LEVEL 7 LEADERSHIP COACHING AND MENTORING

(RQF) Syllabus | March 2020 | Version 7

CONTENTS

UNITS

QUALIFICATION PURPOSE

These qualifications are designed for managers and leaders who have the authority and responsibility for developing and implementing a coaching and mentoring strategy across the organisation. These qualifications require managers and leaders to build on their strategic management and leadership skills to focus on the requirements of embedding the organisation's strategy.

TITLES AND REFERENCE NUMBERS

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

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

CMI CODE	TITLE	QUALIFICATION REFERENCE NUMBER
7A2V2	CMI Level 7 Award in Leadership Coaching and Mentoring	600/9461/8
7C2V2	CMI Level 7 Certificate in Leadership Coaching and Mentoring	600/9462/X
7D2V2	CMI Level 7 Diploma in Leadership Coaching and Mentoring	600/9458/8

KEY DATES

These qualifications are regulated from 1st September 2013, and the operational start date in CMI Centres is 1st January 2014. The regulation ends on 31st August 2022.

PROGRESSION

CMI would recommend the below qualifications as a possible progression route, once complete the Leadership Coaching and Mentoring qualifications:

- CMI Level 7 Qualifications in Strategic Management and Leadership

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

ENTRY AND RECRUITMENT REQUIREMENTS

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

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

- meet their needs

- enable and facilitate learning and achievement

- enable progression

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

- Provide relevant programme information, guidance and advice, to enable informed Learner choice

- Publish entry and selection criteria

- Demonstrate that Learners are recruited with integrity

- Carry out comprehensive Learner induction that:

  o addresses programme and organisational requirements

  o explains Learner facilities

  o identifies Learners' development needs

  o develops an Individual Learning Plan

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

EQUIVALENCES

CMI qualifications at RQF Level 7 portray practical skills and competences that are rated in academic terms as being comparable to Master's Degrees, Integrated Master's Degrees, Postgraduate Diploma, Postgraduate Certificate in Educations (PGCE) and Postgraduate Certificates.

DEFINITIONS

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

   a) *the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and*

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

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

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

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

   a) *with the simultaneous physical present of the Learner and that person, or*

   b) *remotely by means of simultaneous electronic communication*

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

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

RULES OF COMBINATION

CMI Level 7 Award in Leadership Coaching and Mentoring

Learners need to complete any combination of units to a minimum of 6 credits. The Total Qualification Time is 60 hours, including 25 Guided learning hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 7015V1	Coaching and mentoring within organisational culture	7	30	70
Unit 7016V1	Coaching and mentoring policies	6	25	60
Unit 7017V1	Organisational coaching and mentoring	6	25	60
Unit 7018V1	Strategic impact of coaching and mentoring	6	30	60
Unit 7019V1	Embedding coaching and mentoring in the organisation	7	30	70
Unit 7020V1	Leadership coaching and mentoring skills	7	30	70

CMI Level 7 Certificate in Leadership Coaching and Mentoring

Learners need to complete any combination of units to a minimum of 13 credits. The Total Qualification Time is 130 hours, including 50 Guided learning hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
Unit 7015V1	Coaching and mentoring within organisational culture	7	30	70
Unit 7016V1	Coaching and mentoring policies	6	25	60
Unit 7017V1	Organisational coaching and mentoring	6	25	60
Unit 7018V1	Strategic impact of coaching and mentoring	6	30	60
Unit 7019V1	Embedding coaching and mentoring in the organisation	7	30	70
Unit 7020V1	Leadership coaching and mentoring skills	7	30	70

CMI Level 7 Diploma in Leadership Coaching and Mentoring

Learners need to complete all Group A units and any combination of units to a minimum of 7 credits from Group B. The Total Qualification Time is 460 hours, including 190 Guided learning hours.

UNIT NUMBER	UNIT NAME	CREDITS	GLH	TUT
MANDATORY GROUP A				
Unit 7015V1	Coaching and mentoring within organisational culture	7	30	70
Unit 7016V1	Coaching and mentoring policies	6	25	60
Unit 7017V1	Organisational coaching and mentoring	6	25	60
Unit 7018V1	Strategic impact of coaching and mentoring	6	30	60
Unit 7002V1	Developing performance management strategies	7	25	70
Unit 7020V1	Leadership coaching and mentoring skills	7	7	30
OPTIONAL GROUP B				
Unit 7019V1	Embedding coaching and mentoring in the organisation	7	30	70
Unit 7010V1	Implementing organisational change strategies	7	25	70
Unit 6001V1	Managing organisational culture	7	30	70
Unit 6004V1	Leading equality and diversity	7	30	70

DELIVERY OF CMI QUALIFICATIONS

CMI does not specify the mode of delivery for its qualifications at Level 7; therefore CMI Centres are free to deliver the Level 7 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

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

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

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

ASSESSMENT AND VERIFICATION

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

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

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

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

- The selected assessment task/activity is relevant to the content of the unit
- There are clear instructions given to Learners as to what is expected
- Learners are clearly told how long the assessment will take (if it is a timed activity), and what reference or other material they may use (if any) to complete it
- The language used in the assessment is free from any bias
- The language and technical terms used are at the appropriate level for the Learners

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

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

and must also show the Learner's:

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

There is no grading system for CMI qualifications, and external moderation of Learners' work only confirms that the required criteria for achievement have been met. CMI Centres are, however, free to apply their own grade scales, but it must be understood that these are completely separate from the CMI qualification.

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

CMI Centres are encouraged to use a range of methods to ensure that all the learning outcomes and assessment criteria are met, and to enhance Learners' development. Assessment methods can include:

- Case studies
- Role play
- Time constrained tests
- Examinations
- Assignments
- Reports
- Integrated work activities
- Viva voce
- Projects
- Presentations

In some instances, as well as written work, use can be made of technology. It is important, however, to ensure sufficient traceability for assessment and verification.

For CMI requirements regarding Assessors and Internal Verifiers of CMI qualifications please refer to the CMI Centre Handbook for more information.

WORD COUNT & APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 3000- 3500 words.

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learners work in order to meet the learning outcomes and assessment criteria should be included within the main body of the report.   However, CMI understands that from time to time a Learner may need to include additional supporting information which enhances the overall work and it is recommended that it is kept to a minimum and does not over-exceed.

EXTERNAL ASSESSMENT

As part of our dedicated service, Chartered Management Institute (CMI) Awarding Body offers the opportunity for all centres to have their Learner's assignments externally assessed.

Some CMI Centres choose to send one assignment of the qualification to be externally assessed, as it gives the Learner a CMI quality stamp, as it is marked and assessed by the Awarding Body.

This service provides CMI Centres with a simplistic, professional and cost effective way to get their CMI Learner's work assessed and certificated within a six week period. Please refer to fee's guide for the actual cost.

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

ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should notify their allocated Quality Manager and CMI.

RECOGNITION OF PRIOR LEARNING AND ACHEIVEMENT

For further guidance on RPL and exemptions can be found in CMI RPL policy. Please click here.

MEMBERSHIP

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

CHARTERED MANAGER

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

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

To find out more about how to become a Chartered Manager please click here.

STUDY RESOURCES

Management Direct

www.managers.org.uk/mgtdirect

It's fast, comprehensive and free to members

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

• 220 Management Checklists and 60 Management Thinker profiles

• One page overviews of key Management Models

• Multimedia resources – 400 Leader Videos and e-learning modules

• CMI research and Professional Manager articles

• Authoritative definitions of management terms

• Over 11,000 articles and 600 ebooks to read online when you need them

• Learning Journey playlists for many units giving you easy access to resources specifically selected to support your studies

• Resources to develop your Study Skills, including factsheets on assignment writing, references and citations, learning styles, note taking and avoiding plagiarism.

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

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.

DEVELOPING PERFORMANCE MANAGEMENT STRATEGIES

Unit Level	7
Unit Number	7002V1
Ofqual Reference	A/504/9068
Credit Value	7
Total Unit Time	70
Guided Learning Hours	25

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Be able to set performance targets of teams to meet strategic objectives	**1.1** Assess the links between team performance and strategic objectives	At the outset, you need to be able to demonstrate your understanding of the overarching reasons for organisations to introduce performance management initiatives in line with strategic goals. Then you need to consider the impact of effective team performance on strategic objectives – what value is added for the organisation and for the individual? What are the key benefits to organisations of team performance and alignment? This part of the section would benefit from a practical example of the links between team performance and strategic objectives – it is

			often helpful to use the experience of your own workplace or previous employment when preparing examples.
	1.2	Evaluate tools and techniques available to set team performance targets	There are many models and tools (Armstrong's performance management sequence, Deming's PDCA Cycle) that can be used to set team performance targets and you need to be able to demonstrate your understanding of how setting targets can impact upon business success. How can a leader increase the level of engagement and commitment amongst team players? In your response you need to evaluate different tools. Carefully choose tools and techniques that clearly demonstrate different approaches so you do not end up with too many similar models in your response. You need to show a critical understanding of the tools and how they can be applied. Consider your own personal experiences to illustrate advantages and disadvantages and in addition, you need to show that you have researched examples of how performance management has been initiated within a number of organisations across industry sectors. Bring in a variety of examples from across different cultures, sectors and sizes of organisations as this will enable you to demonstrate deep understanding.
	1.3	Assess the value of team performance tools to measure team performance	Understanding why organisations put measures in to monitor team performance needs to be outlined. Some frameworks such as McKinsey 7S or IMPAQ's critical success factors can be applied to demonstrate performance against organisational objectives. Draw on your own

				experience of the workplace to identify different methods of reviewing team performance. An understanding of the history of the development of performance management systems would add value to your answer.
2	Be able to agree team performance targets to contribute to meeting strategic objectives	**2.1**	Determine required performance targets within teams against current performance	You need to show critical understanding of a number of different tools that can be used to measure individual performance within the team. You are asked to consider how the team's current performance level can be factored in. There are many models that can be used such as: Balanced Scorecard, Business Process Re-engineering, EFQM Excellence model, Kaizen Blitz, and Six Sigma. The choice of tools might be determined by the current performance levels of individuals and teams – some models are more suited than others to improving motivation or under performance, for example. Others are best used for situations where conflict is apparent. Examples showing the practical application of tools would assist in demonstrating your ability.
		2.2	Discuss the need to encourage individual commitment to team performance in achievement of organisational objectives	All teams are made up of individuals – knowing what motivates individuals is critical to understanding team performance. Consider situations where an individual's behaviour has affected team performance - in both positive and negative ways. You could review how managers have dealt with these situations and the outcomes achieved.

		2.3	Relate the application of delegation, mentoring and coaching to the achievement of the organisational objectives	Understanding and defining delegation, mentoring and coaching is initially required. Consider how delegation has been used to best advantage in the workplace – and its impact on employee motivation. Mentoring is increasingly being used to enrich individuals in an informal way – either individually set up or initiated by the organisation. How does this impact upon organisational objectives? Coaching is used by many organisations as a means to improve specific aspects of performance. Think of examples of a positive outcome for an individual – and the impact of this on the performance of the organisation.
		2.4	Evaluate a team performance plan to meet organisational objectives	You need to refer to a team performance plan and evaluate its use within the organisation. Consider your own working experience and your personal use of team performance plans. Have they enabled you and your team to improve performance? How were they enforced? How was the team performance monitored? You may refer to a situation that would have benefitted from a team performance plan – what might the outcome have been had this been enforced?
3	Be able to monitor actions and activities defined to improve team performance	3.1	Assess the process for monitoring team performance and initiate changes where necessary	Refer to a team performance plan and outline the process that is involved from the outset. Indicate how the objectives are incorporated within the plan and the methods in place for monitoring performance of both the task and individuals' performance. Do the methods used have a positive impact on team performance – or do they need to be adapted to meet the team needs? It would be beneficial to outline an example of how

		3.2	Evaluate team performance against agreed objectives of the plan	you have initiated changes to the monitoring process, and why this change was necessary.

Consider how team performance is measured against the objectives set. How are individual motivation levels managed throughout? What measurement targets are in place? How is performance measured over time? Use a practical example of a team performance plan to critically evaluate team performance against the plan objectives. You will need to demonstrate that you have reviewed this from a number of different perspectives. |
| | | **3.3** | Evaluate the impact of the team performance in contributing to meeting strategic objectives | Taking your work at AC 3.2 a stage further, evaluate the impact of the team performance on the objectives of the organisation. What was achieved by the team? Did performance enable the organisation to move forward? If not, why not? What were some of the internal and external factors that affected performance? Reference to relevant PESTLE factors and internal issues e.g. employment relations might be helpful. How did the use of the team performance plan enable the team to perform in a way that contributed and met strategic objectives? Consider how monitoring and feedback impacts team performance. |
| **4** | Be able to apply influencing and persuading skills, to the dynamics and politics of personal interactions | **4.1** | Determine influencing and persuading methodologies to gain the commitment of individuals to a course of action | You need to consider a number of motivational theories (such as Maslow's Hierarchy of Needs, Herzberg's two factor theory of motivation, McGregor's theory X and theory Y) and how these |

can be applied within the workplace. You might also review the advantages and disadvantages of bonus schemes. As well as drawing on personal experience, you can use these models to demonstrate how commitment levels vary amongst individuals. These models can then be used to try to predict and influence future behaviour amongst team members. Refer to practical examples from your own experience (or that of colleagues) to really demonstrate your understanding.

| | 4.2 | Discuss the impact of individual dynamics, interests and organisational politics on securing the commitment of individuals to a course of action | Every organisation has its own personality and within this its own political arena. This may be more apparent within larger organisations, but can be equally evident within smaller organisations. Refer to the theory outlined above – Maslow, Herzberg and McGregor (as these can be used to determine the prevailing culture within your organisation) and relate this to your own examples of the impact of "office politics" within the workplace. You need to be able to provide examples and to outline how political awareness enables managers to influence and engage individuals. |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about ensuring that the performance of the team contributes to meeting strategic objectives.

IMPLEMENTING ORGANISATIONAL CHANGE STRATEGIES

Unit Level	7
Unit Number	7010V1
Ofqual Reference	Y/504/9076
Credit Value	7
Total Unit Time	70
Guided Learning Hours	25

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand how to apply solutions to organisational change	**1.1**	Identify a range of organisational change, models or frameworks	You could introduce your work on this unit by establishing your understanding of why change takes place (you could refer to Handy) and outline how change impacts upon organisational behaviour. It might help to refer to your own organisation or a previous workplace and identify example situations where change has occurred, or to use this unit as an opportunity to work through the implementation of an organisational change. You could then relate your experience to some of the models and process frameworks and models
		1.2	Apply a range of creative problem solving techniques to address change challenges	
		1.3	Identify and justify change solutions that link to organisational strategic plans	

outlined below and identify how these could apply within your own experience:

- The balanced scorecard
- The big picture
- Business Process reengineering
- EFQM Excellence model
- Kaizen Blitz
- ISO 9001 Quality system
- Six Sigma

In this section you could apply several creative problem solving techniques to change challenges in your organisation. These might include:

- Lateral thinking (Edward De Bono)
- Mind mapping (Tony Buzan)
- Brainstorming (Alex Osborn)
- Rich pictures (Peter Checkland)
- Focus groups
- Away days
- Innovations laboratories

Alternatively you could refer to Kirton's approaches to problem-solving and relate your organisation to innovator - orientated creativity or adaptor-orientated creativity. Consider alternative organisations or workplaces and how creative problem solving is managed within different contexts.

Having looked at models which instigate change, and applied creative problem solving techniques, you should be in a position to identify and justify change solutions. These firstly need to be matched against organisational aims and

				objectives and checked for alignment. The use of workplace examples would add value to your answer.
2	Understand how to develop a change strategy using implementation models	**2.1**	Evaluate a range of change implementation models	In this section you could evaluate a number of the change implementation models outlined. You need to demonstrate that you understand the pros and cons of the different approaches and how they might suit a range of change situations. The use of a tabular format might assist in the presentation of your answer.
		2.2	Identify the criteria to select a change implementation model that supports organisational change	• Lewin's Unfreeze, change and unfreeze model, and Force field analysis • Beckhard and Harris's taged process of change model • Beckhard, Harris and Pritchard's The change equation • Kotter's Eight-stage process • Balogun and Hope Hailey – The change kaleidoscope • Johnson and Scholes – The cultural web Having evaluated a range of the above models, you could then identify the criteria that you would use to select the most appropriate model for use within your context. Suggestions for criteria to consider may involve thinking about some of the questions below. This list is not exhaustive – but will enable you to start to think about these models in a meaningful way. • Does the change implementation model enable me to follow a systematic approach? • Are all stages clearly outlined? • Does the change implementation model allow me to factor in the strategic vision clearly?

				• Does the model enable me to consider potential resistance to change? • Does the model allow me to consider potential periods of uncertainty? • Does this model enable me to identify the cultural impact of change? • Does the model allow me to consider the impact on individuals within the organisation? • Does the model value the importance of communication of change?
3	Understand how to analyse an organisational response to change	**3.1**	Demonstrate the use of analytical tools to monitor the progress and the effect of change	All change programmes need to be carefully constructed so that their success can be monitored throughout all stages of the process – at the beginning, the middle and the end. The Balanced Scorecard criteria can be used in line with organisational culture and values as analytical tools in monitoring the progress and effect of a project. Nelson and Aaron's Stages of Commitment and the Kubler-Ross Change Curve are other useful tools you might consider. Your response in this section needs to show that you have applied more than one analytical tool, and have looked at both hard (quantitative measures) and soft techniques (qualitative measures). Having used some of the analytical techniques in 3.1, you are now asked to assess their usefulness. Your assessment should acknowledge both positive and negative aspects of the tools and techniques, and could show consideration of questions like: • Was monitoring carried out over a period of time – or just at the end? • Was the focus on the "people" component?
		3.2	Assess monitoring and measurement techniques to change within an organisation	
		3.3	Analyse strategies to minimise adverse effects of change	

• Was hard factual data used as a means to judge how well the project was performing? Or was it a mixture of both hard and soft measures? You could consider change initiatives that have taken place within your organisation and analyse strategies that could have minimised any adverse effects on a range of stakeholders. What worked well? What didn't work well? You need to consider causes of resistance or barriers to change in your experience? Force Field analysis could help here. Consider a range of strategies that could have enhanced the experience, for example – effective communication about the reason behind the project, connecting with employees from the outset of the project or dealing with resistance in an upfront and positive way.

4	Be able to evaluate the impact of change strategies	4.1	Identify the processes to review the impact of the change	In this section you need to be able to evaluate the impact of a change programme in stages. Even within the same organisation, opposing views may exist on how a change programme's success was interpreted – this ambiguity can be reduced by using appropriate processes. You can link this back to one of the models that you referred to at the outset – such as Kotter's model or Beckhard and Harris's change model. You could refer to the American Evaluation Association who identified two main levels for evaluation: strategic evaluation and operational evaluation.
		4.2	Analyse the results of the impact review	
		4.3	Present the findings of the impact review	Consider how results have been analysed within your own experience of a change initiative. Results from the impact review will come from different sources - hard measures to rate success

include: on-time achievement of stages in the plan, growth in revenue, increased number of inquiries, reduced processing time, for example. Benchmark data may provide useful information. In addition you may need to access soft data through staff surveys or 360 degree feedback techniques.

Soft measures to rate success are likely to include the people aspect and will concern – motivation levels, morale and behaviours – that can be assessed through surveys or formal discussions. Presenting findings from the impact review will be determined by the nature of the project and its level of impact on the organisational strategy. You could refer to your own experience of how feedback about the change project in your example was delivered and consider the effectiveness of the communication to different audiences in instilling enthusiasm and understanding about the project.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about identifying, developing and implementing change strategies to meet organisational objectives, using a range of management models, tools and techniques.

Unit Level	7	**Good Practice**

COACHING AND MENTORING WITHIN ORGANISATIONAL CULTURE

Unit Number	7015V1
Ofqual Reference	R/504/9061
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Be able to demonstrate the links between strategic performance and coaching and mentoring		**PLEASE NOTE: Learners are required to address all assessment criteria within the unit. Certain of these criteria identify coaching and mentoring separately such that candidates will need to make distinctions in the context of their responses based on the differences between these disciplines – for more guidance please speak with your tutor.**
	1.1 Identify the links between individual, team and departmental performance objectives and organisational strategic performance objectives	1.1 Learners should provide a suitable context (including organisational) and an introduction for this assessment which will, ideally, include a

recognised definition of coaching and of mentoring. Contributors to the body of knowledge regarding coaching and mentoring include; Downey, Goleman, Hawkins and Smith, Whitmore and, Megginson and Clutterbuck. There is also a rich source of information and research available on the web and though specialist magazines and recognised texts. Examples of coaching and mentoring policies can also be found on the web and those produced by educational establishments and the public sector usually make excellent authentic resources. Such policies and procedures are useful in this context in that they often articulate the relationship to organisational performance/culture which supports many of the assessment criteria for this module.

Usefully commencing with a definition of performance objectives as a component of strategic performance management and the linkages between individual, team and departmental objectives through to the wider vision and mission of the organisation, the Learner may wish to engage with theoretical perspectives including but not limited to:
• The Golden Thread principle
• Approaches that inform the creation of performance objectives such as the use of critical success factors (CSFs), balanced scorecards, EFQM or others used within own organisation

| 1.2 | Demonstrate how the relationship between individual, team and departmental performance development links to coaching | 1.2 & 1.3 Readily co-joined with the narrative above as a sustained piece, once the relationship between individual performance and contribution to the achievement of team, departmental and |

| | | 1.3 | Demonstrate how the relationship between individual, team and departmental performance development links to mentoring | organisational goals is established then, the rationale for coaching and mentoring as a performance improvement/development approach can be readily made. |
| | | 1.4 | Develop a case that coaching and mentoring can benefit organisational strategic performance objectives through individual, team and departmental performance development | 1.4 It may be useful to outline some of the benefits of coaching and mentoring in supporting performance improvement/development and the achievement of objectives for individuals, teams and departments. Learners, where possible, should integrate the characteristics of their own organisation into this narrative in order to demonstrate the potential for coaching and mentoring to drive organisational performance and development in context.
Areas that may be of relevance to consider here include (but are not confined to) the following:
• Coaching and mentoring acts as an enabler at the individual level to create a sustained development opportunity for that individual. The potential value of this would be that the individual's development could be more rounded, contextualised, personalised and, potentially better assimilated resulting in enhanced performance and development overall
• Coaching and mentoring promotes communications, developmental, and cultural impacts resulting from collaboration, relationship building, trust, respect, support, formalising informal networks, disseminating good practice, connectivity etc
• Coaching and mentoring allows more staff to become involved in leadership and |

organisational development (distributed leadership, distributed learning opportunities)
• Coaching and mentoring leverages experience and knowledge; sharing personal and professional growth and development (both ways: mentor/coach and mentee/coachee). Assists organisations when preparing for succession.
• Establishing the key principles of coaching i.e. awareness and responsibility, supports opportunities for effective change management, individual, group and organisational development

1.5	Conduct a cost/benefit analysis of a coaching and mentoring process to support achievement of organisational strategic performance objectives	1.5 In constructing a cost and benefit analysis that demonstrates the achievement of organisational strategic performance indicators, Learners may or may not be able to access relevant specific financial information. If the latter is the case it would still be appropriate for the Learner to identify 'areas' of cost and benefit in order that this criteria might be addressed; some examples are listed below but, where possible, these should be linked to the Learner's own organisational setting. Costs: • Staff time (coaches, mentors, coachees, mentees) including staff cover for coaching and mentoring activities and supervision of coaches and mentors; lost 'opportunity cost' e.g. loss of chargeable time whilst participating in coaching and mentoring activity • Cost of training, qualifications, accreditations • Administration and management time for the initiative • 'Housekeeping' items: stationery, accommodation etc

• Cost of launching and publicising/communicating the initiative
Benefits:
It should be borne in mind that, in actuality, establishing 'impact' and 'effect' is often a difficult causal link to demonstrate from a specific development activity, and Learners could consider how (ideally in their own organisational context), the value of coaching and mentoring would manifest in order that the 'return on investment (ROI) or 'return on expectations' of the coaching and mentoring programme can be measured appropriately.

An example of this could be that one of the objectives for a coaching programme might be to reduce a high turnover rate in the population of new managers. This would, in turn inform the measures/metrics that might be engaged as part of the review and evaluation process to identify impact/effect.

Other examples of ways in which impact/effect might be demonstrated could include, but are not confined to:
• Using a performance improvement cycle to demonstrate how issues have been addressed through coaching and mentoring
• Through appraisal or supervision processes or other methods of performance review against a framework of objectives
• By establishing a baseline measure for areas of organisational, team or individual performance that require improvement through coaching and mentoring; thus enabling changes to performance to be identified e.g. turnover levels

				in a department, levels of competence, absence levels
2	Understand the impact of organisational culture on coaching and mentoring	**2.1**	Determine how organisational culture can impact on coaching	2.1-2.6 This learning outcome would benefit from an introductory statement that defines what is meant by 'organisational culture' ideally, supporting this with references from recognised contributors to the body of knowledge that include (but are not limited to): Morgan, Schein, Handy, Huczynski and Buchanan, Hofstede, Johnson and Scholes and many others. A highly illustrative means of depicting organisational culture is to use the 'cultural web' model (Johnson and Scholes and others) and, Learners could consider using this to illustrate their own organisational culture and the influences within it. It would also add value to explore and juxtapose what is meant by the term 'coaching culture'. Contributors here include: Clutterbuck and Megginson, Hardingham et al, and Caplan.
The assessment criteria for LO2 are closely interrelated and can readily be covered through a narrative that considers aspects of organisational culture that will support or inhibit, thus impacting upon the efficacy of coaching and mentoring interventions. Learners should be careful to 'separate' out different impacts where relevant where these specifically relate to coaching OR mentoring, thus recognising the differences between them.
Influences and aspects of culture that may be considered include:
•   Power structures and control systems
•   Organisational values, behaviours and norms
		2.2	Determine how organisational culture can impact on mentoring	
		2.3	Evaluate the current cultural influences that may inhibit coaching	
		2.4	Evaluate the current cultural influences that may inhibit mentoring	
		2.5	Evaluate the current cultural influences that may support coaching	
		2.6	Evaluate the current cultural influences that may support mentoring	

				• Management and leadership style • The extent that there is 'buy in' from senior management A worked example of an aspect of culture that could 'inhibit' might be the 'style of leadership' within the organisation. Thus, a highly autocratic, power centric (command and control) style will be less welcoming and supportive of coaching and mentoring due to the distributed leadership it encourages and the knowledge transfer that occurs (where this is perceived to dilute power).
3	Understand how coaching and mentoring can impact the organisation			Aspects of this learning outcome can be supported by the work and research undertaken by the Learner in respect of most of the criteria above as follows: 3.1 & 3.2 These criterion share many of the aspects covered in LO1 above. A specific recognition of the need to explicitly embed coaching and mentoring as part of the organisational architecture and strategies around performance management is relevant to these criteria. 3.3 & 3.4 As discovered as part of LO2 above, for coaching and mentoring to be most effective, they need to be embedded and aligned with the organisation's culture, infrastructure, strategies and procedures. For this to happen it is imperative that coaching and mentoring is supported by the senior management team so that coaching and mentoring has 'legitimacy' and recognition within the organisation. This also has a practical dimension in terms of the resources and costs associated with it, and also, the 'role modelling'
		3.1	Discuss the use of coaching to contribute towards performance management	
		3.2	Discuss the use of mentoring to contribute towards performance management	
		3.3	Determine the need for board level endorsement of coaching	
		3.4	Determine the need for board level endorsement mentoring	

			and cues given by senior management that supports integration with the organisation's culture.
	3.5	Determine how coaching can support a range of development issues	3.5 & 3.6 Linking to AC 3.1, 3.2, 3.3 & 3.4 and thus the content proposed above, a worked example could relate to:
	3.6	Determine how mentoring can support a range of development issues	• Continuous Professional Development and the notion of the 'learning organisation'. An appetite on the part of the individual and, institutionally, to create opportunities for lifelong learning and organisational development is well-served by the coaching and mentoring process due to its pervasive, embedded and enduring characteristics. An established coaching and mentoring culture can change the way the organisation provides development and how it addresses issues relating to development.
	3.7	Evaluate the effect of coaching on organisational culture	3.7 & 3.8 These criteria are similarly linked to LO2 above but demonstrate the 'reverse' effect i.e. rather than organisational culture impacting and influencing on coaching and mentoring, how coaching and mentoring impact and influence the organisational culture. An example is illustrated as follows:
	3.8	Evaluate the effect of mentoring on organisational culture	• Silo'd working practices could be broken down through the use of coaching and mentoring due to the cross working and other practices it promotes such as communications, collaboration, relationship building, trust, respect, support, formalising informal networks, disseminating good practice, connectivity etc.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about linking coaching and mentoring to strategic performance objectives, the impact of culture on coaching and mentoring and the impact of coaching and mentoring on culture.

COACHING AND MENTORING POLICIES

Unit Level	7
Unit Number	7016V1
Ofqual Reference	Y/504/9062
Credit Value	6
Total Unit Time	60
Guided Learning Hours	25

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Be able to construct organisational coaching and mentoring policies	**1.1** Demonstrate that coaching and mentoring is a business driver linking individual and strategic performance	Learners should provide a suitable context (including organisational) and an introduction for this assessment which should include a recognised definition of coaching and of mentoring. Contributors to the body of knowledge regarding coaching and mentoring include, significantly, Megginson and Clutterbuck. There is also a rich source of information available on the web and also through specialist magazines and recognised texts. Examples of coaching and mentoring policies can also be found on the web and those used by educational establishments

and the public sector usually make good exemplars or the basis for developing one. There are CMI resources also available to support this area of study.

In terms of the specific criteria:

Candidates where possible should integrate the characteristics of their own organisation into this narrative which demonstrates the potential for Coaching and Mentoring to drive organisational performance. Areas that may be of relevance to consider here include (but are not confined to) the following:

• It acts as an enabler at the individual level to create a sustained development opportunity (as opposed to, say a training programme that may be a short burst or only available on prescribed dates). The potential value of this would be that the individual's development could be more rounded, contextualised, personalised and, potentially better assimilated resulting in enhanced performance overall.

• Communication, development and cultural impacts resulting from collaboration, relationship building, trust, respect, support, formalising informal networks, disseminating good practice, connectivity etc

• Enhancing change management approaches

• Allowing more staff to be involved in leadership and organisational development (distributed)

• Leveraging experience and knowledge; sharing professional growth (both ways: mentor/

			coach and mentee/ coachee). Preparing for succession. • Establishing the key principles of coaching i.e. awareness and responsibility which support opportunities for effective change management, individual, group and organisational development
	1.2	Devise a methodology to identify individual operational responsibilities to lead on coaching and mentoring	When implementing a coaching programme there are multiple considerations to ensure that the process is operationally successful. This will include the specific assignment of the many tasks and responsibilities relating to the programme. This element could be responded to through, for example, the creation of a proposed implementation or action plan showing responsibilities' allocations although, this is not a prescription and Learners may use other ways of demonstrating this. The following elements may be contributive to such a plan or narrative outlining the proposed approach: • Identifying a sponsor for the project • Agreeing objectives (at all levels) • Agreeing resource requirements / business planning as needed • Creating a policy and procedures / framework • Creating 'job' descriptions for coaches and mentors • Devising communication plans • Launching the initiative • Planning a selection activity to appoint coaches/mentors/ externals as needed • Ongoing scheduling / allocation of coaches and mentors

			• Planning training for officers involved in the programme • Determining milestones and reviews/ reporting responsibilities • Evaluation and determining impacts
	1.3	Evaluate how managers can be measured on the effects of their coaching and mentoring	Establishing 'impact' and 'effect' is often a difficult causal link to demonstrate and Learners should consider how, (ideally in their own organisational context) the value of coaching and mentoring would manifest in order that managers and those involved in the coaching and mentoring programme can be measured appropriately. An example of this could be that one of the objectives for a coaching programme might be to reduce a high turnover rate in the population of new managers. This would, in turn, inform the measures/metrics that might be engaged as part of the review and evaluation process to identify impact/effect. Other examples of ways in which impact/effect might be demonstrated could include, but are not confined to: • Using a performance improvement cycle to demonstrate how issues have been addressed through coaching and mentoring • Through appraisal or supervision processes or other methods of performance review • By establishing a baseline measure for areas of organisational, team or individual performance that require improvement through coaching and mentoring; thus enabling changes

| | | 1.4 | Develop ethical guidelines to be used in all coaching and mentoring activities | to performance to be identified e.g. turnover levels in a department, levels of competence, absence levels
Learners should be sure to 'evaluate' the ways in which managers are measured which will require the learner to justify their recommended approach over others.

Because the introduction of coaching and mentoring can be very powerful and impactful, it is prudent for organisations to establish guidelines, protocols and codes of practice underpinned by a statement of ethics – for example, see Moberg and Velasquez (2004). Many organisations will elect to produce a policy/policy statement to cover these elements which enables those involved in the process to be clear about (amongst other things) : roles, responsibilities, scope, boundaries, behaviours, expectations and confidentiality and thus, to create an environment of trust and ethical probity for the coaching and mentoring process:

Other relevant considerations/contents relating to such guidelines could include but are not limited to:
• The coaching and mentoring 'contract'
• Confidentiality/privacy provisions
• Expected behaviours/avoidance of harm: recognising practices that would harm the process
• Beneficiality and autonomy: recognition that fundamental purpose of the coaching /mentoring relationship is to benefit the coachee/mentee and thus what is required from |

				the coach, mentor and organisation to achieve this

				• Expectations around: fairness, equality and diversity, accessibility etc Using the above and exemplar policy structures or, the learner's own organisational policy creation guidelines, the learner should construct a coaching and mentoring policy that considers the longitudinal nature of the process and provides a potentially, career-long support mechanism
		1.5	Construct a policy that offers coaching and mentoring for all staff during their employment life cycle	
2	Be able to demonstrate how impact, support and recognition of coaching and mentoring is accepted in the organisation	**2.1**	Demonstrate how coaching and mentoring is used to contribute to the performance of all in the organisation	Linking to 1.1 above, which provides extensive examples, learners should demonstrate how the coaching and mentoring programme impacts upon a range of employees at different levels within the organisation. A key point here is that both mentors/coaches and mentees/coaches are likely to benefit so that there is at the very least, a 'two way gain' from the one relationship.
		2.2	Determine the support, internal and external, available for coaching and mentoring activities	The implementation of coaching and mentoring will require support institutionally to ensure its success. Support may also be related to resources. This element can be considered in terms of the following examples; candidates should also reflect and draw from their own organisational examples where possible: **Internal** • Championing of the programme through, ideally, a senior person • Support for the use of staff time (coaches, mentors, coaches, mentees) including

staff cover for coaching and mentoring activities
- Support through the business planning and budgetary process for the cost of training, qualifications, accreditations
- Support for the provision of administration and management time for the initiative
- Support for the provision of 'Housekeeping' items: such as stationery, accommodation etc
- Support for the cost of launching and publicising/communicating the initiative

External
- Resources such as guidance and information, information on the web and other media
- External consultancy and training
- Awarding bodies who accredit coaching programmes and qualifications
- Professional networks
- Professional bodies for coaching and mentoring

2.3	Determine how coaches and mentors can be recognised for their contribution to the performance of others	Recognising and celebrating the success of any initiative is a central part of embedding change and is recognised in many change management models (Kotter, ADKAR and many others) Coaches and mentors can be recognised in many ways for their contribution to institutional programmes and learners should draw from experience of their own organisation for examples where possible; these may include, but are not confined to: • Organisational awards • Raising the profile of coaches and mentors through internal communications (success

			stories etc)
			• Providing further development such as higher level qualifications
			• Support for membership of professional bodies
			• Through the use of 360 feedback methods
			• As part of the coach/mentor's appraisal
			• Informal feedback

ADDITIONAL INFORMATION ABOUT THIS UNIT

| Unit Aims | This unit is about constructing a coaching and mentoring policy and gaining policy acceptance throughout the organisation. |

ORGANISATIONAL COACHING AND MENTORING

Unit Level	7
Unit Number	7017V1
Ofqual Reference	D/504/9063
Credit Value	6
Total Unit Time	60
Guided Learning Hours	25

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Be able to analyse the issues involved during the adoption of organisational coaching and mentoring	**1.1** Evaluate obstacles to coaching and mentoring from the operational managers' perspective **1.2** Devise strategies to overcome or minimise the operational managers' issues **1.3** Analyse those operational areas requiring additional support during adoption of coaching and mentoring	For this criterion you are required to evaluate the obstacles to coaching and mentoring from the operational managers' perspective. A full response might explore the obstacles at an organisational, business area, team and individual employee level and could include personal barriers to coaching and mentoring. In devising strategies to overcome or minimise the operational managers' issues you might explain the differences between mentoring and coaching. In exploring the possible strategies you might include some of the following:

				• The coaching and mentoring relationship • Building trust • Inconsistent/Incongruent messages • Managing expectations • Confidentiality • Referring on • Employee briefing • Organisational culture • Conflicting objectives and demands Here you are asked to analyse the operational areas that might require additional support during adoption of coaching and mentoring. In making the analysis you could make reference to following areas: • Stress related matters • Work/life balance • Conflict resolution • Increasing performance and productivity • Teamwork • Relationship and communication issues and applying information effectively means
2	Be able to develop changes through the coaching and mentoring process	2.1	Devise a strategy to monitor the impact of coaching and mentoring across the organisation	Here you are required to devise a strategy to monitor the impact of coaching and mentoring across the organisation. In devising your strategy you might include how you would monitor all aspects of the programme and its outputs and outcomes and may build upon the other sections of this assignment.
		2.2	Develop a methodology for operational managers who under-perform in coaching and mentoring	In developing a methodology for operational managers who under-perform in coaching and mentoring your answer could have reference to a number of writers including, Perry Zeus and

				Suzanne Skiffington's -'The Complete Guide to Coaching at Work', where Coaching is defined in a variety of ways including.

Suzanne Skiffington's -'The Complete Guide to Coaching at Work', where Coaching is defined in a variety of ways including.

- Coaching is essentially a conversation
- Coaching is about learning
- Coaching is about change and transformation
- Coaching is about re-inventing oneself,
- Coaching is creating new stories, new identities and new futures
- Mentor roles and relationships
- Encouraging and developing of mentoring skills
- What good mentoring and coaching looks like and achieves

2.3 Develop a methodology for operational managers who over-perform in coaching and mentoring

When answering this criterion you are looking at a methodology for operational managers who over-perform in coaching and mentoring and in effect the opposite to your answer in 2.2. A full answer could make reference to the focus of the operational manager and some of the following and in so doing define what would be considered acceptable performance:

- Coaching and mentoring and learning
- Coaching and mentoring and training
- Coaching and mentoring and consulting
- Coaching and mentoring and change
- Coaching and mentoring and counselling

3 Be able to determine the need for continual high level support for coaching and mentoring

3.1 Determine a method to identify and recognise coaching and mentoring successes

Here you are required to give a method to identify and recognise coaching and mentoring successes, a good answer could include comments on success factors for the following:

- Listening skills
- Self-awareness
- Giving Feedback
- Goal setting and action planning
- Creating space
- Questioning Skills
- Advising skills
- Challenging
- Effects on individual, team and organisational objectives

3.2	Evaluate a strategy in response to a less than positive coaching and mentoring experience	This section also has links to criterion 2.1. This section requires an evaluation of a strategy in response to a less than positive coaching and mentoring experience. You could consider the perspective of the dissatisfied coachee/mentee and the potential ramifications this might have on the individual, team and the reputation of the programme. Here your answer could make reference to a coaching or mentoring model for example the GROW or OSKAR models to provide a focus for your evaluation.
3.3	Discuss methods for the strategic managers to demonstrate overt support for the coaching and mentoring process	In discussing methods for strategic managers to demonstrate overt support for the coaching and mentoring process you could include reference to: • The belief and values system in operation within the organisation or team • The positive reinforcement that coaching and mentoring can offer positive outcomes • Sharing mentoring and coaching successes • Promotion of coaches and mentees

			• Senior managers involved as a mentor or mentee
			• Senior managers involved as a coach or coachee
			• Pay and reward strategies

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about initiating organisational coaching and mentoring, dealing with changes, and the provision of on-going high level support.

	Unit Level	7	**Good Practice**
STRATEGIC IMPACT OF COACHING AND MENTORING	**Unit Number**	7018V1	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty. |
	Ofqual Reference	H/504/9064	
	Credit Value	6	
	Total Unit Time	60	
	Guided Learning Hours	30	

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand individual, team and departmental development from the coaching and mentoring process	**1.1**	Analyse changes to culture within the organisation	Organisational culture consists of the habits and accepted norms that underpin how we work; influencing what is and isn't acceptable in our workplaces. This governs our behaviour at work and so needs to be considered in any organisational change process. It would be useful to start this section by explaining what culture is in an organisation. You could then carry out an analysis of the culture both before and after implementation of the coaching and mentoring process, in order to analyse the changes achieved. You may want to include reference to

the work of Charles Handy, Kotter, Kurt Lewin, and/or Johnson and Scholes. A fuller answer would also reference culture change in other organisations who have adopted coaching and mentoring and use this as a basis for comparison with your own organisation.

1.2	Determine how coaching is used to manage individuals, teams and departments	This section could be started with an explanation of the use of coaching in the work setting. Whether it's a functional team, a team of managers, or a team working on a specific project, people get most done when they work together effectively.

The inclusion of workplace examples would add value here and demonstrate your understanding of how coaching can be used.

As with 1.2 examples from work practice would be helpful here when determining how mentoring is used in the workplace. |
| **1.3** | Determine how mentoring is used to manage individuals, teams and departments | Coaching is directly linked to change and improvement in that it is about enabling the person to move from a challenging position to an improved position by helping them shift their perspective and level of knowledge. You are asked to evaluate how coaching is used to develop knowledge sharing within the organisation. This could be linked to behavioural change. Your evaluation should show that you have looked at this from a range of different perspectives, both positive and negative, acknowledging any potential barriers or |

		1.4	Evaluate how coaching is used to share knowledge between individuals, teams and departments	difficulties. It would help to use your own organisation as an example. Mentors use their knowledge and experience to help and guide mentees, who in turn will offer their own knowledge and experiences. This sharing of knowledge expands the organisation's skills base, helps to build strong teams, and impacts on the achievement of objectives and on increasing productivity. As with AC 1.4, here you could include an evaluation of the use of mentoring in relation to knowledge sharing, using examples from work activities to highlight key points.
		1.5	Evaluate how mentoring is used to share knowledge between individuals, teams and departments	
2	Understand the effect of coaching and mentoring on strategic performance objectives	**2.1**	Discuss measures to identify the impact of coaching on strategic performance objectives	Measuring the impact coaching has on achieving objectives is crucial to ensuring the process is fit for purpose and effective in its implementation. There is a need to aggregate outcomes of a range of measures of the impact of coaching throughout the organisation in order to assess the contribution to achievement of strategic performance objectives. Approaches can include formal assessment, achievement of key performance indicators (KPIs), corporate and HR metrics, progress reports, measuring pre coaching outputs and post coaching outputs and assessing team performance. Other measures could include 360° assessments and staff surveys, both before and after coaching.
		2.2	Discuss measures to identify the impact of mentoring on strategic performance objectives	In your discussions relating to measures used you could include the approaches used and outcomes from work practice. Your work could also

reference findings in other organisations for comparison purposes.

Your answer here could take a similar approach to that used at 2.1, but this time looking at the impact of a mentoring programme at strategic level. It would be beneficial to include measures used in the work place in your discussions. Your work could also reference findings in other organisations for comparison purposes.

| 2.3 | Evaluate the costs of the coaching process against the benefits obtained |

Measuring the true impact of coaching and realising the value for the organisation as well as the individual also involves evaluating the costs and benefits accrued as a result of the programme. Efficient and effectual coaching is flexible, focused and cost-effective and increases organisational performance, learning and creativity. You may want to introduce cost/benefit analysis or return on investment approaches here relating to the advantages to be gained from coaching. The use of examples from work place activity would be beneficial. Your work could also reference findings in other organisations for comparison purposes.

| 2.4 | Evaluate the costs of the mentoring process against the benefits obtained |

Mentoring enables professionals to grow, develop and learn new skills under the direction and advice of a skilled mentor. Organisations implement mentoring programmes to align the goals of the company with the professional development of employees. Approaches used to measure the costs of the mentoring process in relation to the benefits include the 360-degree appraisal tool, the post-mentoring evaluation,

| | | | | return on investment (ROI), or return on expectation (ROE) methods. Your work could also reference findings in other organisations for comparison purposes.

Coaching and mentoring programmes should ideally deliver benefits for the individual, teams and the organisation so it is important to evaluate the effectiveness of these approaches in order to elicit organisational learning and quality assure the coaching and mentoring provision. Following on from this is the process of sharing the results of the evaluation and review across the organisation. |
| | | 2.5 | Devise a method to share the evaluation of the coaching across the organisation | When sharing information relating to coaching and mentoring, it is important to work to legal and organisational requirements for the dissemination and use of data. These will vary for each organisation. For example, settings providing services for children or vulnerable people will be acutely aware of the need for confidentiality; adhering to the Data Protection Act 1998 and the Freedom of Information Act 2000. |
| | | 2.6 | Devise a method to share the evaluation of the mentoring across the organisation | Methodologies relating to the dissemination of information could include face to face and remote approaches. For example, the compilation of a report, guest speakers, the use of case study material, electronic communication or a presentation in a team or management meeting. Examples from work activity will be useful here, as will those researched and referenced from other sources. |

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about evaluating individual, team and departmental development from coaching and mentoring, and its impact on strategic performance objectives.

EMBEDDING COACHING AND MENTORING IN THE ORGANISATION

Unit Level	7
Unit Number	7019V1
Ofqual Reference	K/504/9065
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Be able to develop coaching and mentoring for individuals and organisations	**1.1** Develop autonomous coaching and mentoring networks within the organisation	If you are not in a position to use your own organisation as the basis for your answers, then it will be necessary to conduct research into how the subject matter has been tackled in other organisations, and to apply academic and behavioural theories and models to critically evaluate findings and draw sound conclusions. In explaining how you may go about developing autonomous coaching and mentoring networks, your answer would be greatly enhanced by including identification of the risks and other

			issues that may arise, and how you would formulate strategies for dealing with these.

Similarly, when discussing the implementation of the organisational coaching and mentoring policy, your discussion would benefit from also addressing any risks and issues. You may wish to draw on the experiences of a range of organisations, and to show you have considered a communications strategy. |
	1.2	Implement the organisational coaching and mentoring policy	You may wish to start this section by exploring the concepts and purpose of networking before going on to discuss your strategy for the development of an external support network. It would be helpful to critique this from a range of perspectives - e.g. benefits and drawbacks to network members, the organisation, various employee groups and other stakeholders.
	1.3	Develop a network of external coaches and mentors that can support internal coaches and mentors	
	1.4	Evaluate accreditation and Continuing Professional Development opportunities for coaches and mentors	In this section you are asked to make a critical appraisal of the opportunities for accreditation and Continuing Professional Development for coaches and mentors. Your answer should show that you have looked at this from a range of different stakeholder perspectives, and evaluated from a positive and negative standpoint. It would be expected that you acknowledge any limiting factors in terms of availability and cost, and operational capacity, drawing together sound conclusions linked to your findings.

2	Be able to support evolving organisational objectives through coaching and mentoring	2.1	Analyse organisational opportunities that can be exploited through coaching and mentoring	Here, reference to your own organisation and real opportunities linked to organisational objectives would be helpful. You need to demonstrate that you are able to analyse opportunities that can be exploited through coaching and mentoring programmes, even if your answer is based upon external research into an organisation of your choice. Your analysis could apply some of the wealth of academic and behavioural theories and models. You may wish to research and reference the work of some of the following, Cohen, Tansky, Hale, Schnell, Allen, Eby, Poteet, Lentz, Clutterbuck and Rhodes.
		2.2	Devise a knowledge sharing network to operate upwards, downwards and between peers	You could demonstrate a sound understanding of knowledge sharing networks through describing your strategy for a vertical and horizontal network in your own organisation. Your answer would be enhanced by a discussion of the purpose and usefulness of such networks. This could be linked to your answer for AC 2.3, in which you will present your strategy for the development of the organisation's culture. You might firstly find it useful to model the existing culture using a recognised framework like the Johnson and Scholes cultural web or another of your choice, and identify where change is required. You could finish by discussing examples of suitable customers, suppliers and external benchmarks, acknowledging any potential pitfalls.
		2.3	Develop a culture that encourages staff to seek coaching and mentoring from customers, suppliers and external benchmarks	Here you are asked to discuss your strategy for using the achievements and successes of the programme to justify the investment. You might consider including how achievements will be

		2.4	Promote achievements against the core business drivers to justify the coaching and mentoring investment	identified, measured and monitored against business drivers – and how they will be distinguished from achievements gained through other performance initiatives. You might acknowledge the impact of internal politics and personalities and your influencing strategies, including use of communications channels. You could also use models like the balanced scorecard as a means of categorising achievements – there may be other more appropriate to your organisation.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about strategies to embed coaching and mentoring in the organisation, and align individual development to meet evolving organisational objectives.

LEADERSHIP COACHING AND MENTORING SKILLS

Unit Level	7
Unit Number	7020V1
Ofqual Reference	M/504/9066
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 7 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand how coaching and mentoring programmes support business objectives	**1.1** Evaluate the benefits of coaching to an organisation	Learners should provide a suitable context and introduction for this assessment which should include a definition of coaching and one of mentoring also. Contributors to the body of knowledge regarding coaching and mentoring include Megginson and Clutterbuck and there is also a rich source of information available on the web, though specialist magazines and recognised texts.
	1.2 Evaluate the benefits of mentoring to an organisation	
	1.3 Assess how coaching programmes support business objectives	In terms of the specific criteria:

| | | 1.4 | Assess how mentoring programmes support business objectives | AC's 1.1, 1.2, 1.3 & 1.4 can be readily responded to together. Learners should be sure to 'evaluate' rather than simply 'list' or 'identify' when responding to the criteria. For example, a benefit of coaching to an organisation could be that it enables individuals to have a sustained development opportunity as opposed to, say a training programme that may be short burst or only available on prescribed dates. The potential value of this would be that the individual's development could be more rounded, contextualised, personalised and, potentially better assimilated and produce enhanced performance overall. Other relevant areas worthy of consideration for these criteria include but are not limited to:

● Improvements in communication
● Cultural impact (collaboration, relationship building, trust, respect, support, formalising informal networks, disseminating good practice, connectivity etc)
● Enhancing change management approaches
● Allowing more staff to be involved in leadership
● Leveraging experience and knowledge; sharing professional growth
● Establishing the key principles of coaching i.e. awareness and responsibility which support opportunities for effective change, |

| | | | 1.5 | Develop guidelines and protocols for programmes based on accepted coaching and mentoring theory and practice | individual, group and organisational development

Because the introduction of coaching and mentoring can be very powerful and impactful, it is prudent for organisations to establish guidelines, protocols and codes of practice underpinned by a statement of ethics - see Moberg and Velasquez (2004). Many organisations will elect to produce a policy to cover these elements. Such a policy and or procedures and its contents enable those involved in the process to be clear about (amongst other things) : roles, responsibilities, scope, boundaries, behaviours, expectations and confidentiality and thus, to create an environment of trust for the coaching and mentoring process:

Other relevant considerations / contents relating to this could include but are not limited to:

- The coaching and mentoring contract
- Confidentiality/privacy provisions
- Expected behaviours / avoidance of harm: recognising practices that would harm the process
- Beneficially and autonomy: recognition that fundamental purpose of the coaching / mentoring relationship is to benefit the coachee/ mentee and thus what is required from the coach, mentor and organisation to achieve this
- Expectations around: fairness, equality and diversity |
| | | | 1.6 | Develop a coherent, congruent statement of ethics for coaching and mentoring programmes and activities across the organisation | |

2	Understand the implementation of coaching and mentoring to achieve organisational objectives	2.1	Discuss the organisational and resource implications of coaching	Implementation of coaching and mentoring will usually have resource implications for an organisation; these can include:
		2.2	Discuss the organisational and resource implications of mentoring	● Staff time (coaches, mentors, coaches, mentees) including staff cover for coaching and mentoring activities ● Cost of training, qualifications, accreditations ● Administration and management time for the initiative ● 'Housekeeping' items: stationery, accommodation etc ● Cost of launching and publicising / communicating the initiative
		2.3	Explain how to overcome organisational and individual resistance to the implementation of coaching	Most changes within organisations will meet either resistance of ambivalence towards it and, thus, the implementation of a coaching and/or mentoring initiative would probably (to a greater or lesser extent) need to be 'change managed'. Learners can use recognised change theory and models to explain how they would overcome such resistance but should ensure that their discussion remains focused on the implementation of coaching and mentoring, rather than a broader discussion on change management per se. The discussion should ensure that the 'nature' of resistance to such an initiative is considered, relevant change models and tools could include but are not limited to the following (and should be selected on the basis of their applicability in context) :
		2.4	Explain how to overcome organisational and individual resistance to the implementation of mentoring	

					● ADKAR
					● Kotter's 8 Steps
					● Lewin
					● Forcefield analysis

| 3 | Be able to devise an implementation plan | 3.1 | Devise an implementation plan to install coaching programmes within an organisation | This learning outcome requires the production of an actual implementation plan, whether this be a simulated or an actual one depending on the circumstances of the learner. |
| | | 3.2 | Devise an implementation plan to install mentoring programmes within an organisation | |

This learning outcome requires the production of an actual implementation plan, whether this be a simulated or an actual one depending on the circumstances of the learner.

Areas and stages to consider include but are not necessarily limited to:

- Identifying a sponsor for the project
- Setting objectives
- Agreeing resource requirements / business planning as needed
- Creation of policy and procedures / framework
- Creation of 'job' descriptions for coaches and mentors
- Devising communication plans
- Launching the initiative
- Selection activity coaches/mentors/ externals as needed
- Ongoing scheduling / allocation of coaches and mentors
- Training
- Milestones and reviews/ reporting (see LO 4 below)

				● Evaluation and determining impacts (see LO 4 below)
4	Be able to evaluate the impact of the coaching and mentoring plan	**4.1**	Evaluate the impact to an organisation of establishing coaching culture	Linking in part to LO1, this learning outcome can, ideally be readily responded to as one discussion (or separated if preferred) and should either exhibit an actual evaluation of a coaching and mentoring programme or, narrate how this would be undertaken. Learners should also ensure that, by separate narrative or otherwise, they consider the relevance of a coaching and mentoring 'culture' as outlined in the assessment criteria. It may be appropriate, depending on the nature of the evidence supplied, for the Learner to contextualise the discussion by discussing what 'culture' is within organisations. In so doing there is a diverse array of contributors that they can draw from to support the depth and breadth of research required at level 7. These include, but are not confined to: Handy, Morgan and Schein.
		4.2	Evaluate the impact to an organisation of establishing mentoring culture	Establishing 'impact' is often a difficult causal link to demonstrate and learners should consider how, (ideally in their own organisational context) the value of coaching and mentoring would manifest. This will in turn inform the measures/metrics that might be engaged as part of the review and evaluation process that identifies impact. Examples of ways in which impact might be demonstrated could include, but are not confined to: ● Using a performance improvement cycle to demonstrate how issues have been addressed through coaching and mentoring

				- Through appraisal or supervision processes or other methods of performance review - Establishing a baseline measure for areas of organisational, team or individual performance that require improvement through coaching and mentoring; thus enabling changes to performance to be identified e.g. turnover levels in a department, levels of competence, absence levels
5	Understand how to develop skills as a leader in coaching and mentoring	**5.1**	Assess current skills of communications and people development to support personal practice of coaching	This learning outcome can be supported by the practices of personal development and personal development planning with such approaches being usefully served by the personal development planning cycle which contains the following: establish the purpose/direction> identify development> look at development opportunities> formulate action plan> undertake development> record outcomes> review and evaluate.
		5.2	Assess current skills of communications and people development to support personal practice of mentoring	In assessing their current level of skills, Learners can look to tools such as: competency mapping, personal gap analysis, personal SWOT, skills inventory, 360 degree appraisals or similar approaches to make this assessment.
		5.3	Identify development opportunities to meet personal skills needs and to develop own practice	For this section, Learners will need to identify HOW they might address their identified development needs considered in 5.1 & 5.2 above. Such development opportunities may include but are not limited to:

		• Formal education / training
		• Secondment
		• Work shadowing
		• Coaching and mentoring
		• Project work
		• Volunteering
		• Networking
		• Joining groups and committees
5.4	Evaluate skills and practices and produce a personal development plan in relation to coaching skills	• Private study
		• Observation
5.5	Evaluate skills and practices and produce a personal development plan in relation to mentoring skills	This element requires the production of an actual personal development plan (PDP); these tend to follow a similar format and are available readily from the internet or may be available from within the Learner's own organisation. Learners should evaluate the entries made on the PDP for relevance to the objective of developing their skills as a leader in coaching and mentoring e.g. if Non-verbal communication skills were deemed key to the leader's ability to coach and mentor then the PDP may contain the following entries:
		• What is the skills need?
		• Why these skills are important?
		• How these skills will be developed?
		• Who is responsible for making this happen?
		• What resources are required?
		• When should this be accomplished by?

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about developing skills and practices that support coaching and mentoring activities across the organisation.

MANAGE ORGANISATIONAL CULTURE

Unit Level	6
Unit Number	6001V1
Ofqual Reference	F/504/9041
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

Good Practice

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

LEARNING OUTCOMES	ASSESSMENT CRITERIA	GOOD PRACTICE
1 Understand how organisational culture can impact on organisational behaviour	**1.1** Analyse the concept of culture to organisations	This is quite a complex concept and thorough research is required as a starting point, there are many theorists in this area and you should be reviewing the work of a number of them, possibly including, but not limited to Cameron, Cooke, Deal & Kennedy, Dennison, Handy, Harrison, Hofstede, Johnson, Kotter, Mulder, O'Reilly, Chatman & Caldwell, Parsons & Shils, Ravasi & Schultz and Schein. A description of key factors such as rituals, routines and behaviours would be useful.
	1.2 Compare the traits of power culture, role culture, task culture and person culture	

	1.3	Evaluate internal and external factors that could influence organisational culture, including national cultures

You could consider these traits by looking at the rate of change in an organisation against the complexity of the processes involved. You may wish to present this comparison as a chart. It might be helpful to review your own organisation against Handy's model, and where different cultures might exist in different parts of the organisation, compare the impact this has on behaviours and outcomes.

You are required here to critically appraise the factors influencing organisational culture. You might use your own organisation or an organisation with which you are familiar when conducting your evaluation. External factors might be firstly identified using the STEEPLE/PESTLE model. There is a range of internal factors including knowledge, expertise, task design, role structures, and levels of empowerment. Many factors may be considered as influential, such as the individuals involved (and their gender) including staff, customers and other stakeholders; the nature of the business, its history and traditions, the leadership and management styles and the legislation, policies and procedures in place. You may wish to concentrate on specific factors, in which case you need to very briefly say why you have chosen to do this and must show a broader awareness of other possible factors.

Your evaluation should include consideration of whether the factors influence the culture in a positive or negative way. In this section you must ensure you include reference to the influences of national cultures. You could use an international organisation as an example, or a national

				organisation that trades across national cultures. Hofstede's work may assist in this area.
2	Understand the relationship between organisational culture, strategy and performance	2.1	Identify values and cultures that encourage behaviours consistent with organisational strategy	You should first explain the organisational strategy or strategies that you are considering. If you are able to base your answer on your own organisation, or one with which you are very familiar, that would be useful. Otherwise you may wish to present your answer as a comparison between two companies with very different cultures, you may wish to use a chart to present this.
		2.2	Evaluate personal managerial behaviours that reference organisational values and cultures	You will need to draw on personal experiences for this section. You could investigate those behaviours which are thought to reinforce organisational values and cultures and compare whether you and other managers in the hierarchy are behaving in this way. You could consider how closely the behaviours exhibited by the top leadership team replicate the organisation's stated values, and whether these behaviours are mirrored in other parts of the organisation – if not, you could appraise why this might be case. It would be helpful if you were able to involve staff and colleagues, and even possibly stakeholders, in the evaluation of managerial behaviours, to ascertain their perceptions. You should be able to comment on to what extent you are personally reinforcing organisational values and cultures and how you could further develop or change your behaviour to do so more effectively.
		2.3	Establish how to communicate organisational values to the organisational that motivate the organisation to apply these values	This section gives you the opportunity to explain how you translate your organisation's values into behaviours and how you encourage these

behaviours. Again you may wish to focus on particular methods, whilst acknowledging that there are many. You could consider, areas such as sharing results, rewards, living the values, reviewing and recruiting all in a way that all reflect the organisation's' values. You could apply communication theories and models as well as motivational theories to your examples to further illustrate your depth of understanding.

| 3 | Understand the techniques of culture development | 3.1 | Discuss the tools available to an organisation to identify and develop its culture | To identify an organisation's culture requires some kind of measurement to ascertain the current situation. You should investigate what types of measuring tools are available, such as the Organizational Cultural Assessment Instrument (OCAI) developed by Cameron and Quinn (2006), the **Denison Organizational Culture Survey** (DOCS); Scott *et al*'s review for Health Care may be a useful place to start. Once you have discussed the development of the culture to meet strategic aspirations, you could then go on to discuss how you can move from the current situation to where you would like to be. You may wish to consider areas such as top management commitment and clear objectives and how these relate to things such as energy, attitudes, vision, performance, satisfaction, challenge and support. |
| | | 3.2 | Devise methods of dealing with messages and behaviours which are in conflict with organisational values | You may wish to write or re-visit your organisation's policies (such as promoting multi-culturalism, DDA, and associated sanctions for breaching) to answer this section. You have the opportunity to explore the use of rewards and sanctions, teaching and training, recruiting and |

				releasing, but do not feel that you are limited to these.
		3.3	Determine legitimate strategies and tactics to influence people in support of organisational values	This is closely linked with AC 3.1 and tools that are used to develop the culture may also be appropriate to influence people to support the organisational values. Other strategies may also be available (such as Cialdini's Six Principles of Influence, 1984), and these should also be explored. Your answer should justify why you consider these strategies to be legitimate.
		3.4	Evaluate how national differences and cultures can impact on transferability of organisational structure, systems and processes	You may wish to present this as a comparison by considering what is entirely acceptable in one country or culture but is not in another. You should explain why this may be and suggest how it could be addressed in terms of changes to organisational structures, systems and processes and evaluate the possible impact upon these areas. The work of Hofstede may help in this regard, and there may be links to some of the work you have presented at 1.3.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about organisational culture, its impact on strategy, performance and the development of appropriate cultures; it also addresses national culture difference.

Unit Level	6	**Good Practice**
Unit Number	6004V1	CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.
Ofqual Reference	R/504/9044	
Credit Value	7	
Total Unit Time	70	
Guided Learning Hours	30	When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 6 level of difficulty.

LEADING EQUALITY AND DIVERSITY

LEARNING OUTCOMES		ASSESSMENT CRITERIA		GOOD PRACTICE
1	Understand the commitment to equality of opportunity and diversity	**1.1**	Evaluate the organisation's commitment to equality of opportunity and diversity	ACs 1.1 and 1.2 are closely aligned and you could answer both together. It would be helpful to begin your answer by summarising the organisation's policies pertaining to this area and outlining how they are implemented. You need to evaluate the organisation's commitment to the equality of opportunity and diversity; this could be done, in part by a staff survey, to try to ascertain whether the staff considers the organisation to be committed. Other evidence may be obtained from the organisation's records regarding discipline and
		1.2	Discuss how behaviour, actions and words, of all members of the organisation, support the commitment to equality of opportunity and diversity	

				grievance cases and subsequent appeals, or from results of existing employee opinion surveys. Informal observations and feedback from colleagues may provide additional information to support or challenge your findings from the formal route. Your evidence would also benefit from commenting on how the policies are communicated to staff and other stakeholders, and an acknowledgement of how closely reality mirrors the written intent. It would be useful to use real-life examples to illustrate your answer.
		1.3	Identify organisational and personal responsibilities and liabilities under equality legislation and/or codes of practice	It would be useful to summarise current equality UK legislation, regulations and industry/organisational codes of practice relevant to personal responsibilities and liabilities and go on to explain the responsibilities of individual's and the organisation.
2	Be able to conduct the application of equality of opportunity and diversity	2.1	Describe the organisation's equality and diversity policies and how these are communicated within the organisation through coaching and mentoring	You could start by describing the key characteristics of the organisation's policies, you could go on to identify how closely they match legal requirements, and any additional clauses that they may have been added. Your section on communication may include communication with new staff, reinforcement with existing staff, and how new and/or up-dated policies are communicated. An assessment of how well the organisation communicates its E & D policies will help you answer the next section (AC 2.2) as will the extent to which the organisation only included the minimum legal requirements in its policies and how it goes about implementing the policies.2.2
		2.2	Assess the application of the organisation's commitment to equality of opportunity and diversity	

				also links strongly to 1.1 and 1.2, although the focus of this criterion will be on management practice.
		2.3	Conduct a review of the diversity of the workforce against the local and/or national population and identify areas for review	Your answer here could include a summary of the diversity of local and national population to establish the benchmark. The ONS is a good source of information regarding UK population statistics. As regards the diversity of your own workforce, some organisations collate this information in the HR department. Otherwise, a simple survey will reveal the actual diversity of the workforce. From your findings you could then outline the areas where there is a mismatch (e.g. is there a gender or ethnicity bias), You could consider if there are any reasons for this mismatch – valid or otherwise – and identify areas for review – e.g. recruitment and selection practices, job design and description.
3	Understand the needs of others in relation to equality of opportunity and diversity	3.1	Explain the requirement to understand individuals' needs, feelings and motivations, and to take an interest in their concerns	It would be helpful to start your answer with an overview of Needs Theory and how taking an interest links with motivation (for example McClelland, Maslow, Murray). Your evidence would be enhanced if you were to analyse the impact for the organisation if the individuals' needs, feelings and motivations were not taken into consideration. You could extend this to address AC 3.2, where the measure of the impact of showing respect to others, recognising their value and upholding their rights should be evaluated against the achievement of organisational objectives and up-holding staff welfare policies. You may also wish to include integrity, fairness and consistency in this piece of work, as the evidence for AC 3.3 could be the
		3.2	Evaluate the impact of showing respect to others, recognising their value and upholding their rights	
		3.3	Describe the need for integrity, fairness and consistency in dealings with individuals	

				conclusions drawn from your work above, if planned in that way. Your description could include the impact as a consequence of not dealing with individuals with integrity, fairness and consistency.
		3.4	Outline a process for dealing with others whose behaviours, words or actions do not support a commitment to equality of opportunity or diversity	You could present your answer as a policy document, you may wish to consider rewards as well as sanctions, recruitment and releasing processes, whistle-blowing and support processes such as education and training. Workplace examples – anonymised as necessary - would add value to your answer.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims	This unit is about organisational commitment to equality and diversity, and its application and support throughout the organisation.

APPENDIX 1

Command Verb Definitions

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

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

Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in own words.
Use	The action of using something for a particular purpose.

APPENDIX 2

Revisions to Document

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

Revisions to Document	Document Version	Date Revisions Made
Extension to Qualification regulation now ends on 31/08/2022	Version 7	March 2020
Command Verbs Definitions - Appendix 1		