** the delivery of a project

2.3 Summarise approaches to **close the project** and **review performance**

## Indicative content

2.1 Plan:

- Overall project aims and objectives: Specific, Measurable, Achievable, Realistic, Timebound (SMART).
- Risks and issues.
- Quality.
- Scope.
- Schedule (timescales/priorities).
- Change.
- Communication objectives.
- Resources (for example, digital tools, people, budget, physical, technology, time).

2.2 Monitor:

- Review project performance (for example, stage reviews, gate reviews, audits).
- Data gathering on resource utilisation and optimisation (for example, people, finance (budget), physical, technology, time).
- Reporting progress and project performance (for example, stakeholder communication & management, progress meetings, written reports).
- Identification of variances in schedule, cost against budget, and quality (planned versus actual performance). Use of Key Performance Indicators (KPIs) and milestone tracking to identify extent of variance (use of project dashboard). Summary reporting to show RAG rating (Red, Amber, Green).
- Update risks and issues.
- Update changes to project scope.

Control:

- Respond to variances (for example, develop an action plan, assign ownership of actions as required to individual, team, manager).
- Problem solving and decision making. Escalate problems and issues to the senior manager (project sponsor).
- Risk and issue management (for example, update risk and issue register, report risk status).
- Change control (for example, update/review change requests, identify scope creep, communicate project status to stakeholders).
- Review quality audit outputs (for example, quality assurance and quality control).
- Stakeholder communication & management (for example, communicating priorities ((urgency, expected actions). Solicit and respond to feedback, maintaining engagement).

2.3 Close the project and review performance:

- Handover and closure plan: Requirements to report to internal/external stakeholders. Criteria for accepting project sign off (for example, quality, performance). Confirm handover requirements. Review outstanding deliverables.

- Contract closure (sign off and update documentation, agree final payments to contractors/suppliers, confirm financial retention agreement).
- Post project review: Review outstanding risks and issues (ownership and agreed response). Identify lessons learned. Recognise success. Produce closure report.

### Requirements and Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.

1. The learner may produce a **written account** on how projects are managed within an organisational context. (A.C 1.1, 1.2, 1.3, 1.4, 1.5)
2. The learner will prepare a **plan** to contribute to the delivery of a project, which will include approaches to monitor and control project delivery, through to closing the project and reviewing its performance. (A.C. 2.1, 2.2, 2.3)
3. The learner may present **work-based evidence** accompanied by reports/planning documents (for example project initiation documents, project plans)/reflective accounts to meet each assessment criteria.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information and examples to evidence they sufficiently understand each of the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

#### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K3: Processes and policies which support the delivery of operational requirements

K4: Project management tools and techniques.

K7: How to manage resources to implement operational and team plans.

K8: Time management and prioritisation tools.

K11: Stakeholder management.

K12: Problem-solving and decision-making techniques.

K17: Leadership and management approaches.

K20: How to collate, interpret and communicate data.

K22: Approaches to managing budgets, such as climate change impacts, and options and choices to maximise efficient use of resources.

S1: Use resources to implement operational and team plans.

S2: Use tools to organise, prioritise and allocate daily and weekly work activities.

S3: Able to collate and interpret data and create reports.

- S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.
- S6: Use project management tools and approaches to monitor project progress, taking corrective action to deliver against the project plan.
- S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.
- S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.
- S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.
- S14: Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.
- B3: Takes accountability and ownership of their tasks and workload.
- B5: Works flexibly and adapts to circumstances.

### **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### **Personal Effectiveness**

- Managing Yourself
  - Being adaptable and prioritising my activities
- Making Decisions
  - Gathering Data
  - Being Agile, Innovative and Creative
  - Ethical Decision Making
  - Making Conscious Decisions
  - Reviewing Effectiveness
- Communicating & Influencing
  - Identifying the Communication Need
  - Using Effective Communication Skills

#### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Meeting the Needs of the Business
- Building Relationships & Networks
  - Building Relationships
  - Collaborative Leadership

#### **Organisational Performance**

- Leading Change & Innovation
  - Being Aware of the External Environment
  - Being Innovative and Entrepreneurial
- Managing Resource & Risk
  - Managing Resources
  - Managing Risk
- Achieving Results
  - Applying Commercial Acumen
  - Achieving Results
  - Evaluating the Impact of Achieving Results

### **Suggested reading/web resource materials**

ManagementDirect resources require CMI membership and a username and password. Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All

references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Reading/resource materials available on ManagementDirect:

Checklists -

035 Managing projects

Checklists - 241 Conducting a risk assessment for projects

CMI Models -

Models - Agile project management

Models - SMART objectives

Models - Gantt chart

Models - Elbeik and Thomas's successful project requirements

Articles -

A New Way of Thinking: the Scrum Approach

How to Plan for the Unpredictable When Managing Projects

Useful Links -

7 Essential Project Management Techniques In 2024

<https://www.forbes.com/advisor/business/project-management-techniques/>

Generalist Management, Leadership and Business Texts

- Vertigan, S. & Bayley, T. (2023): Management and Administration T Level: Core. Hodder Education. London. UK.

Project and Programme Management

- Barker, S. (2014). Brilliant Project Management: What the best project managers know, do, and say 3<sup>rd</sup> ed. Harlow: Pearson.
- Bennett, N. and AXELOS. (2017). Managing Successful Projects with PRINCE2 6<sup>th</sup> ed. London: The Stationery Office.
- Franklin, M (2014). Agile Change Management. London: Kogan Page
- [Gardiner](#), P.D. (2005). Project Management: A Strategic Planning Approach 5th ed. Basingstoke: Palgrave MacMillan.
- Maylor, H. and Turner, N. (2022). Project Management 5th ed. London: Pearson
- Project Management Institute. (2017). A Guide to the Project Management Body of Knowledge (PMBOK Guide) 7<sup>th</sup> ed. Newtown Square: PA: Project Management Institute
- Sutherland, J. (2015). Scrum: The Art of Doing Twice the Work in Half the Time. New York, NY: Random House Business.

Recommended Journals and Standards

Standards for Project Portfolio Management, Programme Management, and Project Management do exist, and clear definitions can be found within. The worldwide Project Management Institute (PMI) has developed and published the following standards (free for members):

- Agile Project Management Handbook V2. Agile Business Consortium
- APM Project Risk Analysis and Management Guide 2<sup>nd</sup> ed. APM Publishing
- PRINCE2®, Maturity Model (P2MM). Cabinet Office. ([www.cabinetoffice.gov.uk](http://www.cabinetoffice.gov.uk))
- Project Management Journal
- PM World Journal - current edition - The PMWJ, a global resource for sharing knowledge related to Program and Project Management. Produced monthly by PM World, the PMWJ contains articles, papers, reports, stories and other original works related to projects and project management around the world.
- Project is the official journal of the Association for Project Management (APM).

Web Sites

- <https://www.apm.org.uk/body-of-knowledge/context/governance/programme-management/>
- <https://www.apm.org.uk/media/13832/guide-to-se-and-p3m-processes.pdf>
- <https://www.pmi.org/>
- <https://www.apm.org.uk/>

- <https://www.prince2.com/uk>
- <https://www.pmtoday.co.uk/>



# UNIT 336 - MANAGING PROBLEMS AND DECISION MAKING

Ofqual unit number H/651/2320

RQF level 3

Guided learning hours 28

Total unit time 60

Credits 6

**Aims of unit**

Managing problems and decision making is a fundamental part of the First Line Managers role. Whilst problems may be complex and challenging, the ability to manage these problems contributes to decision making which supports the achievement of organisational goals and the development of relationships with internal and external stakeholders.

On successful completion of the unit, First Line Managers will know how to apply approaches, models and techniques, to problem solve and make decisions within an organisational context.

**Keywords**

Problem. Decision. Types. Ethics. Values. Behaviours. Stakeholders. Approaches. Methods. Application. Success.

<b>Learning outcome 1</b>
<b>Understand the context of problem solving for First Line Managers</b>
<b>Assessment criteria</b>
<p>1.1 Outline the <b>type of problems</b> that can occur in the First Line Managers role</p> <p>1.2 Explain the <b>factors</b> which impact on problem solving for First Line Managers</p>
<b>Indicative content</b>
<p>1.1 Type of problems:</p> <ul style="list-style-type: none"> <li>● Managing and leading people: <ul style="list-style-type: none"> <li>● People’s ethics, values and behaviours.</li> <li>● Attitudes to equity, diversity, inclusion, wellbeing.</li> </ul> </li> </ul>

- Resistance to change.
  - Compliance with Corporate, Social Responsibility (CSR). Environmental sustainability.
  - Relationships between people and teams (for example, conflict, team dynamics).
  - Capability and capacity of people and teams to achieve performance objectives and targets.
  - Commitment to a working role (for example, participation, reliability, timekeeping and attendance).
  - Different people and team working arrangements (for example, hybrid, remote, office, shift working, cross team working).
- Operational problems:
    - Availability, suitability and allocation of resources (for example, people, finance (budgets), physical, materials, technological).
    - Technology, systems (for example, equipment failure, availability, operators competence). Challenges of using new and existing technology (for example, operating systems, (AI) Artificial Intelligence).
    - Compliance with organisational, legal and regulatory requirements (for example, health and safety, working time directives, equity, diversity and inclusion, data and information, environmental sustainability).
    - Customer/stakeholder issues: Responding to need, demand and expectations. Managing complaints.
    - Achievement of Service Level Agreements (SLAs) and organisational targets (for example, production targets, times agreed for providing services and support).

#### 1.2 Factors:

- Type and complexity of the problem: Internal or external problem. Different perceptions of the problem.
- Own level of accountability and authority to manage the problem.
- Organisational structure, culture, policy and procedure.
- Availability and access to resources (people, finance, materials, equipment, technology).
- Time constraints.
- Influence and power of internal and external stakeholders (for example, senior managers, team, colleagues, customers).
- Confidence, capability to manage problems and make decisions.
- Quality and accessibility of data and information to identify the size and scope of the problem.

## Learning outcome 2

### Know how to manage a problem and make a decision in an organisational context

#### Assessment criteria

2.1 Outline **approaches** for problem solving and decision making

2.2 Summarise **methods** to gather **data** and **information** for problem solving and decision making

2.3 Explain how a **problem** can be **managed** to make a decision in an **organisational context**

#### Indicative content

2.1 Approaches (Models, techniques):

- Ethical problem-solving and decision making models. SWOT analysis (Strengths, Weaknesses, Opportunity, Threats). Decision Trees. OODA Loop (Observe, Orient, Decide, Act) (Boyd, 1995). 5 Whys – Root cause analysis (Ohno, 2006). 6 Hat Thinking (De Bono, 1970). Six Sigma Lean (Pyzdek et al, 2018). Communication techniques including negotiation and influencing skills. Fishbone Analysis (Ishikawa, c.1960s).

## 2.2 Methods

- Data: Surveys, questionnaires, Data reports/presentation which provide numerical results (for example, levels of productivity, performance). Statistics (for example, customer, staff numbers). Resource use (for example, finance, physical, technology, people). Complaints/satisfaction results.
- Information: Interviews, questioning, feedback, listening, observations. Use of mind map/story boarding/vision boards. Surveys. Documents and reports.

## 2.3 Problem:

- Managing and leading people (Refer to indicative content stated in A.C 1.1)
- Operational problem (Refer to indicative content stated in A.C 1.1)

Managed: To include:

- Definition of the problem: Type of problem. Relevance of the problem to the First Line Manager and the organisation.
- Application of a problem solving approach (for example model or theory) to manage a problem to make a decision (for example providing support through informal coaching and continuous professional development).
- Methods selected to gather data and information to inform problem solving and decision making
- Results of data and information gathered to assess the nature and impact of the problem.
- Outcomes.
- Decision recommended.

Organisational context:

- In an organisation known well or researched. Relevant to the level of accountability of a First Line Manager, working with a more senior manager/leader (for example, a line manager).

## Requirements and Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

1. The learner may be asked to write a **report** on the context of problem solving for First Line Managers. (AC 1.1, 1.2)
2. The learner may be asked to produce a **written account** of how to manage a problem and make a decision in an organisational context. The written account must be presented in THREE (3) parts:
  - A. Approaches for problem solving and decision making (AC 2.1)
  - B. Methods to gather data and information for problem solving and decision making (AC 2.2)
  - C. An explanation of how a problem can be managed to make a decision in an organisational context. Evidence must be based on a problem a First Line Manager has experienced or may have experienced in an organisation they know well or have researched (for example, a problem related to managing or leading people or managing an operational issue) (AC 2.3)

3. The learner may present **work-based evidence** accompanied by a report/reflective accounts to meet each of the assessment criteria.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information to demonstrate they understand the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

#### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K3: Processes and policies which support the delivery of operational requirements

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K7: How to manage resources to implement operational and team plans.

K9: Communication techniques including presentation skills.

K11: Stakeholder management.

K12: Problem-solving and decision-making techniques.

K14: IT and software used to support the activities of the business.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K16: The impact that internal and external factors have on their role

K18: The purpose of their role within the organisation including their level of responsibility and accountability.

K19: The impact that cross-team working has in the delivery of organisational objectives.

K20: How to collate, interpret and communicate data.

K22: Approaches to managing budgets, such as climate change impacts, and options and choices to maximise efficient use of resources.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S1: Use resources to implement operational and team plans.

S3: Able to collate and interpret data and create reports.

S4: Identify and support the development of the team through informal coaching and continuous professional development.

S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.

S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.

S16: Negotiate with and challenge stakeholders to manage change and reduce conflict.

B1: Acts professionally, ethically and with integrity.

B3: Takes accountability and ownership of their tasks and workload.

#### CMI Professional Standard

### **Personal Effectiveness**

- Managing Yourself
  - Being adaptable and prioritising my activities
  - Looking after my personal wellbeing
- Making Decisions
  - Gathering Data
  - Being Agile, Innovative and Creative
  - Reviewing Effectiveness
- Communicating & Influencing
  - Identifying the Communication Need
  - Using Effective Communication Skills
  - Using Negotiating and Influencing

### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
- Building Relationships & Networks
  - Building Relationships
  - Championing Diversity, Equity, Equality and Inclusion

### **Organisational Performance**

- Leading Change & Innovation
  - Leading Change
- Achieving Results
  - Evaluating the Impact of Achieving Results

### **Suggested reading/web resource materials**

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

#### **Reading/resource materials available on ManagementDirect:**

##### **Checklists -**

Checklists - 277 Developing decision making skills

##### **Articles -**

The Importance of Problem-Solving Skills in the Workplace

“What’s the right thing to do to get the situation resolved?”

The Corporate Spy’s Guide to Making Snap Decisions

How we (unconsciously) make bad decisions

##### **Blog -**

## How to Get Better at Solving Problems

### Useful Links

The Communication Problem Solver: Simple Tools and Techniques for Busy Managers

<https://www.amazon.co.uk/Communication-Problem-Solver-Techniques-Managers/dp/B0058M738W>

7 Organizational Issues and Ways To Overcome Them

<https://www.indeed.com/career-advice/career-development/organizational-issues>

Linking organizational context and managerial action: The dimensions of quality of management

<https://onlinelibrary.wiley.com/doi/abs/10.1002/smj.4250151007>

### Books

#### Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

#### Suggested Reading

Cain, T. (2024) *Solving Problems in 2 Hours: How to Brainstorm and Create Solutions with Two Hour Design Sprints*. Lucid Creative Press. London. UK.

Creed, E. (2023) *Systemic Questions in Action: 101 Systemic Questions and Real-World Examples to Enhance Your Workplace Communication & Problem-Solving Skills. A Must-Have Guide for Managers, Consultants & Coaches*. Independently Published.

Hawkins, D. K. (2022) *Decision-Making Skills for Managers*: Independently Published.

Meyer, P.I. (2023) *The 4 Pillars of Problem-Solving: 169 Techniques & Hacks to Solve Challenges with Strategic Thinking. Build Relationships and Collaborate with People by Fixing Tough Problems Using Creative Solutions*. Mind Mentor. London. UK.

Pittino, D. (2022) *The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader*: econcise. London. UK.

# UNIT 337 – PROFESSIONAL DEVELOPMENT AS A FIRST LINE MANAGER

**Ofqual unit number** J/651/2321

**RQF level** 3

**Guided learning hours** 30

**Total unit time** 70

**Credits** 7

## **Aims of unit**

Professional development is a fundamental activity that supports First Line Managers to develop in their role. In an organisational setting it may support career progression, the development of knowledge, capabilities, personal growth and motivation. Importantly, it has the potential to impact an individual's self-esteem, fulfilment, mental wellbeing and resilience. Professional development contributes to an organisation's ability to succeed as well as bringing benefits to the people and teams led by the First Line Manager.

On successful completion of the unit, First Line Managers will understand the benefits of 'developing self' and be able to create a Professional Development Plan to support the achievement of their goals.

## **Keywords**

Benefits. Development. Assessment. Capabilities. Knowledge. Skills. Behaviours. Methods. Opportunities. Activities. Success.

## **Learning outcome 1**

### **Understand the benefits of developing self as a First Line Manager**

#### **Assessment criteria**

- 1.1 Explain the **importance** of **continuous professional development** for First Line Managers
- 1.2 Explain the **impact** of continuous professional development on the organisation
- 1.3 Summarise **methods** to assess own management and leadership capabilities
- 1.4 Outline **opportunities** for continuous professional development for First Line Managers

## Indicative content

### 1.1 Importance:

- Identification of personal and professional strengths together with opportunities for development, increase in responsibility/accountability, and career progression.
- Supports the development of self-awareness, self-esteem, self-confidence, self-fulfilment, mental wellbeing, resilience. Personal growth and motivation.
- Contributes to improving levels of productivity. Ability to manage workload. Development of transferable skills.
- Provides a structured, conscious approach to learning and developing.
- Supports people to comply with the requirements for specific occupations (for example, evidencing compliance with legal, regulatory and organisational and Professional Body requirements, such as mandatory training, qualifications).
- Provides an opportunity for self reflection and evaluation.
- Enables people to re-skill/up-skill in response to emerging topics/themes in the organisational sector/work role (for example, Artificial Intelligence (AI), Green Management, equity, diversity and inclusion).

### Continuous Professional Development:

- Knowledge, skills, behaviours required to be effective as a First Line Manager, and/or to support career advancement.

### 1.2 Impact:

- Ability to achieve organisational goals. Contributes to the organisation's strategic approach for the development of people. Improved capability, capacity, productivity, competitiveness. Organisational reputation. Employee engagement and satisfaction. Customer/stakeholder satisfaction. Compliance with organisational and legal guidelines. Inclusive culture (treating internal and external stakeholders fairly, with respect). Improved relationships (reduction in risk or conflict). Demonstration/promotion of equity, diversity and inclusion together with its impact. Succession/pipeline planning.

### 1.3 Methods:

- Assessment of knowledge skills and behaviours relevant to a First Line Manager (for example, Team Leader Apprenticeship Standard ST0384 (2024). CMI Professional Standard for Management & Leadership. Occupational Standards/Competency Frameworks for First Line Managers which are industry/sector specific).
- Use of tools and techniques: Self-assessment surveys and questionnaires. Skills inventories. 360/180 reviews. Appraisals. Personality/work behaviour diagnostic tools (for example, CMI Management Diagnostics). Personal SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, gap analysis. Self-reflection. Achievement of aims and objectives. Feedback from colleagues, managers, customers, stakeholders. Compliments and complaints.

### 1.4 Opportunities:

- Development activities (formal, informal and/or mandatory development). Self-directed study (books, articles, journals). Workshops, seminars, conferences. E-Learning. Webinars. Ted Talks. In-house training programmes. Work-based learning. Social and collaborative learning. Placements (for example, voluntary work). Job shadowing, job rotation and secondment. Coaching. Mentoring. Accredited qualifications and non-regulated training programmes. Apprenticeship programmes. Cross functional working (learning knowledge and skills from other people/departments). Technology updates. Membership of a professional institution or trade association. Networking events.



<b>Learning outcome 2</b>
<b>Be able to identify opportunities for continuous professional development</b>
<b>Assessment criteria</b>
<p>2.1 Assess own <b>knowledge, skills and behaviours</b> as a First Line Manager</p> <p>2.2 Identify areas of <b>strength, weakness</b> and <b>opportunities</b> for professional development</p> <p>2.3 Create a <b>Professional Development Plan (PDP)</b> to develop own capabilities</p>
<b>Indicative content</b>
<p>2.1 Knowledge, skills and behaviours:</p> <ul style="list-style-type: none"> <li>• Assessment of knowledge skills and behaviours relevant to a First Line Manager (for example, CMI Professional Standard for Management &amp; Leadership. Team Leader Apprenticeship Standard ST0384 (2024). Occupational Standards/Competency Frameworks for First Line Managers which are industry/sector specific).</li> <li>• Use of tools and techniques: Self-assessment surveys and questionnaires. Skills inventories. 360/180 reviews. Appraisals. Personality/work behaviour diagnostic tools (for example, CMI Management Diagnostics). Personal SWOT (Strengths, Weaknesses, Opportunities and Threats) analysis, gap analysis.</li> </ul> <p>2.2 Strengths, Weakness and Opportunities:</p> <ul style="list-style-type: none"> <li>• Outcomes of self-assessment completed in 2.1.</li> </ul> <p>2.3 Professional Development Plan (PDP):</p> <p>Planning document which covers a minimum of 6 months to a maximum of 12 months with activities relevant to a First Line Managers role. The PDP includes:</p> <ul style="list-style-type: none"> <li>• Aims, which should be SMART (Specific, Measurable, Achievable, Realistic, Timebound).</li> <li>• Objectives linked to opportunities for improvement identified in AC 2.1,2.2.</li> <li>• Selected development activities (for example, formal, informal and/or mandatory development opportunities).</li> <li>• Resources required to complete development activities.</li> <li>• Methods for monitoring and reviewing the professional development activities (for example, annual or periodic reviews, informal review, self-assessment against recognised competency framework).</li> </ul>
<b>Requirements and recommendations for assessment</b>
<p>Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes, with the exception of Task 2 which all learners are required to complete.</p> <ol style="list-style-type: none"> <li>1. The learner may be asked to <b>write a report</b> on the benefits of developing self as a First line Manager. (AC 1.1,1.2, 1.3, 1.4)</li> <li>2. The learner must identify opportunities for continuous professional development. This includes:</li> </ol>

A. **Use of a diagnostic tool or technique** to assess own knowledge, skills and behaviours as a First Line Manager against a capability framework (for example, the Chartered Management Professional Standard, Team Leader Apprenticeship ST0384 (2024), or other relevant occupational standard or competency framework). (AC 2.1)

B. A **written account** which identifies areas of strengths and opportunities for professional development. (AC 2.2)

C. A **Professional Development Plan** (PDP) for a minimum of SIX (6) months and a maximum of TWELVE (12) months to develop own capabilities. (AC 2.3)

3. The learner may present **work based evidence**, accompanied by reports and a Professional Development Plan to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information to demonstrate they understand the assessment criteria.

## Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K1: Performance management techniques.

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K11: Stakeholder management.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K16: The impact that internal and external factors have on their role

K18: The purpose of their role within the organisation including their level of responsibility and accountability.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S3: Able to collate and interpret data and create reports.

S17: Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.

B1: Acts professionally, ethically and with integrity.

B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

B3: Takes accountability and ownership of their tasks and workload.

B4: Seeks learning opportunities and continuous professional development.

### CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Managing Yourself
  - Looking after my personal wellbeing
  - Committing to my Ongoing Personal and Professional Development
- Making Decisions
  - Gathering Data
  - Being Agile, Innovative and Creative

### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
  - Managing Performance
- Developing People & Capabilities
  - Managing People
  - Motivating Others
  - Building a Sustainable Workforce
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Networking with Others
  - Adaptive Working
  - Collaborative Leadership

### **Organisational Performance**

- Managing Resource & Risk
  - Leading on the Green Agenda
  - Utilising Emerging Technologies

### **Suggested reading/web resource materials**

ManagementDirect resources require CMI membership and a username and password. Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Reading/resource materials available on ManagementDirect:

CMI Models -  
SWOT analysis personal

Articles -  
How To Encourage Your Team To Do CPD  
Bring more focus to your goals  
Creating the Blueprints for Tomorrow's Leaders  
How You Can Make CPD Work for You  
How To Take Control Of Your Own Career

Useful Links -  
What Makes a Leader?  
<https://hbr.org/2004/01/what-makes-a-leader>  
Crucibles of Leadership  
<https://hbr.org/2002/09/crucibles-of-leadership>  
The Self-Care Guide for Managers  
<https://business.calm.com/resources/blog/self-care-guide-for-managers/>  
1st Edition  
Continuing Professional Development

## Books

### Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). A Level Business: Pearson Edexcel (6<sup>th</sup> Edn). Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). Cambridge International AS & A Level Business Coursebook. Cambridge University Press. Cambridge. UK.

SurrIDGE, A.G. (2019) AQA A-Level Business (5<sup>th</sup> Edn). Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): Management and Administration T Level: Core. Hodder Education. London. UK.

Webb, T. (2022) Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion): The Choir Press. London UK.

### Suggested Reading

Bermudez, A., (2022) Essentials of Leadership: The Power & Knowledge to Lead and Manage in a Position of Strength: Independently Published.

Delalo, O.N. (2024) Unleash Your Strengths: The Ultimate Book on Transformational Leadership. Independently Published.

Dietmar, S. (2021) Developing Coaching Skills: A Concise Introduction. Econcise GmbH.

Kouzes, J.M., & Posner, B.Z. (2022) The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations (7<sup>th</sup> Edn). Jossey-Bass. London. UK.

Pittino, D. (2022) The Concise Leadership Textbook: Essential Knowledge and Skills for Developing Yourself as a Leader: econcise. London. UK.

Stone, R.L. (2023) Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact: Independently Published.

Wyatt, P.A. (2022) Impactful Influence for Modern Leaders: How to Use the Power of Influence to Lead Other People Toward Success: Eagle Ridge Books. USA.

# UNIT 338 – BUDGETING FOR FIRST LINE MANAGERS

**Ofqual unit number** K/651/2322

**RQF level** 3

**Guided learning hours** 28

**Total unit time** 60

**Credits** 6

**Aims of unit** Good financial management is essential if an organisation is to succeed. Whilst many First Line Managers will not require an in-depth knowledge of finance and accounting in their role; they should understand how they can contribute to the organisation's financial health through the effective management of budgets.

On successful completion of the unit, First Line Managers will understand the role of budgets within organisations, and how budgets can be monitored, controlled and managed.

**Keywords** Organisations, budgets, costs, systems, monitor, control, compliance, success.

<b>Learning outcome 1</b>
<b>Understand budgets in an organisational context</b>
<b>Assessment criteria</b>
<p>1.1 Outline the <b>purpose</b> of <b>different types of budgets</b> in an <b>organisation</b></p> <p>1.2 Explain the types of <b>costs</b> within an organisation's budget</p> <p>1.3 Summarise the sources of <b>cost information</b> which inform an organisation's budget</p> <p>1.4 Describe how <b>systems</b> are used for managing costs within an organisation's budget</p>
<b>Indicative content</b>
<p>1.1 The purpose of different types of budgets:</p> <p>Purpose (specific to type of budget):</p>

- Meeting team/organisation objectives.
- Controlling expenditure.
- Managing resources.
- Planning for the future (for example contributing to net carbon zero/sustainability goals)
- Reporting of financial performance.
- Awarding accountability to individual budget holders.

Different types of budgets:

- Master budget.
- Project budget.
- Operating budget.
- Departmental budget.
- Functional budget.
- Capital budget.

Organisation:

- Own organisation or organisation researched or known well.

1.2 Costs:

- Fixed costs: Rent. Salaries. Equipment.
- Variable costs: Materials. Consumables. Energy. Travel. Shipping. Training.
- Semi-variable costs: Telephone, mobile, internet. Utilities. Training.
- Direct costs: Materials. Labour.
- Indirect costs: Administration, salaries, rent. Depreciation.
- Cost of goods sold.
- Operating costs: Production, sales marketing, administration, distribution.

1.3 Cost Information:

- Supplier quotations.
- Purchase orders.
- Invoices.
- Budget statements.
- Receipts.
- Payroll/timesheets.
- Supplier marketing/price lists.
- Systems for estimating costs.
- Historical financial data.

1.4 Systems:

- Spreadsheets.
- Filing systems.
- CRM (Customer Relationship Management) systems.
- Analytic tools.
- Accounts software.
- ERP (Enterprise Resource Planning) systems.
- Project management software.

## Learning outcome 2

**Know how to monitor and control a budget in an organisational context**

## Assessment criteria

2.1 Explain **methods** for monitoring a budget in an organisation

2.2 Describe **actions** that can be taken to control an organisation's budget

2.3 Outline actions that can be taken to **manage variances** in an organisation's budget

## Indicative content

2.1 Methods:

- Apply legal, regulatory and organisational policy and procedure for monitoring a budget.
- Review actual costs versus forecast costs.
- Calculation of variances (extent and source of variance).
- Cost tracking.
- Trend analysis (for example, changes in costs to resources such as materials, energy).
- Use IT and software, such as spreadsheets and finance packages.

2.2 Actions:

- Apply legal, regulatory and organisational policy and procedure for controlling a budget.
- Review spending limits.
- Chase up sales orders, unpaid invoices.
- Delay or advance purchase of new equipment.
- Cost cutting or spending review.
- Redeploy resources.
- Communicate budget status.
- Works flexibly and adapts to circumstances

2.3 Manage variances:

- Apply legal, regulatory and organisational policy and procedure for reporting variances.
- Identify variance.
- Define severity of problem.
- Provide recommendations.
- Report variance to senior manager (Acts professionally, ethically and with integrity).

Variances:

- Overspend on a budget.
- Underspend on a budget.

## Requirements and recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

2. The learner may be asked to write a **report** on budgets in an organisational context. (AC 1.1, 1.2, 1.3, 1.4)

3. The learner may be asked to write a **report** on how to monitor and control a budget in an organisational context.(AC 2.1,2.2, 2.3)

4. The learner may present **work based evidence**, accompanied by reports to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information to demonstrate they understand the assessment criteria.

### Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K3: Processes and policies which support the delivery of operational requirements

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K7: How to manage resources to implement operational and team plans.

K12: Problem-solving and decision-making techniques.

K14: IT and software used to support the activities of the business.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K20: How to collate, interpret and communicate data.

K21: The wider social and economic environment in which the organisation operates.

K22: Approaches to managing budgets, such as climate change impacts, and options and choices to maximise efficient use of resources.

S1: Use resources to implement operational and team plans.

S3: Able to collate and interpret data and create reports.

S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.

S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.

S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.

S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.

B1: Acts professionally, ethically and with integrity.

B3: Takes accountability and ownership of their tasks and workload.

B5: Works flexibly and adapts to circumstances.

### CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Making Decisions
  - Gathering Data

### Interpersonal Excellence

- Providing Purpose & Direction
  - Meeting the Needs of the Business



- Managing Performance

### Organisational Performance

- Managing Resource & Risk
  - Managing Resources
- Achieving Results
  - Applying Commercial Acumen

### Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

#### Reading/resource materials available on ManagementDirect:

##### Checklists -

- Checklists - 126 Controlling costs
- Checklists - 042 Drawing up a budget
- Checklists - 043 Controlling a budget

##### CMI Models -

Zero based budgeting

##### Useful Links -

3 Steps To Navigate Budget Complexity During Business Growth

<https://www.forbes.com/sites/rhettpower/2024/03/03/3-steps-to-navigate-budget-complexity-during-business-growth/>

The Impact Of Budget On Effective Planning And Control In An Organisation

<https://www.linkedin.com/pulse/impact-budget-effective-planning-control-organisation-chibuike/>

Monitoring and Controlling a Business Budget

<https://selecttraining.ae/monitoring-and-controlling-a-business-budget/>

Cost control: How to monitor project spending to increase profitability

<https://asana.com/resources/cost-control>

##### Books

#### Generalist Management, Leadership and Business Texts

- Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.
- Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.
- Surrige, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.
- Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

- Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

**Subject specific texts**

- Dickey, Terry. & Hicks, T. (1992). *Basics of Budgeting: A Practical Guide to Better Business Planning - 50-Minute Series*. Cengage Learning, Inc.
- Goel, S. (2015). *Capital Budgeting*. Business Expert Press.
- Haigh, J. (2011). *Financial Times Guide to Finance for Non-Financial Managers, The FT Guides*. Pearson Education Limited.
- Harvard Business Review. (2012). *HBR Guide to Finance Basics for Managers (HBR Guide Series)*. Harvard Business Review Press.
- Holtzman, Mark P. and Hood, S. (2013). *Management and Cost Accounting for Dummies*. John Wiley & Sons Inc.
- Millichamp, A. (2000). *Finance for Non-Financial Managers*. Cengage Learning EMEA.
- Milling, B E. (2003). *The Basics of Finance: Financial Tools for Non-Financial Managers*. iUniverse.
- Wouters, M. Selto, F. Hilton, R. and Maher M. (2012). *Cost Management: Strategies for Business Decisions, International Edition*. McGraw-Hill Education – Europe.

# UNIT 339 – TECHNOLOGY FOR FIRST LINE MANAGERS

Ofqual unit number L/651/2323

RQF level 3

Guided learning hours 31

Total unit time 70

Credits 7

**Aims of unit**

Technology in the workplace can be transformative. By harnessing the capability of technologies, First Line Managers can identify ways to manage individuals and teams more efficiently, streamline workflows, improve communication and stay organised. From an organisational perspective, the right technology can contribute to the delivery of its strategic plan and the ability to meet stakeholder requirements.

On successful completion of the unit, First Line Managers will understand the benefits and challenges of using technology and how new innovations can support the achievement of organisational and professional goals.

**Keywords**

Technology. Innovation. Types. Benefits. Limitations. Barriers. Research. Proposal. Evidence. Recommendations. Success.

<b>Learning outcome 1</b>
<b>Understand the benefits and limitations of using technology in the workplace</b>
<b>Assessment criteria</b>
1.1 Summarise the <b>types</b> of technology used in the workplace 1.2 Explain the <b>factors</b> which inform the use of technology in organisations 1.3 Discuss the <b>benefits</b> of technology in the workplace 1.4 Outline the <b>limitations</b> and <b>barriers</b> of using technology in the workplace
<b>Indicative content</b>
1.1 Types: <ul style="list-style-type: none"> <li>• Desktop applications (for example, tools to produce documents, spreadsheets, presentations).</li> </ul>

- Communication tools (for example, email, video conferencing, instant messaging).
- Document management systems (for example, sharing, editing, storing, archiving documentation).
- Customer Relationship Management (CRM) systems (for example, managing customer interactions, customer contact management, sales and marketing).
- Project management systems (for example, to plan, manage and monitor projects).
- Time management and prioritisation applications.
- Cloud based computing: Software systems accessed via the internet.
- Business intelligence tools: Data analytics, reporting, dashboards.
- Design tools: Artificial Intelligence (AI), Augmented Reality (AR), Machine Learning (ML). AI BOTS.
- Other technologies (for example, Robotic Process Automation (RPA), inventory and logistics management).

#### 1.2 Factors:

- Type and purpose of organisation.
- Organisational, legal and regulatory frameworks: Policies. Procedures (for example, data protection, confidentiality, cyber security).
- Organisational strategy for technology.
- Finance to implement and maintain technology.
- Organisational culture (for example the impact on roles)
- Ethical and social considerations (for example, changing working practices and patterns, ability to access technology).

#### 1.3 Benefits:

- People: Improved communication, motivation, engagement. facilitating different types of working (for example, remote working, hybrid working, on-site).
- Task management and process automation: Increased productivity, reduced administration, streamlined data and information gathering, workflow efficiency.
- Outputs: Competitive advantage, reduced cost of production, meeting customer needs and expectations, problem solving and decision making, collate, interpret and communicate data and information more effectively
- Corporate Social Responsibility (CSR) and sustainability: Reduction in energy consumption. Contribution to green agenda/net zero/net carbon.

#### 1.4 Limitations and barriers:

- People: Capability to use technology (individual, team, stakeholders). Ethical issues (fair access to technology, impact, mistrust of technology, individual preference for using types of technology).
- Systems requirements: Hardware and software. Integration between existing and new systems. Internet speed and access. Security (for example, cyber security, theft, confidentiality).
- Costs: Implementation costs of hardware and software. Operating costs (for example, Licence fees, help desk support). Training requirements.
- Compliance with organisational, regulatory and legal requirements (for example, Data Protection Act, Equality Act, Freedom of Information Act, Computer Misuse Act, intellectual property legislation/rights, liability, Human Rights Act, Health and Safety Act).

### **Learning outcome 2**

**Be able to propose new and emerging technologies to improve organisational performance**

### **Assessment criteria**

**2.1 Research new and emerging technology that can support an organisation's performance**

## 2.2 Present a **proposal** for using a new or emerging technology to respond to **business need**

### Indicative content

#### 2.1 New or emerging technology:

- Artificial Intelligence (AI).
- Augmented Reality (AR).
- Robotic Process Automation (RPA).
- Machine Learning (ML).
- AI BOTS.
- Use of apps.
- Other technologies.

#### Organisational Performance (Delivery of):

- Customer services.
- Operational activities.
- Production.
- Resource management (for example, people, finance, time, physical, technology).
- Sales.
- Marketing.
- Projects.
- Learning and development.
- Environmental goals.

#### 2.2 Proposal:

- Business need (for example, to streamline/replace/automate existing systems and processes).
- Proposed type of new or emerging technology to meet the business need.
- Analysis of data and information to support the case for using new or emerging technology.
- Impact of new or emerging technology on delivery of tasks and activities.
- Role and responsibilities (for example, span of control - manage and lead people, teams. People and stakeholder development).
- Professional development.

#### Technology (new and emerging):

- Artificial Intelligence (AI).
- Augmented Reality (AR).
- Robotic Process Automation (RPA).
- Machine Learning (ML).
- AI BOTS.
- Use of apps.
- Other technologies.

#### Business need: Aim to improve or develop:

- Services for customers (stakeholder management).
- Initiatives for CSR and sustainability (for example, reducing energy consumption contribute to green agenda/net zero/net carbon).
- The delivery of operational activities.
- Production methods and outputs.
- Problem solving and decision making.
- Resource management (for example, people, finance, physical, technology).
- Sales growth.
- Marketing and competitive advantage.

- Project delivery.
- Learning and development.
- Management and leadership capabilities.
- Change and continuous improvement.

**Requirements and recommendations for assessment**

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are for guidance purposes only.

1. The learner may be asked to **write a report** on the benefits and limitations of using technology in the workplace. (AC 1.1, 1.2, 1.3, 1.4)
2. The learner may be asked to develop an **electronic presentation** of no more than 10 slides which will be accompanied by brief presentation notes entitled:  
**‘Proposal for new and emerging technologies to improve organisational performance’**

To meet the requirements of this task learners will include:

- Research new and emerging technologies that can support an organisation’s performance. (AC 2.1)
- Proposal for using a new or emerging technology to respond to business needs. (AC 2.2)

The learner may present **work based evidence**, accompanied by reports and reflective accounts to meet each of the assessment criteria.

**Further guidance**  
 It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information to demonstrate they understand the assessment criteria.

**Relationship with other frameworks and occupational standards**

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

<b>Team Leader Apprenticeship ST0384</b>
● K – Knowledge
● S – Skills
● B – Behaviours
K3: Processes and policies which support the delivery of operational requirements
K4: Project management tools and techniques.
K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.
K6: Organisational strategy and objectives and how their role impacts them.
K8: Time management and prioritisation tools.
K9: Communication techniques including presentation skills.
K11: Stakeholder management.
K12: Problem-solving and decision-making techniques.
K13: Principles of change and continuous improvement.
K14: IT and software used to support the activities of the business.
K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how

they are managed.
K16: The impact that internal and external factors have on their role
K20: How to collate, interpret and communicate data.
K21: The wider social and economic environment in which the organisation operates.
S2: Use tools to organise, prioritise and allocate daily and weekly work activities.
S3: Able to collate and interpret data and create reports.
S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.
S6: Use project management tools and approaches to monitor project progress, taking corrective action to deliver against the project plan.
S7: Review work processes to identify opportunities to improve performance and for continuous improvement.
S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.
S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.
S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.
S15: Manage and maintain relationships with a diverse workforce and stakeholders.
S18: Identify future changes in the sector that may impact their organisation.
S19: Monitor the use of digital technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.
B1: Acts professionally, ethically and with integrity.
B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.
B4: Seeks learning opportunities and continuous professional development.

### **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### **Personal Effectiveness**

- Making Decisions
  - Gathering Data
- Communicating & Influencing
  - Identifying the Communication Need
  - Adapting Your Communication Methods
  - Using Effective Communication Skills
  - Using Negotiating and Influencing

#### **Interpersonal Excellence**

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
  - Managing Performance
- Developing People & Capabilities
  - Managing People
  - Motivating Others
  - Building a Sustainable Workforce
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Adaptive Working

## Organisational Performance

- Leading Change & Innovation
  - Being Innovative and Entrepreneurial
- Managing Resource & Risk
  - Managing Resources
  - Leading on the Green Agenda
  - Utilising Emerging Technologies

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### Reading/resource materials available on ManagementDirect:

#### Articles -

How to manage Gen Z: born digital and fluent in technology  
Improve remote working practices to minimise staff sickness

#### Blog -

The 5 Barriers to Effective Digital Transformation

#### Useful Links

AI and Product Management: Navigating Ethical Considerations

<https://www.pragmaticinstitute.com/resources/articles/product/ai-and-product-management-navigating-ethical-considerations/>

The Importance of Modern Technology in the Workplace

<https://www.protectedtrust.com/technology-in-the-workplace/>

The Role of Technology in the Workplace (2024)

<https://kitaboo.com/technology-in-the-workplace/>

#### Books

#### Generalist Management, Leadership and Business Texts

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

Surridge, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.



Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

### **Suggested Reading**

- Christensen, C M. (2013). *The Innovator's Dilemma: When New Technologies Cause Great Firms to Fail*. Harvard Business Review Press.
- Daim, T.U. et al. (2014). *Technology Development: Multidimensional Review for Engineering and Technology Managers - Innovation, Technology, and Knowledge Management*. Springer International Publishing AG.
- Lansiti, M. & Lakhani, Karim R. (2020). *Competing in the age of AI: Strategy and leadership when algorithms and networks run the world*. Gilden media.
- Kale, Vivek. (2014). *Guide to Cloud Computing for Business and Technology Managers: From Distributed Computing to Cloudware Applications*. Taylor & Francis Inc.
- Shane, Scott A. (2013). *Technology Strategy for Managers and Entrepreneurs*. Pearson education.
- Shim, Jae K. (2010). *A Manager's Guide to Information Systems and Technology*. Global Professional Publishing Ltd.
- Ure, Jenny. & Jaegersberg, G. (2005). *Invisible Architecture: The benefits of aligning people, process & technology: case studies for system designers & managers*. BCS Learning & Development Limited.

# UNIT 340 – SUPPORTING PEOPLE THROUGHOUT THE EMPLOYEE LIFE CYCLE

**Ofqual unit number** M/651/2324

**RQF level** 3

**Guided learning hours** 29

**Total unit time** 60

**Credits** 6

**Aims of unit**

First Line Managers have a key role in supporting people to develop and thrive throughout their employment. Support typically starts at the beginning of the employee life cycle, at pre-recruitment and concludes at the end of a person's contract with the organisation. First Line Managers are uniquely placed to understand the needs of employees, enabling them to understand their role and responsibilities and providing opportunities to work towards personal and professional goals.

On successful completion of the unit, First Line Managers will have developed an understanding of the employee life cycle and know how to effectively contribute to the development of people.

**Keywords**

Employment. Life cycle. Development. Assessment. Capabilities. Activities. Success.

<b>Learning outcome 1</b>
<b>Understand the employee life cycle within an organisation</b>
<b>Assessment criteria</b>
<p>1.1 Explain the <b>employee life cycle</b> within an <b>organisation</b></p> <p>1.2 Outline the <b>organisational and legal requirements</b> which apply in the employee life cycle</p> <p>1.3 Explain how First Line Managers <b>support</b> employees through the employee life cycle</p>
<b>Indicative content</b>
<p>1.1 Employee life cycle: This typically starts at pre-recruitment, through to the end of a person's contract with the organisation.</p>

#### Attraction to the organisation:

- Organisational strategy, objectives, brand and reputation and commitment to Corporate Social Responsibility (CSR), sustainability and net zero carbon.
- Organisational strategy, culture, values, ethics and behaviours.
- Commitment to equity, diversity, inclusion and wellbeing.
- Benefits to attract new employees (for example, salary, benefits, healthcare, car allowance, pension, relocation packages, staff discounts). Flexible working patterns, access to work (for example, virtual, hybrid, in person), wellbeing at work initiatives, leave entitlements)).

#### Recruitment and selection:

- Identifying the need to recruit a new employee to meet operational and team plans. Respond to future organisational changes (for example changes to technology, processes, new services, funding, legal and regulatory requirements).
- Establish new employee roles and responsibilities. Terms and conditions (for example, salary, benefits, hours of work, location - virtual, hybrid, in person).
- Advertising role, shortlisting applicants, interviewing and recruiting.

#### Onboarding:

- Welcome to new job role, meeting team and team collaborators (cross team working). Workplace orientation.
- Providing learning and development (for example, expectations and duties in the role. Training on policies, procedures, processes, IT and software used to support the activities of the organisation).

#### Employee engagement:

- Managing employee engagement and satisfaction (wellbeing and work life balance).
- Motivating employees throughout their employment (recognising and rewarding success).
- Promoting organisational culture.
- Administrative functions (for example, annual leave, sick leave, other leave entitlements, pay, expenses, benefits).
- Managing grievances and conflict.
- Communications.

#### Learning and development:

- Informal and formal learning opportunities (development of knowledge, skills and behaviours specific to job role).
- Performance management to support the achievement of individual and team goals.
- Continuous Professional Development (CPD).

#### Exit (Off-boarding):

- Administrative and management support for the employee leaving the organisation (for example, termination of contract, end of a fixed term of employment, resignation or retirement).
- Exit interview.

Organisation (An organisation/department known well or researched): Organisational aims and purpose. Sector/industry.

1.2 Organisational and legal requirements (relevance to type of organisation and occupational role\*):

Organisational:

- Contracts of employment: Expectations of employee and employer. Workplace policies and procedures (for example, disciplinary, grievance, bullying and harassment, access to training, entitlements including expenses and travel, leave entitlements).

Legal:

- Legislation, regulation and organisational policy and procedure: Equality Act. Health and Safety at Work Act. Data Protection Act. Safeguarding Vulnerable Groups Act. Minimum Wage regulations. Working Time Directive. Rights to work in the UK. Bribery Act. Pensions Act. Employment Rights Act (parental leave).

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*\*Relevance to type of organisation and occupational role: Specific requirements exist for different organisations, industries or sectors (for example, requirements related to health and safety. Qualification or licence to practise requirements for employees).*

1.3 Support (relevant to the First Line Managers role and type of organisation, industry or sector):

- Attracting people to the organisation (for example, showcases team and organisational culture. Creates a positive work environment. Networks. Builds relationships).
- Recruitment and selection (for example, identifying new employee roles and responsibilities, meeting applicants, supporting interviews and deciding who to employ).
- Onboarding support (for example, introduction to colleagues and integration to team, workplace orientation, supporting learning and development requirements for onboarding).
- Employee engagement (for example, day-to-day management and leadership, coaching, mentoring and support for the employee's wellbeing. Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on people).
- Learning and development (for example, facilitating learning and development, providing networking opportunities and professional development according to role, conducting performance reviews).
- Exit (Off-boarding) (for example, acknowledgement and appreciation, liaison with human resources department on exit process and procedure, professional farewell).

## Learning outcome 2

### Know how to contribute to the development of people during the employee life cycle

#### Assessment criteria

2.1 Summarise **approaches** to identify the development needs of **people**

2.2 Explain the **learning and development** opportunities throughout the employee life cycle

2.3 Develop a **plan** to support the **individual needs** of an employee in the employee life cycle

#### Indicative content

2.1 Approaches:

Formal approaches:

- Use of diagnostic tools and questionnaires to identify knowledge, skills and capabilities of individuals (for example, assessments, self-assessments, competency based assessments, assessments against Professional Standards).

- Skills gap analysis to identify the difference between existing knowledge, skills and behaviours, versus the requirements of the employee's role and organisational requirements.
- Performance appraisal against targets. 180 degree appraisal (for example, employee and line manager). Career development discussions.

Informal approaches:

- Communication.
- Observation.
- Use of effective feedback.

People:

- This refers to employees whom the First Line Manager is required to support within an organisation.

## 2.2 Learning and development\*\*:

Onboarding:

- Onboarding/Induction programmes to introduce new employees to the organisation (for example, organisational values, ethics, culture).
- Job specific training (for example, systems, technology, processes, responsibilities/limits of authority).
- Compliance and policy training.
- Buddy and mentor programmes.
- Continuous support.

Employee engagement: Learning and development activities (formal, informal and/or mandated requirements):

- Self-directed study (for example, books, articles, journals, e-learning).
- Skill specific workshops, seminars, conferences. Webinars. Ted Talks. In-house training programmes.
- Wellness and people skills programmes.
- Work-based learning.
- Social and collaborative learning.
- Placements (voluntary work/Corporate Social Responsibility CSR days).
- Coaching. Mentoring.
- Accredited qualifications and non-regulated training programmes.
- Cross functional working (learning knowledge and skills from other people/people in other departments).
- Conferences and networking.
- Management Information tools such as data analytics, reporting, dashboards.
- Sector-specific disruptive technologies within the organisation (for example, Artificial Intelligence (AI) Augmented Reality (AR), Virtual Reality (VR), Robotic Process Automation (RPA), Machine Learning (ML). Artificial Intelligence (AI BOTS).

*\*\* Please note whilst the employee life cycle covers the employee's employment from start to end, the focus of learning and development activities considered is for onboarding and employee engagement.*

## 2.3 Plan\*\*\*:

The plan may include:

- Employee profile (for example, role and responsibility, stage in the employee life cycle).

- Support needs of an employee (for example, new start on-boarding, employee seeking career advancement, returnee from long term absence, upskilling within role, development of knowledge skills, behaviour and organisational practices. Adoption of policy, procedure).
- Purpose of support activity (for example, development of knowledge, skills and behaviours and organisational practices to support organisational strategy, and operational and team plans).
- Aims, which should be Specific, Measurable, Achievable, Realistic, Timebound (SMART).
- Recommended support activity relevant to employee and organisational and team needs.
- Identify opportunities to improve performance and for continuous improvement.
- Resources required to complete development activities.
- Methods to monitor and review the support given (for example, informal and formal feedback, performance reviews, assessments). Monitoring (levels of performance, capability, engagement and satisfaction).

\*\*\*Plan: A formal written document, presented in a table that allows the learner to present their knowledge and understanding of the detailed steps required to support the **individual needs** of an employee in the employee life cycle over a specified timescale.

## Requirements and recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be met. The following recommendations for assessment are provided for guidance purposes only.

1. The learner may be asked to present the employee life cycle within an organisation known well or researched using an **infographic of the employee life cycle** and an **accompanying written report**. (AC 1.1, 1.2, 1.3)

2A. The learner may be asked to **write a report** on how a First Line Manager contributes to the development of people during the employee lifecycle.

The report will be presented in TWO (2) sections.

- Summary of approaches to identify development needs of people (AC 2.1).
- Explanation of the learning and development opportunities for people throughout the employee life cycle (2.2).

2B. The learner must **develop a plan** to support the individual needs of an employee in the employee life cycle. The plan must be presented in a formal written document/ table that allows the learner to present their understanding of the detailed steps required to support the **individual needs** of an employee in the employee life cycle over a specified timescale (not greater than a calendar year). (AC 2.3).

3. The learner may present **work based evidence**, accompanied by reports and a Professional Development Plan (PDP) developed for an employee to meet each of the assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well-chosen information to demonstrate they understand the assessment criteria.

It is important to acknowledge the Professional Coach Supervisor will likely undertake a range of coaching supervisions whilst they are studying for this qualification. Whilst this will add value to the learning experience, only the evidence stipulated in this assessment plan must be submitted for assessment.

## Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Professional Standard and the Team Leader Apprenticeship ST0384 (2024)

### Team Leader Apprenticeship ST0384

- K – Knowledge
- S – Skills
- B – Behaviours

K1: Performance management techniques.

K2: Identify the learning needs of others and solutions to address them.

K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.

K6: Organisational strategy and objectives and how their role impacts them.

K7: How to manage resources to implement operational and team plans.

K10: Policy and procedure relating to people and organisational culture.

K14: IT and software used to support the activities of the business.

K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.

K17: Leadership and management approaches.

K18: The purpose of their role within the organisation including their level of responsibility and accountability.

K19: The impact that cross-team working has in the delivery of organisational objectives.

K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.

S1: Use resources to implement operational and team plans.

S4: Identify and support the development of the team through informal coaching and continuous professional development.

S7: Review work processes to identify opportunities to improve performance and for continuous improvement.

S8: Use IT and software to produce documentation, such as spreadsheets and presentation packages to communicate information.

S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.

S11: Interpret organisational strategy and communicate how this impacts others.

S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.

S15: Manage and maintain relationships with stakeholders.

S18: Identify future changes in the sector that may impact their organisation.

B1: Acts professionally, ethically and with integrity.

B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.

B4: Seeks learning opportunities and continuous professional development.

### CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Managing Yourself
  - Looking after my personal wellbeing

- Making Decisions
  - Gathering Data

### Interpersonal Excellence

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
- Developing People & Capabilities
  - Managing People
  - Motivating Others
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Networking with Others
  - Championing Diversity, Equity, Equality and Inclusion
  - Adaptive Working
  - Collaborative Leadership

### Organisational Performance

- Managing Resource & Risk
  - Managing Resources
- Achieving Results
  - Driving Delivery

### Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

#### Reading/resource materials available on ManagementDirect:

##### Articles -

The Employee Life Cycle In 2024: A Complete Guide

Lack of skills and poor pay harming recruitment

Nine proven techniques to optimise your remote learning

Now That's What I Call 'distance Learning': How to Maintain Your Personal Development in a Crisis

##### Useful Links -

What is the employee lifecycle? A comprehensive overview

<https://www.randstad.co.uk/market-insights/attracting-recruiting-talent/what-employee-lifecycle/>

Employee Experience | It's Time We Rethought the Employee Lifecycle - Here's Why

<https://www.hrgrapevine.com/content/article/its-time-we-rethought-the-employee-lifecycle-heres-why-personio>

The Employee Life Cycle In 2024: A Complete Guide



<https://peoplemanagingpeople.com/articles/the-employee-life-cycle/>

Employee engagement

Discover the ways to increase engagement amongst your employees

<https://www.cipd.org/uk/topics/employee-engagement/>

Effective Employee Engagement in the Workplace

<https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=1239&context=ijamt>

## **Books**

### **Generalist Management, Leadership and Business Texts**

Marcouse, I., Hammond, A., and Watson, N. (2019). *A Level Business: Pearson Edexcel (6<sup>th</sup> Edn)*. Hodder Education. London. UK.

Stimpson, P., & Farquharson, A. (2021). *Cambridge International AS & A Level Business Coursebook*. Cambridge University Press. Cambridge. UK.

SurrIDGE, A.G. (2019) *AQA A-Level Business (5<sup>th</sup> Edn)*. Hodder Education. London. UK.

Vertigan, S. & Bayley, T. (2023): *Management and Administration T Level: Core*. Hodder Education. London. UK.

Webb, T. (2022) *Level 3 Team Leader / Supervisor (2) (Apprenticeship Companion)*: The Choir Press. London UK.

### **Suggested Reading**

Bermudez, A., (2022) *Essentials of Leadership: The Power & Knowledge to Lead and Manage in a Position of Strength*: Independently Published.

Delalo, O.N. (2024) *Unleash Your Strengths: The Ultimate Book on Transformational Leadership*. Independently Published.

Dietmar, S. (2021) *Developing Coaching Skills: A Concise Introduction*. Econcise GmbH.

DK (2021) *Managing People (New Edition)*: DK Essential Managers Publishing.

DK (2022) *The Essential Managers Management Handbook (New Edition)*: DK Essential Managers Publishing.

Kouzes, J.M., & Posner, B.Z. (2022) *The Leadership Challenge: How to Make Extraordinary Things Happen in Organisations (7<sup>th</sup> Edn)*. Jossey-Bass. London. UK

Minchin, K. (2019) *Always Time for Coffee: A Down-to-Earth Guide for Frontline Managers, Team Leaders, and Supervisors*: Kate Minchin: London: UK.

Stone, R.L. (2023) *Mastering Leadership Skills for Managers: 7 Effective Strategies to Lead with Confidence, Communicate Clearly and Create a Lasting Impact*: Independently Published.

# UNIT 306 – PRINCIPLES OF EQUALITY, DIVERSITY AND INCLUSIVE WORKING PRACTICES

**Ofqual unit number** T/615/8882

**RQF level** 3

**Guided learning hours** 24

**Total unit time** 60

**Credits** 6

**Aims of unit** Treating colleagues, customers and stakeholders with dignity and respect enables relationships to develop and thrive. This unit focuses on how to develop inclusive working practices in line with organisational and legal frameworks. This will not only improve the productivity and well being of staff, but impact positively on the whole customer experience.

**Keywords** Equality, diversity, inclusive working, key terminology, legal requirements, principles, behaviours, benefits.

<b>Learning outcome 1</b>
<b>Know the legal and organisational frameworks for inclusivity, equality and diversity</b>
<b>Assessment criteria</b>
<p>1.1 Define the key <b>terminology</b> used in the context of equality and diversity</p> <p>1.2 Summarise the <b>legal</b> and <b>organisational requirements</b> for equality and diversity</p> <p>1.3 Discuss the potential <b>consequences</b> of failing to meet legal and organisational requirements</p>
<b>Indicative content</b>
<p>1.1 <b>Terminology</b> with reference to equality, diversity, direct and indirect discrimination, less favourable treatment, bullying and harassment, victimisation, stereotyping, bias (conscious and unconscious), inclusive working practices.</p> <p>1.2 <b>Legal</b> may include refers to the Equality Act 2010, individuals covered by legislation, protected characteristics. Learners may also make reference to other local laws as relevant.</p> <p><b>Organisational requirements</b> refer to learning and development, recruitment, staff rights and responsibilities and codes of conduct. Duty to conduct impact assessments, develop equality action plans, report on findings and promote equality and diversity.</p>

1.3 **Consequences** for individuals and organisations may include but are not limited to litigation, application of disciplinary procedures, reputational damage, financial impact, effect on productivity, quality, customer experience, staff relations (absence, staff turnover).

## Learning outcome 2

**Understand equality, diversity and inclusive working practices in own area of responsibility**

### Assessment criteria

2.1 Explain the **principles** which underpin inclusive working practices

2.2 Outline the **behaviours** which promote inclusion in the workplace

2.3 Discuss the **benefits** of inclusive working practices

### Indicative content

2.1 **Principles** may include but are not limited to personal and collective obligation to treat others with dignity and respect, recognise and value difference, promote equality of opportunity and diversity within the workplace challenge discriminatory practice.

2.2 **Behaviours** may include but are not limited to honest, impartial, fair, consistent, open, participative and enabling, approachable, trustworthy, respectful, considerable, supportive, non-judgemental.

2.3 **Benefits** may include but are not limited to reputation, productivity, employee satisfaction, loyalty, engagement, improved customer experience.

## Learning outcome 3

**Know how to support equality, diversity and inclusive working practices within own area of responsibility**

### Assessment criteria

3.1 Discuss how issues which affect inclusive working practices can be **identified**

3.2 Explain the **types of support** that can be given to individuals with **diverse needs**

3.3 Explain a **process** for implementing equality, diversity and inclusive working practices

### Indicative content

3.1 **Identified** may include but is not limited to observation, response to legal requirements, a complaint, a work directive or quality improvement.

3.2 **Types of support** may include but is not limited to formal: learning and development, performance reviews, target setting, supervision, grievance, observation of good practice from managers, peer

support, coaching and mentoring, culture, reviews, one to one meetings; physical: aids and adaptation, specialist literature, IT applications.

**Diverse needs** may include but are not limited to a person's mental and physical health, disability, gender, sexual orientation, religion, beliefs, education, language, level of understanding, skills and abilities, economic status, family responsibilities

3.3 **Implementing** may include but is not limited to consulting with staff, sharing objectives, rolling out new working practices.

#### Learning outcome 4

**Understand how to monitor and manage equality, diversity and inclusive working practices within own area of responsibility**

#### Assessment criteria

4.1 Identify methods for **monitoring** equality, diversity and inclusive working practices

4.2 Summarise how **challenges** to implementing equality, diversity and inclusive working practice may be **overcome**

#### Indicative content

4.1 **Monitoring** may include but is not limited to assessment against targets, observed practice, audits, levels of compliments and complaints, staff and customer surveys.

4.2 **Challenges** may include but are not limited to individual's beliefs and opinions, ingrained working practices, bias, and lack of motivation.

**Overcome** may include but is not limited to communicating need for inclusive practice, set performance objectives, share benefits, challenge poor practice, application of disciplinary procedure.

#### Learning outcome 5

**Know how to challenge discrimination in own area of responsibility**

#### Assessment criteria

5.1 Explain the **benefits** of challenging discriminatory practices of staff and colleagues

5.2 Discuss how discriminatory behaviour can be **challenged**

5.3 Explain **limits of authority** when challenging discrimination

#### Indicative content

5.1 **Benefits** in relation to relationships between the organisation, team and customers.

5.2 **Challenged** may include but is not limited to informal methods (such as advice) and formal methods such as application of disciplinary and grievance procedures.

5.3 **Limits of authority** may include but are not limited to job role, level of responsibility within organisation, organisation practices and procedures, scale of discrimination

### Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be covered. The following opportunities are recommendations for guidance purposes only.

- 1 A blended assessment approach could be used requiring the learner to complete a **report** on the organisational and legal framework for equality and diversity. The learner could then be introduced to a **scenario** based on how they would support inclusive working practices in their management role.
- 2 The second opportunity would be to write a **report** based on the principles of equality, diversity and inclusive working practice. This must be accompanied by a selection of well chosen examples to support recommendations made.
- 3 The learner may draw upon their **own experience** of implementing inclusive working practices and complying with equality and diversity in the workplace.
- 4 The learner may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.
- 5 The learner could write a **guide** on how to develop inclusive working practices in the workplace.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

### Suggested reading/web resource materials

Reading/resource materials available on ManagementDirect:

#### *eModules*

- Diversity and Equality

#### *External Weblinks*

- [Equality and Human Rights Commission](#)
- [GOV.UK: Equality Act 2010: Guidance](#)
- [GOV.UK: Data Protection Act](#)

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

Please note: all references to legislation may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local laws as relevant.

ManagementDirect resources require CMI membership and a username and password.

# UNIT 308 – MANAGING VOLUNTEERS

Ofqual unit number J/615/8899

RQF level 3

Guided learning hours 25

Total unit time 50

Credits 5

**Aims of unit** Volunteers are uniquely placed to offer a wealth of skills and abilities to compliment those of employed staff within an organisation. Managed well, they can help an organisation improve the quality and capacity of the service. The aim of this unit is to equip managers with the knowledge of how to engage, motivate and support volunteers to be effective within their role and address challenges with a positive 'can-do' attitude.

**Keywords** Benefits, roles, responsibilities, recruitment and selection, planning, monitoring, legal frameworks, volunteer agreements support, motivation, third sector, non-profit, charity.

## Learning outcome 1

### Understand the reasons and benefits of volunteering

#### Assessment criteria

- 1.1 Explain the **reasons** why an organisation engages with volunteers
- 1.2 Summarise the **benefits** an individual may experience in the volunteer role

#### Indicative content

- 1.1 **Reasons** may include but are not limited to the ability to increase capacity of service, introduce specialist skills, motivational, fresh perspective, positive impact on inclusive working, meet contractual obligations, promotes community relations, create a pool of potential staff.
- 1.2 **Benefits** may include but are not limited to increase self-confidence, well-being, new interests/experiences, knowledge and skills, work experience, supports return to paid employment, feeling of pride in contribution, community pay back.

## Learning outcome 2

<b>Understand the legal and organisational requirements for managing volunteers</b>
<b>Assessment criteria</b>
<p>2.1 Outline the <b>legal</b> and <b>organisational requirements</b> for managing volunteers</p> <p>2.2 Explain the <b>purpose</b> of a volunteer agreement</p>
<b>Indicative content</b>
<p>2.1 <b>Legal</b> may include but are not limited to Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Equality Act 2010, Health and Safety Act 1974, Working Together to Safeguard Children 2013, Safeguarding Vulnerable Groups Act 2006, The Protection of Freedoms Act 2012. Learners may also make reference to other local laws as relevant.</p> <p><b>Organisational requirements</b> may include but are not limited to health, safety and security policies and procedures, risk assessments, personal safety, lone working, vetting and security DBS (Disclosure and Barring Service), recording volunteer contact, expenses, personal details.</p> <p>2.2 <b>Purpose</b> may include but is not limited to expectations, roles and responsibilities.</p>

<b>Learning outcome 3</b>
<b>Know how to recruit, select and manage learning and development for volunteers</b>
<b>Assessment criteria</b>
<p>3.1 Explain the process for <b>recruiting and selecting</b> volunteers to meet the organisational needs</p> <p>3.2 Explain the key features of a volunteer <b>induction programme</b></p> <p>3.3 Outline the purpose of <b>learning and development</b> opportunities for volunteers</p>
<b>Indicative content</b>
<p>3.1 <b>Recruitment and selecting</b> may include but are not limited to identify the need, skill requirements, sourcing and advertising, application, interviews and selection.</p> <p>3.2 <b>Induction programme</b> may include but is not limited to role, purpose, activities, stakeholder involvement, legal and organisation requirements, expectations.</p> <p>3.3 <b>Learning and development</b> may include but is not limited to one to one training, induction, meetings, away days, work shadowing, coaching, mentoring, accredited courses.</p>

<b>Learning outcome 4</b>
<b>Know how to manage volunteers in the workplace</b>
<b>Assessment criteria</b>

- 4.1 Explain how to **plan work** activities for volunteers
- 4.2 Discuss methods for **monitoring** the work of volunteers
- 4.3 Explain how to respond to **problems** which occur when managing volunteers

**Indicative content**

- 4.1 **Plan work** may include but is not limited to identify and assign tasks, negotiate, prioritise, set objectives, allocate resources (for example, people, equipment, materials, budget).
- 4.2 **Monitoring** may include but is not limited to supervision, seeking feedback from volunteers, clients and staff.
- 4.3 **Problems** may include but are not limited to conduct, overstepping role boundaries, complaints, timekeeping, behaviour, attitude or performance.

**Learning outcome 5**

**Know how to build and maintain relationships with volunteers**

**Assessment criteria**

- 5.1 Explain the **skills and attributes** required to build and maintain relationships with volunteers

**Indicative content**

- 5.1 **Skills and attributes** may include but are not limited to communication, listening, developing mutual respect, recognising the skills and achievements of the volunteer.

**Learning outcome 6**

**Know how to motivate and retain volunteers**

**Assessment criteria**

- 6.1 Explain the **reasons** why volunteers may not be motivated to keep their commitment
- 6.2 Identify **methods** of motivating volunteers

**Indicative content**

- 6.1 **Reasons** may include but are not limited to lack of support, unsuitability to task, bored, under-utilised, failed expectation, unappreciated, lacking adequate knowledge, skills, competence, and lack of confidence.
- 6.2 **Methods** of motivating volunteers may include but are not limited to reward and recognition, promoting and championing volunteers in the organisation, leadership and support.



## Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be covered. To enable this to be achieved effectively, the unit has been written in the sequence of which managing volunteers naturally occurs.

The following opportunities are recommendations for guidance purposes only.

- 1 The learner may be asked to respond to a **scenario** based on how they would introduce volunteers into an organisation and manage them to achieve results.
- 2 The second opportunity would be to write a **report** based on the principles of managing volunteers.
- 3 The learner may draw upon their own experience of managing a volunteer or volunteers within their own organisation. They may present **work based evidence** accompanied by reports/reflective accounts to meet each success criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Interpersonal Excellence

- Providing Purpose & Direction
  - Fostering a Culture of Belonging
  - Meeting the Needs of the Business
- Developing People & Capabilities
  - Motivating Others
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Building Relationships

### Organisational Performance

- Managing Resource & Risk
  - Managing Resources
  - Managing Risk
- Achieving Results
  - Driving Delivery

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

*Multi Media Videos*

- Volunteering is good for business – Stephen Howard

*External Weblinks*

- [National Council for Volunteer Organisations](#)
- [Voluntary Works](#)
- [Association of Volunteer Managers](#)
- [Investing in Volunteers](#)
- [Bosses prefer career starters with volunteering experience](#)
- [How volunteering will lift your firm's performance](#)

# UNIT 309 – RESPONDING TO CONFLICT IN THE WORKPLACE

**Ofqual unit number** M/615/8900

**RQF level** 3

**Guided learning hours** 13

**Total unit time** 30

**Credits** 3

**Aims of unit** Conflict and disagreements in the workplace have a detrimental effect on team dynamics, productivity and motivation. The ability to respond effectively to conflict is a fundamental skill for all managers. This unit aims to support managers to understand the types and causes of conflict and how to identify strategies to respond to conflict situations in a timely and professional manner.

**Keywords** Conflict management, causes of conflict, professional behaviour, trust, leading by example, influencing skills.

<b>Learning outcome 1</b>
<b>Understand the nature of conflict in the workplace</b>
<b>Assessment criteria</b>
<p>1.1 Identify <b>reasons</b> for conflict in the workplace</p> <p>1.2 Define the <b>scope</b> of conflict which may occur in the workplace</p> <p>1.3 Explain the <b>impact</b> of conflict in the workplace</p>
<b>Indicative content</b>
<p>1.1 <b>Reasons</b> may include but are not limited to personal, technical, interest, resources, information, communication, values, opinions.</p> <p>1.2 <b>Scope</b> may include but is not limited to one to one, teams, departments, divisions, customers, staff, and managers, verbal, physical, digital, visible and invisible.</p> <p>1.3 <b>Impact</b> may include but is not limited to positive or negative, destructive, sickness, attrition, grievance, productivity, engagement, complaints, dissatisfaction, improvements.</p>

<b>Learning outcome 2</b>
<b>Understand the signs and causes of conflict in the workplace</b>
<b>Assessment criteria</b>
<p>2.1 Discuss the <b>signs</b> of conflict in the workplace</p> <p>2.2 Explain <b>methods</b> used to investigate causes of conflict in the workplace</p>
<b>Indicative content</b>
<p>2.1 <b>Signs</b> may include but are not limited to arguments, hostility, raised voices, altercations, negativity, aggression, quarrels, withdrawal, isolation, silence. bullying, lack of motivation.</p> <p>2.2 <b>Methods</b> may include but are not limited to observations, asking questions, listening to concerns, gathering information from others.</p>

<b>Learning outcome 3</b>
<b>Know how to respond professionally to conflict in the workplace</b>
<b>Assessment criteria</b>
<p>3.1 Compare <b>formal</b> and <b>informal methods</b> of responding to conflict</p> <p>3.2 Discuss the <b>skills</b> and <b>knowledge</b> required when responding professionally to conflict in the workplace</p> <p>3.3 Explain how to <b>repair</b> working relationships following conflict</p>
<b>Indicative content</b>
<p>3.1 <b>Informal methods</b> may include but are not limited to listening, questioning, influencing, lead by example, consult, negotiate, empower, withdrawing/avoiding (Eric Berne, c.1950, Transactional Analysis).</p> <p><b>Formal methods</b> may include but are not limited to policies and procedures, legal, ethical, conciliation and arbitration (ACAS, 2017), mediation, advice (Five Steps in the Conflict Management Process, Thomas-Kilmann Conflict Mode Instrument, 1974).</p> <p>3.2 <b>Skills and knowledge</b> may include but are not limited to acting within limits of authority and knowing when to escalate to management, other departments and stakeholders (for example, police, Health and Safety Executive and other regulatory bodies), safeguarding relationships with others, knowing when to call on specialist advice, maintaining confidentiality, record keeping, reporting, respect, objectivity, communication, Emotional Intelligence (Goleman,1995).</p> <p>3.3 <b>Repair</b> may include but is not limited to establishing respect, trust, frequent communication, creating cohesiveness, clarifying roles and responsibilities, confirming policies, procedures, expected standards of behaviour and performance, promoting a constructive and empathetic environment.</p>

## Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be covered. To enable this to be achieved effectively, the unit has been written in the sequence in which responding to conflict naturally occurs.

The following opportunities are recommendations for guidance purposes only.

- The learner may be asked to respond to a **scenario** based on how they would respond to conflict in an organisation.
- The second opportunity would be to write a **report** based on the principles of responding to conflict in an organisation.
- The learner may draw upon their **own experience** of responding to conflict within their own organisation.
- They may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Managing Yourself
  - Using Emotional and Social Intelligence
- Communicating & Influencing
  - Adapting Your Communication Methods
  - Using Effective Communication Skills
  - Managing Difficult Conversations
  - Using Negotiating and Influencing

### Interpersonal Excellence

- Providing Purpose & Direction
  - Being an Inspirational Leader
- Developing People & Capabilities
  - Motivating Others
  - Coaching to Improve Performance
  - Mentoring Others
- Building Relationships & Networks
  - Building Relationships

### Organisational Performance

- Achieving Results
  - Achieving Results

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Reading/resource materials available on ManagementDirect:

### *Online Assessments*

- Reduce and manage conflict in your team

### *Checklists*

- Checklist 046 – Handling Conflict Situations

### *eModules*

- Causes of conflict

### *Multi Media Videos*

- Dealing with Conflict – Howard M Guttman

### *Textbooks/eBooks*

- Johnson, C. & Keddy, J (2010) Managing conflict at work: understanding and resolving conflict for productive working relationships. London: Kogan Page.
- Leibling, M. (2009) Working with the enemy: how to survive and thrive with really difficult people. London: Kogan Page.

### *External Weblinks*

- [ACAS – Advisory Booklet – Managing conflict at work](#)

### *Relevant Theories, Frameworks and Models*

- Eric Berne (c.1950) Transactional Analysis
- Goleman (1995) Emotional Intelligence
- Thomas-Kilmann (1974) Conflict Mode Instrument

# UNIT 313 – DEVELOPING AND SHARING GOOD PRACTICE

Ofqual unit number R/615/8906

RQF level 3

Guided learning hours 19

Total unit time 50

Credits 5

**Aims of unit** Developing and sharing good practice enables individuals and organisations to develop and increase their potential to exceed personal and organisational expectations. This unit explores how good practice can be developed, maintained, adopted and shared with stakeholders.

**Keywords** Good practice, benefits, challenges, examples, impact, motivation, sharing, improvement, innovation, change.

## Learning outcome 1

### Know the benefits of good practice

#### Assessment criteria

- 1.1 Compare good working practice against **standard working practice**
- 1.2 Explain how good practice can **benefit** an organisation
- 1.3 Explain the **positive impact** good practice can have on **customers**
- 1.4 Outline the potential **rewards** to individuals and teams who deliver good practice

#### Indicative content

- 1.1 **Standard working practice** refers to the expected standard of work, skills, knowledge or behaviour stipulated in contracts and agreements.
- 1.2 **Benefits** to an organisation may include but are not limited to increased quality of output, reputation, productivity, staff morale, innovation, continuous improvement, repeat business and loyalty.
- 1.3 **Positive impact** may include but are not limited to repeat business, trust, loyalty, prediction of customer demands, meeting needs, satisfaction, peace of mind, time and cost savings, recommendation and cooperation.
- Customer** refers to internal and external customers.

1.4 **Rewards** may include but are not limited to recognition, praise, promotion, productivity, sense of ownership, improved working practices, relationships with others, self-confidence, improved well-being, financial benefits, loyalty and opportunities for on-going development/promotion.

## Learning outcome 2

### Be able to identify good practice

#### Assessment criteria

2.1 Identify **examples** of good practice within workplace settings

2.2 Assess the **factors** that contribute to good practice

#### Indicative content

2.1 **Examples** may include but are not limited to individual or organisational achievements such as an outstanding project, idea, activity, innovation or individual and team achievements which show outstanding skills, behaviour, knowledge, dedication, creativity and agility.

2.2 **Factors** may include but are not limited to team work, management support, stakeholder involvement, collaborative working, sufficiency of resources, budget management, characteristics of staff, effective communication, motivation, dedication, knowledge of the needs of the service, skill set, inclusion, equality of opportunity, realism of goals, project planning, systems/quality assurance, responsiveness to change and innovation.

## Learning outcome 3

### Know how to develop good practice

#### Assessment criteria

3.1 Explain how good practice can be **developed**

3.2 Examine potential **barriers and threats** to the development of good practice

3.3 Explain how barriers and threats to good practice can be **overcome**

#### Indicative content

3.1 **Developed** may include but is not limited to by identifying and researching an opportunity or innovation, expanding, building on, streamlining services or practices, extending skills or knowledge, increasing utilisations of equipment or tools, test the opportunity and implement.

3.2 **Barriers and threats** may include but are not limited to lack of teamwork, management support, stakeholder involvement, collaborative working, and sufficiency of resources, time pressure, and excessive workload, attitudes of staff, motivation and knowledge.



3.3 **Overcome** may include but are not limited to personal and team approach, discussion, project planning, application for funding, supporting staff through change, engaging support from stakeholders, use of effective communication, persuasion.

#### Learning outcome 4

**Understand how good practice can be implemented, maintained and improved**

#### Assessment criteria

- 4.1 Outline **approaches** to implementing good practice
- 4.2 Explain how good practice can be **maintained**
- 4.3 Explain the **consequences** of not maintaining good practice

#### Indicative content

- 4.1 **Approaches** may include but are not limited to supporting and training staff to implement strategies, formalising processes (for example, on standard work process sheets, policies, procedures, charters).
- 4.2 **Maintained** may include but is not limited to ongoing quality assurance measures monitoring, benchmarking, review, updates, sustained support from customers, managers, operational staff and resourcing.
- 4.3 **Consequences** may include but are not limited to falling standards, reputation, reduced competitiveness, customer complaints, non-compliance and loss of business.

#### Learning outcome 5

**Know how to share good practice with stakeholders**

#### Assessment criteria

- 5.1 Outline **approaches** to share good practice with **stakeholders**
- 5.2 Identify **legal and organisational requirements** which impact on the ability to share good practice

#### Indicative content

- 5.1 **Approaches** may include but are not limited to written reports, editorial for web pages, magazines, newsletters, good practice guides, journals, newspapers, fact sheets, presentations, video, webinars, PowerPoint presentation, discussion groups, quality circles, consultations. Formal or informal.
- Stakeholders** may include but are not limited to customers, employees, managers, suppliers, sub-contractors, regulators, industry partners, the public.

5.2 **Legal and organisational requirements** may include but are not limited to legislation and codes of practice, organisational policies and procedures pertaining to communication, confidentiality, security, data protection, freedom of information, sale of goods.

### Recommendations for assessment

Candidates may approach the assessment in a number of ways. All assessment criteria must be covered. To enable this to be achieved effectively, the unit has been written in the sequence of which developing and sharing good practice naturally occurs.

The following opportunities are recommendations for guidance purposes only.

1. The candidate may be asked to respond to a **scenario, task** or project based on how they would identify an opportunity to develop, implement, maintain and share good practice in the workplace.
2. The second opportunity would be to write a **report** based on the principles of developing good practice.
3. The candidate may draw upon their **own experience** of developing good practice within their own area of work.
4. They may present **work based evidence** accompanied by reports/reflective accounts to meet all assessment criteria.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

### CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### Interpersonal Excellence

- Developing People & Capabilities
  - Motivating Others
- Building Relationships & Networks
  - Networking with Others

#### Organisational Performance

- Leading Change & Innovation
  - Utilising internal and external benchmarking
  - Being Innovative and Entrepreneurial

### Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

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references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

*External Weblinks*

- [GOV.UK: Equality Act 2010: Guidance](#)
- [GOV.UK: Data Protection Act](#)
- [Health and Safety Executive \(HSE\): Working Time Directive, 1998](#)
- [Health and Safety Executive \(HSE\): Control of Substances Hazardous to Health \(COSHH\), 2002](#)
- [Health and Safety Executive \(HSE\): Health and Safety Act, 1974](#)

# UNIT 315 – PRINCIPLES OF HEALTH AND SAFETY IN A WORK SETTING

Ofqual unit number H/615/8909

RQF level 3

Guided learning hours 24

Total unit time 60

Credits 6

**Aims of unit** Health and safety is important as it protects the well-being of employees and customers. There are serious, legal, financial, and reputational consequences if neglected. The aim of this unit is to equip managers with an understanding of their statutory and organisational responsibilities in making the workplace safer.

**Keywords** Legal requirements, guidelines, policies, procedures, purpose, benefits, hazard, risk assessment, damage

<b>Learning outcome 1</b>
<b>Understand the purpose and benefits of health and safety in the workplace</b>
<b>Assessment criteria</b>
1.1 Explain the <b>purpose</b> of health and safety in the workplace 1.2 Explain the <b>benefits</b> of health and safety
<b>Indicative content</b>
1.1 <b>Purpose</b> may include but is not limited to moral, ethical, financial and legal obligations, expectations of employer and employee, behaviours, working practices, protection of assets, reputation. 1.2 <b>Benefits</b> in relation to individuals, team and the organisation.

<b>Learning outcome 2</b>
<b>Understand legal requirements in relation to health and safety in the workplace</b>

<b>Assessment criteria</b>
<p>2.1 Explain the <b>obligations</b> health and safety <b>legislation</b> places on an organisation</p> <p>2.2 Outline the <b>supplementary legal requirements</b> which apply to different industry sectors</p>
<b>Indicative content</b>
<p>2.1 <b>Obligations</b> may include but are not limited to written policies (for example, evacuation procedures, smoking policy, accident reporting, procedures for reportable incidents (RIDDOR), lone working procedures, first aid, use of Personal Protective Equipment (PPE), use of VDU equipment, use of hazardous substances (COSHH regulations), manual handling guidelines), naming responsible people, displaying legal information, conducting risk assessments, accident prevention.</p> <p><b>Legislation</b> may include but are not limited to The Health and Safety at Work Act (also referred to as HSWA, the HSW Act, the 1974 Act or HASAWA) and subsequent amendments and COSHH Regulations, 2002, the CLP Regulation 2009. Learners may also make reference to other local laws as relevant.</p> <p>2.2 <b>Supplementary legal requirements</b> may include but are not limited to EU legislation, Working Time Directive 1998, industry specific regulation relating to a range of sectors such as Engineering and Construction, Health and Social Care, Energy and Utilities, Hospitality, Food and Beverage, Public Sector and Education, Armed Services, TV, Media and Arts, Transport and Communication, Professional Services and Consulting, Agriculture, Financial and Business Services and subsequent amendments.</p>

<b>Learning outcome 3</b>
<b>Understand the risk assessment process</b>
<b>Assessment criteria</b>
<p>3.1 Explain the difference between a <b>hazard</b> and a <b>risk</b></p> <p>3.2 Explain how to conduct a work based <b>risk assessment</b></p>
<b>Indicative content</b>
<p>3.1 <b>Hazard</b> refers to may include but is not limited to anything that may cause harm.</p> <p><b>Risk</b> may include but is not limited to the chance that somebody might be harmed, and how serious the harm might be.</p> <p>3.2 <b>Risk assessment process</b> may include but is not limited to identify hazards, decided who might be harmed and how, evaluate risks and decide on precautions, record significant findings, share output. identifying a potential hazard; calculating the potential risk; reporting the risk; mitigating the risk by contributing to action plans; removing a hazard which poses an immediate risk; correcting bad practice; keeping in touch with lone workers; supporting employees in completing risk assessments.</p>

## Learning outcome 4

### Know how to respond effectively to a workplace health and safety emergency

#### Assessment criteria

- 4.1 Identify a **range** of workplace health and safety emergencies
- 4.2 Explain the **immediate action** required of by the manager in response to an emergency
- 4.3 Summarise the **next steps** in response to an emergency

#### Indicative content

**4.1 Range** may include but is not limited to chemical spillages or release of other harmful substances, fire, flood, serious injury or ill-health and act of terrorism, incident(s) may arise from a threat to health and safety within or outside the workplace.

**4.2 Immediate action** may include but is not limited to the first steps in putting health and safety plans and procedures into action. Varies across organisations or situations but may involve preventing loss of life, getting people away from immediate danger, raising the alarm, calling the emergency services, using equipment like fire extinguishers and conducting a roll call.

**4.3 Next steps** may include but are not limited to informing managers, following instructions, ensuring a place of safety, debriefing colleagues and emergency services, completing documentation and contributing to an incident review.

#### Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be covered. To enable this to be achieved effectively, the unit has been written in the sequence in which an organisational approach to workplace health and safety naturally occurs. The following opportunities are recommendations for guidance purposes only.

The learner may be asked to respond to a range of assessment tasks including:

1. Writing a **report** based on the legal requirements for workplace health and safety and their purpose and benefits, and how these are presented in the form of organisational guidelines.
2. The learner may work through a **scenario** of how they manage the risk assessment process and/or a health and safety emergency.
3. The learner may draw upon their **own experience** of managing work place health and safety.
4. They may present **work based evidence**, including a completed work place health and safety risk assessment, accompanied by reports/reflective accounts to meet each assessment criteria.
5. The learner may choose to produce a **guide** outlining good practice on managing health and safety in the workplace.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

## Organisational Performance

- Managing Resource & Risk
  - Managing Risk
- Achieving Results
  - Applying Business Acumen

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### *External Weblinks*

- [Health and Safety Executive \(HSE\): Working Time Directive, 1998](#)
- [Health and Safety Executive \(HSE\): Control of Substances Hazardous to Health \(COSHH\), 2002](#)
- [Health and Safety Executive \(HSE\): Health and Safety Act, 1974](#)
- [Health and Safety Executive \(HSE\): Workers Health and Safety](#)
- [Health and Safety Executive \(HSE\): How to make a RIDDOR report](#)

# UNIT 316 – MONITORING QUALITY TO IMPROVE OUTCOMES

**Ofqual unit number** Y/615/8910

**RQF level** 3

**Guided learning hours** 24

**Total unit time** 50

**Credits** 5

**Aims of unit** The name of organisations who have built their reputation on the quality of their products or services readily come to mind. Managing quality is a collective activity, which has to be monitored continually to ensure standards are consistently met. The aim of this unit is to equip managers with the understanding of how quality systems are used, the tools and techniques for monitoring and measuring quality, and the requirements needed to support a quality audit. The impact of this knowledge is to drive a culture of continuous improvement within the organisation.

**Keywords** Monitoring, frameworks, systems, standards, customer, compliance, consistency, tools, techniques, processes, procedures, audit.

<b>Learning outcome 1</b>
<b>Understand the purpose of monitoring quality in the organisational context</b>
<b>Assessment criteria</b>
1.1 Explain the <b>reasons and benefits</b> of monitoring quality in the organisation 1.2 Explain the <b>consequences</b> of failing to monitor quality in the organisation
<b>Indicative content</b>
1.1 <b>Reasons and benefits</b> may include but are not limited to legal requirements, customer satisfaction and organisational needs, consistency of product or service, maintaining and improving standards, continuous improvement, organisational competitiveness, reducing errors and wastage. 1.2 <b>Consequences</b> may include but are not limited to legal action, complaints, returns, reputational damage, loss of sales, commercial failure.



<b>Learning outcome 2</b>
<b>Understand the use of quality systems and tools and techniques for monitoring outcomes</b>
<b>Assessment criteria</b>
<p>2.1 Outline accredited quality <b>systems and standards</b> used in organisations to monitor and measure quality</p> <p>2.2 Explain the <b>internal systems</b> used by organisations to check and measure quality</p> <p>2.3 Summarise the <b>tools and techniques</b> used for monitoring and measuring quality and improving outcomes</p> <p>2.4 Explain the <b>benefits</b> and <b>challenges</b> of using tools and techniques to monitor and measure quality</p>
<b>Indicative content</b>
<p>2.1 <b>Systems and standards</b> may include but are not limited to Investor in People (IIP), International Organization for Standardization (ISO) (for example, the ISO 9000 family, The Common Inspection Framework (CIF), Care Quality Commission standards; NCVO Investing in Volunteers (IiP)).</p> <p>2.2 <b>Internal systems</b> may include but are not limited to checks on raw materials and finished products, customer reviews, customer surveys, mystery shopper, complaints, recording, data input sampling; maintenance of quality control charts.</p> <p>2.3 <b>Tools and techniques</b> may include but are not limited to Plan, Do, Check, Act (PDCA) Cycle (Deming, c.1950s)), visual checks, observation, Six Sigma, Root Cause Analysis, Pareto Principle (Juran, c.1937), Fishbone Analysis (Ishikawa, 1968), SERVQUAL, histograms, polls, charts and graphs, Kaizen, social media monitoring, ratings.</p> <p>2.4 <b>Benefits</b> may include but are not limited to measurable results, identification of problems, record of progress overtime, team ownership of results, proven process improvement methods, engagement, motivation.</p> <p><b>Challenges</b> may include but are not limited to lack of engagement, tick box exercise, focus on process not people, not easy to use without training, lack of time, cost, resources, lack of understanding.</p>

<b>Learning outcome 3</b>
<b>Know how to monitor quality and report on outcomes</b>
<b>Assessment criteria</b>
<p>3.1 Explain the process of <b>monitoring</b> quality in the workplace</p> <p>3.2 Explain how the outcome of the monitoring activity may be <b>assessed</b></p> <p>3.3 Identify <b>methods</b> for reporting outcomes</p>

## Indicative content

3.1 **Monitoring** may include but is not limited to review plans, quality standards and evidence requirements, check completion of actions/conformance, evidence gathering (for example, visual checks, sampling, asking questions, data gathering) and record findings.

3.2 **Assessed** may include but is not limited to qualitative and quantitative methods, review results, identify trends, variance analysis, analytics and metrics.

3.3 **Methods** may include but are not limited to spreadsheets, presentations, graphs, charts, graphics, infographics, tables, dashboards, data visualisation tools, maps and timelines.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Making Decisions
  - Gathering Data

### Organisational Performance

- Managing Resource & Risk
  - Managing Resources
- Achieving Results
  - Driving Organisational Design and Development

## Recommendations for assessment

Learners may approach the assessment in several ways. All assessment criteria must be covered. To enable this to be achieved effectively, the unit has been written a sequence that supports an understanding of quality systems and their ongoing monitoring, and the process of external and internal quality audit from a first line manager's perspective. The following opportunities are recommendations for guidance purposes only.

The learner may be asked to respond to a range of assessment tasks including:

1. The learner may be asked to respond to a **scenario** based on how they would monitor quality in the workplace.
2. Learners may write a **report** based on the purpose and practice of monitoring on quality within the organisation.
3. The learner may choose to produce a **guide** on how to monitor quality in the workplace.
4. The learner may draw upon their **own experience** of monitoring quality in the workplace.
5. They may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### *Textbooks/eBooks*

- Covey, S.R. et al. (1994) First things first. New York: Simon and Schuster.

### *External weblinks*

- [International Organization for Standardization \(ISO\)](#)
- [Care Quality Commission](#)
- [GOV.UK: Common Inspection Framework](#)
- [National Institute for Health and Care Excellence \(NICE\)](#)
- [Kaizen Institute](#)
- [Six Sigma Quality](#)
- [CQI Quality Framework](#)

### *Relevant Theories, Frameworks and Models*

- Deming (c.1950s) Plan, Do, Check, Act (PDCA) Cycle
- Ishikawa (1968) Fishbone Analysis
- Juran (c.1937) Pareto Principle

# UNIT 317 – SUPPORTING THE DELIVERY OF CUSTOMER SERVICE

**Ofqual unit number** D/615/8911

**RQF level** 3

**Guided learning hours** 19

**Total unit time** 50

**Credits** 5

**Aims of unit** Customers are key to the success of any business. It is essential to know how to deliver a great customer experience that meets and exceeds expectations of all customers. This is regardless of whether they are a colleague, department within an organisation, or a member of the public purchasing a product or using a service. The aim of this unit is to equip managers with an understanding of the parameters in which good customer service is delivered. It focuses on the end to end customer journey and encourages the manager to reflect on the customer service experience through the customer's eyes.

**Keywords** Customer service, satisfaction, loyalty, retention, service failure, customer charter, customer delight, service delivery, advocacy, moments of truth, customer experience mapping.

<b>Learning outcome 1</b>
<b>Understand the features and benefits of good customer service</b>
<b>Assessment criteria</b>
1.1 Explain the <b>features</b> of good customer service 1.2 Discuss the <b>benefits</b> to the organisation of delivering a good customer experience
<b>Indicative content</b>
1.1 <b>Features</b> may include but are not limited to anticipating and responding to customer needs, meeting Service Level Agreements, professional relationship, effective communication, accuracy of information 1.2 <b>Benefits</b> may include but are not limited to increased sales and profit, competitiveness, repeat

business, staff retention, customer loyalty and recommendations, reputation and loyalty (Loyalty Ladder, Christopher et al 1991).

## Learning outcome 2

### Understand factors that influence customer needs and expectations

#### Assessment criteria

- 2.1 Identify the different **types of customers** served by an organisation
- 2.2 Outline the **factors** which influence the needs and expectations of customers

#### Indicative content

- 2.1 **Types of customers** which may include but are not limited to internal customers such as colleagues, teams and departments; external customers such as businesses and individuals; business to business, business to consumer, peer to peer.
- 2.2 **Factors** may include but are not limited to implicit and explicit, internal: type of business, business objectives, product/service type, project activity, culture, tone and content of communication; external: demographics, type of purchase, price, ethics, influence of peers, perception, situational factors, past experience.

## Learning outcome 3

### Understand the legal and organisational requirements that influence customer service delivery

#### Assessment criteria

- 3.1 Summarise **legal requirements** which impact on the delivery of customer service
- 3.2 Outline the scope of organisational customer service **standards, policies and procedures**
- 3.3 Explain the **consequences** of failing to apply standards and legal requirements in customer service delivery

#### Indicative content

- 3.1 **Legal requirements** may include but are not limited to Equality Act 2010, Sale of Goods Act 1979 and 2002, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Health and Safety Act 1974, Freedom of Information Act 2000, Consumer Protection Act 1987, Misrepresentation Act 1967, Consumer Credit Act 2006, Trade Descriptions Act 1968 and other industry specific regulations. Learners may also make reference to other local laws as relevant.
- 3.2 **Standards** may include but are not limited to service level agreements, customer charters, code of practice

**Policies and procedures** may include but are not limited to complaints procedures, returns policies, communications procedures.

**3.3 Consequences** may include but are not limited to loss of business, business failure, complaints, bad reputation, negative reviews, bad publicity, recruitment and retention, churn rate.

## Learning outcome 4

### Know how to deliver a good customer experience

#### Assessment criteria

- 4.1 Outline the **key features** of the customer journey
- 4.2 Discuss the **benefits** of understanding the customer journey
- 4.3 Identify methods to **support** teams and individuals to deliver a good customer experience
- 4.4 Explain the methods used by organisations to **communicate** with customers
- 4.5 Identify **methods** for gathering customer feedback

#### Indicative content

- 4.1 **Key features** may include but are not limited to interactions with departments, team members, suppliers and partners; methods: face-to-face, online, telephone and digital communication.
- 4.2 **Benefits** may include but are not limited to identifying good practice, continuous improvement, increasing understanding of the supply chain, aligning business goals, insight and understanding, measure responsiveness, improved efficiency, address and resolve issues, service improvement.
- 4.3 **Support** may include but is not limited to formal and informal methods, iterative and incremental development, coaching, mentoring, eLearning, in-house programmes, reading, on-job training, action learning sets, social learning, communities of practice, technical and professional qualifications, licence to practice, role specific training.
- 4.4 **Communicates** may include but are not limited to written: letter, reports, email, newsletters, case studies and testimonials; verbal: face to face, telephone, meetings, automatic callback; digital: self-service, mobile apps, discussion forums, blogs, online communities, customer portal, web chat, instant messaging, SMS.
- 4.5 **Methods** may include but are not limited to formal and informal, market research, customer and staff surveys, reviews, customer engagement, discussions, comments, complaints, mystery shoppers, data, interviews, monitoring, observation, customer support software, customer portals, usage, polls, trials, observation, focus groups, response cards, incentives, social media, profiling, project plans, service level agreements, huddles, meetings and briefings, action learning sets, conversations.

## Learning outcome 5

### Know how to identify and respond to customer service problems

#### Assessment criteria

- 5.1 Identify **common causes** of customer service problems
- 5.2 Outline **techniques** for responding to customer complaints
- 5.3 Explain **limits of authority** when dealing with customer service issues
- 5.4 Identify **methods for monitoring** customer service delivery

### Indicative content

- 5.1 **Common causes** may include but are not limited to rudeness, not keeping promises, poor customer service, poor quality products or services, hidden information and costs, complaints culture.
- 5.2 **Techniques** may include but are not limited to listening carefully, acknowledge problems, ask questions, empathise, apologise and take action, reach agreement, follow-up, compensate.
- 5.3 **Limits of authority** may include but are not limited to chain of command/escalation, budget limits, approval levels (for example, monetary amounts, authorisation, sign off), empowerment, decision making, compensation (for example, refunds, discounts, free goods/services).
- 5.4 **Monitoring** may include but are not limited to customer satisfaction, repeat purchase, loyalty, retention, willingness to recommend (for example, Net Promoter Score, Key Performance Indicators (KPIs), returns, number of complaints, social media monitoring, staff monitoring, revenue value and growth, benchmarking, mystery shopping).

### Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be covered. To enable this to be achieved effectively, the unit has been written to reflect how customer service delivery occurs. The following opportunities are recommendations for guidance purposes only.

1. Learners may be asked to complete a **report** to investigate the nature of customer service, organisational and legal frameworks which impact its delivery and the nature of customer service in a chosen organisation.
2. The learner may be asked to respond to a **scenario** based on how they would understand the customer journey and delivery of customer service.
3. The learner may draw upon their own **experience** using examples from the organisation to demonstrate how customer service is delivered, who is involved in the process and how issues are managed.
4. The learner may present **work based evidence** accompanied by reports/reflective accounts to meet each assessment criteria.
5. The learner may choose to produce a **guide** outlining good practice in supporting the delivery of customer service at an organisation.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Communicating & Influencing
  - Using Negotiation and Influencing

### Interpersonal Excellence

- Providing Purpose & Direction
  - Being an Inspirational Leader
  - Creating a Sense of Purpose

### Organisational Performance

- Leading Change & Innovation
  - Being Aware of the External Environment
  - Utilising internal and external benchmarking
- Achieving Results
  - Applying Business Acumen
  - Driving Delivery
  - Achieving Results

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### *External weblinks*

- [GOV.UK: Equality Act 2010: Guidance](#)
- [legislation.gov.uk: Sales of Goods Act](#)
- [GOV.UK: Data Protection Act](#)
- [Health and Safety Executive \(HSE\): Health and Safety Act, 1974](#)
- [Legislation.gov.uk: Consumer Protection Act, 1987](#)
- [Legislation.gov.uk: Misrepresentation Act, 1967](#)
- [Legislation.gov.uk: Consumer Credit Act, 2006](#)
- [Legislation.gov.uk: Trade Descriptions Act, 1968](#)
- [Legislation.gov.uk: Freedom of Information Act, 2000](#)

### *Relevant Theories, Frameworks and Models*

- Christopher et al (1991) Loyalty Ladder

Please Note: The list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

Please note: all references to legislation may be subject to subsequent changes, deletions and replacements.

Learners may also make reference to other local laws as relevant.



# UNIT 318 – MANAGING DATA AND INFORMATION

**Ofqual unit number** K/615/8913

**RQF level** 3

**Guided learning hours** 21

**Total unit time** 50

**Credits** 5

**Aims of unit** The ability to solve problems, make timely business decisions and respond to customers' needs is all dependent on the ability to access good quality data and information. With growing volumes of data, this challenge has become increasingly difficult to manage. The aim of this unit is to equip managers with the knowledge of how to gather, assess and analyse different types of data and information, and how to report findings for different business purposes within legal and organisational guidelines.

**Keywords** Data and information gathering, qualitative and quantitative data and information, primary and secondary sources, organising and analysing data and information, report writing.

<b>Learning outcome 1</b>
<b>Understand the reasons for collecting data and information</b>
<b>Assessment criteria</b>
1.1 Explain <b>reasons</b> why organisations collect data and information
<b>Indicative content</b>
1.1 <b>Reasons</b> refer to use of data and information from the team and others to solve problems and inform decision making processes and may include but are not limited to answers questions, solve problems, testing solutions, communication, legal purposes, validate research, investigate, test hypotheses, business insight, audit and legal purposes, (Data, Information, Knowledge, Wisdom (DIKW) model, Ackoff, 1989).

## Learning outcome 2

### Know the types and use of data and information used by organisations

#### Assessment criteria

- 2.1 Explain the **differences** between data and information
- 2.2 Discuss sources of **primary and secondary** data and information
- 2.3 Explain types and use of **quantitative** and **qualitative** data and information

#### Indicative content

- 2.1 **Differences** may include but are not limited to unstructured versus structured, facts, figures, and context.
- 2.2 **Primary** may include but are not limited to internal and external data and information (for example, surveys, questionnaires, customer feedback, focus groups, interviews, observations).
- Secondary** may include but are not limited to internal and external data and information (for example, desk research, organisational records, web-based records, historical research, reports, social media, search engines).
- 2.3 **Quantitative** may include but is not limited to facts, statistics, figures, numerical information, percentages.
- Qualitative** may include but is not limited to words, pictures, discussions, audio recordings, video, comments, observations.

## Learning outcome 3

### Know how to manage data and information

#### Assessment criteria

- 3.1 Explain the **legal** and **organisational** requirements for **managing** data and information
- 3.2 Identify organisational **roles and responsibilities** for managing data and information
- 3.3 Outline approaches for **checking** data and information against organisational needs
- 3.4 Discuss **methods** used to organise data and information
- 3.5 Outline **challenges** of managing data and information
- 3.6 Identify **solutions** to address key challenges of managing data and information

#### Indicative content

- 3.1 **Legal** refers to Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Freedom of Information Act 2000, Digital Economy Act (2017) and any other sector specific regulations. Learners may also make reference to other local laws as relevant.

**Organisational** may include but is not limited to communication and knowledge sharing policies, procedures and protocols, safety, security, risk, reporting and audit.

**Managing** refers to collecting, storing and sharing data and information.

3.2 **Roles and responsibilities** may include but are not limited to data controller, data processor, roles such as human resources, marketing, sales, IT.

3.3 **Checking** may include but is not limited to accuracy, validity, currency, reliability, authenticity, and completeness.

3.4 **Methods** refer to data and management and use of different technologies in business and may include but are not limited databases, spreadsheets, management information systems, cloud, handheld devices, CD, reference retrieval systems, filing cabinets, folders, shared drives/servers, data repositories, data lakes, data warehouse, and naming convention.

3.5 **Challenges** may include but are not limited to structured and unstructured data and information, compatibility, corrupt files, indexing, size, legal, integration, migration of data sets, cost, availability, access, analysis, resources, skills, viruses, volume, absence of document control, confidentiality.

3.6 **Solutions** may include but are not limited to document controls, audits, training and development, IT support, data cleansing, reviewing policies and procedures, nomination of champions.

#### Learning outcome 4

#### Know how to interpret data and information and communicate findings

#### Assessment criteria

4.1 Summarise **methods** for examining and interpreting data and information

4.2 Explain the advantages and disadvantages of **tools** used to communicate findings to a target audience

#### Indicative content

4.1 **Methods** refer to the collation and analysis of data, production of reports and use of different problem solving and decision making techniques to make decisions and solve problems and may include statistical analysis, identifying trends and patterns, anomalies, benchmarking, observation, discussions, review groups.

4.2 **Tools** refer to use of different technologies in business, the production of reports and the use of data and information to solve problems and support decision making and may include but are not limited to presentations, graphs, charts, graphics, infographics, tables, dashboards, data visualisation tools, maps and timelines.

#### Recommendations for assessment

Learners may approach the assessment in a number of ways. All success criteria must be covered. To enable this to be achieved effectively, the unit has been written in the sequence for management and reporting of data and information.

The following opportunities are recommendations for guidance purpose only.

1. The learner may be asked to respond to a **scenario** based on analysing data or information for a specific business issue, problem or solution.
2. The second opportunity would be to write a **report** based on the principles of managing and reporting on data and information.
3. The learner may draw upon their **own experience** of managing, analysing and reporting on data and information within their own organisation.
4. The learner might create a **presentation** based on principles of managing and reporting on data and information.

#### **Further guidance**

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

### **CMI Professional Standard**

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

#### **Personal Effectiveness**

- Making Decisions
  - Gathering Data
- Communicating & Influencing
  - Identifying the Communication Need
  - Adapting Your Communication Methods
  - Using Effective Communication Skills

#### **Organisational Performance**

- Leading Change & Innovation
  - Utilising internal and external benchmarking
- Managing Resource & Risk
  - Managing Resources
  - Managing Risk

### **Suggested reading/web resource materials**

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

#### *External Weblinks*

- [GOV.UK: Data Protection Act](#)
- [Information Commissioners Office: Freedom of Information Act 2000](#)

#### *Relevant Theories, Frameworks and Models*

- Ackoff (1989) Data, Information, Knowledge, Wisdom (DIKW) Models

# UNIT 319 – MANAGING MEETINGS

**Ofqual unit number** M/615/8914

**RQF level** 3

**Guided learning hours** 19

**Total unit time** 40

**Credits** 4

**Aims of unit** Managers are increasingly faced with days packed full of meetings that leave little time to get things done. Run well, meetings can be a place where issues are discussed, problems resolved, and decisions are made. However, all too often, meetings lack purpose and there is frustration if little has been achieved. The unit content has been designed to challenge traditional thinking. It aims to equip managers with the knowledge and tools to try different approaches when conducting meetings. It also explores good practice for preparing for and leading meetings, which have impact and also delivers results.

**Keywords** Purposes, types, innovative, factors, prepare, information, resources, good practice, motivate, challenges, set, record, monitor.

<b>Learning outcome 1</b>
<b>Understand the purposes and types of meetings</b>
<b>Assessment criteria</b>
<p>1.1 Explain the <b>purposes</b> of meetings</p> <p>1.2 Compare different <b>types of meetings</b></p> <p>1.3 Identify <b>factors</b> which need to be considered when selecting meeting types</p>
<b>Indicative content</b>
<p>1.1 <b>Purposes</b> may include but are not limited to giving or receiving information, status updates, make decisions, planning, reporting, information sharing, team building, introduce new concepts or ideas, monitoring outcomes.</p> <p>1.2 <b>Types of meetings</b> may include but are not limited to formal and informal, face to face, seminars, committee, virtual (for example, video conference, web meetings), huddles, collaborative, telephone, one to ones, team or groups, briefings, standing meetings, breakfast meetings, time limited.</p>

1.3 **Factors** may include but are not limited to meeting aim and objective, time, costs, attendee availability or location, equipment requirements, internal or external attendees, confidentiality, urgency, sensitivity.

## Learning outcome 2

### Understand how to prepare for meetings

#### Assessment criteria

- 2.1 Discuss how to **prepare** for meetings
- 2.2 Explain **information** that needs to be provided to participants in advance of meetings
- 2.3 Identify **resources** required to support the delivery of meetings

#### Indicative content

- 2.1 **Prepare** may include but is not limited to budget, timing, attendees, content and documentation, roles and responsibilities, location, materials and equipment.
- 2.2 **Information** may include but is not limited to purpose, participation and input, timings, outputs, instructions, protocols.
- 2.3 **Resources** may include but are not limited to people, budget, equipment, materials, technology, accessibility.

## Learning outcome 3

### Understand how to facilitate and chair meetings

#### Assessment criteria

- 3.1 Explain how to **chair** formal meetings
- 3.2 Discuss how to **respond** to challenges when chairing meetings
- 3.3 Investigate **innovative ways** to facilitate meetings to achieve **outcomes**

#### Indicative content

- 3.1 **Chair** may include but is not limited to objectives, time keeping, documentation, roles and responsibilities, inclusivity, involvement, agreement and consensus, behaviours, opening and closing, actions and accountability.
- 3.2 **Respond** may include but is not limited to control, referring to agenda, keeping to time, diffusing conflict.

3.3 **Innovative ways** may include but are not limited to visual problem solving, open spaces, exercise breaks, physical activities and games, timed responses, free time, creative activities, alternative locations, props, ban technology, paperless, voting tools.

**Outcomes** may include but are not limited to problem solving, decision making, agreement and consensus, developing new ideas and concepts, buy-in.

#### Learning outcome 4

#### Understand how to record and monitor meeting outcomes

#### Assessment criteria

4.1 Outline how to **record** meeting actions

4.2 Explain how to **monitor** meeting outcomes

#### Indicative content

4.1 **Record** may include but are not limited to responsibilities, accountability, actions, deliverables, deadlines, assigned and agreed actions, action logs, meeting management software, digital notebooks, collaborative tools, mind mapping, instant messaging, video, audio.

4.2 **Monitor** may include but not limited to progress, actions, communication, achievement, reminders.

#### Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only.

1. The learner may be asked to respond to a **scenario** based on how they would manage and monitor meetings.
2. Learners may write a **report** based on the principles of managing and monitoring meetings.
3. The learner may draw upon their **own experience** of managing and monitoring meetings within their own organisation.
4. They may present **work based evidence** accompanied by reports/reflective accounts to meet each success criteria.

#### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Making Decisions
  - Being Agile, Innovative and Creative

### Interpersonal Excellence

- Providing Purpose & Direction
  - Meeting the Needs of the Business

### Organisational Performance

- Leading Change & Innovation
  - Being Innovative and Entrepreneurial
- Managing Resource & Risk
  - Managing Resources

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

Reading/resource materials available on ManagementDirect:

#### *CMI Checklists*

- 002 Handling effective meetings
- 016 Managing your time effectively

#### *CMI Models*

- MoSCoW Prioritisation
- SMART objectives

#### *Articles*

- Seven time wasters and how to evict them (2006) Author: Parmenter, David. Publication: New Zealand Management

#### *CMI Insights*

- 'Remote belonging': The new rules of online meetings
- The simple reason why meetings fail
- The joy of meetings

#### *Relevant Theories, Frameworks and Models*

- Make the most of meeting presentations (2016) Speaker: Lent, Rick
- Virtual meetings that work (2016) Speaker: Lent, Rick
- Face-to-face versus virtual management (2015) Speaker: Powell, Sue
- Leading Virtual Meetings (2015) Speaker: Ferrazzi, Keith
- How to go faster day to day (2014) Speaker: Strout, Steve

Please Note: The list is provided to guide the learner to potential sources of information and is by no



means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

# UNIT 320 – PRESENTING FOR SUCCESS

**Ofqual unit number** T/615/8915

**RQF level** 3

**Guided learning hours** 18

**Total unit time** 50

**Credits** 5

**Aims of unit** Delivering presentations can be very challenging. When done successfully, a presentation can lead to a job offer or a new contract. It also has the potential to engage team members to buy-into new ideas, or embrace new projects and opportunities. The aim of this unit is to equip managers with the knowledge and skills to plan presentations to meet the needs of a target audience. The unit will enable managers to develop the knowledge and tools to deliver great presentations, which engage an audience and motivate them to want to know more.

**Keywords** Presentations, type, purpose, target audience, styles, techniques, resources, planning, delivering, reviewing, engaging, impact.

<b>Learning outcome 1</b>
<b>Know the purpose of presentations and the methods used to meet the needs of a target audience</b>
<b>Assessment criteria</b>
<p>1.1 Explain the <b>purpose</b> of presentations within business settings</p> <p>1.2 Outline the <b>methods</b> used to deliver presentations to meet the needs of different <b>target audiences</b></p>
<b>Indicative content</b>
<p>1.1 <b>Purpose</b> may include but is not limited to sharing information, influencing, persuading, instructing, engaging, handling objections and inspiring.</p> <p>1.2 <b>Methods</b> may include but are not limited to formal and informal, verbal, written, visual, face to face (for example, briefings, meetings, or events), virtual (for example, webinars, video calls and conferencing, online meeting software, podcasts or video).</p> <p><b>Target audience</b> may include but is not limited to individuals, managers, teams, departments, office based staff, remote staff, and customers, prospects, suppliers, partners.</p>

<b>Learning outcome 2</b>
<b>Understand what is required to be a successful presenter</b>
<b>Assessment criteria</b>
<p>2.1 Assess the use of different <b>styles</b> for delivering a presentation to meet the needs of a target audience</p> <p>2.2 Assess the <b>skills and abilities</b> of an effective presenter</p> <p>2.3 Explain how <b>challenges</b> to delivering presentations can be overcome</p> <p>2.4 Explain <b>techniques</b> for overcoming fear and anxiety when delivering a presentation</p>
<b>Indicative content</b>
<p>2.1 <b>Styles</b> may include but are not limited to instructor, educator, coach, freestyle, storyteller, facilitator, expert, subject or technical specialist.</p> <p>2.2 <b>Skills and abilities</b> may include but are not limited to subject knowledge, confidence, engagement, agility, organisational skills, Emotional Intelligence (Goleman, 1995), effective communication (for example, active listening, responding), diction, tone, pitch and pace, positive body language, inclusive, use of humour, managing nerves, confidence, knowledgeable, engaging, ability to tell a story (Duarte, 2017), professional demeanour/appearance, energy, patience, brave.</p> <p>2.3 <b>Challenges</b> may include but are not limited to situation (the room, temperature, lighting), people related (disruptive audience, apathetic audience), IT related (failures with technology).</p> <p>2.4 <b>Techniques</b> may include but are not limited to practising, rehearsing, annotating cue cards, visualisation, mind-set.</p>

<b>Learning outcome 3</b>
<b>Understand how to plan, deliver and review presentations</b>
<b>Assessment criteria</b>
<p>3.1 Outline the <b>activities</b> required when planning a presentation</p> <p>3.2 Compare <b>methods</b> for reviewing the delivery of a presentation</p> <p>3.3 Discuss the range of <b>follow-up activities</b> required after a presentation</p>
<b>Indicative content</b>
<p>3.1 <b>Activities</b> may include but is not limited to identifying the needs and interest of the target audience, method for delivering the presentation, date, time, venue, resource needs, undertake research activities, develop presentation outline/script, designing the visual aids, use of technology, resources and handouts.</p>

3.2 **Methods** may include but are not limited to qualitative, quantitative tools which are paper based and/or electronic.

3.3 **Follow-up activities** may include but are not limited to responding to unanswered questions and information requests, collecting evaluation data, sending slides, writing reports, feedback.

#### Learning outcome 4

**Be able to plan and deliver a presentation to a target audience**

#### Assessment criteria

4.1 Produce a **plan** to deliver a presentation to a **target audience**

4.2 Deliver a **presentation** to a target audience

#### Indicative content

4.1 **Plan** may include but is not limited to aims and objectives, structure (including opening and introductions, body of presentation, summary and close), timings, presentation outline, style of delivery, resources/venue, technical support, visual aids.

**Target audience** may include but is not limited to individuals, managers, teams, departments, office based staff, remote staff, and customers, prospects, suppliers, partners.

4.2 **Presentation** to be delivered formally using the presentation outline according to the presentation plan.

#### Learning outcome 5

**Be able to reflect on the outcomes of the delivery of a presentation**

#### Assessment criteria

5.1 Review own **performance** in delivering a presentation

5.2 Identify **opportunities** for developing own presentation skills

#### Indicative content

5.1 **Performance** may include but is not limited to audience feedback, personal reflection and evaluation forms and data.

5.2 **Opportunities** may include but are not limited to coaching, mentoring, practice, learning and development.

## Recommendations for assessment

Learners may approach the assessment in a number of ways. All assessment criteria must be met. The following opportunities are recommendations for guidance purposes only however learners are required to deliver a presentation as part of this assessment.

1. The learner may be asked to write a **report** or a staff development guide on how to deliver successful presentations to a target audience. They would be required to present their guide they have developed as part of the assessment.
2. They may present **work based evidence** accompanied by the delivery of a short presentation. The presentation need not exceed 15 minutes in length but it must be accompanied by a presentation outline/script and a presentation plan.

### Further guidance

It is not a requirement for the learner to cover all aspects of the indicative content when completing the assessment. The learner is encouraged to select and present well chosen information and examples to evidence they sufficiently understand the assessment criteria.

## CMI Professional Standard

Please note. Each professional standard has been mapped against the relevant competency for Stage 2 - Junior and/or First Line Manager

### Personal Effectiveness

- Managing Yourself
  - Using Emotional and Social Intelligence
- Communicating & Influencing
  - Identifying the Communication Need
  - Adapting Your Communication Methods
  - Using Effective Communication Skills
  - Using Negotiation and Influencing

### Interpersonal Excellence

- Providing Purpose & Direction
  - Meeting the Needs of the Business

## Suggested reading/web resource materials

ManagementDirect resources require CMI membership and a username and password.

**Please note:** This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may make reference to other local or national legislation as relevant.

### *Relevant Theories, Frameworks and Models*

- Goleman (1995) Emotional Intelligence
- Duarte (2017) Using Stories

Please Note: The list is provided to guide the learner to potential sources of information and is by no

means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

# ANNEX 1 - COMMAND VERB DEFINITIONS

<u>Command Verb</u>	<b>Definition</b>
Analyse	Break the subject or complex situation(s) into separate parts and examine each part in detail; identify the main issues and show how the main ideas are related to practice and why they are important. Reference to current research or theory may support the analysis.
Appraise	Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Complete	Ensure something is finished with all of its parts.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Construct	To create or build something original
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Create	Originate or produce a solution to a problem.
Critically Appraise	As with appraise, a systematic process used to identify the strengths and weaknesses of information in order to assess the usefulness and validity.
Critically Assess	As with assess, but emphasising on judgments made about arguments by others, and about what is being assessed from a different perspective. Making a reasoned argument, based on judgments. Criticality requires the consideration of the validity of sources used. Critical assessment not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Analyse	As with analyse, but questioning and testing the strength of a person and/or others' analyses from different perspectives. Using the process of analysis to make an objective and reasoned argument. Criticality requires the consideration of the validity of sources used. Critical analysis not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Discuss	As with discuss, but evaluating the pros and cons of the subject in hand critically. Discussing all the aspects and dimensions of the topic in hand. Discussing the effects and impacts of the topic. Critical discussion not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.

Critically Evaluate	As with evaluate, but considering the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable. Critical evaluation not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation
Critically Examine	As with examine, but provides the opportunity to conduct a thorough examination involving carefully analysing and evaluating a subject/topic to understand its underlying assumptions, logic, and implications to clearly establish a need. It combines both analytical and creative thinking, allowing a deeper understanding and informed judgement and exploration of a process or alternatives. Critical examination aims to promote deeper understanding and informed judgement. Critical examination not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.
Critically Reflect	As with reflect, but identifying, questioning, and assessing deeply-held beliefs and assumptions about a topic, the way in which we perceive events and issues, beliefs, feelings, and actions.
Critically	Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.
Critique	A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.
Define	Show or state clearly and accurately.
Describe	Provide an extended range of detailed factual information about the topic or item in a logical way.
Deliver	Ensure something is conveyed or done with stakeholders/clients
Demonstrate	Complete a task or activity, showing an understanding of facts, procedures and ideas of a topic and competence through action or activity.
Determine	Settle/conclude an argument/question as a result of investigation or by referring to an authority.
Develop	Elaborate, expand or progress an idea from a starting point building upon given information.
Devise	Invent a system, solution or procedure from new/existing principles/ideas.
Differentiate	Recognise or ascertain a difference to identify what makes something different.
Discuss	Give a detailed account including a range of views or opinions, which include contrasting perspectives.
Distinguish	Draw or make distinction between
Draw	Present a conclusion or decision about what is likely to happen based on facts.
Establish	Discover, prove or show something to be true or valid by determining the facts.
Evaluate	Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement.



	Apply current research or theories to support the evaluation when applicable.
Examine	Inspect (something) thoroughly in order to determine its nature or condition.
Explain	Make something clear to someone by describing or revealing relevant information in more detail.
Explore	Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.
Formulate	To devise or develop an idea or concept in a concise and systematic way.
Identify	Ascertain the origin, nature or definitive characteristics of something.
Interpet	To clarify/explain the meaning of something
Investigate	Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.
Justify	Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.
Outline	A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.
Plan	Make a plan, for example, a change plan or a project plan, before starting activities to achieve an aim.
Prepare	To make or develop something ready which will happen in the future.
Present	To make clear to an audience of stakeholders the outcomes of a learner's studies/findings. (May take the form of a presentation).
Produce	To make, create or form something. Put together, assemble. leads to an outcome/result.
Profile	An outline giving a description of a role or organisation
Recommend	Put forward proposals, an alternative or suggestion(s) supported by a clear rationale appropriate to the situation/context.
Reflect	Consciously contemplate, appraise or give balanced consideration to an action or issue.
Report	To prepare a detailed account or statement about an event or topic in a specified format
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

# ANNEX 2 - ASSESSMENT ACTIVITY DEFINITIONS

Activity Definition	Activity Definition
Briefing paper	A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.
Business case	A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.
Case Study	A description of an event, activity or problem outlining a real or hypothetical situation.
Good practice guide	A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.
Plan	A detailed outline providing an insight into a range of activities required to complete a task.
Profile	An outline giving a description of a role or organisation
Proposal	A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.
Reflective Statement	Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice.
Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research project report	A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.
Scenario	A written outline or a situation or setting, providing insight into a sequence of events or actions.
Written account	A written document presenting knowledge of facts or event
Work Based Evidence	An activity from within the workplace that is used by the Learner to evidence and/or demonstrate competence and understanding

# ANNEX 3 - REVISIONS TO DOCUMENT

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

Revisions to Document	Rational for Revision	Document Version	Date Revisions Made
Version 4	IfATE updated occupational standards to version 1.4	Version 4	Oct 2024
Version 3	Updating KBS Unit 330: K10, K15, S1 added Unit 334: S10 added, removal of S12 Unit 339: S15 added	Version 3	Oct 2024
Version 2	Adding unit 306 Principles of Equality, Diversity and Inclusive Working Practice	Version 2	Sept 2024
First Publication		Version 1	Sept 2024

# ANNEX 4 - OVERALL MAPPING TO STANDARD

## Team Leader Apprenticeship ST0384

This mapping document only shows Units 330 - 340 that have been mapped to the KSBs in the Team Leader Occupational standard (ST0384). Other units within the qualification will cover some elements of the KSBs, however mapping of this is at a provider's discretion.

Knowledge	Unit 330	Unit 331	Unit 332	Unit 333	Unit 334	Unit 335	Unit 336	Unit 337	Unit 338	Unit 339	Unit 340
K1: Performance management techniques.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K2: How to identify the learning needs of others and solutions to address them.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K3: Processes and policies which support the delivery of operational requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K4: Project management tools and techniques.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K5: Relevant regulation, legislation, and compliance that impacts their role and the organisation.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K6: Organisational strategy and objectives and how their role impacts them.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K7: How to manage resources to implement operational and team plans.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K8: Time management and prioritisation tools.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K9: Communication techniques including presentation, negotiation and influencing skills.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K10: Policy and procedure relating to people and organisational culture.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K11: Stakeholder management.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K12: Problem-solving and decision-making techniques.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K13: Principles of change and continuous improvement.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K14: IT and software used to support the activities of the business.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K15: External factors that affect the workplace, such as sustainability and net carbon zero, and how they are managed.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K16: The impact that internal and external factors, such as environmental impacts, have on their role	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K17: Leadership and management approaches.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K18: The purpose of their role within the organisation including their level of responsibility and accountability.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K19: The impact that cross-team working has in the delivery of organisational objectives.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
K20: How to collate, interpret and communicate data and information to meet the needs of different audiences.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K21: The wider social and economic environment in which the organisation operates.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
K22: Approaches to managing budgets, and options and choices to maximise efficient use of resources.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K23: Principles of equity, diversity and inclusion in the workplace and their impact on the organisation and the team.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Skills	Unit 330	Unit 331	Unit 332	Unit 333	Unit 334	Unit 335	Unit 336	Unit 337	Unit 338	Unit 339	Unit 340
S1: Use resources to implement operational and team plans.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S2: Use tools to organise, prioritise and allocate daily and weekly work activities.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S3: Able to collate and interpret data and create reports.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S4: Identify and support the development of the team through informal coaching and continuous professional development.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S5: Use information and problem-solving techniques to provide solutions and influence the decision-making process.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S6: Use digital tools for planning and project management to monitor project progress, taking corrective action to deliver against the project plan.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S7: Review work processes to identify opportunities to improve performance and for continuous improvement.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S8: Use technology and software to produce documentation, such as spreadsheets and presentation packages to communicate information.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S9: Manage individual or team performance by setting objectives, monitoring progress, and providing clear guidance and feedback.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S10: Manage others through change by identifying challenges and the activities to resolve them.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S11: Interpret organisational strategy and communicate how this impacts others.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
S12: Interpret and apply regulation and legislation, share best practices and advise stakeholders on their application.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S13: Communicate information through different media, such as face-to-face meetings, emails, reports and presentations to enable key stakeholders to understand what is required.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
S14: Collaborate with stakeholders in the organisation to ensure the delivery of operational goals.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S15: Manage and maintain relationships with with a diverse workforce and stakeholders.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S16: Negotiate with and challenge stakeholders to manage change and reduce conflict.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S17: Interpret policy and support the delivery of equity, diversity and inclusion in the workplace and monitor their impact on their team.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
S18: Identify future changes in the sector such as technology advances that may impact their organisation.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
S19: Monitor the use of technology and the potential to reduce energy consumption through their optimisation in day-to-day tasks, such as reducing the use of paper and switching off items when not in use.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Behaviours	Unit 330	Unit 331	Unit 332	Unit 333	Unit 334	Unit 335	Unit 336	Unit 337	Unit 338	Unit 339	Unit 340
B1: Acts professionally, ethically and with integrity.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B2: Supports an inclusive culture, treating colleagues and external stakeholders fairly and with respect.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B3: Takes accountability and ownership of their tasks and workload.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B4: Seeks learning opportunities and continuous professional development.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B5: Works flexibly and adapts to circumstances.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>