CMI LEVEL 3

Principles of Management & Leadership

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TRAINING & DEVELOPMENT

CMI Chartered Management Institute
Centre

QUALIFICATION STRUCTURE

Qualification Requirements and Rules of Combination

CMI Level 3 Award in Principles of Management and Leadership
Learners must complete at least one unit to a minimum of **40 TUT hours/ 4 credits** to achieve this qualification.

CMI Level 3 Certificate in Principles of Management and Leadership
Learners must complete any combination of units to a minimum of **130 TUT hours/13 credits** to achieve this qualification.

CMI Level 3 Diploma in Principles of Management and Leadership
Learners must complete any combination to a minimum of **370 TUT hours/37 credits** to achieve this qualification.

Unit No	Unit Title	Credits	TUT
Theme: Foundations for Excellence			
CMI 301	Principles of Management and Leadership	7	70
Theme: Developing Capabilities, Delivering Results, Driving Best Practice			
Interpersonal Excellence – Managing People and Developing Relationships			
CMI 302	Managing a Team to Achieve Results	6	60
CMI 303	Managing Individuals to be Effective in their Role	5	50
CMI 304	Principles of Communication in the Workplace	5	50
CMI 305	Building Stakeholder Relationships using Effective Communication	4	40
CMI 306	Principles of Equality, Diversity and Inclusive Working Practice	6	60
CMI 307	Developing the Knowledge, Skills and Abilities of Individuals & Teams	4	40
CMI 308	Managing Volunteers	5	50
CMI 309	Responding to Conflict in the Workplace	3	30
CMI 310	Supporting Teams and Individuals Through Change	5	50
Organisational Performance – Delivering Results (Day to Day Activities)			
CMI 311	Contributing to the Delivery of a Project	6	60
CMI 312	Managing Daily Activities to Achieve Results	4	40
CMI 313	Developing and Sharing Good Practice	5	50
CMI 314	Managing Budgets and Resources	5	50

CMI 318	Managing Data and Information	5	50
CMI 320	Presenting for Success	5	50
Personal Effectiveness – Managing Self			
CMI 321	Managing Own Personal and Professional Development	5	50

Read on for full content of all units

FULL CONTENT of ALL UNITS

CMI 301	Principles of Management and Leadership

Ofqual unit number	J/615/8840
RQF level	3
Guided learning hours	33
Total unit time	70
Aims of unit	Being equipped with the knowledge, skills and behaviours to manage and lead effectively is essential if an individual and their organisation are to succeed. This unit has been designed for learners who want to develop or sharpen their professional edge and enhance personal effectiveness. The unit focuses on the ways organisations operate. The application of management and leadership approaches and how these can positively impact on own role, lead to improved performance, and support teams, colleagues and customers. The aim of the unit CMI 301 is to introduce the foundations for managers, which will be developed throughout all the level 3 units.

Learning outcome 1
Understand how organisations operate
Assessment criteria
1.1 Outline the **governance** of different **types of organisations** 1.2 Explain the **factors** which influence an organisation's culture 1.3 Explain the **purpose** of organisational mission, vision and value statements 1.4 Outline the **purpose** of organisational strategies
Indicative content
1.1 **Governance** may include but is not limited to its legal framework/structure such as shareholders, trustees, investors, boards, process for ensuring authority, decision making and accountability. **Types of organisations** may include but are not limited to Public Limited Companies (PLCs), limited companies, partnerships, third sector (voluntary/not for profit/charities), sole traders. 1.2 **Factors** include but are not limited to size, business environment, organisational structure, function, labour force, governance, purpose, historical background 1.3 **Purpose** may include but is not limited to clarification of organisational purpose and focus, informs direction, guides employee behaviours, inspires.

Purpose refers to how the organisational strategy relates to operational plans and is dependent on the type and function of the organisation. May include but is not limited to how the organisation plans to achieve its goals, and meet stakeholder needs.

Learning outcome 2

Understand the management role

Assessment criteria

2.1 Summarise the **role** of the manager

2.2 Explain the role of the manager in **communicating** organisational strategy to individuals and teams

2.3 Explain levels of **accountability and authority** in the management role

2.4 Outline the **legal** and **organisational frameworks** which apply to the management role

Indicative content

2.1 **Role** may include but is not limited to tasks and responsibilities to be undertaken in the role, position, relationships, inter-dependencies with the directorate, managers, functional areas, teams, colleagues, customers, suppliers and contractors.

2.2 **Communicating** may include but is not limited meetings (team and one-one), work plans, training, digital and leading by example.

2.3 **Accountability and authority** with reference to level of decision making, reporting structure, managing staff, resources, access to information/data/budget.

2.4 **Legal** may include but is not limited to Health and Safety at Work Act 1974, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Working Time Directive 1998, Equality Act 2010 and industry specific regulations. Learners may also make reference to other local laws as relevant.

Organisational frameworks refers to how to use HR systems and processes to ensure legal requirements and may include but are not limited to *HR systems and processes* including performance management, disciplinary and grievance, conduct and capability, recruitment, learning and development, reward, induction and on-boarding, talent management, dignity at work, absence and time management, workforce planning, payroll, performance management standards; *policies and standards* including health, safety, well-being and security, equality and diversity, data protection, communication, procurement, quality, customer service charters and policies, quality standards.

Learning outcome 3

Understand the application of management and leadership approaches

Assessment criteria

3.1 Explain the differences between **management** and **leadership**

3.2 Summarise recognised **management and leadership approaches**

3.3 Explain how management and leadership approaches can be adapted in different work based **situations**

Indicative content

3.1 **Management** focuses on completion of tasks and activities and the outputs these produce.

Leadership focuses on people and how they are led. This includes but is not limited to motivating, delegating, inspiring, engaging.

3.2 **Management and leadership approaches** include but are not limited to Hersey and Blanchard Situational Leadership (1969), Tannenbaum & Schmidt Leadership Continuum (1958), Lewin Styles of Leadership (1939), Adair's Action-Centred Leadership (1979), Blake and Mouton Grid (c.1950s).

Situations may include but are not limited to business as usual, crisis and emergency, one to one large group/team
Learning outcome 4
Understand the knowledge, skills and behaviours to be an effective manager
Assessment criteria
4.1 Explain the **knowledge and skills** required to be an effective manager 4.2 Summarise the **behaviours** required to be an effective manager 4.3 Explain the **impact** of knowledge, skills and behaviours on the team, colleagues and customers
Indicative content
4.1 **Knowledge and skills** refers to how to be self-aware, Emotional Intelligence (Goleman, 1995) and may include but are not limited to leading people, managing people, building relationships (emotional intelligence), communicating with customers and stakeholders, active listening, managing operational (day to day) activities, projects, finance, using information and data, application of organisational and legal frameworks and ability to use HR and other organisational systems, understanding of the organisations strategy, culture, approaches to equality and diversity. 4.2 **Behaviours** may include but are not limited to ability to take responsibility (accountability, resilience, determination); inclusive (open, approachable, authentic, trustworthy); agile (flexible, creative, positive, adaptable, innovative, enterprising); professional (fair, consistent, impartial, open, honest, ethical). 4.3 **Impact** refers to role modelling values and behaviours and may include but are not limited to reputation, productivity, job satisfaction, confidence, loyalty, engagement, improved customer experience.

CMI 302	Managing a Team to Achieve Results

Ofqual unit number	F/615/8867
RQF level	3
Guided learning hours	23
Total unit time	60
Aims of unit	The ability to manage teams, which are able to communicate effectively and overcome barriers to achievement, is a critical skill for any manager. High performing cohesive teams are created in an environment where there is a collective understanding of values, goals and objectives. This unit has been developed to support managers in understanding the nature of teams in the workplace, and how these can be managed to achieve results.

Learning outcome 1
Understand the role and purpose of teams
Assessment criteria
1.1 Define the **purpose** of teams
1.2 Explain **types** of teams in an organisation
1.3 Summarise the **roles** in a team using a recognised theory
1.4 Explain how members of a team affect **team dynamics**
1.5 Identify the **advantages** and **disadvantages** of team working and lone working
Indicative content
1.1 **Purpose** may include but is not limited to common purpose and objectives, productivity, quality, support system, continuous improvement, new initiatives and ideas.
1.2 **Types** may include but are not limited to permanent, temporary, functional, matrix, cross functional, project, virtual, special teams and task force.
1.3 **Roles** may include but are not limited to Belbin Team Roles (1993), Honey Five Team Roles (2001).
1.4 **Team dynamics** may include but are not limited to personalities (e.g. Myers Briggs, 1943), working relationships, performance, skills, knowledge, seniority, roles.
1.5 **Advantages** may include but are not limited to efficiency, problem solving, mutual support, cooperation, workflow, learning, develop and share best practice, communication and information exchange.
Disadvantages may include but are not limited to efficiency, group think, accessibility, conflict, engagement, unequal participation, communication and information exchange, resistance to change.

Learning outcome 2

Be able to recognise the characteristics of a high performing team

Assessment criteria

2.1 Outline the **characteristics** of high performing team

2.2 Discuss **behaviours** which can be observed in a high performing team

Indicative content

2.1 **Characteristics** refers to ability to identify and share good practice, inclusive and may include but are not limited to sense of purpose, shared goals and good practice, supportive, trusting, collaborative, cohesive, confident, knowledgeable, skilled, motivated, agile, accurate, developing, structured.

2.2 **Behaviours** may include but are not limited to take responsibility (including drive to achieve, resilience and accountability, determination); inclusive (including open, approachable, authentic, seeks others' views, builds trust); agile (including flexible, creative, innovative, enterprising, seeks solutions, positive, adaptable, responds well to feedback and change); professional (including sets an example, fair, consistent, impartial, honest, ethical, adheres to codes of conduct).

Learning outcome 3

Know how to lead, communicate with and motivate a high performing team

Assessment criteria

3.1 Identify advantages and disadvantages of **leadership styles** that can be used to manage a high performing team

3.2 Assess **communication methods** used for different types of teams

3.3 Explain how to **motivate** a team to achieve results

Indicative content

3.1 **Leadership styles** refers to ability to adapt style to suit the audience and may include but are not limited to Hersey and Blanchard Situational Leadership (1969), Tannenbaum & Schmidt Leadership Continuum (1958), Lewin Styles of Leadership (1939), Adair Action Centred Leadership (1973).

3.2 **Communication methods** refers to different forms of communication and their application to communicate effectively and regularly (Shannon and Weaver, 1948; Schramm, 1954) and may include but are not limited to written: letters, memos, reports, newsletters, noticeboards; verbal: telephone calls, video conferencing, briefings and meetings, presentations; digital: intranet, emails, blogs, instant messaging, discussion forums, posts on social media sites, web chat, avatars, skype, electronic forms, apps, podcasts and webinars.

3.3 **Motivate** refers to building a high performing team by supporting and developing and motivating individuals and building trust with and across the team and may include but is not limited to encouragement, constructive feedback, recognition and rewards (Maslow, 1943/1954; Hertzberg, c.1959)

Learning outcome 4

Know how to respond to challenges when managing a team proactively

Assessment criteria

4.1 Explain the **challenges** of managing a team

4.2 Explain how to **respond** to challenges proactively

4.3 Outline **approaches** to absence management

Indicative content

4.1 **Challenges** may include but are not limited to individual's competencies, communication problems, maturity of the team (Tuckman, 1956), team members not pulling their weight, resistance to change, conflict, unconscious bias, types of contracts, culture, behaviour, size of the team (Dunbar, 2010), remote and virtual teams, resourcing and crises.

4.2 **Responses** refer to managing change, conflict and unconscious bias, facilitating cross team working and may include but are not limited to challenging poor practice, absence management, briefings, meetings, making sanctions, prioritising, training, coaching, mentoring, seeking advice and guidance, escalate challenge, risk management, apply approaches to change and conflict management (e.g. engage individuals and teams in process, develop and communicate plans).

4.3 **Approaches** refer to how to set goals and objectives, manage performance and may include but are not limited to application of HR policies and procedures including disciplinary procedures, work plans, mentoring and support.

Learning outcome 5

Know how to manage the performance of a team

Assessment criteria

5.1 Outline **approaches** to ensure team members work to a shared purpose

5.2 Explain how to **allocate work** to team members

5.3 Identify **methods of monitoring** team performance

5.4 Explain how to provide **feedback** on individual and team performance

Indicative content

5.1 **Approaches** refer to communicating organisational and team purpose and building a high performing team by supporting and developing and motivating individuals and may include but are not limited to cascade mission, vision and objectives, role of team in wider organisation, sense of purpose and buy-in and impact of team on results.

5.2 **Allocate work** refers to how to translate goals into deliverable actions, set goals and objectives, delivering operational plans, organising, prioritising and allocating work and may include but is not limited to the use of work plans, timetables, project plans, rotas, allocation according to experience, skills, development needs, capacity and specialist knowledge, timescales.

5.3 **Methods of monitoring** may include but are not limited to project and progress reports, the use of key performance indicators and output, internal audit, absence management, observation, inspection, customer feedback, discussion with team members.

5.4 **Feedback** refers to the benefits of coaching to support people and improve performance, supporting, developing and motivating individuals and may include but is not limited to formal and informal, verbal and written, qualitative and quantitative feedback to individuals or the whole team.

CMI 303	Managing Individuals to be Effective in their Role

Ofqual unit number	M/615/8878
RQF level	3
Guided learning hours	19
Total unit time	500
Aims of unit	High performing individuals impact on the performance of teams and the organisation. The aim of this unit is to develop the manager's understanding of how to confidently use their knowledge, skills and abilities to support individuals, not only to perform well, but to exceed expectations.

Learning outcome 1

Understand an individual's work role and responsibilities

Assessment criteria

1.1 Explain the **sources of information** which state an individual's work role and responsibilities

1.2 Explain the **reasons** for assessing an individuals' knowledge, skills and behaviours in a work role

Indicative content

1.1 **Sources of information** may include but are not limited to job description, person specification, team and individual objectives.

1.2 **Reasons** may include but is not limited to supporting and developing individuals to achieve personal and professional objectives, planning and allocating work, gap analysis, identify learning and development needs.

Learning outcome 2

Know how to set objectives with individuals

Assessment criteria

2.1 Explain the **methods** used to set **objectives** for individuals

2.2 Explain how to assess an individual's **capability** to achieve objectives

2.3 Outline the **process** for involving individuals in agreeing clear objectives

Indicative content

2.1 **Method** may include but is not limited to SMART (specific, measurable, achievable, realistic and time bound) objectives, organisational requirements, plans, project plans, appraisals, and personal development plans.

Objectives may be linked to organisational or personal outcomes.

2.2 **Capability** may include but is not limited to experience, skills, knowledge, capacity and development needs.

2.3 **Process** may include but is not limited to open communication, listening, questioning, negotiating, check understanding, recording agreement.

Learning outcome 3
Know how to support individuals to perform well
Assessment criteria
3.1 Outline a range of **support methods** to enable individuals to perform well
3.2 Identify **approaches for motivating** individuals in their work role
3.3 Explain how an individual's achievement can be **incentivised**
3.4 Explain the importance of managing individuals **objectively**
Indicative content
3.1 **Support methods** may include but are not limited to informal and formal personal and professional development, set clear expectations, delegation and allocation of responsibility, review progress, supervision, coaching, mentoring, training, development activities, constructive feedback (Transactional Analysis, Berne, c.1950).
3.2 **Approaches for motivating** may include but are not limited to encouragement, praise, recognition, clear and respectful communication.
3.3 **Incentivised** may include but is not limited to financial reward, other benefits, opportunities for development and promotion.
3.4 **Objectively** may include judging on evidence, treating individuals fairly, according to need, observing professional boundaries, inclusive approach, no favourites, no reward for poor performance.

Learning outcome 4
Know how to assess outcomes against the objectives
Assessment criteria
4.1 Summarise the **tools** that may be used to review an individual's performance
4.2 Outline **approaches** to measuring outcomes against objectives
Indicative content
4.1 **Tools** may include but are not limited to appraisal, personal development review, 360-degree feedback, customer feedback, observation.
4.2 **Approaches** may include but is not limited to key performance indicators (KPIs), outputs, project and progress reports, internal audit, quality measures, metrics, benchmarks, inspection, surveys.

Learning outcome 5
Know how to manage the underperformance of individuals
Assessment criteria
5.1 Explain how to **manage the underperformance** of an individual within the limits of own authority
Indicative content
5.1 **Manage the underperformance** may include but is not limited to regular feedback, reminding of performance standards, dealing with issues at an early stage, resolving conflict, identifying performance problems, engaging the individual in improvement actions, seeking advice and support, use of organisational processes and procedures (ACAS).

CMI 304	Principles of Communication in the Workplace

Ofqual unit number	T/615/8879
RQF level	3
Guided learning hours	18
Total unit time	50
Aims of unit	As the range of communication tools used by a business continues to grow, and new technologies emerge, managers are faced with the challenge of how to select and use different tools to ensure that communication is effective, timely and has impact. The aim of this unit is to equip managers with the knowledge and skills to select and use a range of workplace communication methods. These must be measurable and tailored to the needs of the target audience.

Learning outcome 1
Know the channels and types of communication used in the workplace
Assessment criteria
1.1 Explain the **importance** of effective communication in the workplace
1.2 Identify **channels** of communication used in the workplace
1.3 Assess strengths and weaknesses of different **types** of communication used in the workplace
1.4 Summarise **legal** and **organisational policies** that affect the use of the different types of communication in the workplace
Indicative content
1.1 **Importance** with reference to the individual, team and organisation. 1.2 **Channels** may include but are not limited to formal and informal, face to face, telephone, electronic, digital media, oral, visual, written, mass media, real time, pre-recorded. 1.3 **Types** may include but are not limited to written: letters, memos, reports, newsletters, noticeboards; verbal: telephone calls, video conferencing, briefings and meetings, presentations; digital: intranet, emails, blogs, instant messaging, discussion forums, social media posts and comments, live chat, web chat, avatars, skype, electronic forms, apps, podcasts and webinars. 1.4 **Legal** may include but is not limited to Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Equality Act 2010, Communications Act 2003, Digital Economy Act 2016. Learners may also make reference to other local laws as relevant. **Organisational policies** may include but are not limited to communications policies, brand guidelines, house style, digital communication policies and procedures, standard responses, whistleblowing.

Learning outcome 2
Understand the communication cycle
Assessment criteria
2.1 Explain the **communication cycle** and its application in the workplace 2.2 Explain **barriers** to effective communication 2.3 Explain **ways to overcome** barriers to communication
Indicative content
2.1 **Communication cycle** may include but is not limited to sender, receiver, encoding, decoding, message, barriers, feedback (Schramm, 1954; Shannon and Weaver, 1948). 2.2 **Barriers** may include but are not limited to tangible e.g. environment, noise, technology, time, timing, resources, language, type or channel of communication, interference, timing, compliance, lack of control; intangible, volume e.g. confidence in individuals or participants, cultural, prejudice, bias, emotional. 2.3 **Ways to overcome** may include but are not limited to listening to and observing the audience, reducing distractions, speaking more clearly, active listening, restating or adjusting language, changing pace.

Learning outcome 3
Be able to plan communication for a target audience
Assessment criteria
3.1 Explain the **planning** process for communicating with a **target audience**
Indicative content
3.1 **Planning** may include but is not limited to identify the target audience and their needs, aims and objectives, clarify message purpose, cost, data security, suitability, timeliness, choose appropriate communication channel, plan the message content, check for accuracy and completeness, identify call to action. **Target audience** may include but is not limited to groups or individuals, team members, colleagues, other departments, managers, customers, suppliers, partners
Learning outcome 4
Know how to measure the effectiveness of communication with a target audience
Assessment criteria
4.1 Assess ways of **measuring** the effectiveness of communication with a target audience
Indicative content
4.1 Measures may include but are not limited to personal: unprompted reactions, asking for feedback, checking understanding, call monitoring; written: surveys, response data, monitoring progress; digital: web tracking services, click through, polls, stamps, kudos, web forms, authentication, metrics.

CMI 305	Building Stakeholder Relationships Using Effective Communication

Ofqual unit number	K/615/8880
RQF level	3
Guided learning hours	20
Total unit time	40
Aims of unit	Developing relationships with internal and external stakeholders is an essential management skill. Stakeholders can have a positive or negative impact on the success of an organisation. The aim of this unit is to equip managers to identify and understand stakeholder's needs, know the purpose and benefits of building relationships with different stakeholder groups, and the methods of communicating with them to achieve results.

Learning outcome 1
Know the purpose of building stakeholder relationships
Assessment criteria
1.1 Identify a range of **stakeholder** groups relevant to the manager
1.2 Explain how to **assess** the needs and expectations of stakeholder groups
1.3 Assess the **benefits** of building relationships with stakeholders
Indicative content
1.1 **Stakeholders** may include but are not limited to internal: team members, line managers, senior managers, board members; external: potential employees, customers, suppliers, pressure groups, government agencies and regulatory organisations, general public; connected: shareholders, suppliers, partners, contractors.
1.2 **Assess** may include but are not limited to questioning, observation, meetings, focus groups, agreements and contracts (Stakeholder Theory, Freeman, 1984; Power versus Interest Grid, Eden and Ackermann, 1998).
1.3 **Benefits** may include but are not limited to improved communication and engagement, greater understanding of goals and objectives, improved planning.
Learning outcome 2
Understand different channels and types of communication used to build relationships with stakeholders
Assessment criteria
2.1 Compare the **channels of communication** used to build stakeholder relationships
2.2 Discuss types of **verbal communication** used with stakeholders
2.3 Explain how **active listening** is used build stakeholder relationships
2.4 Discuss types of **written communication** used with stakeholders

2.5 Discuss how meetings can be **led** to develop and build effective stakeholder relationships

Indicative content

2.1 **Channels of communication** refer to approaches to stakeholder and customer management including engagement approaches, build relationships and communicate and manage these effectively/regularly (Schramm, 1954; Shannon and Weaver, 1948) and may include but are not limited to formal and informal, face to face, telephone, electronic, digital media, oral, visual, written, mass media, real time, pre-recorded.

2.2 **Verbal communication** refers to different forms of communication and their application including presentations and may include but are not limited to meetings and briefings, conversations, workshops, telephone calls, video chat applications, webinars, podcasts.

2.3 **Active listening** may include but is not limited to giving full attention, processing verbal or non-verbal information, respond, remember what is said, eye contact, posture, gestures and facial expressions.

2.4 **Written communication** refers to different forms of communication and their application and may include but are not limited to traditional: letters, noticeboards, presentation materials, storyboards, contracts, memos, brochures and newsletters, press releases, manuals; digital: intranet, websites, social media, instant messaging.

2.5 **Led** refers to chairing meetings to achieve outcomes.

Learning outcome 3

Know how to respond to barriers when communicating with stakeholders

Assessment criteria

3.1 Explain **barriers** to effective communication with stakeholders

3.2 Discuss **ways of responding** to **barriers** when communicating with stakeholders

Indicative content

3.1 **Barriers** may include but are not limited to tangible e.g. environment, noise, technology, time, timing, resources, language, type or channel of communication; intangible e.g. confidence in individuals or participants, cultural, prejudice, bias, emotional, legal frameworks and organisational policies.

3.2 **Ways of responding** refers to communicating effectively and regularly, Emotional Intelligence (Goleman, 1995), effectively negotiating and influencing and may include but are not limited to negotiating and influencing, listening to and observing the audience, reducing distractions, speaking more clearly, active listening, restating or adjusting language, changing pace.

Learning outcome 4

Know how to use stakeholder communication

Assessment criteria

4.1 Discuss the **importance** of stakeholder feedback

4.2 Compare **methods** of gathering feedback from stakeholders

4.3 Discuss the **use** of stakeholder feedback

Indicative content

4.1 **Importance** may include but is not limited to avoid misunderstanding, impact of lack of feedback, meeting needs, relevance, openness, commitment, involvement, influence, interest.

4.2 **Methods** may include but is not limited to written: questionnaires, surveys, performance reviews; verbal: one to ones, meetings, questioning, observation; digital: social media, likes, badges, reviews, shares and comments

4.3 **Use** may include but is not limited to engagement, responsiveness, satisfaction, productivity, retention, motivation

CMI 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
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.

Learning outcome 1
Know the legal and organisational frameworks for inclusivity, equality and diversity
Assessment criteria
1.1 Define the key **terminology** used in the context of equality and diversity
1.2 Summarise the **legal** and **organisational requirements** for equality and diversity
1.3 Discuss the potential **consequences** of failing to meet legal and organisational requirements
Indicative content
1.1 **Terminology** with reference to equality, diversity, direct and indirect discrimination, less favourable treatment, bullying and harassment, victimisation**,** stereotyping**,** bias (conscious and unconscious), inclusive working practices.
1.2 **Legal** 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.
Organisational requirements refers 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.
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 practice

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

CMI 307	Developing the Knowledge, Skills and Abilities of Individuals and Teams

Ofqual unit number	T/615/8896
RQF level	3
Guided learning hours	15
Total unit time	40
Aims of unit	A skilled and adaptable workforce is a collective group of people equipped with the knowledge skills and abilities to achieve and exceed objectives. This unit aims to support managers to identify and select innovative development opportunities. It will enable them to identify approaches to support and promote participation, and how to monitor the impact of development activities for individuals, teams and the organisation.

Learning outcome 1
Know the purpose of developing the knowledge, skills and abilities of individuals and teams
Assessment criteria
1.1 Explain the **purpose** of developing the knowledge, skills and abilities of individuals and the team 1.2 Discuss the **benefits** of developing the knowledge, skills and abilities
Indicative content
Focus on learning outcome requirement of individuals <u>and</u> teams 1.1 **Purpose** may include but is not limited to develop competencies, opportunities for progression, bridge skills gaps, improve productivity, enhance competitiveness, succession planning. 1.2 **Benefits** refer to the individual, the team and the organisation and may include but are not limited to job satisfaction, engagement, motivation, staff retention, skilled and adaptable workforce.
Learning outcome 2
Know different types of development opportunities available to support individuals and teams
Assessment criteria
2.1 Summarise **development opportunities** available to individuals and team members 2.2 Explain the advantages and disadvantages of **development opportunities** identified 2.3 Explain how **development opportunities** can be used to comply with legal and organisational requirements 2.4 Explain how organisations can **support** professional and personal development
Indicative content
2.1 & 2.2 **Development opportunities** may include but are not limited to formal and informal methods, iterative and incremental development, induction training, coaching, mentoring, eLearning, attending college,

in-house programmes, reading, on-job training, action learning sets, social learning, and communities of practice.

2.3 **Development opportunities** may include but are not limited to technical and professional qualifications, licence to practice, role specific training (e.g. food hygiene, working at heights, teaching and medical qualifications), and health and safety and equality and diversity.

2.4 **Support** may include but is not limited to money, time, access to people and resources, senior management involvement and commitment.

Learning outcome 3

Be able to identify and select development opportunities for individuals and teams

Assessment criteria

3.1 Outline the **methods** used to identify the development needs of individuals and teams

3.2 Summarise the **factors** to consider when selecting development opportunities for individuals and teams

Indicative content

3.1 **Methods** may include but are not limited to training needs analysis, formal and informal questioning, observed need, professional development plan, appraisals, reviews, peer reviews, self-review, achievement against targets and in response to organisational and legal requirements.

3.2 **Factors** may include but are not limited to learning needs, timing, organisational and legal requirements, cost, resources, grade or position.

Learning outcome 4

Know how to monitor the impact of learning and development activities on individuals and teams

Assessment criteria

4.1 Compare ways of **monitoring** the impact of learning and development activities

4.2 Discuss the **benefits** of monitoring the impact of learning and development activities

Indicative content

4.1 **Monitoring** may include but is not limited to reviews, appraisals, observation, team meetings, questioning, stakeholder feedback, compliance, key performance indicators (KPIs)

4.2 **Benefits** may include but are not limited to measuring improvement, making changes to working practice, identifying good practice and further development needs, identifying poor performance, proving compliance, and assessing value for money of the activity.

CMI 308	Managing Volunteers

Ofqual unit number	J/615/8899
RQF level	3
Guided learning hours	25
Total unit time	50
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.

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

Understand the legal and organisational requirements for managing volunteers

Assessment criteria

2.1 Outline the **legal** and **organisational requirements** for managing volunteers

2.2 Explain the **purpose** of a volunteer agreement

Indicative content

2.1 **Legal** 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.

Organisational requirements may include but are not limited to health, safety and security policies and procedures, risk assessments, personal safety, lone working, vetting and security (DBS), recording volunteer contact, expenses, personal details.

2.2 **Purpose** may include but is not limited to expectations, roles and responsibilities.

Learning outcome 3

Know how to recruit, select and manage learning and development for volunteers

Assessment criteria

3.1 Explain the process for **recruiting and selecting** volunteers to meet the organisational needs

3.2 Explain the key features of a volunteer **induction programme**

3,3 Outline the purpose of **learning and development** opportunities for volunteers

Indicative content

3.1 **Recruitment and selecting** may include but are not limited to identify the need, skill requirements, sourcing and advertising, application, interviews and selection.

3.2 **Induction programme** may include but is not limited to role, purpose, activities, stakeholder involvement, legal and organisation requirements, expectations.

3.3 **Learning and development** may include but is not limited to one to one training, induction, meetings, away days, work shadowing, coaching, mentoring, accredited courses.

Learning outcome 4

Know how to manage volunteers in the workplace

Assessment criteria

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 (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 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 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.

CMI 309	Responding to Conflict in the Workplace

Ofqual unit number	M/615/8900
RQF level	3
Guided learning hours	13
Total unit time	30
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.

Learning outcome 1
Understand the nature of conflict in the workplace
Assessment criteria
1.1 Identify **reasons** for conflict in the workplace
1.2 Define the **scope** of conflict which may occur in the workplace
1.3 Explain the **impact** of conflict in the workplace
Indicative content
1.1 **Reasons** may include but are not limited to personal, technical, interest, resources, information, communication, values, opinions.
1.2 **Scope** may include but is not limited to one to one, teams, departments, divisions, customers, staff, and managers, verbal, physical, digital, visible and invisible.
1.3 **Impact** may include but is not limited to positive or negative, destructive, sickness, attrition, grievance, productivity, engagement, complaints, dissatisfaction, improvements.

Learning outcome 2
Understand the signs and causes of conflict in the workplace
Assessment criteria
2.1 Discuss the **signs** of conflict in the workplace
2.2 Explain **methods** used to investigate causes of conflict in the workplace
Indicative content
2.1 **Signs** may include but are not limited to arguments, hostility, raised voices, altercations, negativity, aggression, quarrels, withdrawal, isolation, silence, bullying, lack of motivation.

2.2 **Methods** may include but is not limited to observations, asking questions, listening to concerns, gathering information from others.

Learning outcome 3
Know how to respond professionally to conflict in the workplace
Assessment criteria
3.1 Compare **formal** and **informal methods** of responding to conflict
3.2 Discuss the **skills** and **knowledge** required when responding professionally to conflict in the workplace
3.3 Explain how to **repair** working relationships following conflict
Indicative content
3.1 **Informal methods** may include but are not limited to listening, questioning, influencing, lead by example, consult, negotiate, empower, withdrawing/avoiding (Eric Berne, c.1950, Transactional Analysis).
Formal methods 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).
3.2 **Skills and knowledge** may include but are not limited to acting within limits of authority and knowing when to escalate to management, other departments and stakeholders (e.g. 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).
3.3 **Repair** 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.

CMI 310	Supporting Teams and Individuals Through Change

Ofqual unit number	T/615/8901
RQF level	3
Guided learning hours	17
Total unit time	50
Aims of unit	Change is inevitable if an organisation is to maintain competitiveness and currency of practice. Managers are constantly asked to implement change to respond to commercial pressures, legal or organisational requirements, efficiencies or improvements. Success often depends on the support given by managers to staff. The aim of this unit is to enable managers to lead people positively through change. This is achieved by implementing plans which identify ways to make change successful, and gaining the support and trust of individuals and teams.

Learning outcome 1
Understand change within organisations
Assessment criteria

1.1 Identify **reasons for change** in an organisation

1.2 Explain **types of change** that may occur in an organisation

1.3 Summarise **individual and team reactions** to change

Indicative content

1.1 **Reasons for change** may include but are not limited to improvement to products or services, growth of the organisation, factors in the business environment such as technical changes, new legislation or changes in customer expectations, reduction in resources, efficiency savings, internal re-organisation.

1.2 **Types of change** may include small or large changes, planned or unplanned, influenced by internal or external forces, continuous, transformational.

1.3 **Individual and team reactions** may include but are not limited to positive responses - curiosity, readiness, willingness to get involved, excitement, acceptance; negative responses – anxiety, confusion, fear, anger, threat, denial, distrust, disillusionment, hostility, indifference.

Learning outcome 2
Understand how to support individuals and teams through change
Assessment criteria

2.1 Explain how to promote the **benefits** of change to individuals and teams

2.2 Identify **barriers** to change for individuals and teams

2.3 Discuss **approaches** to overcoming barriers to change

2.4 Outline **methods** of supporting individuals and teams through change

2.1 **Benefits** may include but are not limited to opportunities for personal development, promotion, increased or new responsibilities, flexible working, improved products or services.

2.2 **Barriers** may include but are not limited to resisting the power structure, feeling threatened by the process, lack of knowledge and understanding, poor communication, trust, fearing the unknown, resistance from employees, splinter groups, logistical and resource barriers such as remote working or shift work.

2.3 **Approaches** may but are not limited to include explanations, checking understanding, answering questions, seeking advice and information, providing consistent messages, seeking ideas, allocating responsibility, suggestions, engaging with individuals and whole team, negotiation, involvement of senior management (Kotter (1995) 8 Steps to Transformation, Lewin (c.1947) Unfreeze-Change-Refreeze Model; Scott (2003) Fierce Conversations).

2.4 **Methods** may include but are not limited to one to one discussions, counselling, team meetings, coaching, development activities, information and advice from human resources specialists or senior managers, (Goleman (1995) Emotional Intelligence; Kubler Ross (c.1960) Change Transition Curve).

Learning outcome 3
Know how to implement and monitor change
Assessment criteria

3.1 Explain the **process** for implementing change

3.2 Explain how to **monitor and review** the implementation of change

3.3 Explain the role of **effective management and leadership** throughout the change process

Indicative content

3.1 **Process** may include but is not limited to use of plans, timescales, objectives, resources, milestones, identifying roles and responsibilities, pilot initiatives, training, development activities.

3.2 **Monitor and review** may include but is not limited to progress reporting, key performance indicators, quality or other measures, feedback, budget reports, customer surveys.

3.3 **Effective management and leadership** may include but is not limited to motivation, encouragement, communication, emotional intelligence, commitment to change, support, fairness, inclusive approach, constructive feedback, reward and recognition, putting aside personal beliefs and opinions.

CMI 311	Contributing to the Delivery of a Project

Ofqual unit number	F/615/8903
RQF level	3
Guided learning hours	30
Total unit time	60
Aims of unit	Whilst the scale, significance and complexity of a project will vary, the principles of carrying out a project will ultimately be the same. This unit aims to equip managers with the knowledge, tools, and techniques for managing and monitoring projects. It also identifies approaches to managing risk and responding to the needs and expectations of stakeholders. The skills a manager will learn, will not only enable them to improve own working practice, but will impact on the achievement of project outcomes.

Learning outcome 1

Understand the role and purpose of projects in an organisation

Assessment criteria

1.1 Identify the differences between **projects** and **everyday activities**

1.2 Explain the **reasons** organisations use projects

1.3 Discuss **types** of projects in an organisation

Indicative content

1.1 **Projects** may include but are not limited to planned activities with a defined beginning and end.

Everyday activities may include but are not limited to definitions of business as usual.

1.2 **Reasons** may include but are not limited to change, research, feasibility, study, new processes or procedures, new products or services, events, new systems.

1.3 **Types** may include but are not limited to simple, complex, short term or long term.

Learning outcome 2

Understand how projects are developed

Assessment criteria

2.1 Explain **stages of the project lifecycle**

2.2 Explain the **information required in development of a project**

2.3 Identify the **reasons** for engaging stakeholders in project development

2.4 Produce a **project plan**

Indicative content

2.1 **Stages of the project life cycle** may include but are not limited to initiating, planning, implementing, monitoring and controlling, closing, evaluating.

2.2 **Characteristics** may include but not limited to purpose, aims, objectives, intended outcomes or deliverables, tasks to be completed, timescales, milestones, resources required.

2.3 **Reasons** refer to approaches to stakeholder and customer management including engagement approaches and building effective relationships with customers and may include but is not limited to make use of expertise, understand requirements and expectations, buy-in, manage relationship through process.

2.4 **Project plan** refers to how to plan, organise and manage a project, resources and risks and may include but is not limited to identifying tasks and activities, prioritising, milestones, allocating time, identifying and allocating resources (people, equipment, materials, money), planning tools.

Learning outcome 3

Know how to deliver a project

Assessment criteria

3.1 Identify **roles** involved in the delivery of a project

3.2 Discuss **factors** affecting the allocation of project activities to individuals

3.3 Compare **methods** for communicating project activities to individuals

3.4 Outline how to **manage risks** to the successful delivery of a project

Indicative content

3.1 **Roles** may include but are not limited to project manager, project team member, project administrator, project sponsor.

3.2 **Factors** refer to planning, organising and managing resources and may include but are not limited to experience, knowledge, technical expertise, working relationships, individual's track record, physical location, time, availability, job role.

3.3 **Methods** refer to different forms of communication and their application to communicate effectively and regularly (Shannon and Weaver, 1948; Schramm, 1954) and may include but are not limited to written: letters, memos, reports, newsletters, noticeboards; verbal: telephone calls, video conferencing, briefings and meetings, presentations; digital: intranet, emails, blogs, instant messaging, discussion forums, posts on social media sites, web chat, avatars, skype, electronic forms, apps, podcasts and webinars.

3.4 **Manage risks** may include but are not limited to risk rating, risk management matrices, risk register, targeted plans.

Learning outcome 4

Know how to monitor progress to ensure successful project delivery

Assessment criteria

4.1 Outline how to **monitor progress** against a project plan

4.2 Discuss **tools** that can be used for monitoring progress of a project

4.3 Determine how to take **corrective actions** to ensure successful project delivery

4.4 Assess how completed projects can be **evaluated**

Indicative content
4.1 **Monitor progress** may include but is not limited to what will be measured, how it will be measured, when and how often progress will be measured.
4.2 **Tools** may include but are not limited to spreadsheets, project management software tool, collaborative tools, Gantt charts, issue logs, meeting minutes.
4.3 **Corrective actions** may include but are not limited to reallocation of resources, adjust time scales, changes to project team.
4.4 **Evaluated** may include but is not limited to time, cost, quality, outcomes, resources.

CMI 312	Managing Daily Activities to Achieve Results

Ofqual unit number	L/615/8905
RQF level	3
Guided learning hours	21
Total unit time	40
Aims of unit	Working efficiently is essential if a business is to remain competitive. A well-structured workload is key to individual and team success. The aims of the unit are to equip managers with the knowledge to identify priorities and set measurable objectives. Managers will know how to organise and allocate daily work activities, monitor outcomes, and respond practically to problems in a manner which supports the achievement of results.

Learning outcome 1

Understand the purpose of daily work activities in the context of an organisation

Assessment criteria

1.1 Assess the scope and purpose of **daily work activities** in the context of an organisation

1.2 Identify the **legal and organisational frameworks** which impact on how a team delivers daily work activities

1.3 Explain how daily work activities **contribute to the achievement of organisational targets**

Indicative content

1.1 **Daily work activities** may include but are not limited to routine activities fulfilled daily, meet set objectives and include production, administrative and security tasks and activities, reporting, health and safety, equipment usage; non-routine activities occur infrequently, include training, emergencies, special projects.

1.2 **Legal** may include but is not limited to Health and Safety at Work Act 1974, COSHH Regulations 2002, Data Protection Act 1998, General Data Protection Regulation (applies from May 2018), Working Time Directive 1998, Equality Act 2010 and industry specific regulations. Learners may also make reference to other local laws as relevant.

Organisation frameworks may include but are not limited to performance standards, customer service charters, HR and health and safety policies, risk assessment, Lean production, quality standards and policies.

1.3 **Contribute to the achievement of organisational targets** refers to how the organisational strategy relates to the delivery of operational plans and may include but are not limited to links between organisational, team and individual targets, work standards, delivery against time, quality and cost requirements.

Learning outcome 2

Understand how to prioritise and set objectives for daily work activities

Assessment criteria

2.1 Explain how to **identify priorities** for daily work activities

2.2 Explain how to set **SMART objectives** for teams and individuals to achieve daily work activities

2.1 **Identify priorities** refer to the organisation, prioritisation and allocation of work and may include but are not limited to project or business plan activities, RAG (red, amber, green), ABC or 123 rating related to business need.

2.2 **SMART Objectives** may include but not limited to specific, measurable, achievable/ agreed, realistic/relevant, timebound.

Learning outcome 3

Know how to organise and allocate work

Assessment criteria

3.1 Identify **tools** which contribute to the **efficient** completion of daily work activities

3.2 Outline the **support** provided to the team to complete daily work activities

3.3 Identify the **resources** provided to the team to complete daily work activities

3.4 Explain how work is **allocated** to the team members

Indicative content

3.1 **Tools** refers to using time management techniques (Murphy, 2000; Covey, 1989) to prioritise activities and effectively manage workload and pressure and may include but are not limited to diaries, calendars, to do lists, planners, Lean tools, Plan, Do, Check, Act (PDCA) Cycle (Deming, c.1950s), standardised work procedures, timed task sheets, telephone call templates, apps, collaboration tools, spreadsheets.

Efficient may include but are not limited to work standards, budget, timeframes.

3.2 **Support** refers to supporting team development and improving performance through role modelling values and behaviours, coaching and mentoring, giving feedback and the management of change and may include but are not limited to buddies, peer support, super-users, information, advice and guidance, instructions, quality standards, one to one and team meetings, codes of practice and monitoring.

3.3 **Resources** refers to effective use of resources within the team and may include but not limited to equipment, materials, budget, vehicles, facilities, production line or business premises

3.4 **Allocated** may include but is not limited to factors relating to the person (for example, skills, experience, work pattern) and to the nature of the task (for example, issues of accountability, responsibility and authority).

Learning outcome 4

Understand how to monitor outcomes and respond to problems

Assessment criteria

4.1 Explain how to **monitor** actual progress of work activities against planned performance

4.2 Explain how to **respond** to problems which may impact on the delivery of daily work activities

4.3 Explain how to provide **constructive feedback** and have **difficult conversations** with individuals

Indicative content

4.1 **Monitor** may include but is not limited to data and information, quality measures, visual controls (such as, charts, display boards, scorecards, dashboards, and visibility wall), one to one meetings, huddles, tiered meetings, problem tracking, activity tracking tools and feedback.

4.2 **Respond** refers to escalating issues where necessary and may include but is not limited to corrective actions, escalation procedure, reporting to a more senior manager, training and development needs, resource needs.

4.3 **Constructive feedback** refers to feedback which is information specific, issue focused and based on observation.

Difficult conversations may include but is not limited to topics of a personal nature, under performance, unethical behaviour.

CMI 313	Developing and Sharing Good Practice

Ofqual unit number	R/615/8906
RQF level	3
Guided learning hours	19
Total unit time	50
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.

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 team work, 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 stake holders, 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 (such as 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.

CMI 314	Managing Budgets and Resources

Ofqual unit number	Y/615/8907
RQF level	3
Guided learning hours	25
Total unit time	50
Aims of unit	Budgets and resources are crucial to the functioning of any organisation. Organisations need to plan and manage money and resources to remain operational. The aim of this unit is to equip managers with the knowledge that they need to manage budgets and other resources. This allows them to remain efficient and effective.

Learning outcome 1
Understand the importance of managing resources in own area of responsibility
Assessment criteria
1.1 Explain types of **resources** managed within an area of responsibility
1.2 Identify the **importance** of managing resources effectively in own area of responsibility
1.3 Explain **methods** used to achieve value for money when managing resources
Indicative content
1.1 **Resources** may include but are not limited to goods, equipment, labour, finance, stock, facilities, IT.
1.2 **Importance** may include but are not limited to continuity of supply, prevent overspend and over production, prevent shortages, quality of supply.
1.3 **Methods** may include but are not limited to negotiation, discount, bulk buying, seek alternative suppliers, added services and benefits.
Learning outcome 2
Understand the use of budgets in an organisation
Assessment criteria
2.1 Outline the **purpose** of a budget
2.2 Explain the **types** and use of budgets within an organisation
2.3 Explain the **importance** of operating within a budget
2.4 Explain how **organisational governance** informs the management of budgets
Indicative content
2.1 **Purpose** may include but is not limited to meet team objectives, control expenditure, use of resources, accountability, delivering, planning, expectations of performance.
2.2 **Types** may include but are not limited to master, operating, financial, capital and cash budgets.

2.3 **Importance** refers to financial management processes and compliance procedures within the organisation and may include but is not limited to financial viability, ability to pay staff, invoices, suppliers, reputation, collective responsibility, recording payments and expenditure, timeliness, limits of authority.

2.4 **Organisational governance** refers to the application of compliance requirements (e.g. policies and procedures) to ensure effective budget control and may include but are not limited to budget approval process, legal structure, limits of authority, ethics, guidelines on procurement, recording, reporting, response to external factors (e.g. inflation), attitude to risk, contingency planning, monitoring, revision processes.

Learning outcome 3

Understand how to manage costs within a budget

Assessment criteria

3.1 Explain the **types** of costs within a budget

3.2 Identify **sources** of information on costs in a budget

3.3 Identify the **systems** used for managing costs within a budget

3.4 Explain **limits of authority** when managing costs within a budget

Indicative content

3.1 **Types** may include but are not limited to fixed costs: rent, loans, taxes, salaries, equipment; variable: materials, consumables, travel, postage; semi-variable: telephone, mobile, utilities, internet.
3.2 **Sources** may include but are not limited to purchase orders, invoices, budget statements, receipts, timesheets.

3.3 **Systems** may include but are not limited to spreadsheets, files, accounts software, enterprise systems.

3.4 **Limits of authority** refers to approval levels (e.g. monetary amounts, authorisation, sign off).

Learning outcome 4

Know how to monitor and control a budget in own area of responsibility

Assessment criteria

4.1 Explain **methods** for monitoring a budget

4.2 Outline the **actions** to take to control a budget

4.3 Identify a **process** to escalate problems and changes to a budget in own area of responsibility

Indicative content

4.1 **Methods for monitoring** refers to actual versus forecast, variances.

4.2 **Actions** may include but are not limited to responses to under and over spend, chase up sales orders, unpaid invoices, delay purchase of new equipment, cost cutting, review resources, communicate cost awareness.

4.3 **Process** may include but is not limited to identify problem, define severity, report, escalate, take recommended actions.

CMI 318	Managing Data and Information

Ofqual unit number	K/615/8913
RQF level	3
Guided learning hours	21
Total unit time	50
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.

Learning outcome 1
Understand the reasons for collecting data and information
Assessment criteria
1.1 Explain **reasons** why organisations collect data and information
Indicative content
1.1 **Reasons** refer to data required to inform decision making processes and 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 (e.g. surveys, questionnaires, customer feedback, focus groups, interviews, observations).
Secondary may include but are not limited to internal and external data and information (e.g. 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, verification, authenticity.

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.

CMI 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 motive them to want to know more.

Learning outcome 1
Know the purpose of presentations and the methods used to meet the needs of a target audience
Assessment criteria
1.1 Explain the **purpose** of presentations within business settings
1.2 Outline the **methods** used to deliver presentations to meet the needs of different **target audiences**
Indicative content
1.1 **Purpose** may include but is not limited to sharing information, influencing, persuading, instructing, engaging, handling objections and inspiring.
1.2 **Methods** may include but are not limited to formal and informal, verbal, written, visual, face to face (e.g. briefings, meetings, or events), virtual (e.g. webinars, video calls and conferencing, online meeting software, podcasts or video).
Target audience may include but is not limited to individuals, managers, teams, departments, office based staff, remote staff, and customers, prospects, suppliers, partners.

Learning outcome 2
Understand what is required to be a successful presenter
Assessment criteria
2.1 Assess the use of different **styles** for delivering a presentation to meet the needs of a target audience
2.2 Assess the **skills and abilities** of an effective presenter
2.3 Explain how **challenges** to delivering presentations can be overcome
2.4 Explain **techniques** for overcoming fear and anxiety when delivering a presentation
Indicative content

2.1 **Styles** may include but are not limited to instructor, educator, coach, freestyle, storyteller, facilitator, expert, subject or technical specialist.

2.2 **Skills and abilities** may include but are not limited to subject knowledge, confidence, engagement, agility, organisational skills, Emotional Intelligence (Goleman, 1995), effective communication (e.g. 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.

2.3 **Challenges** may include but are not limited to situation (the room, temperature, lighting), people related (disruptive audience, apathetic audience), IT related (failures with technology).

2.4 **Techniques** may include but are not limited to practising, rehearsing, annotating cue cards, visualisation, mind-set.

Learning outcome 3
Understand how to plan, deliver and review presentations
Assessment criteria
3.1 Outline the **activities** required when planning a presentation
3.2 Compare **methods** for reviewing the delivery of a presentation
3.3 Discuss the range of **follow-up activities** required after a presentation
Indicative content
3.1 **Activities** 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.
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.

CMI 321	Managing Own Personal and Professional Development

Ofqual unit number	F/615/8917
RQF level	3
Guided learning hours	20
Total unit time	50
Aims of unit	In order to meet the demands of an ever-changing workplace, individuals need to ensure they continue to update and develop their knowledge and skills. Planning for personal and professional development ensures greater opportunities for success. The purpose of the unit is to support the manager to identify the benefits of engaging in personal and professional development. By using the knowledge gained, a meaningful development plan will be created to support them to become an effective manager in the workplace.

Learning outcome 1
Understand the benefits of personal and professional development
Assessment criteria
1.1 Identify the **differences and similarities** between personal and professional development
1.2 Explain the **benefits** of personal and professional development for the individual
1.3 Identify the **benefits** to an organisation of individuals undertaking personal and professional development
Indicative content
1.1 **Differences and similarities** may include but are not limited to the scope and purpose, business or non-business focus.
1.2 **Benefits** may include but are not limited to ability to progress, self-fulfillment, greater productivity, greater engagement, job security, improved self-esteem, skills and behaviours, transferable skills, personal growth and motivation, greater wellbeing.
1.3 **Benefits** may include but are not limited to staff retention, engagement, productivity, competitiveness, customer satisfaction, compliance, succession planning.
Learning outcome 2
Understand how personal and professional development is informed
Assessment criteria
2.1 Explain how organisations **support** personal and professional development
2.2 Identify how **professional bodies/associations** support and stipulate requirements for personal and professional development
2.3 Summarise the implications of **legal requirements** on personal and professional development

Indicative content
2.1 **Support** may include but is not limited to finance, access, time, mentors and coaches, training opportunities.
2.2 **Professional bodies/associations** are organisations that seek to further a particular profession or trade and the interests of individuals and the public such as Royal Institution of Chartered Surveyors (RICS) for surveyors, The Royal College of Midwives (RCM), Institution of Civil Engineers (ICE) and Chartered Management Institute (CMI) for managers.
2.3 **Legal requirements** may include but are not limited to qualifications, accreditations or training that is required by an individual if they are to operate within that sector e.g. food hygiene, caring qualifications, teaching and medical qualifications.
Learning outcome 3
Know how to identify opportunities for personal and professional development
Assessment criteria
3.1 Compare **different methods** for undertaking personal and professional development
3.2 Explain the **resource implications** of different methods of personal and professional development
3.3 Explain how to **choose** the most appropriate method for personal and professional development
Indicative content
3.1 **Different methods** may include but are not limited to courses, qualifications, e-learning, mentoring, coaching, attending conferences, reading, self-directed research, on-job training, being a member of a community of practice, pod casts, webinars, resources of a professional body e.g. CMI Management Direct resources, TED talks.
3.2 **Resource implications** may include but are not limited to finance, time, physical resources, personnel, availability.
3.3 **Choose** may include but are not limited to current and future business and individual needs, learning style/preferences, access, timing, finance, line manager support.
Learning outcome 4
Know how to create and monitor a personal and professional development plan
Assessment criteria
4.1 Assess current **skills and competencies** against role requirements and organisational objectives using recognised **tools and techniques**
4.2 Create a **personal and professional development plan** to meet agreed objectives
4.3 Explain how the personal and professional development plan will be **monitored**
Indicative content
4.1 **Skills and competencies** refer to be how to be self-aware, reflect on own performance and apply learning from feedback gained and may include but are not limited to leading people, managing people, building relationships (Emotional Intelligence, Goleman, 1995), communicating with customers and stakeholders, active listening, managing operational (day to day) activities, projects, finance, using information and data, application of organisational and legal frameworks and ability to use HR and other organisational systems, understanding of the organisations strategy, culture, approaches to equality and diversity.

Tools and techniques refer to feedback mechanisms and may include but are not limited to appraisals, 360/180o feedback, personality feedback (e.g. Myers Briggs, date), personal SWOT (strengths, weaknesses, opportunities and threats) analysis, gap analysis, self-assessment tools and questionnaires, learning styles analysis, Wheel of Change (Goldsmith, 2015).

4.2   Personal and professional development plan refers to undertaking forward planning against short, medium and long term time bound (SMART) objectives, prioritising activities, development needs, resources, support, development opportunity, review and evaluation methods.

4.3   Monitored refers to using feedback mechanisms and reflecting on own performance and may include but are not limited to formal annual or periodic reviews, informal review, self-assessment, 360/180o reviews, peer review.