LEVEL 7 PROFESSIONAL CONSULTING

Syllabus | June 2025 | Version 3

CONTENTS

QUALIFICATION OBJECTIVE

This qualification is designed for individuals wishing to develop their professional consultancy abilities, and who will have the knowledge, skills and behaviours to drive consultancy activities in a senior capacity.

They will have the professionalism to deliver impact, behave ethically and demonstrate a commitment to continual learning and development.

The qualifications have been designed for practising or aspiring Senior Management Consultants, wishing to formalise or develop their learning and progress on to Chartered Management Consultant (ChMC).

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

1   Comparability to existing Professional/Management Consulting programmes
2   Chartered Management Consultant Competency Framework
3   Stakeholder consultation

QUALIFICATION TITLES

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	Qualification Title	Qualification Reference Number
7A35	CMI Level 7 Award in Professional Consulting	603/5893/2
7C35	CMI Level 7 Certificate in Professional Consulting	603/5894/4
7D35	CMI Level 7 Diploma in Professional Consulting	603/5895/6
7XD35	CMI Level 7 Extended Diploma in Professional Consulting	603/5896/8

KEY DATES

These qualifications are regulated from 1st June 2020 and the operational start date in CMI Centres is 1st June 2020. See CMI External Qualification List for review date.

PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, learners are able to progress to further learning within the suite of Level 7 Qualifications in Professional Consulting - i.e. completing an Award and topping-up to Certificate or Diploma.

Learners may also wish to further their ongoing personal and professional development by accessing other CMI qualifications, such as the CMI Level 7 Qualifications in Strategic Management and Leadership Practice.

Learners may, also, wish to progress onto the Chartered Management Consultant (ChMC) Award.

ENTRY AND REQUIREMENT

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

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

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

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

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

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

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

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

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

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

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

b) remotely by means of simultaneous electronic communication

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

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

RULES OF COMBINATION

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

CMI LEVEL 7 AWARD IN PROFESSIONAL CONSULTING
Learners must select at least one unit to a minimum of 70 TUT hours to achieve this qualification.
The minimum GLH is 14 hours.

CMI LEVEL 7 CERTIFICATE IN PROFESSIONAL CONSULTING
Learners must select at least two units to a minimum of 140 TUT hours to achieve this qualification.
The minimum GLH is 34 hours.

CMI LEVEL 7 DIPLOMA IN PROFESSIONAL CONSULTING
Learners must select at least four units to a minimum of 370 TUT hours to achieve this qualification.
The minimum GLH is 108 hours.

CMI LEVEL 7 EXTENDED DIPLOMA IN PROFESSIONAL CONSULTING
Learners must select all units to a minimum of 620 TUT hours to achieve this qualification.
The minimum GLH is 190 hours.
Please note: this pathway is aligned to the Chartered Management Consultant Competency Framework. Achievement of all units provides a pathway to completing ChMC assessment.

Unit Code	Unit Title	GLH	TUT	Credits
720	Principles of Professional Consulting	34	100	10
721	Leadership in professional consulting	34	90	9
722	Practice of professional consulting	30	100	10
723	Leading innovation and change through professional consulting	28	90	9
724	Personal and professional development for professional consultants	20	70	7
725	Professional consulting expertise	14	70	7
726	Delivering client requirements through professional consulting	30	100	10

QUALIFICATION DELIVERY

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.

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.

Further information, please see the CMI Reasonable Adjustments Procedure and the CMI Special Consideration Procedure.

RECOGNITION OF PRIOR LEARNING

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

ASSESSMENT & 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:

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

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

- accurate, current and authentic
- relevant in depth and breadth

and must also show the Learner's:

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

LEARNER AUTHENTICITY

Learners are required to sign and date a Statement of Authenticity. The learner statement confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally the learner statement confirms the evidence provided has been completed in accordance with CMI approved instructions.

Centres are required to complete a Centre Statement of Authenticity to confirm the learner is registered on a Chartered Management Institute (CMI) programme of study.

ASSESSMENT GRADING

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

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

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

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

SUGGESTED ASSESSMENT METHODOLOGIES

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

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

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

		Report	Presentation	Reflective Account	Guide / Profile	Strategy	Work-based Evidence	Plan / Proposal
720	Principles of Professional Consulting	x	x	x				
721	Leadership in professional consulting	x	x	x				
722	Practice of professional consulting	x		x	x			
723	Leading innovation and change through professional consulting	x				x	x	
724	Personal and professional development for professional consultants	x						x
725	Professional consulting expertise	x	x		x			
726	Delivering client requirements through professional consulting	x		x				x

WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 7. The guideline word count for units within this qualification are summarised below, and vary depending on size and content of the unit. There is a 10% allowance above/below these guidelines. For more information, please refer to the CMI Assessment Guidance Policy

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

720	Principles of Professional Consulting	4000-4500
721	Leadership in professional consulting	4000-4500
722	Practice of professional consulting	4000-4500
723	Leading innovation and change through professional consulting	4000-4500
724	Personal and professional development for professional consultants	3500-4000
725	Professional consulting expertise	2500-3000
726	Delivering client requirements through professional consulting	4000-4500

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

EXTERNAL MARKING

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

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

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

APPEALS AGAINST ASSESSMENT DECISIONS

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

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

For further information, please see CMI's Enquiry and Appeals Procedure.

CMI SERVICES - SUPPORTING CMI QUALIFICATIONS

CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI 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 performers, committed to current best practice and ethical standards.
A unique designation, exclusively awarded by the Chartered Management Institute, Chartered Manager embodies a professional approach to management through knowledge, competence, professional standards and commitment to continuing professional development (CPD).

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

STUDY RESOURCES

ManagementDirect
https://members.md.cmi.org.uk

It's fast, comprehensive and free to members

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

- 231 Management Checklists and 60 Management Thinker profiles
- One page overviews of key Management Models
- Multimedia resources – 200 Leader Videos
- CMI research and Professional Manager articles
- Authoritative definitions of management terms
- Over 11,000 articles and 9000 e-books to read online when you need them
- Learning Journey playlists for many units giving you easy access to resources specifically selected to   support your studies

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

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

E-journals

For in depth research try our e-journals service

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

Access to Business Source Corporate is through ManagementDirect.

Online CPD

CPD can take many forms, but the most important feature of any activity you undertake is that there are clear learning outcomes. In many cases these may enable you to have a direct impact at work.
Our online CPD scheme enables you to record your learning objectives and the activities you have undertaken and encourages you to assess its impact in your role as a manager. Print reports for your reviews, appraisals or interviews.

Access to CPD is through ManagementDirect.

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

- TUT refers to Total Unit Time. TUT is set based on estimated time expected for the average learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average earner has with tutors, trainers or facilitators as part of the learning process, it includes formal learning including classes, training sessions, coaching, seminars, live webinar and telephone tutorials, e-learning which is supervised. It is important to note that this also includes assessing learner's achievements for competency based assessments.
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the learner to understand the aims of learning outcomes and assessment criteria. It can also be used by tutors to develop lesson plans and schemes of work.
- Recommendations for Assessment which provides a range of suggested assessment activities for actual or aspiring managers and leaders
- Relationships to frameworks such as Chartered Management Consultant Competence Framework
- Suggested reading/web resource materials developed to compliment the unit content. The primary resource/research tool referred to is ManagementDirect

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

The table below summarises the units within these qualifications:

720 Principles of Professional Consulting	Professional consulting provides clients with objective, independent expertise, advice and guidance. It can act as a facilitator for individual and organisational success. To succeed in the role, professional consultants must be knowledgeable, creative, agile and resilient. They must be proactive and able to adapt their practice to respond to client requirements in the contemporary workplace.
721 Leadership in professional consulting	Professional consulting requires a multi-dimensional approach to leadership. Within the role, consultants need to be adept, confident and have credibility. Scenarios for consulting will typically be complex and involve building relationships with other senior leaders. Consultants may lead internal and/or external teams and work at board level. Consultants must not only have a macro view of an organisation's strategic context, they must also understand the impact of digital, technological and geo-political change.
722 Practice of professional consulting	Professional consulting can be transformational, shaping the way organisations think and operate. Consultants may assist clients to develop strategic objectives, consider new market opportunities, explore innovative ways of working and build organisational and staff capability. For professional consultants to deliver effective

	client-centric consulting they must have an in-depth understanding of consulting practice.
723 Leading innovation and change through professional consulting	The ability to drive innovation and change is an essential skill for a professional consultant. Innovation defined simply as 'doing something new or different', is a powerful catalyst for change. It can revolutionise an organisation's operational activities, create dynamic new opportunities, and contribute to the achievement of strategic goals. Change occurs in many forms and professional consultants must be able to lead changes, which may be radical, incremental or evolutionary.
724 Personal and professional development for professional consultants	In a globalised, high-tech, fast paced and unpredictable world, professional consultants must prioritise personal and professional development. This will enable them to keep pace with developments in strategic and operational practice and equip them to respond effectively to organisational and societal change.
725 Professional consulting expertise	Effective consulting has the power to drive organisational success. However, to respond creatively to client requirements, consultants must have an in-depth knowledge of the industry, sector or specialist area they consult in.
726 Delivering client requirements through professional consulting	Delivering consulting, which has a tangible, positive impact on the client, requires a plethora of knowledge and skills. Consultants must be great communicators, agile, creative, able to problem-solve and develop solutions. They must be able to respond to client need and build relationships which are trusted and sustainable

CMI 720	Principles of professional consulting

Ofqual unit number   A/618/1306

RQF level   7

Guided learning hours   34

Total unit time   100

Aims of unit   Professional consulting provides clients with objective, independent expertise, advice and guidance. It can act as a facilitator for individual and organisational success. To succeed in the role, professional consultants must be knowledgeable, creative, agile and resilient. They must be proactive and able to adapt their practice to respond to client requirements in the contemporary workplace.

The aim of this unit is to equip professional consultants with an in-depth understanding of consulting and the complexities of the role. They will critique strategies for developing stakeholder relationships and explore theoretical perspectives, approaches, behaviours and skills which can enhance professional practice. Finally, professional consultants will have the opportunity to consider the impact of ethics, Corporate Social Responsibility (CSR) and sustainability on their role.

Keywords   Consulting, strategy, leadership, behaviours, skills, strategies, theory, CSR, sustainability, ethics, stakeholders, relationships, success.

Learning outcome 1
Understand the context and principles which underpin professional consulting
Assessment criteria
1.1   Discuss the narrative for professional consulting in a range of organisational contexts   1.2   Critique the behaviours, skills and strategies for developing stakeholder relationships
Indicative content
1.1   Narrative for professional consulting   ●   Consulting with individuals, teams, boards. Changing nature of consulting, competition.   *Organisational contexts (own organisation/client organisation)*   ●   Organisational purpose (strategic definition, vision, mission). Strategic narrative (historical perspective). Culture and politics. Myths, stories. Systems, processes, structure (Johnson et

al., 2011). Governance (e.g. public, private, third sector). Legal status of the organisation. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity. External environment.

- Organisational structure, strategic direction, organisational culture. Commitment to corporate social responsibility and sustainability. Equality, diversity and inclusion. Stakeholder (internal and external) expectations and existing perceptions. Ability to change and innovate. Organisational ethics. Obligations (e.g. founding principles, charitable requirements such as commitment to offering specific services and support). Levels of leadership responsibility, autonomy, accountability.

- Purpose of consulting: Provides objective, independent expertise, advice and guidance. Development of organisational strategy (Ansoff, 1984). Organisational development and design (McKinsey, 1982). Management. Leadership. Development of people and capabilities. Organisational governance. Legal and regulatory requirements. Innovation and change. Continuous improvement. Technological development (e.g. impact of disruptive technologies (Bower and Christensen, 1995). Brand and reputation management. Stakeholder/customer relationship management. Resource management. Financial sustainability, accountability, competitive advantage (Hoskisson, Hitt and Ireland, 2004). Niche consultancy expertise.

1.2 Behaviours, skills for developing stakeholder relationships

- Tailors objective, independent expertise, advice and guidance to the needs of the client

- Builds trust, rapport, respect and confidence with others. Supports stakeholders to understand their responsibilities, areas of authority, accountability. Enables others to take risks. Acts consistently, fairly (when addressing personal performance or standards of behaviour). Displays understanding, empathy. Role models exemplary behaviour to internal and external stakeholders (Mintzberg, 1973). Adopts an ethical approach to leadership (Mendonca and Kanungo, 2007). Personal presence (visibility, credibility, gravitas). Mental toughness (Lyons, 2015). Engenders empowerment. Drives a culture of resilience. Takes ownership and responsibility. Reflects on own practice.

- Acts with integrity, is honest and accountable. Able to influence people (e.g. intra/inter-organisational). Ability to act as an advocate and/or sponsor. Uses negotiation strategies. Applies emotional and social intelligence (Goleman, 2006). Values equality, inclusion and diversity. Empowers and engages stakeholders. Uses diplomacy. Manages conflict (Thomas-Kilmann, 1997; Rahim, 2002). Delegates effectively. Understands approaches to enabling mental health and wellbeing. Works as part of a team.

- Understands and applies legal and regulatory frameworks and governance

- Uses experiential knowledge, data/big data and information to implement and manage change.

- Communicates with impact (uses concise 'storytelling' to articulate and translate vision into operational strategies, demonstrates clarity in thinking and uses inspirational communication). Gives, receives and acts on feedback. Provides challenge at all levels. Organisational silence 'why organisations don't communicate' (Morrison and Milliken, 2000). Different organisational communication strategies (Clampitt et al., 2000).

- Awareness of and ability to deal with inter/intra-organisational politics. Organisational gossip (Michelson and Mouly, 2000).

- Tailors leadership approach to the needs of the client: Leading with integrity (Blanchard, 2011). Leadership Styles (Goleman, 1995). Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee and Jones, 2011). The Servant Leader (Greenleaf, 1977). Cross Cultural Leadership (Hofstede, 1991). Start with Why (Sinek, 2011). Project GLOBE 'Global Leadership and Organisational Behaviour Effectiveness' (House et al, 2004).

Strategies for developing stakeholder relationships

● Client focus. Sustain and build professional network (scope, scale). Targeted networking (e.g. organisations, industry bodies, intermediaries within own organisation). Activities to sustain and develop relationships (e.g. events, communication strategies, face to face meetings). Reflect cultural characteristics. Willingness to give without expectation of return. Added value creation. Realistic delivery. Confidence between client and consultant.

Learning outcome 2
Understand the impact of ethics, CSR and sustainability in professional consulting
Assessment criteria
2.1   Critically appraise the role and influence of ethics in professional consulting 2.2   Recommend approaches for responding to ethical dilemmas in professional consulting 2.3   Reflect on the impact of CSR and sustainability on consulting relationships with clients
Indicative content

2.1 Role and influence of ethics in professional consulting:

● Scope of ethics: consultant, client engagement (individuals/organisation)

● Requirement to act in the best interests of the organisation. Ethical, authentic (George, 2003). Consultants operate within own competencies (qualified and capable to carry out engagement).

● Adherence to professional and/or organisational code of ethics and governance framework. Use of ethical approaches to leadership (Mendonca and Kanungo, 2007). Commitment to developing solutions for the client which are appropriate and proportionate. Use of professionalism between consultant and client (avoiding dependency).

● Application of legal and regulatory frameworks and governance e.g. Equality Act (2010), Prevent Strategy (2011), Modern Slavery Act (2015), Data Protection Act (2018), General Data Protection Regulation (GDPR) (2018), Companies Act (2006).

● Respect for client information (confidentiality in line with legal and regulatory frameworks). Use and development of contractual agreements. Transparency with charging for consulting activities. Declaring conflicts of interest.

2.2 Approaches for responding to ethical dilemmas in professional consulting:

● Ethical dilemmas: Clash between different definitions of 'ethics'. Ethical conflict between consultant and client (e.g. data sharing, human rights, modern slavery). Impact of globalisation and cultural/legal differences. Confidentiality. Moral compass.

● Approaches to ethical dilemmas: Use of decision-making tools and techniques (Ethical decision making, Barr and Campbell, 2011. Six Thinking Hats, De Bono, 1985. Decision trees). 'Calling out' unethical behaviour. Disclosure and whistleblowing (Public Interest Disclosure Act 1998). Role modelling ethical behaviour. Risk assessment/mitigation. Provide advice and guidance.

2.3 Impact of CSR and sustainability* on consulting relationships with clients

Please note CSR and sustainability are contested areas depending on definitions and understanding they may be viewed as separate areas or interlinked with sustainability as a subset of CSR.

- Application of the principles of CSR and sustainability. Scope of CSR (e.g. local, global, individual, organisational). Compliance with legal and regulatory frameworks. Impact on organisational responsibility/accountability (e.g. compensation for negative impacts on society, contribution to societal welfare, environmental considerations). Sustainable development and resourcing (e.g. natural resources, renewable and recyclable production, green logistics, green procurement, triple advantage value creation).

- Challenges and constraints to CSR and sustainability on the consulting relationship: Contested nature of CSR and sustainability. Organisational structure. Processes and procedures, codes of conduct/practice. Demographic of the workforce. Organisational Culture (Schein, 1988; Johnson and Scholes, 2011). Internal politics. Leadership commitment to CSR. Change of leader (new leader). Political, legal and regulatory change. Organisational environment, market, stakeholders (culture, interests and expectations). Financial climate/financial priorities (cost of fair-trade procurement/use of zero hours contracts). Cost (financial, reputational, ethical) of working with/disassociating from clients in specific industries (e.g. oil, construction, agriculture). Impact of media (social media), public perception. Competing Values Framework (Quinn and Cameron, 2011). Authenticity (e.g. 'greenwashing'). Preferences of clients versus CSR agenda (e.g. face-to-face versus virtual meetings).

- Theoretical concepts and frameworks for CSR and sustainability: Business ethics theory (Bigg, 2004). Shareholder value theory (Friedman, 1970). United Nations Global Compact (UNGC) (2000). The CSR Pyramid (Carroll, 1979). Triple Bottom Line (Elkington, 1997). Balanced scorecard (Kaplan and Norton, 2004). ISO 26000 Guidance on Corporate Social Responsibility (2010).

Recommendations for assessment

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

1. The learner may be asked to write a **report or deliver a presentation** on the context and principles which underpin professional consulting

2. The learner may be asked to write a **report** on the impact of Corporate Social Responsibility (CSR), sustainability and ethics in professional consulting

3. The learner may produce a **reflective account** on their consulting practice to evidence their ability to meet each of the assessment criteria.

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

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework	
1A. Ethics and Professional Standards: Foundation Values	
1A.1 Understands an Organisation's Code of Conduct and Practice	Understanding of the Organisation's values, as set out in the code of conduct and practice, is evidenced throughout 1B and 1C.
1B. Ethics and Professional Standards: Ethics	
1B.1 Adhering to an Organisation's ethics code and governance framework	When leading or being part of a team and working with others you ensure the Organisation's ethics code and governance frameworks are being applied and upheld.
1B.2 Demonstrating Corporate and Social Responsibility of an Organisation in everyday work	When leading or being part of a team and working with others you ensure the principles of Corporate and Social Responsibility are applied and upheld.
1B.3 Sustaining and contributing to ethical position of clients	Contribute to positively enhancing a client's ethical position by considering ethics when developing solutions for clients and where appropriate make recommendations for ethical development as part of a client engagement.
1C. Ethics and Professional Standards: Behaviours	
1C.1 Acting in the best interests of your organisation, customers, clients and/or partners	You serve clients to the highest standards at all times and establish and develop sustainable business relationships based on mutual confidence, trust and respect.
1C.2 Respecting the people with whom you work	You support colleagues to understand fully their responsibilities, areas of authority and accountability. Acting consistently and fairly when addressing personal performance or standards of behaviour.
1C.3 Creating a positive impact in the context of environmental, social and governance factors	You address the interests and needs of all stakeholders in a balanced manner, ensuring that the environmental impact of work is as positive as possible. Working within the CSR framework of your Organisation.
3E. Consulting Operating Environment: Stakeholder and Relationship Development	
3E.1 Establishing and maintaining a comprehensive network of stakeholders	You are continually building an extensive and diverse network in target Organisations, industry bodies, intermediaries and within your own Organisation.
3E.2 Proactively develop and manage a portfolio of sustainable relationships	You take a considered and structured approach to sustaining and building a professional network. Planning and prioritising activity that sustains and

	develops relationships, alongside building the scope and scale of your network.

Suggested reading/web resource materials

Professional consulting practice

Consulting

- Block, P. (2011*). Flawless Consulting: A Guide to Getting Your Expertise Used, 3rd Edition.* San Francisco, CA: Jossey Bass.

- Chappell, T. (2008). Moral Perception*, Philosophy*, 83 (326), pp. 421-437.

- Cheng, V. (2012). *Case Interview Secrets: A Former McKinsey Interviewer Reveals How to Get Multiple Job Offers in Consulting.* Wheeling, W.VA: Innovation Press.

- Coles, R., Vaz Costa, S. and Watson, S. eds. (2018). *Pathways to Well-Being in Design Examples from the Arts, Humanities and the Built Environment.* Oxford: Routledge.

- Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy.* London: Kogan Page/CIPD.

- Fisher, R., Ury, W. and Patton, B. (2012). *Getting to Yes: Negotiating an agreement without giving in.* London: Random House Business.

- Freed, R. and Romano, J. (2010). *Writing Winning Business Proposals: Your Guide to Landing the Client, Making the Sale and Persuading the Boss, 3rd Edition.* New York, NY: McGraw-Hill.

- Gould, S. (2017). *The Shape of Engagement: The Art of Building Enduring Connections with Your Customers, Employees and Communities.* Scotts Valley, CA: CreateSpace Independent Publishing Platform.

- Hargie. O. (2018). *The Handbook of Communication Skills, 4th Edition.* London: Routledge.

- Harrison, C. (2012). *The Consultant with Pink Hair.* Nashville, TN: RockBench Publishing Corp.

- Harvard Business Review, Christensen, C.M. Drucker, P.F., Goleman, D., and Porter, M.E. (2010). *HBR's 10 Must Reads: The Essentials.* Brighton, MA: Harvard Business Review Press.

- Lopata, A. (2011). *Recommended: How to Sell Through Networking and Referrals.* Upper Saddle River, NJ: FT Prentice Hall.

- Maister, D.H., Green, C. and Galford, R. (2001). *The Trusted Advisor.* London: Simon and Schuster UK.

- McKenna, C. (2010). *The World's Newest Profession: Management Consulting in the Twentieth Century.* Cambridge: Cambridge University Press.

- McKinsey and Company Inc., Goedhart, M., Koller, T., and Wessels, D. (2010). *Valuation: Measuring and Managing the Value of Companies, 5th Edition.* Hoboken, NJ: Wiley.

- Minto, B. (2010). *The Pyramid Principle: Logic in Writing and Thinking, 3rd Edition.* Upper Saddle River, NJ: FT Prentice Hall.

- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy, Second Edition.* Financial Times Series. Harlow: Pearson Education Limited.

- Patterson, K., Grenny, J., McMillan, R. and Switzler, A. (2011). *Crucial Conversations for Talking When Stakes are High, 2nd Edition.* New York, NY: McGraw-Hill Education.

- Rasiel, E. (1999). *The McKinsey Way*. New York, NY: McGraw-Hill Education.

- Rasiel, E. and Friga, P. (2001). *The McKinsey Mind: Understanding and Implementing the Problem-Solving Tools and Management Techniques of the World's Top Strategic Consulting Firm, 1st Edition.* New York, NY: McGraw-Hill Education.

- Roam, D. (2013). *The Back of the Napkin (Expanded Edition): Solving Problems and Selling Ideas with Pictures.* London: Portfolio/Penguin Publishing Group.

- Schein, E.H. (2013). *Humble Inquiry: The Gentle Art of Asking Rather than Telling.* Oakland, CA: Berrett-Koehler.

- Stern, C.W. and Deimler, M.S. (2006). *The Boston Consulting Group on Strategy: Classic Concepts and New Perspectives, 2nd Edition.* Hoboken, NJ: Wiley.

- Townsend, H. (2014). *The Financial Times Guide to Business Networking: How to use the power of online and offline networking for business success, 2nd Edition.* Upper Saddle River, NJ: FT Prentice Publishing.

- Van Assen, M., Van den Berg, G. and Pietersma, P. (2009). *Key Management Models: The 60+ Models Every Manager Needs to Know (Financial Times Series), 2nd Edition.* Upper Saddle River, NJ: FT Prentice Publishing.

- Waterman, R.H. and Peters, T. (2015) In Search of Excellence: *Lessons from America's Best-Run Companies (Profile Business Classics).* New York, NY: Harper and Row.

- Weiss, A. (2009). *Million Dollar Consulting, 4th Edition*. New York, NY: McGraw-Hill Education.

Leadership

- Avolio, B.J. and Gardner, W.L. (2005). Authentic Leadership Development: Getting to the root of positive forms of Leadership. *The Leadership Quarterly*, 16(3): 315-338.

- Bass, B.M. and Riggio, R.E. (2006). *Transformational Leadership, 2nd Edition.* New York, NY: Routledge.

- Covey, S.M.R. (2008). *The Speed of Trust: The One Thing that Changes Everything.* London: Simon and Schuster UK.

- Roe, K. (2017). *Leadership Practice and Perspectives, 2nd Edition*. Oxford: Oxford University Press.

- Schein, E. and Schein, P. (2017). *Organizational culture and leadership, 5th Edition*. San Francisco, CA: Jossey-Bass.

- Whittington, R. (2000). *What is Strategy and Does it Matter? 2nd Edition.* Andover: Cengage Learning EMEA.

Ethics

- Buchholtz, A. and Carroll, A. (2014). *Business and Society: Ethics, Sustainability, and Stakeholder Management, 9th Edition.* Cincinnati, OH: South-Western College Pub.

- Crane, A., Matten, D., Glozer, S. and Spence, L. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 5th Edition.* Oxford: Oxford University Press.

- Ferrell, O., Fraedrich, J., and Ferrell, L. (2016). *Business Ethics: Ethical Decision Making and Cases.* 11th ed. Boston, MA: Cengage Learning.

- Fryer, M. (2014). *Ethics Theory and Business Practice.* Newbury Park, CA: SAGE Publications Ltd.

- Guy, M. (2008). *Ethical Decision Making in Everyday Work Situations.* Westport, CT: Greenwood Publishing.

- McDonald, G. (2014). *Business Ethics: A Contemporary Approach.* Cambridge: Cambridge University Press.

- Pettey, J.G. ed. (2013). *Nonprofit Fundraising Strategy. A Guide to Ethical Decision Making and Regulation for Nonprofit Organisations*. Hoboken, NJ: Wiley.

- Robinson, S. and Dowson, P. (2012). *Business Ethics in Practice.* London: CIPD – Kogan Page.

- Treviano, L.K. (2016). *Managing Business Ethics: Straight Talk about How to Do It Right, 7th Edition.* Hoboken, NJ: Wiley.

CSR and sustainability

- Blackburn, W.R. (2015). *The Sustainability Handbook: The Complete Management Guide to Achieving Social, Economic and Environmental Responsibility. 2nd Edition.* Washington, DC: Environmental Law Institute.

- Eweje, G., and Bathurst, R. (2018). *CSR, Sustainability, and Leadership*. New York, NY: Routledge.

- Grant, D.B., Trautrims, A., and Wong, C.Y. (2017). *Sustainable Logistics and Supply Chain Management: Principles and Practices for Sustainable Operations and Management, 2nd Edition*. London: Kogan Page.

- Chandler, D. (2016). *Strategic Corporate Social Responsibility: Sustainable Value Creation*. 4th ed. Thousand Oaks, CA: SAGE Publications Ltd.

- Haski-Leventhal, D. (2018). S*trategic Corporate Social Responsibility: Tools and Theories for Responsible Management.* London: SAGE Publications Ltd.

- Leleux, B., and van der Kaaij, J. (2018). *Winning Sustainability Strategies: Finding Purpose, Driving Innovation and Executing Change. 2019 Edition*. London: Palgrave Macmillan.

- Manners-Bell, J. (2017). *Supply Chain Ethics: Using CSR and Sustainability to Create Competitive Advantage*. London: Kogan Page.

- Moon, J. (2014). *Corporate Social Responsibility. A very short introduction*. Oxford: Oxford University Press.

- Moratiis, L., and Cochius, T. (2017). *ISO 26000: The Business Guide to the New Standard on Social Responsibility.* London: Routledge.

- Samar Ali, S., Kaur, R., and Marmolejo Saucedo, J.A. (2019). *Best Practices in Green Supply Chain Management: A Developing Country Perspective.* Bingley: Emerald Publishing.

- Wicks, J. (2018). *The Price of Profit: Rethinking Corporate Social Responsibility*. Amazon Kindle Publishing.

ManagementDirect resources require CMI membership, a username and password.

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

CMI 721	Leadership in professional consulting

Ofqual unit number   F/618/1307

RQF level   7

Guided learning hours   34

Total unit time   90

Aims of unit   Professional consulting requires a multi-dimensional approach to leadership. Within the role, consultants need to be adept, confident and have credibility. Scenarios for consulting will typically be complex and involve building relationships with other senior leaders. Consultants may lead internal and/or external teams and work at board level.

Consultants must not only have a macro view of an organisation's strategic context, they must also understand the impact of digital, technological and geo-political change.

The aim of this unit is to equip professional consultants with an in-depth understanding of leadership within a consulting context and the strategies which may be used to optimise the way people are developed and led.

Keywords   Purpose, direction, strategy, leadership, culture, roles, responsibilities, theory, approaches, adaptability, success.

Learning outcome 1
Understand the role of leadership in professional consulting
Assessment criteria
1.1 Critically appraise the role of leadership in providing purpose and direction to clients
1.2 Critique the application of leadership strategies in professional consulting
1.3 Critically reflect on how leadership styles can be adapted to respond to the challenge of delivering client-centric professional consulting
Indicative content
1.1 Role of leadership within professional consulting: ● Defines, shapes and communicates organisational purpose, vision, mission, culture and values.

- Develops the strategic direction of the organisation. Development of strategic goals. Consider strategic options (e.g. risk, financial, reputational, legal, management, competitive advantage). Supports implementation of strategic plan.

- Creates and selects strategy. (Planned. Intended. Emergent. Deliberate. Opportunistic, Whittington, 2000). Resource based view of the firm (Barney, 1991). Scenario planning and rational planning model. Strategic Planning as a Top Down/Bottom up process. The Five Ps of Strategy (Mintzberg, 1987).

- Leads the organisation ethically and legally in line with board and organisational governance. Diversity and Inclusion (Kirton et al. 2014). Definition and Values (Patrick and Kumar, 2012).

- Leads individuals and teams with impact (Belbin, 1981). Develops people and their capabilities.

- Collaborates with partners and manages complex relationships with multiple and diverse stakeholders/customers. Stakeholder management (Lindgreen et al. 2019).

- Anticipates and predicts future opportunities and threats for industry, sector, technical specialism (Horizon scanning).

- Initiates, leads change and innovation. Recommends types and approaches of change (e.g. incremental and transformational change). Identifies drivers of change and new ways of working across infrastructure, processes, people and culture and sustainability. Applies different theories/models of change (e.g. Eight Step Change Model (Kotter, 2012), Radical Change within Traditional Structures (Oswick, 2015)). Creates an environment for innovation and creativity. Selects and applies tools and techniques to support innovation and change.

- Drives continuous improvement (e.g. Kaizen). Selects and applies tools and techniques (e.g. LEAN methods (Krafcik, 1988). Six Sigma (Pyzdek and Keller, 2018). Statistical Process Control 'SPC' (Salacinski, 2015).

- Applies soft systems thinking to understand complexity (Checkland, 1999; Senge, 1990).

- Recognises the importance of brand relationship and reputation management.

- Applies financial measures, considers financial sustainability and accountability. Manages resources and measures outcomes.

1.2 Leadership Strategies

Theoretical concepts: Value-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Resonant Leadership (McKee, Boyatzis and Goleman 2003). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Ethical Leadership (Mendonca and Kanungo, 2007). Leadership Styles (Goleman, 1995). Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee and Jones, 2011). The Servant Leader (Greenleaf, 1977). Cross Cultural Leadership (Hofstede, 1991). Transformational Leadership (Bass and Riggio, 2006). Start with Why (Sinek, 2011). Implications/drawback of Western based leadership in global context, Project GLOBE 'Global Leadership and Organisational Behaviour Effectiveness' (House et al, 2004). Situational Leadership (Hersey and Blanchard, 2012). Distributed leadership (Gronn, 2000). The Combat Estimate (7 Questions) (Ministry of Defence).

1.3 Challenge of delivering client centric professional consulting

Client-centric: e.g. consulting with individuals, teams, board members.

Challenges in leading others: Understanding of who is leading and who is being led. Scope of leadership (e.g. leading consultants, clients, researchers, administrators, other team members, suppliers, partners). Different organisational behaviours and knowledge requirements. Leading without authority. Lack of buy-in from individuals within client organisation. Ability to adapt leadership style (adaptability). Establishing credibility (e.g. leadership credentials not recognised, disconnect between industry specialists and career consultants). Communication breakdown/lack of communication. Ability to interpret and articulate solutions back to the client. Client perception (e.g. challenges are unique to the sector). Delivering difficult news. Articulating value of consultancy (e.g. financial and non-financial benefits). Reputation/stereotypes regarding consultants.

Challenge in relation to own and client's organisation: Organisation Type (e.g. local, international, global, project/programme based, operational, departmental or strategic business unit). Organisational purpose (strategic definition, vision, mission). Strategic narrative (historical perspective). Governance (e.g. public, private, third sector). Legal status of the organisation. Levels of organisational maturity. External environment.

Challenge in relation to organisational culture: Myths, stories, systems, processes, structure, internal politics, structure and demographic of the workforce (Cultural Web Johnson et al., 2011). The Three Levels of Culture (Schein, 1992). Internal factors. 'The way we do things around here' (Deal and Kennedy, 1982 & 2000). Internal influences (Hofstede, 1980). Toxic cultures (e.g. leadership, bullying, discrimination, me first attitudes, hostility, infighting). Competing Values Framework (Quinn and Rohrbaugh, 1983). Performance targets. Organisational climate (e.g. short-term peaks and troughs in operational activity, seasonality). Change (e.g. projects, innovation, restructuring, new ways of working, leadership).

Challenges in relation to digital landscape, impact of disruptive technologies.

Learning outcome 2
Understand strategies for optimising the way people are developed and led
Assessment criteria
2.1 Critique strategies for building the capability of people 2.2 Recommend approaches to valuing people and promoting mental health and well-being when leading others
Indicative content

2.1 Strategies for building people capability:

Learning and skills development. Coaching and mentoring. Talent management. Reward and recognition. Role requirements/role modelling. Succession/pipeline planning. Equality diversity and inclusion (Equality Act, 2010). Corporate Social Responsibility and sustainability. Human resource management (Beardwell and Thompson, 2017). Human resource development (Ulrich and Brockbank, 2005).

People: individuals or teams. Own organisation or client organisation.

2.2 Approaches to valuing people and promoting mental health and well-being:

Development of healthy work systems. Targeted approaches to tackling stress, anxiety, depression. Fair and decent work (The Taylor review of modern working practices, 2017). Flexible working/work life integration. Safeguard of individuals rights and responsibilities. Creating safe environments which enable mental health and well-being to be discussed. Removal of structures (e.g. self-determined annual leave, empowered individuals (Ricardo Semler,1993)). Mental Health First Aid. Building confidence, rapport, trust. Honest conversations (Miles, Munilla and Darroch, 2006; Beer and Eisenstat, 2004). Social corporate responsibility as part of community to reduce discrimination and offer opportunities to all. Embedding/promoting equality, diversity and inclusion into overarching aims and objectives of an organisation. The case for equality, diversity and inclusion (Kirton et al. 2014). Valuing diversity (Griggs, 1995). Super-diversity (Vertovec, 2007). Turning adversity into competitive advantage (Sutanto, 2010).

Recommendations for assessment

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

1. The learner may be asked to write a **report or deliver a presentation** on the role of leadership in professional consulting

2. The learner may be asked to write a report on strategies which optimise the way individuals are developed and led

3. The learner may produce a **reflective account** on their leadership practice to evidence their ability to meet each of the assessment criteria.

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

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework	
2B. Leadership and Management: Leading others	
2B.1 Provides clear purpose and direction	You influence, engage and persuade individuals within teams, both within the Organisation and on client projects, to consider their role in delivering an organisation's purpose and direction, challenging them to consider how they can change their practices to enhance performance.
2B.2 Inspires trust, respect and shared values	You build strong and trusted relationships with members of your team based upon leading by example, you show a respect for individual differences and recognise the contribution of individuals to team performance. You encourage openness, team-wide communication and the development of a collective sense of responsibility and identity. This extends to your relationships with clients and other stakeholders.
2B.3 Communicates clearly and succinctly	You adapt your communication to take into account how people prefer to receive information and knowledge including what media, language, style, timing, and pace are appropriate.
2B.4 Committed to the development of the Organisation's people and talent	You support members of your team by encouraging them to undertake development activities, making the required resources available and removing obstacles to their learning. You provide colleagues and teams with support and feedback, mentoring

	and coaching as appropriate, to enable them to improve their performance.
2B.5 Resolves problems and conflicts with positive outcomes	You anticipate and identify potential conflicts between your team members and other stakeholders, taking preventative action to avoid conflict. You manage conflict effectively, using techniques for conflict resolution.
2B.6 Adapt leadership style to take account of diverse situations	You adapt your leadership style when on a particular work stream or project in order to increase team cohesion and the likelihood of delivering desired results.
2B.7 Promoting well-being and valuing staff	As a consultant well-being is recognised, promoted and discussed within your team. You ensure a working climate is developed on projects you are on, where it is safe to discuss health and mental health matters.
2B.8 Creates a network of followers	Within your team you lead an informal support network. This network extends to cover close working relationships and followers across the Organisation, potentially leading to sponsorship.

Suggested reading/web resource materials

Leadership Recommended Reading

- Avolio, B.J. and Gardner, W.L. (2005). Authentic Leadership Development: Getting to the root of positive forms of Leadership. *The Leadership Quarterly*, 16(3): 315-338.
- Barney, J. (1991). Firm Resources and Sustained Competitive Advantages. Journal of Management. No. 17 (1): 99-120.
- Bass, B.M. and Riggio, R.E. (2006). *Transformational Leadership,* 2nd ed. New York, NY: Routledge.
- Covey, S.M.R. (2008). *The Speed of Trust: The One Thing that Changes Everything.* London: Simon and Schuster.
- Hitt, M., Ireland, D and Hoskinsson R (2014). *Strategic Management: Concepts and Cases: Competitiveness and Globalisation*, *11th Edition.* Cincinnati, OH: South-Western College Pub.
- Mintzberg, H. (2008). *Strategy Safari: The Complete Guide Through the Wilds of Strategic Management, 2nd Edition.* Financial Times Series. Harlow: Pearson Education Limited.
- Roe, K. (2017). *Leadership Practice and Perspectives, 2nd Edition*. Oxford: Oxford University Press.
- Whittington, R. (2000). *What is Strategy and Does it Matter? 2nd Edition.* Andover: Cengage Learning EMEA

Textbooks/eBooks

- Adair, J, E. (2009). *Not Bosses but Leaders: How to Lead the Way to Success.* London: Kogan Page.
- Argyris, C. (2001). Breakthrough Leadership. *Harvard Business Review,* 79(11): 29-29.

- Barr, D. and Campbell, C. (2011). *Ethics in Decision-Making. (Good Practice Guide).* London: Institute of Business Ethics.

- Bones, C. (2011). *The Cult of the Leader.* Chichester: Wiley

- Denis, J.L., Langley, A. and Rouleau, L. (2010) The Practice of Leadership in the Messy World of Organisations, *Leadership* 6(1): 67-88.

- Goleman, D. (1996). *Emotional Intelligence: Why It Can Matter More Than IQ*. London: Bloomsbury Publishing.

- Handy, C. (2002). *The Age of Unreason. New Thinking for a New World*. New York, NY: Random House Business

- Institute of Business Ethics. (2011). *Ethics in Decision-making. Good Practice Guide.* London: Institute of Business Ethics.

- Judge, T.A. and Bono, J.E. (2000). 'Five-Factor Model of Personality and Transformational Leadership'. *Journal of Applied Psychology,* 85(5): 751-765.

- Katzenbach, J. R. and Smith, D.K. (2005). *Wisdom of Teams. Creating the High Performance Organisation*. Maidenhead: McGraw-Hill.

- Kotter, J.P. (2012). *Leading Change.* Brighton, MA: Harvard Business Publishing/Harvard Business Review Press.

- Lewis, S. (2016). *Positive Psychology and Change: How Leadership, Collaboration and Appreciative Inquiry Create Transformational Results.* Chichester: Wiley-Blackwell.

- Lindgreen, A., Maon, F., Vanhamme, J., Florencio, B. Vallaster, C. and Strong, C. (2018). *Engaging with Stakeholders: A Relational Perspective on Responsible Business.* Oxon: Routledge.

- Mullins, L.J. (2016). *Management and Organisational Behaviour,. 11th Edition*. Harlow: Pearson Education.

- Pedler, M., Burgoyne, J. and Boydell, T. (2013). *A Manager's Guide to Self-Development*. Maidenhead: McGraw-Hill.

- Perkins, D.N.T. (2013). *Leading at the Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition, 2nd Edition.* New York, NY: American Management Association (AMA)

- Quirke, B. (2017). *Making the connections: Using internal communication to turn strategy into action.* London: Routledge.

- Schein, E. and Schein, P. (2017). *Organizational culture and leadership, 5th Edition.* San Francisco: Jossey-Bass.

- Sinek, S. (2014). *Leaders Eat Last: Why some teams pull together and others don't.* New York, NY: Penguin Random House USA.

- Tricker, B. (2015). *Corporate Governance: Principles, Policies, and Practices, 3rd Edition.* Oxford: Oxford University Press.

- Whitmore, J. (2017). Co*aching for Performance: The Principles and Practice of Coaching and Leadership, 25th Anniversary edition*. London: Nicholas Brealey Publishing Limited.

Well-being

- Coles, R., Vaz Costa, S. and Watson, S. eds. (2018). *Pathways to Well-Being in Design Examples from the Arts, Humanities and the Built Environment.* London: Routledge.

- Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy.* London: Kogan Page/CIPD.

- Tailor, M. (2017) *Good Work: The Taylor Review of Modern Working Practices.* Assets publishing service.gov.uk.

- Van Velderhofen, M. and Peccei, R. eds. (2014). *Well-Being and Performance at Work the Role of Context.* London: Psychology Press.

- Worrall, L et al. (2016) *The Quality of Working Life. Exploring Managers' Wellbeing, motivation, productivity.* London: Chartered Management Institute.

Equality, diversity and Inclusion

- Fujimoto, Y., Härtel, C. and Azmat, F. (2013). Towards a diversity justice management model: integrating organizational justice and diversity management. *Social Responsibility Journal,* [online] 9(1), 148–166. (Available from https://doi.org/10.5465/256486 [15 August 2018].)
- Kirton, G. and Greene, A-M. (2016). *The Dynamics of Managing Diversity. A Critical Approach. 4th Edition.* Oxon: Routledge.
- Malone, T. (2019). *Equality, Diversity & Inclusion: A practical guide: Terminology, Communities and Dignity.*
- Patrick, H., and Kumar, V. (2012). Managing Workplace Diversity: Issues and Challenges. *Sage Open*, *2*(3), 346-351.
- Sutanto, M. (2009). Turning Diversity into Competitive Advantage: A Case Study of Managing Diversity in the United States of America. *Jurnal Manajemen Dan Kewirausahaan* [online] 11(2) 154-160. (Available from https://doi.org/10.9744/jmk.11.2.pp.%20154-160 [15 August 2018].)

ManagementDirect resources require CMI membership, a username and password.

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

CMI 722	Practice of professional consulting

Ofqual unit number   J/618/1308

RQF level   7

Guided learning hours   30

Total unit time   100

Aims of unit   Professional consulting can be transformational, shaping the way organisations think and operate. Consultants may assist clients to develop strategic objectives, consider new market opportunities, explore innovative ways of working and build organisational and staff capability. For professional consultants to deliver effective client-centric consulting they must have an in-depth understanding of consulting practice.

The aim of this unit is to equip professional consultants with the knowledge and understanding of the core processes for client-centric consulting. They will appraise methodologies for identifying consulting opportunities and for developing winning proposals. Professional consultants will also consider strategies for delivering consultancy tailored to client needs. They will make recommendations for building lasting client relationships and consider how future consulting opportunities can be developed and realised.

Keywords   Strategy, leadership, culture, roles, responsibilities, outcomes, theory, approaches, success.

Learning outcome 1
Understand the process for client-centric professional consulting
Assessment criteria
1.1 Conceptualise a process for client-centric professional consulting
Indicative content

1.1 Conceptualise: Diagram, model, chart or graphic with annotations. Holistic overview of process.

Process for client-centric consulting: Process tailored to the needs of client/own organisation (process can begin at any stage dependent on client requirement). Cycle of consultancy. Dimensions of consulting engagement (Newton, 2019). The Seven C's of Consulting (Cope, 2010).

Client engagement (relationship building, trusted advisor). Customer Relationship Management (CRM). Identification of client issue/requirement for consulting. Consulting type (e.g.

process/expert). Identify/establish hypothesis for consulting. Proposal development (Freed and Romano, 2010). Negotiation ('Getting to Yes' Fisher et al., 2012). Gain agreement to proceed. Contracting. Data and information collection and analysis to test a hypothesis. Reaching a conclusion. Make recommendations. Develop plans to deliver the consulting recommendations to respond to client issues/requirements for consulting. Implement plans (deliver consulting). Articulate lessons learnt. Evaluate outcomes. Close consultancy engagement (withdrawal phase). Conduct impact assessment of consultancy. Assess learning needs of client. Determine opportunities for further consulting.

Learning outcome 2
Understand the practice of professional consulting
Assessment criteria
2.1 Critique approaches to identify and generate consulting opportunities 2.2 Recommend structure and content of proposals for different clients 2.3 Critically evaluate methodologies for delivering client-centric consulting 2.4 Recommend approaches to extend client engagement beyond the consultancy contract
Indicative content

2.1 Approaches to identify and generate consulting opportunities: Networking to develop client base (e.g. personal, professional, affiliations, associations, contacts). Marketing (e.g. development of strategies for new/existing clients (local, regional, national, global)). Marketing Mix (7 Ps of the Marketing Mix, Kotler, 2013). Frameworks for digital marketing communication platforms (e.g. R.A.C.E. model – Reach, Act, Convert and Engage (Chaffey, 2010)). S.W.O.T. Analysis. Ansoff's Growth Vector Matrix (1957). Porter's 5 Forces Analysis Framework (1979). Facing the external environment (P.E.S.T.L.E. Analysis). Use of social media. Branding. Customer relationship management (CRM) operations. Referrals from existing clients. Register to receive consulting opportunities. Respond to consulting opportunities (e.g. RFP (Request for Proposal)). RFI (Request for Information). ITT (Invitation to Tender).

2.2 Proposal structure and content: Overview of proposed consultancy (Terms of Reference). Rationale for consultancy. Value proposition (the value the client will gain if they proceed with the consultancy). Statement of client issue (e.g. areas to be addressed, beneficiaries of consulting, strategic context). Methodology (approach taken to consult with client, activities/people involved in the consultancy, communication strategy). Evaluation/summary. Quality assurance (e.g. progress reviews/evaluation (lessons learned)). Terms of contract (e.g. cost, payment terms/schedule, liabilities, indemnities, confidentiality, ownership, delivery of consulting KPIs, risk management and mitigation). Additional information as specifically required by the client (e.g. client references, data and information, financial statements). Policies (e.g. equality and diversity, sustainability, conflict of interest, confidentiality). Clarification and conditions for consulting (e.g. reporting structure, organisational, legal and regulatory requirements).

Proposal development is underpinned by professionalism (e.g. ethics, cultural norms, transparency, confidentiality, corporate social responsibility and sustainability, compliance with organisational, legal and regulatory frameworks).

Different clients: Public sector (local and national government). Private. Third sector. Local, international, global, cross-border organisations. Internal. Project and programme-based organisations. SMEs. Partnerships. Sole Traders. Limited liabilities Companies (LLPs).

2.3 Methodologies for delivering client-centric consulting: Consultancy engagement begins (e.g. Review aims, objectives, assumptions, hypothesis which form the basis of consulting. Determine/allocate resources. Scope and plan delivery. Appraise type/level of involvement with client. Risk management strategy). Collect, analyse data and information/evaluation of the impact of data and information on hypothesis for consulting. Apply principles of design thinking (Dorst, 2015 and Kolko, 2018). Consider evidence against original hypothesis for consulting. Make sense of ambiguity (e.g. accept, reject, develop, revise findings. Negotiate. Make trade-offs. Agree nature, content, format, delivery of outcomes). Communicate recommendations in a straightforward, understandable and non-technical manner (Communicate, counsel, consult, provide advice and guidance to client throughout engagement (Patterson et al., 2011). Implement delivery methodologies (e.g. Project management methodologies: PRINCE2, PMBOK, Agile, Waterfall, Six Sigma Project, SCRUM). Organisational strategies/tools. Devise quality assurance strategy (reporting and monitoring against KPIs, ROI and SROI (Social Return on Investment)). Resource management plan (e.g. finance, people, technology, materials). Agree next steps (withdrawal phase/identify requirement to extend/consult further).

2.4 Approaches to extend client engagement beyond the consultancy contract: Deliver recommendations which add value to the client's organisation/individual on conclusion of contract. Measure success (short, medium, long term). Determine client satisfaction. Maintain and grow client contact/strategic business network. Add value through coaching, education (for an agreed period) to support client in new ways of working/transfer of capability. Offer networking opportunities/introductions for client. Compliance to organisational, ethical and legal frameworks (e.g. Bribery Act, 2010).

Recommendations for assessment

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

1. The learner may be asked to write a **report** or produce a **guide** on the practice of professional consulting.
2. The learner may produce a **reflective account** on their professional consulting practice to evidence their ability to meet each of the assessment criteria.

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

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework
3B. Consulting Operating Environment: Clients and Markets

3B.1 Client relationship management	Over the course of your work, you are considered by others as a trusted advisor.
3B.2 Taking a client and solutions focused approach	You manage your work in a manner that ensures a focus on the needs of the client and that solutions are developed to meet those needs.
3B.3 Proposal development	You operate effectively as part of a client facing team working to develop a proposition and proposal for a specific engagement. You are able to internally lead on the crafting of a proposal or proposition under guidance.
3B.4 Client development	As part of a team you contribute to the development of a pipeline of new and existing clients, forming working relationships with specific individuals and contributing to building potential propositions for the new clients. You are continually building an extensive and diverse network of external contacts
3B.5 Managing Organisation risk	In your sphere of influence, you understand and ensure application of your organisation's risk management and independence policies, along with policies set by clients and regulatory bodies. You provide advice and guidance to others, where appropriate, and operate as part of a team to assess the risk associated with new engagements. You anticipate, identify and socialise potential risks before they materialise
3B.6 Maintaining and developing a strategic business network	Within the confines of your specialism and industry, you hold a number of trusted relationships within relevant organisations, industry bodies and intermediaries.
3C. Consulting Operating Environment: Strategy, Analysis and Context	
3C.1 Strategically contextualise problems and issues	When you develop a solution, you are able to analyse available evidence/information and apply contextualisation to the issues, articulating this to the team and ensuring the developed solution fits this context.
3C.2 Making sense of ambiguity	You combine collective specialisms and technical knowledge to deconstruct a problem or issue to determine its root cause and provide greater clarity on its cause and effect. Developing a specific, unique and innovative insight that forms the basis of a series of potential solutions. Able to make trade-offs and provide advice and guidance to others
3C.4 Appropriate application of analysis to a specific problem	You are able to assimilate a group's technical capability, collaboratively selecting specialisms, technical knowledge, analysis of data and methodologies that directly relate to the problem at hand. Able to communicate and explain the analytical approach to be taken to address the client problem in a straightforward, understandable and non-technical manner.

3C.5 Ability to craft a feasible and effective solution	You are aware and take account of the practical boundaries and limitations of the selected specialisms, technical knowledge and methodologies. Solutions that result from this collective analysis work are feasible addressing the technical, operational, budget and resource constraints of the client.

Suggested reading/web resource materials

Recommended reading

Consulting:

- Block, P. (2011*). Flawless Consulting: A Guide to Getting Your Expertise Used, 3rd Edition.* San Francisco, CA: Jossey Bass.
- Chappell, T. (2008). Moral Perception*, Philosophy*, 83 (326), pp. 421-437.
- Cheng, V. (2012). *Case Interview Secrets: A Former McKinsey Interviewer Reveals How to Get Multiple Job Offers in Consulting.* Wheeling, W.VA: Innovation Press.
- Coles, R., Vaz Costa, S. and Watson, S. eds. (2018). *Pathways to Well-Being in Design Examples from the Arts, Humanities and the Built Environment.* Oxford: Routledge.
- Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy.* London: Kogan Page/CIPD.
- Fisher, R., Ury, W. and Patton, B. (2012). *Getting to Yes: Negotiating an agreement without giving in.* London: Random House Business.
- Freed, R. and Romano, J. (2010). *Writing Winning Business Proposals: Your Guide to Landing the Client, Making the Sale and Persuading the Boss, 3rd Edition.* New York, NY: McGraw-Hill.
- Gould, S. (2017). *The Shape of Engagement: The Art of Building Enduring Connections with Your Customers, Employees and Communities.* Scotts Valley, CA: CreateSpace Independent Publishing Platform.
- Hargie. O. (2018). *The Handbook of Communication Skills, 4th Edition.* London: Routledge.
- Harrison, C. (2012). *The Consultant with Pink Hair.* Nashville, TN: RockBench Publishing Corp.
- Harvard Business Review, Christensen, C.M. Drucker, P.F., Goleman, D., and Porter, M.E. (2010). *HBR's 10 Must Reads: The Essentials.* Brighton, MA: Harvard Business Review Press.
- Lopata, A. (2011). *Recommended: How to Sell Through Networking and Referrals.* Upper Saddle River, NJ: FT Prentice Hall.
- Maister, D.H., Green, C. and Galford, R. (2001). *The Trusted Advisor.* London: Simon and Schuster UK.
- McKenna, C. (2010). *The World's Newest Profession: Management Consulting in the Twentieth Century.* Cambridge: Cambridge University Press.
- McKinsey and Company Inc., Goedhart, M., Koller, T., and Wessels, D. (2010). *Valuation: Measuring and Managing the Value of Companies, 5th Edition.* Hoboken, NJ: Wiley.
- Minto, B. (2010). *The Pyramid Principle: Logic in Writing and Thinking, 3rd Edition.* Upper Saddle River, NJ: FT Prentice Hall.
- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy, Second Edition.* Financial Times Series. Harlow: Pearson Education Limited.

- Patterson, K., Grenny, J., McMillan, R. and Switzler, A. (2011). *Crucial Conversations for Talking When Stakes are High, 2nd Edition.* New York, NY: McGraw-Hill Education.
- Rasiel, E. (1999). *The McKinsey Way*. New York, NY: McGraw-Hill Education.
- Rasiel, E. and Friga, P. (2001). *The McKinsey Mind: Understanding and Implementing the Problem-Solving Tools and Management Techniques of the World's Top Strategic Consulting Firm, 1st Edition.* New York, NY: McGraw-Hill Education.
- Roam, D. (2013). *The Back of the Napkin (Expanded Edition): Solving Problems and Selling Ideas with Pictures.* London: Portfolio/Penguin Publishing Group.
- Schein, E.H. (2013). *Humble Inquiry: The Gentle Art of Asking Rather than Telling.* Oakland, CA: Berrett-Koehler.
- Stern, C.W. and Deimler, M.S. (2006). *The Boston Consulting Group on Strategy: Classic Concepts and New Perspectives, 2nd Edition.* Hoboken, NJ: Wiley.
- Townsend, H. (2014). *The Financial Times Guide to Business Networking: How to use the power of online and offline networking for business success, 2nd Edition.* Upper Saddle River, NJ: FT Prentice Publishing.
- Van Assen, M., Van den Berg, G. and Pietersma, P. (2009). *Key Management Models: The 60+ Models Every Manager Needs to Know (Financial Times Series), 2nd Edition.* Upper Saddle River, NJ: FT Prentice Publishing.
- Waterman, R.H. and Peters, T. (2015) In Search of Excellence: *Lessons from America's Best-Run Companies (Profile Business Classics).* New York, NY: Harper and Row.
- Weiss, A. (2009). *Million Dollar Consulting, 4th Edition*. New York, NY: McGraw-Hill Education.

Leadership

- Adair, J, E. (2009). *Not Bosses but Leaders: How to Lead the Way to Success*. London UK: Kogan Page.
- Avolio, B.J. and Gardner, W.L. (2005). Authentic Leadership Development: Getting to the root of positive forms of Leadership. *The Leadership Quarterly*, 16(3): 315-338.
- Barr, D. and Campbell, C. (2011). *Ethics in Decision-Making. (Good Practice Guide).* London: Institute of Business Ethics.
- Bass, B.M. and Riggio, R.E. (2006). *Transformational Leadership, 2nd Edition*. New York, NY: Routledge.
- Covey, S.M.R. (2008). *The Speed of Trust: The One Thing that Changes Everything.* London: Simon and Schuster.
- Denis, J.L., Langley, A. and Rouleau, L. (2010). The Practice of Leadership in the Messy World of Organisations, *Leadership* 6(1): 67-88.
- Goleman, D. (1996). *Emotional Intelligence: Why it Can Matter More Than IQ*. London: Bloomsbury Publishing.
- Institute of Business Ethics. (2011). *Ethics in Decision-making. Good Practice Guide.* London: Institute of Business Ethics.
- Kotter, J.P. (2012). *Leading Change.* Brighton, MA: Harvard Business Publishing/Harvard Business Review Press.
- Lewis, S. (2016). *Positive Psychology and Change: How Leadership, Collaboration and Appreciative Inquiry Create Transformational Results.* Chichester: Wiley-Blackwell.
- Lindgreen, A., Maon, F., Vanhamme, J., Florencio, B. Vallaster, C. and Strong, C. (2018). *Engaging with Stakeholders: A Relational Perspective on Responsible Business.* Routledge.
- Mullins, L.J. (2016). *Management and Organisational Behaviour,* 11th ed. Harlow: Pearson Education.

- Pedler, M., Burgoyne, J. and Boydell, T. (2013). *A Manager's Guide to Self-Development*. Maidenhead: McGraw-Hill.
- Perkins, D.N.T. (2013). *Leading at the Edge: Leadership Lessons from the Extraordinary Saga of Shackleton's Antarctic Expedition, 2nd Edition.* New York, NY: American Management Association (AMA)
- Roe, K. (2017). *Leadership Practice and Perspectives, 2nd Edition*. Oxford: Oxford University Press.
- Schein, E. and Schein, P. (2017). *Organizational culture and leadership, 5th Edition*. San Francisco: Jossey-Bass.
- Quirke, B. (2017). *Making the connections: Using internal communication to turn strategy into action.* London: Routledge.
- Whitmore, J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership,* 25th Anniversary ed. London: Nicholas Brealey Publishing Limited.
- Whittington, R. (2000). *What is Strategy and Does it Matter? 2nd Edition.* Andover: Cengage Learning EMEA.

ManagementDirect resources require CMI membership, a username and password.

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

CMI 723	Leading innovation and change through professional consulting

Ofqual unit number	L/618/1309
RQF level	7
Guided learning hours	28
Total unit time	90
Aims of unit	The ability to drive innovation and change is an essential skill for a professional consultant. Innovation defined simply as 'doing something new or different', is a powerful catalyst for change. It can revolutionise an organisation's operational activities, create dynamic new opportunities, and contribute to the achievement of strategic goals. Change occurs in many forms and professional consultants must be able to lead changes, which may be radical, incremental or evolutionary.
	The aim of this unit is for professional consultants to understand creative, contemporary and traditional approaches to innovation and change in a consulting role and how these may be applied. They will know how to develop a strategy to lead and manage change through professional consulting. On successful completion of this unit, professional consultants will have the knowledge and skills to create an environment which engenders creativity, agility and innovation.
Keywords	Change, innovation, creativity, organisational contexts, theory, contemporary thinking, leadership, behaviours, values, planning, process, impact, evaluation, success.

Learning outcome 1
Understand creative, contemporary and traditional approaches to innovation and change
Assessment criteria
1.1 Discuss the rationale for innovation and change delivered through professional consulting
1.2 Critically appraise creative approaches to innovation in a consulting context
1.3 Critique contemporary and traditional approaches for strategic change management
Indicative content
1.1 Innovation and change: Innovation is the activity of doing something new or different.   *The rationale for innovation and change*: Achievement of objectives, environmental, internal and situational factors, changing market positioning, entry to new markets products and services. New operational processes and procedures. Response to customer demands. Impact of big data,

information, knowledge capital and creativity. Stakeholder involvement (individuals, pressure groups, interest groups, media). Competitiveness, reputation, good practice, ethics, Corporate Social Responsibility (CSR), shifting cultures, diversity, emerging strategy, governance. Improving organisational performance, systems, quality and efficiency, service delivery, processes. Organisational survival, consolidation. Upgrading the business model (e.g. offer complementary services or products). Response to digitalisation, technological change, disruptive technologies (Christensen, 1997; World Bank, 2019). Finance and resourcing, legal and regulatory and organisational requirements.

Organisational contexts: Type and purpose of the organisation (operational, local, international, global, project/programme management, departmental and strategic business unit), levels of organisational maturity.

1.2 Creative approaches to innovation: TRIZ/TIPS 'inventive problem solving' (Altshuller, 1984). Open and closed innovation (Chesbrough, 2003). Commercialisation and viability of the process, idea, opportunity. Assessing the competition, using research to drive ideas. Ideas-driven innovation. Educate "growth mindset", learning from mistakes. Market/customer driven innovation. Analysis driven innovation. Continuous product and process improvement. Service design (Shostack et al., 1982). Design thinking, IDEO (Stefan and Nimgade, 2000, revised 2017). Synectics – creativity and problem solving (Arthur. D Little Invention Design Unit, 1950s; Gordon, 1961; Boland Jr. et al., 2008). Networking and Communities of Practice (CoPs). Value proposition design (Osterwalder et al., 2010). The entrepreneur as a disruptor. The use of disruptive technologies and digital technologies (Christensen, 1997).

Behavioural approaches to promote innovation: (e.g. inclusive, agile, flexible, creative (Amabile, 2012), enterprising, solution focused). Recruitment and employment of innovators (value individuals who think differently). Incentivised innovation (e.g. reward and recognition). Responsive to challenges and barriers which impede innovation and change. Use of coaching and mentoring. Negotiates, influences, communicates using emotional intelligence (Goleman, 1998). Collaborative approaches to innovation across sector, company and teams.

1.3 Approaches to change:

Traditional approaches to change: Leadership-driven (top down) tried and tested, experience based, transactional, change agents. Focus on the past to act in the present, cultural change. Power through hierarchy, mission and vision, making sense through rationale argument. Freeze phases (Lewin, 1947). Force Field analysis (Lewin, 1948). Change roller coaster (Kubler-Ross, 1969). The Prosci change model 'ADKAR' (Hiatt, 2003). Eight guiding principles for change management (Kotter, 1995). The change equation (Beckhard, 1969). Navigating the transitions of change (Bridges, 1991). The four stages of major change (Longaker, 1993). Managing at the speed of change (Conner, 1992). The Change Masters (Hailey and Balogun, 2002). Change Equation (Moss-Kanter, 1983).

Contemporary approaches to change: Acting in the present to impact the future: Top down and bottom up leadership, emergent, tropic, rhizomatic and spontaneous, power through connections and networks, shared purpose (Oswick, 2010). Purpose of a system is what it does 'POSIWID' (Beer, 1960). Making sense through emotional connections. Open approaches, sharing ideas, co-creating change. Relationships and networks. Taking a holistic 'Helicopter view' (Morgan, 1985). Outcomes driven. Co-creation. Open and closed systems. Inter and intra relations (Ulrich, 1983). Multiple perspectives analysis (Linstone, 1976). Boundary critique (Ulrich, 2002). Divergent and convergent thinking. Radical Change within Traditional Structures (Oswick, 2015). Organisational congruence model (Nadler and Tushman, 1997). Managing change 'Systems Intervention Strategy' (Mayon-White,1985). Appreciative Inquiry (Cooperrider and Srivasta, 1987).

Leadership approaches and management models: Authentic Leadership (Goffee and Jones, 2011). Entrepreneurial Leadership (Roebuck, 2014). Transformational Leadership (Bass and Riggio, 2006). Situational Leadership (Hersey and Blanchard, 1969). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Leadership Styles (Goleman, 1995). Distributed

Leadership (Roe, 2020). The Servant Leader (Greenleaf, 1977). Approaches which support mental health and wellbeing. Stress management. Employee engagement. Minimise unwanted disruption. Manage conflicts and tensions (e.g. within and between stakeholder groups).

Learning outcome 2
Know how to develop strategy to lead and manage change through professional consulting
Assessment criteria
2.1 Develop a strategy for leading and managing change in response to a client requirement
Indicative content

2.1 Client requirements: External and internal business drivers. Response to digitalisation, new, disruptive technologies (Brand, 2005). Markets and customer expectations. Legal and regulatory requirements. Environmental factors. CSR and sustainability. Economic opportunities. Diversification. Cultural shift. Process improvement. Leadership change. Organisational change development and design. Restructure. Consolidation. Innovation. Expansion. Merger. Partnership. Divest.

Develop strategy: Application of theoretical approaches to change (e.g. to scope, plan, drive, deliver, and evaluate change). Leadership and management approaches to engage with stakeholders throughout process.

Implementation strategy: Big bang strategy. Kaizen. Prototyping. Developing a pilot. Parallel operations.

Implementation plan to lead/drive the change process: Key features (e.g. scope of change, objectives, actions, stages, milestones, resource requirements, learning and development). Establish roles and responsibilities. Set KPIs. Establish a culture of continuous improvement. Risk management. Quality assurance. Communication strategy and plan (internal and external communications, i.e. presentations, meetings and briefings, use of media, consultations, huddles, webinars, podcasts, conference calls, blog posts, letters, articles, case studies). Communication skills (e.g. emotional and social intelligence, influencing and persuasion, use of clear, succinct language appropriate to the audience.

Assessment and response to barriers and challenges (internal and external): Logistical barriers. Working patterns such as remote, virtual, shift working. Finance. Influence of trades union and professional bodies. Changing management priorities. Levels of commitment, motivation, delaying tactics. Cultural dimensions of innovation (diversity, ethnicity and gender divide to entrepreneurial practice). Group Think (Janis, 1982). Organisational politics. Supplier power. Buyer power. Bargaining power. Competition. Threat of substitution. (Porter, 1979).

Application of decision-making tools, techniques: Attribute trade off models (MRD/ARM Analysis). Use of Logframes (U.S. Agency for International Development,1969). The Pugh matrix (Pugh,1980). Quality Function Deployment 'QFD' (Akao, 1966). Pareto analysis. Decision trees. Sensitivity and what if analysis. OODA loops (Boyd ,1985). Monte Carlo Simulation Method (Ulam, 1947). Six Thinking Hats technique (De Bono, 1985). Multi Voting / Delphi Technique (1944).

Application of project management approaches (e.g. PRINCE2, PMI (Project Management Institute). APM (Association of Project Managers). PMBOK (Project Management Body of Knowledge).

Application of tool/s to review the impact of change: Periodic reporting, surveys and questionnaires, benchmarking activities, balanced scorecards (Nolan and Norton, 1992). Post implementation reviews. Application of quantitative techniques e.g. data and metrics, audits, targets, statistical analysis (e.g. SPC). Qualitative techniques e.g. interviews, observation, walk through, conversations. Framework Analysis (Pope et al., 2000). Thematic Network Analysis (Attride-Stirling, 2001). Systematic/systemic triangulation (Urich, 1983).

Recommendations for assessment

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

1. The learner may be asked to write a **report** on approaches to innovation and change delivered through professional consulting

2. The learner may be asked to **develop a strategy** which they will present in a format of their choice for leading change in response to a client requirement

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

Further guidance

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

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework	
2C. Leadership and Management: Leading and Managing Through Change	
2C.1 Creation of an environment to enable others to be creative, agile, innovative and value quality	On client projects, and within your Organisation, you value individuals thinking differently, proposing innovative ways of addressing problems and issues and promoting a working environment focussed on continuous improvement.
2C.2 Identify opportunities for change and development	You take a leading role in identifying opportunities for implementing change and develop practical ways of achieving them.
2C.3 Scope, plan and drive change	You use the scope and objectives for a given change to lead, facilitate and develop a plan of activity that enables you to successfully implement the change.
2C.4 Manage others through the change process	You take account of and plan for the differing impact of the change across the team / organisation. You put in place mechanisms to help individuals cope with the change and shape the change process to encourage

	individuals to take ownership of the change and successful delivery of its objectives.
2C.5 Consistently thinking in a strategic and holistic manner	You apply business planning tools and methodologies to put a given change into its strategic context and articulate this to others in a persuasive, understandable manner.
2C.6 Take account of stakeholder issues	You identify the inherent conflicts and tensions within and between stakeholder groups for a given change and work to minimise disruption.

Suggested reading/web resource materials

Recommended Reading

Leadership and Change

- Amabile, T. and Kramer, S. (2011). *The Progress Principle: Using Small Wins to Ignite Joy, Engagement, and Creativity at Work.* Brighton, MA: Harvard Business Review Press.
- Ashkenas, R., Ulrich, D., Jick, T. and Kerr, S. (2002). *The Boundaryless Organization: Breaking the Chains of Organizational Structure, 2nd Edition*. San Francisco, CA: Jossey Bass.
- Bower, J. Bower, J.L., and Christensen. C.M. (1997) Disruptive Technologies: Catching the Wave. *Harvard Business Review*, 73(1), pp. 43–53.
- Buelens, M., Sinding, K. and Waldstrøm, C. (2011). *Organisational Behaviour, 4th Edition*. New York, NY: McGraw-Hill Education.
- Burnes, B. (2017). *Managing Change, 7th Edition*. Harlow: Pearson - Coronet Books.
- Christensen, C.M. and Overdorf, M. (2000). Meeting the Challenge of Disruptive Change. *Harvard Business Review*, March–April 2000.
- Cooperrider, D.L., Whitney, D. and Stavros, J.M. (2008). *The Appreciative Inquiry Handbook: For Leaders of Change* 2nd ed. Oakland, CA: Berrett-Koehler Publishers.
- Gilbert, C. and Bower, J.L. (2002). Disruptive Change: When Trying Harder Is Part of the Problem. *Harvard Business Review*. 80 (5), pp. 94–101.
- Grieves, J. (2010). *Organizational Change: Themes and Issues.* Oxford: Oxford University Press.
- Gordon, W. J. J. (1961). *Synectics: The development of creative capacity.* New York, NY: Harper and Row Publishers.
- Hayes, J. (2018). *The Theory and Practice of Change Management* 5th ed. London: Palgrave Macmillan.
- Hughes, M. (2010). *Managing Change: A Critical Perspective*. London: CIPD-Kogan Page.
- Kotter, J.P. (2012). *Leading Change.* Brighton, MA: Harvard Business Publishing/Harvard Business Review Press.
- Kotter, J.P. (2008). *Sense of Urgency*. Brighton, MA: Harvard Business Publishing/Harvard Business Review Press.
- Oswick, C. (2015). *Leadership is Dead. Trust Me, PR Is Dead* (pp. 229–232). London: Random House.
- Porter, M.E. (1979). *How Competitive Forces Shape Strategy.* Cambridge, MA: Harvard Business School Publishing.

- Schein, E.H. (2016). *Organizational Culture and Leadership, 5th Edition*. San Francisco, CA: Jossey Bass.
- Senge, P. (1999). *The Dance of Change. The Challenges of Sustaining Momentum in a Learning Organization*. London: Nicholas Brealey Publishing.
- Shaw, P. (2002). *Changing Conversations in Organizations: A Complexity Approach to Change.* London: Routledge.
- Watson, T. (2006). *Organizing and Managing Work, 2nd Edition*. Harlow: Pearson Education.

Innovation

- Alsos, G.A. and Hytti, U. (2018). *Research Handbook on Gender and Innovation*. Cheltenham: Edward Elgar Publishing Ltd.
- Boland, R.J., Collopy, F., Lyytinen, K. and Yoo, Y. (2008). Managing as Designing: Lessons for Organization Leaders from the Design Practice of Frank O. Gehry. *Design Issues*, 24(1), pp.10-25).
- Christensen, C. (1997). T*he Innovator's Dilemma: When New Technologies Cause Great Firms to Fail,* 1st *Edition*. Brighton, MA: Harvard Business Review Press.
- Mazzarol, T. and Reboud, S. (2019). The Realities of Small Business Risk: Risk, Disruptive Innovations and Commercialisation of Technology. Prahran, VIC: Black Kinght Books.
- Moulaert, F., MacCallum, D., Mehmood, A. and Hamdouch, A. (2014). *The International Handbook on Social Innovation: Collective Action, Social Learning and Transdisciplinary Research*. Cheltenham: Edward Elgar Publishing Ltd.
- Schweitzer, F. and Tidd, J. (2018). *Innovation Heroes: Understanding Customers as a Valuable Innovation Resource*. London: World Scientific Publishing Europe.
- Shearmur, R., Carrincazeaux, C., and Doloreux, D. eds. (2018). *Handbook on the Geographies of Innovation*. Cheltenham: Edward Elgar Publishing Ltd.
- Osterwalder, A., Pigneur, Y., Bernada, G., Smith, A. and Papadakos, T. (2014). *Value Proposition Design: How to Create Products and Services Customers Want*. Hoboken, NJ: Wiley.

Supplementary Reading

- Brown, J. and Issacs, D. (2005). *The World Café: Shaping our Futures through Conversations that Matter*. San Francisco, CA: Berrett-Koehler Publishers.
- Bushe, G.R. and Marshak, R.J. (2009). Revisioning organization development: diagnostic and dialogic premises and patterns of practice. *Journal of Applied Behavioural Science*. 45(3), pp. 348–368.
- Gronn, P. (2002). Distributed leadership as a unit of analysis. *Leadership Quarterly*, 13(4), pp. 423–451.
- Lewin, K. (1947). Frontiers in group dynamics. *Human Relations*, 1(2), pp. 143–153.
- Owen, H. (2008). *Open Space Technology. A User's Guide.* San Francisco, CA: Berrett-Koehler.
- World Bank (2019). *World Development Report: The Changing Nature of Work*. Washington, DC: World Bank.

Recommended Journals

- Journal of Change Management
- Journal of Organizational Change Management
- International Journal of Strategic Change Management
- Journal of Innovation and Entrepreneurship
- European Journal of Innovation Management

- International journal of Innovation Management

- Journal of Innovation and Knowledge

Weblinks

- Use innovation to grow your business, © Crown copyright 2009, UK Gov.

- www.prosci.com

- cipd.co.uk/knowledge/strategy/change/management-factsheet

- cleverism.com/major-approaches-models-of-change-management/

ManagementDirect resources require CMI membership and a username and password.

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

CMI 724	Personal and professional development for professional consultants

Ofqual unit number   F/618/1310

RQF level   7

Guided learning hours   20

Total unit time   70

Aims of unit   In a globalised, high-tech, fast paced and unpredictable world, professional consultants must prioritise personal and professional development. This will enable them to keep pace with developments in strategic and operational practice and equip them to respond effectively to organisational and societal change.

The aim of this unit is to enable learners to reflect on their own capabilities and behaviours to consult professionally. By reflecting on their own performance, consultants will develop a meaningful personal and professional development plan. The focus of the plan will be to identify opportunities to enhance their knowledge and capability to consult with impact.

Keywords   Personal development, professional development, reflection, capability, leadership, consulting, success.

Learning outcome 1
Understand the factors which influence personal and professional development
Assessment criteria
1.1 Critique the factors which influence personal and professional development for consultants
Indicative content

1.1 Factors which influence personal and professional development:

Requirements of the consulting operating environment: Own specialist expertise, technical knowledge, understanding of methodologies, tools, models, frameworks. Ability to establish credibility, reputation and currency of knowledge (e.g. within industry, sector, body, own/client organisation). Horizon scan. Benchmark against good practice.

Leadership capability: Ability to lead, guide and influence work streams and teams through assimilation of data, discourse, events, environment. Delegate and set priorities (Hersey and Blanchard, 2012). Embed social and emotional intelligence into leadership practice (Goleman, 1995). Proactively seek feedback. Monitor own performance. Take responsibility for own career development (Pedler, Burgoyne and Boydell, 2013). Act as a coach and mentor for others (Rogers et al., 2012). Create a culture of self-awareness to enhance performance of self and others. Develop and maintain a culture of lifelong learning (Senge, 2006). Drive inclusion and diversity

(Kirton et al., 2014). Continually question and challenge professional practice within area of specialism (e.g. modify day-to-day working practice).

Stakeholder and relationship development: Ability to build and sustain extensive/diverse stakeholder networks and collaborate with others in target organisations, industry bodies, intermediaries and in own organisation (Lindgreen et al., 2019). Ability to influence, persuade, motivate and engage others to realise objectives (Jung, 1921; Graves, 1970; Carnegie, 1936). Ability to show a genuine interest in stakeholders' thoughts, ideas and expectations. Ability to create an environment in which team members find common ground, builds mutual respect and fosters team cohesion (Belbin, 1981).

Learning outcome 2
Know how to improve consulting capability through personal and professional development
Assessment criteria
2.1 Critically reflect on own capability to consult with impact 2.2 Produce a personal and professional development plan to improve consulting capability
Indicative content
2.1 Reflect on own capability: Self-audits (SOAR model, Kumar, 2008). Use of key toolsets (e.g. Self-Mapping (Mayne, 2009)). Inter-related dimensions of Self-Motivation: mindset: values, priorities, self-efficacy beliefs (Dweck, 2016). Assessment of own skills, competencies, knowledge, multiple intelligences (Gardner, 1993; Handy, 1994). Ability to manage own workload priorities whilst managing others (e.g. team members and stakeholders). Productive self-management (Adair and Allen, 2003). Personal values and career drivers (Schein, 1993). Drive for results (e.g. ability to assess performance of self and team, develop a culture of self-awareness to enhance performance, identify opportunities for continuous improvement and lifelong learning). Support others in their career development. Social and emotional intelligence. Evaluate self against professional standards and competency frameworks (e.g. Chartered Management Consultant Competence Framework). Evaluate self against organisational/ethical frameworks (e.g. NHS, Civil Service). Currency of knowledge in subject matter specialism (including legal and regulatory frameworks), intellectual flexibility, curiosity. Ability to deploy mythologies, tools, models and frameworks to develop client solutions. Reflect on feedback elicited from colleagues (e.g. 360 feedback) and clients. Ability to drive inclusion and diversity. *Reflective practice approaches:* Model of Structured Reflection (Johns, 1995; 2006). Reflective cycle (Gibbs, 1988). Experiential/learning cycle (Kolb, 1984). 3 stem questions (What? So What? Now What?) (Borton, 1970; Driscoll, 1994, 2000, 2007). Reflection before action-reflection in action-reflection on action (Schön, 1983). Appreciative Inquiry (Cooperrider and Srivastra, 1987). *2.2 Personal and professional development plan:* Timebound, measurable (e.g. use of success criteria). Contains aims, objectives. Selected development activities (e.g. formal, informal development opportunities such as social and collaborative learning. Work-based learning. Face to face learning. Blended or online learning. Coaching and/or mentoring). Reflection and review of development activities undertaken.

Recommendations for assessment

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

1. The learner may be asked to write a **report** which critiques the factors which influence personal and professional development for consultants

2. The learner is required to produce a **personal and professional development plan** to develop and improve consulting capability

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

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework	
2A. Leadership and Management: Leading self	
2A.1 Working to and setting priorities	You are able to manage your own workload priorities while managing those of other team members and your clients.
2A.2 Self-monitor performance	You continually assess your performance both as an individual and as part of a team and continuously identify areas in which you can develop.
2A.3 Take responsibility for career development	You take responsibility for your own career development and for mentoring and supporting others in their career development.
2A.4 Developing self-awareness	You create a culture of self-awareness, which enhances your performance and that of your colleagues.
2A.5 Embracing lifelong learning	You develop and maintain a culture of lifelong learning and development for both yourself and other team members.
3C. Consulting Operating Environment: Strategy, Analysis and Context	
3C.1 Holding up-to-date knowledge of subject matter specialisms with an ability to deploy a range of methodologies, tools, models & frameworks	You are able to integrate your own specialisms, technical knowledge and methodologies with those of others to develop solutions to client problems. You actively and regularly extend your technical competence in new and related areas. Continually advance your own CPD and lead by example encouraging others to regularly undertake CPD.
3E. Consulting Operating Environment: Stakeholder and Relationship Development	

3E.1 Establishing and maintaining a comprehensive network of stakeholders	You are continually building an extensive and diverse network in target Organisations, industry bodies, intermediaries and within your own Organisation.
3E.2 Proactively develop and manage a portfolio of sustainable relationships	You take a considered and structured approach to sustaining and building a professional network. Planning and prioritising activity that sustains and develops relationships, alongside building the scope and scale of your network.

4A. Personal and Professional Development	
4A.1 Driving inclusion and diversity	You take a lead on activities, directly contributing to developing diversity and inclusivity within your Organisation.
4A.2 Demonstrate intellectual curiosity	You continually question and challenge your professional practice within your specialisms modifying your own day-to-day working practices.
4A.3 Display intellectual flexibility	You can assimilate data, discourse, events and your environment structuring them at strategic, tactical and operational levels in order to lead, guide and influence work streams and teams.
4A.4 Practice social and emotional intelligence	You are able to read and sense the objectives, motivation and emotions of team members both individually and collectively. Able to assess an individual's ability for "self" management.
4A.5 Collaborating with others	You create an environment in which team members can find common ground, hold mutual respect for each other and build team cohesion. Influencing and motivating the team to achieve its objectives.
4A.6 Influencing and engaging others	You respect the opinions and perspectives of other team members. Showing mutual respect and a genuine interest in their thoughts, ideas and expectations. Constructively persuading and committing the team to achieve its objectives.

Suggested reading/web resource materials

Recommended reading

- Adair, J. (2009). *Effective Communication: The Most Important Management Skill of All*. London: Thorogood.
- Cottrell, S. (2015). *Skills for Success: Personal Development and Employability.* London: Palgrave Macmillan.
- Kumar, A. (2008). *Personal, Academic and Career Development in Higher Education – SOARing to Success.* London and New York: Routledge.
- Roe, K. (2017). Leadership; Practice and Perspectives. Oxford: Oxford University Press.

Supplementary reading

- Adair, J. and Allen, M. (2003). *Time Management and Personal Development*. London: Thorogood.

- Branson, R. (2013). *Like a virgin: Secrets they won't teach you at business school*. London: Random House.

- Chartered Management Institute. (2013). *Managing Yourself.* London: Profile Books.

- Cooperrider, D., Whitney, D. and Stavros, J. (2008). *The Appreciative Inquiry Handbook for Leaders of Change*,*2nd Edition*. Brunswick, OH: Crown Custom Publishing Inc. and San Francisco, CA: Berrett-Koehler Publishers Inc.

- Denis, J.L., Langley, A. and Rouleau, L. (2010). The Practice of Leadership in the Messy World of Organisations, *Leadership* 6(1): 67-88.

- Dowson, P. (2015). *Personal and Professional Development for Business Students*. London: SAGE Publications.

- Dweck, C. (2016). *Mindset. The New Psychology of Success.* New York, NY: Ballantine Books.

- Gardner, H. (1999). *Intelligence Reframed: Multiple intelligences for the 21st Century* New York, NY: Basic Books.

- Goleman, D. (2005). *Emotional Intelligence: Why it can matter more than IQ.* New York, NY: Bantam Books.

- Horn, R. (2009). *The Business Skills Handbook.* London: Chartered Institute of Personnel and Development.

- Humphrey, N. (2013). *Social and Emotional Learning*. London: SAGE.

- Kouzens, J.M. and Posner, B.Z. (2014). *The Leadership Challenge 5th Edition.* San Francisco, CA: Jossey-Bass.

- Lombard, G. (2004). *Social Competence. Reading Other People.* Chippenham: Lifetime Careers.

- Lynch, L. (2009). *Smart Networking - Attract a Following in Person and Online*. New York, NY: McGraw-Hill.

- McKay, M. (2008) *Messages: The communication skills handbook*. Oakland, CA: New Harbinger Publications

- Pedler, M., Burgoyne, J. and Boydell, T. (2013). *A Manager's Guide to Self-Development.* Maidenhead: McGraw-Hill.

- Routledge, C. and Carmichael, J. (2007). *Personal Development and Management Skills*. London: CIPD-Kogan Page.

- Schein, E. H. (1993). Career anchors – discovering your real values. London: Jossey-Bass / San Diago, CA: Pfeiffer and Co.

Journals

- *Management Today* (Haymarket Business Media)
- *People Management* (Chartered Institute of Personnel and Development)
- *Professional Manager* (Chartered Management Institute)
- *Training journal* (www.trainingjournal.com)

Useful External Weblinks

- www.managementhelp.org
  Self-assessments for personal and professional development and articles on leadership development planning
- www.managers.org.uk
  Chartered Management Institute

- https://members.md.cmi.org.uk/
  Chartered Management Institute's online resource portal (ManagementDirect - login required)
- www.personalitytype.com
  for MBTI explanations and questionnaire
- www.teamtechnology.co.uk
  Online business resources
- www.belbin.com
  Belbin for teams, individuals and training
- www.cipd.co.uk
  continuing professional development

Please note: This list is provided to guide the learner to potential sources of information and is by no means exhaustive. The content of the list is liable to change. The content was checked for accuracy at the time of unit development.

Please note: all references to legislation may be subject to subsequent changes, deletions and replacements.

When accessing ManagementDirect resources, you will require CMI membership and a username and password.

CMI 725	Professional consulting expertise

Ofqual unit number	J/618/1311
RQF level	7
Guided learning hours	14
Total unit time	70
Aims of unit	Effective consulting has the power to drive organisational success. However, to respond creatively to client requirements, consultants must have an in-depth knowledge of the industry, sector or specialist area they consult in.
	The aim of this unit is for professional consultants to evidence their knowledge, capabilities and expertise in the consulting role. They will research and appraise emerging trends, structural changes, opportunities, risks and challenges that impact on the customers they support. They will articulate how their knowledge and understanding can be applied creatively to respond to complex issues, whilst adding tangible value to an organisation. On completion of this unit, professional consultants will develop a client-centric consulting proposition based on their specialist area of expertise.
Keywords	Industry, sector, specialism, research, opportunities, challenges, theory, methodologies, tactics, proposition, success.

Learning outcome 1
Be able to evidence professional consulting expertise
Assessment criteria
1.1 Present research-based insight into the industry, sector or technical specialism for consulting
1.2 Articulate own expertise within the industry, sector or technical specialism to consult professionally
Indicative content
1.1 Research-based insight into industry, sector or technical specialism: Structure of industry/sector/functional areas. Emerging disruptive trends (causation, impact). Scenario planning (van der Heijden et al., 2002). Future structural changes, risks (risk-reward analysis (Speradeo, 1994)). Strategies/approaches being taken by market leaders. Contemporary approaches and innovation. Benchmarking (Washington, 1998). Strategy operational/market, elements critical to stability, opportunities, threats, challenges. Drivers (and levels of impact) of

organisational success. Role of specific phenomena which impact on market leaders/organisational success in the industry, sector or function (Porter's Five Forces Analysis Framework, 1979). Ethical/cultural considerations.

Technical specialism: Consideration of own specialist area of consulting expertise (e.g. finance, technology, leadership, education).

Research methods: Application of primary and secondary research (Quantitative and/or qualitative). Case study, mixed-methods, action research, grounded theory, narrative enquiry, experiment. Surveys, interviews, focus groups, questionnaires, experiments, observations. Document screening (e.g. financial reports). Sampling and data collection. Methods of analysis (e.g. software packages). Reliability, validity of research undertaken. Compliance with ethical, legal and regulatory frameworks.

1.2 Expertise within the industry, sector or technical specialism to consult with confidence:

Evidential proof of continual professional development related to technical competence, knowledge of subject matter specialism. Qualifications, licence to practice, professional recognition (e.g. ChMC). Membership of professional bodies (e.g. CMI, MCA, IC). Actively encourages others to undertake CPD relevant to specialism.

Ability to apply methodologies, analytical approaches, tools, models, theory and frameworks to develop tailored solutions (create offers) to address client issues. Application of specialism to address future challenges of industry/sector/functional areas. Knowledge of technical, operational, budget and resource constraints, organisational and legal guidelines which impact on clients in the market (e.g. local, national, global). Recognition of boundaries and limitations of the selected specialisms and technical knowledge. Record of delivering client centric consulting in industry, sector or technical specialism. Evidence of building client skills, providing challenge. Knowledge transfer, maintaining and sustaining relationships with clients.

Learning outcome 2
Know how to develop a proposition to engage with an organisation in a consulting capacity
Assessment criteria
2.1 Develop a proposition to engage with an organisation in a consulting capacity based on specialist expertise
Indicative content
2.1 Proposition: Compelling proposal, written report, presentation or marketing promotion which articulates the value of consulting expertise for the client, their organisation and its context. *Proposition content:* Presents, promotes own knowledge, skills, values, behaviours (in the consulting role). Outlines suitability (match of skills) to the consulting opportunity. Evidences ability to integrate own specialism, technical knowledge and methodologies to develop specific, unique, innovative insights, forming the basis of potential client relationships. Contextualises strategic issues/issues faced by client, organisation, sector. Deconstructs issues to determine root causes. Provides clarity on cause and effect. Design thinking (Dorst, 2012). Identifies solutions (e.g. feasible, address technical, operational, budget and resource constraints of the client, risk management). Develops tactical modifications, trade-offs which take account of the client's position, forecasted future in the industry, sector or function, technical capability within organisation. Develops recommendations. Articulates and communicates strategy (e.g. tailored/contextualised to respond to client, stakeholder needs/level of technical knowledge, capability).

Approaches to problem solving. Root cause analysis/Pareto analysis (Ishikawa, 1968). Messy/ Wicked Problems (Rittel and Webber, 2000). Takes account of practical boundaries, limitations of selected specialisms, technical knowledge and methodologies (Systematic Boundary Critique. Ulrich, 1996, 2000). Multi Perspectives Analysis (Lindstone, 1993). Dealing with open and closed systems.

Recommendations for assessment

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

1. The learner may be asked to write a **report or presentation** informed by primary and secondary research on the position of the industry, sector or area of technical specialism

2. The learner may be asked to **create a profile** on own expertise within industry sector or technical specialism

3. The learner may be asked to develop a client centred offer/proposition in the form of a **written report, presentation or marketing promotion** to show how they are able to respond creatively to the requirements of the industry and sector

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

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework	
3A. Consulting Operating Environment: Industry or Sector Specialisms	
3A.1 Understand an industry or sector structure and the associated operational implications for organisation	You understand how an industry, sector or function is structured, what elements are critical to stability and can articulate the opportunities and threats to it.
3A.2 Hold a developed understanding of the drivers of organisational success	You understand why specific phenomena drive organisational success in the industry, sector or function, the relative importance of each, and are able to articulate opportunities and threats to it.
3A.3 Isolate emerging disruptive trends and forecast future structural changes	You understand the underlying causes of emerging disruptive trends and potential future structural changes for the industry, sector or function to assess the relative impact of each on major players and broadly articulate opportunities and threats in that domain.
3A.4 Articulate how specialisms address future challenges	You understand how your specialism can be applied to address the future challenges faced by major players in the industry, sector or function.

3A.5 Understand, articulate and develop your Organisation's related client offers and propositions	You understand and articulate how all of the above relate to your Organisation's client offers and propositions. Making tactical modifications to both to take account of the client's position and its forecasted future in the industry, sector or function.
3C. Consulting Operating Environment: Strategy, Analysis and Context	
3C.1 Strategically contextualise problems and issues	When you develop a solution, you are able to analyse available evidence/information and apply contextualisation to the issues, articulating this to the team and ensuring the developed solution fits this context.
3C.2 Making sense of ambiguity	You combine collective specialisms and technical knowledge to deconstruct a problem or issue to determine its root cause and provide greater clarity on its cause and effect. Developing a specific, unique and innovative insight that forms the basis of a series of potential solutions. Able to make trade-offs and provide advice and guidance to others
3C.3 Holding up-to-date knowledge of subject matter specialisms with an ability to deploy a range of methodologies, tools, models & frameworks	You are able to integrate your own specialisms, technical knowledge and methodologies with those of others to develop solutions to client problems. You actively and regularly extend your technical competence in new and related areas. Continually advance your own CPD and lead by example encouraging others to regularly undertake CPD.
3C.4 Appropriate application of analysis to a specific problem	You are able to assimilate a group's technical capability, collaboratively selecting specialisms, technical knowledge, analysis of data and methodologies that directly relate to the problem at hand. Able to communicate and explain the analytical approach to be taken to address the client problem in a straightforward, understandable and non-technical manner.
3C.5 Ability to craft a feasible and effective solution	You are able to assimilate a group's technical capability, collaboratively selecting specialisms, technical knowledge, analysis of data and methodologies that directly relate to the problem at hand. Able to communicate and explain the analytical approach to be taken to address the client problem in a straightforward, understandable and non-technical manner. You are aware and take account of the practical boundaries and limitations of the selected specialisms, technical knowledge and methodologies. Solutions that result from this collective analysis work are feasible addressing the technical, operational, budget and resource constraints of the client.

Suggested reading/web resource materials

Recommended reading:

Research

- Bell, E. Bryman, A and Harley, B. (2018). *Business Research Methods*. 5th ed. Oxford: Oxford University Press.
- Biggam, J. (2018). *Succeeding with your Masters Dissertation*: *Step by Step Handbook.* 4th ed. London: Open University Press.
- Costley, C., Elliott, G. and Gibbs, P. (2010). *Doing Work Based Research: Approaches to Enquiry for Insider-Researchers.* London: Sage Publications Ltd.
- Dorst, K. (2015). Frame Innovation: Create new thinking by design. Cambridge, MA: MIT Press.
- Robson, C. and McCartan, K. (2016). *Real World Research*. 4th ed. Chichester: Wiley
- Saunders, M., Lewis, P. and Thornhill, A. (2016). *Research Methods for Business Students*. 7th ed. Harlow: Pearson.

Further reading:

- Costley, C. and Gibbs, P. (2006). Researching others: care as an ethic for practitioner researchers. *Studies in Higher Education*, 31(1), 89–98.
- Coughlin, D. and Brannick, T. (2014). *Doing Action Research in Your Own Organisation*. 4th ed. London: Sage Publications Ltd.
- Creswell, J.W. and Creswell, J.D. (2018). *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches.* Thousand Oaks, CA: Sage Publications.
- Denscombe, M. (2012). *Research Proposals: A Practical Guide*. Maidenhead: Open University Press/McGraw-Hill Education.
- Easterby-Smith, M., Thorpe, R., Jackson, P. and Jasperson, L. (2018). *Management and Business Research*. 6th ed. London: Sage Publications Ltd.
- Fawcett, B. and Pockett, R. (2015). *Turning Ideas into Research. Theory, Design and Practice.* London: Sage Publications Ltd.
- Fink, A. (2016). *How to Conduct Surveys: A Step-by-Step Guide.* Thousand Oaks, CA: Sage Publications.
- Flick, U. (2019). *An Introduction to Qualitative Research*. 6th ed. London: SAGE Publications Ltd.
- Floyd, A. and Arthur, L. (2012). Researching from Within: external and internal ethical engagement. *International Journal of Research and Method in Education*, 35(2), 171-180.
- Gibbs, P. and Costley, C. (2006). An ethics of community and care for practitioner researchers, *International Journal of Research & Method in Education*, 29(2), 239-249.
- Gill, J., and Johnson, P. (2010). *Research Methods for Managers.* 4th ed. London: Sage Publications Ltd.
- Gray, D. (2017). *Doing Research in the Real World*. 4th ed. London: Sage Publications Ltd.
- Hart, C. (2018*). Doing a Literature Review*. 2nd ed. London: Sage Publications Ltd.
- Kaplan, D. (2004). *The SAGE Handbook of Quantitative Methodology for the Social Sciences*. London: SAGE Publications Ltd.
- McNiff, J. (2017). *Action Research*. London: Sage Publications Ltd.
- Munro, A., Holly, L., Rainbird, H. and Leisten, R. (2004). Power at work: reflections on the research process, *Social Research Methodology*, 3(4), 289-304.
- Nussbaumer Knaflic, C. (2015). *Storytelling with Data: A Data Visualisation Guide for Business Professionals*. NJ, Hoboken: John Wiley & Sons Inc.

- Wallace, M. and Wray, A. (2016). *Critical Reading and Writing for Postgraduates*. London: Sage Publications Ltd.
- Washington, D.C. (1998) *A Practical Guide to Benchmarking*., New York NY: Kaiser Associates
- Williams, M. (2016). *Key Concepts in the Philosophy of Social Research.* London: Sage Publications Ltd.
- Yin, R. (2018). *Case Study Research and Applications: Design and Methods*. 6th ed. California, Thousand Oaks: Sage Publications.

Consulting

- Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy.* London: Kogan Page/CIPD.
- Dorst, K. (2015). Frame Innovation: Create new thinking by design. Cambridge, MA: MIT Press.
- Fisher, R., Ury, W. and Patton, B. (2012). *Getting to Yes: Negotiating an agreement without giving in.* London: Random House Business.
- Freed, R. and Romano, J. (2010). *Writing Winning Business Proposals: Your Guide to Landing the Client, Making the Sale and Persuading the Boss, 3rd Edition.* New York, NY: McGraw-Hill.
- Gould, S. (2017). *The Shape of Engagement: The Art of Building Enduring Connections with Your Customers, Employees and Communities.* CreateSpace Independent Publishing Platform.
- Lopata, A. (2011). *Recommended: How to Sell Through Networking and Referrals.* FT Prentice Hall.
- Maister, D.H., Green, C. and Galford, R. (2001). *The Trusted Advisor.* Gardners Books.
- McKenna, C. (2010). *The World's Newest Profession: Management Consulting in the Twentieth Century.* Cambridge University Press.
- Minto, B. (2010). *The Pyramid Principle: Logic in Writing and Thinking 3rd Edition.* Prentice Hall.
- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy, Second Edition.* Financial Times Series. Harlow: Pearson Education Limited.
- Rasiel, E. (1999). *The McKinsey Way*. McGraw-Hill Education.
- Rasiel, E. and Friga, P. (2001). *The McKinsey Mind: Understanding and Implementing the Problem-Solving Tools and Management Techniques of the World's Top Strategic Consulting Firm, 1st Edition.* McGraw-Hill Education.
- Townsend, H. (2014). *The Financial Times Guide to Business Networking: How to use the power of online and offline networking for business success, 2nd Edition.* FT Publishing.
- Van Assen, M., Van den Berg, G. and Pietersma, P. (2009). *Key Management Models: The 60+ Models Every Manager Needs to Know (Financial Times Series), 2nd Edition.* Financial Times Press.
- Weiss, A. (2009). *Million Dollar Consulting, 4th Edition*. McGraw-Hill Education.

ManagementDirect resources require CMI membership, a username and password.

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

CMI 726	Delivering client requirements through professional consulting

Ofqual unit number   K/618/1334

RQF level   7

Guided learning hours   30

Total unit time   100

Aims of unit   Delivering consulting, which has a tangible, positive impact on the client, requires a plethora of knowledge and skills. Consultants must be great communicators, agile, creative, able to problem-solve and develop solutions. They must be able to respond to client needs and build relationships which are trusted and sustainable.

    The aim of this unit is to enable professional consultants to evidence their ability to deliver client-centric consulting. They will construct a consulting proposal and report on how the consulting engagement was delivered. Finally, professional consultants will have the opportunity to evaluate outcomes and formulate recommendations to improve the delivery and impact of their professional consulting.

Keywords   Proposals, clients, reports, consulting, delivery, evaluation, recommendations, success.

Learning outcome 1

Be able to deliver client requirements through professional consulting

Assessment criteria

1.1 Construct a formal proposal to consult with a client
1.2 Report on the delivery of professional consulting to meet the client requirements

Indicative content

1.1 Proposal to consult: Overview of proposed consultancy (Terms of Reference). Rationale for consultancy. Value proposition (the value the client will gain if they proceed with the consultancy). Statement of client issue (e.g. areas to be addressed, beneficiaries of consultancy, strategic context). Methodology (approach taken to consult with client, activities/people involved in the consultancy, communication strategy). Evaluation/summary. Quality assurance (e.g. progress reviews/evaluation (lessons learned)). Terms of contract (e.g. cost, payment terms/schedule, liabilities, indemnities, confidentiality, ownership, delivery of KPIs, risk management and mitigation). Additional information as specifically required by the client (e.g. client references, data and information, financial statements). Policies (e.g. equality and diversity, sustainability, conflict of

interest, confidentiality). Clarification and conditions for consultancy (e.g. reporting structure, organisational, legal and regulatory requirements).

Proposal development is underpinned by professionalism (e.g. ethics, cultural norms, transparency, confidentiality, corporate social responsibility and sustainability, compliance with organisational, legal and regulatory frameworks).

Consulting with client: Public sector (local and national government). Private. Third sector. Local, international, global, cross-border organisations. Internal. Project and programme-based organisations. SMEs. Partnerships. Sole Traders. Limited liabilities Companies (LLPs).

1.2 Reporting structure: Structured reporting frameworks (i.e. ISO 20700). Organisational requirements/style for reporting (e.g. Abstract/executive summary, introduction, background, aims and objectives, research and methodology (use of data/tools and techniques), outcomes/impact, business implications, recommendations (lessons learned), conclusions).

Content of report: Commencement of consulting engagement (e.g. Review aims, objectives, assumptions, original hypothesis for consulting, consolidated plan for consultancy engagement). Collection and analysis of data and information against hypothesis for consulting. Communication and negotiation with client. The nature, content, format, delivery of outcomes. Delivery strategies applied (e.g. Project management methodologies: PRINCE2, PMBOK, Agile, Waterfall, Six Sigma Project, SCRUM). Organisational approaches/strategies). Quality assurance strategy (reporting and monitoring against KPIs, ROI and SROI). Resource management (e.g. finance, people, technology, materials). Make recommendations. Agree next steps.

Learning outcome 2
Be able to reflect on the delivery and impact of professional consulting
Assessment criteria
2.1 Critically reflect on the delivery of professional consulting to the client 2.2 Formulate recommendations to improve the delivery and strategic impact of professional consulting
Indicative content

2.1 Reflection on the delivery of professional consulting:
- Relationship between initial proposal and delivery of professional consulting
- Delivery of client benefits and quality assurance (e.g. achievement of the value proposition against client requirements (e.g. achievement of KPIs, ROI, SROI and milestones). Ability to take responsibility, recommend modifications. Make decisions (strategic/tactical) take corrective action on major issues (e.g. scope creep, time, failure to achieve KPIs/milestones, budget overruns, quality)).
- The effectiveness of strategies/theories/ advice used and/or provided during the consulting engagement (e.g. ability to apply principles of design thinking (Dorst, 2015 and Kolko, 2018)).
- Ability to balance client needs with own organisation's values (e.g. application of policy, procedure, legal, ethical requirements, corporate social responsibility and sustainability).
- Ability to remain a trusted advisor. Develop professional relationships and network with client/relevant stakeholders. Communicate with key stakeholders effectively (short, medium,

long term). Communicate, counsel, consult, provide advice and guidance to client throughout engagement (Patterson et al. 2011).

Reflective practice approaches: Model of Structured Reflection (Johns, 1995; 2006). Reflective cycle (Gibbs, 1988). Experiential/learning cycle (Kolb, 1984). 3 stem questions (What? So What? Now What?) (Borton, 1970; Driscoll, 1994, 2000, 2007). Reflection before action-reflection in action-reflection on action (Schön, 1983). Appreciative Inquiry (Cooperrider and Srivastra, 1987).

2.2. Recommendations to improve the delivery and strategic impact of professional consulting: Ability to lead self and others. Lead change. Manage conflicts. Communicate and build stakeholder relationships. Application of theories, models and frameworks. Terms of contract (e.g. KPIs, ROI, SROI). Resource management plan (e.g. finance, people, technology, materials). Use of technology. Compliance with organisational, ethical and legal frameworks. Management of data and information. Time management. Management and mitigation of risk. Building client capability.

Recommendations for assessment

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

1. The learner may be asked to construct a **proposal** to consult with a specified client

2. The learner may be asked to write a **structured report** on the delivery and evaluation of professional consulting

3. The learner may be asked to produce a **reflective account** within which they will evaluate the outcomes of the client engagement and formulate recommendations to improve the delivery and impact of professional consulting.

Please note: the context of the engagement with the client used as a basis for the proposal must be sufficient in size, complexity, scope and impact to reflect consulting activities outlined in the chartered professional consultant framework (e.g. leadership, change, strategic impact). Proposal is focussed on one client requirement.

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

Where the assessment is based on sensitive client evidence. The name of the client should be replaced by a pseudonym to ensure confidentiality and anonymity.

Relationship with other frameworks and occupational standards

This unit is mapped to the following requirements of the Chartered Management Consultant Competence Framework:

Chartered Level Competence Framework	
3C. Consulting Operating Environment: Strategy, Analysis and Context	
3C.1 Strategically contextualise problems and issues	When you develop a solution, you are able to analyse available evidence/information and apply contextualisation to the issues, articulating this to the team and ensuring the developed solution fits this context.

3C.2 Making sense of ambiguity	You combine collective specialisms and technical knowledge to deconstruct a problem or issue to determine its root cause and provide greater clarity on its cause and effect. Developing a specific, unique and innovative insight that forms the basis of a series of potential solutions. Able to make trade-offs and provide advice and guidance to others
3C.4 Appropriate application of analysis to a specific problem	You are able to assimilate a group's technical capability, collaboratively selecting specialisms, technical knowledge, analysis of data and methodologies that directly relate to the problem at hand. Able to communicate and explain the analytical approach to be taken to address the client problem in a straightforward, understandable and non-technical manner.
3C.5 Ability to craft a feasible and effective solution	You are aware and take account of the practical boundaries and limitations of the selected specialisms, technical knowledge and methodologies. Solutions that result from this collective analysis work are feasible addressing the technical, operational, budget and resource constraints of the client.
3D. Consulting Operating Environment: Operational Delivery	
3D.1 Delivery of client benefits	Actively and continually monitors and measures the delivery of value based client benefits throughout the engagement. Ensuring that the direction, structure and shape of the project are delivering against these benefits. Takes responsibility for recommending modifications and corrective action on major issues and makes decisions to resolve tactical issues.
3D.2 Delivery and quality assurance of appropriate functional, value-based solutions	Where relevant to the client situation you actively and continually monitor and manage project delivery to ensure a project is within scope, on-time, on budget and delivers to quality criteria set for the project. You take responsibility for recommending modifications and corrective action on major issues and make decisions to resolve tactical issues and deliver a value-based solution.
3D.3 Managing finance, people, programmes and processes in an ethical and inclusive manner	You contribute to the development of the structure, content and direction of the engagement strategy. You manage in an ethical and inclusive manner, taking account of the needs of individual team members to develop in their role, undertake variety in their work and recognise diversity within the team.
3D.4 Balancing client need with your Organisation's operational and reputational risk to deliver against objectives	Responsible for operational risk in the form of scope creep, time and budget overruns, quality issues and blockages to meeting value-based client objectives. Taking responsibility for recommending modifications and corrective action on major issues.

3D.5 Managing to achieve KPIs (e.g. utilisation, etc) to deliver the Organisation commercial objectives	You are commercially aware and manage the delivery of engagements against project milestones, financial performance, utilisation and performance against internal KPIs.

Suggested reading/web resource materials

Recommended Reading

Consulting:

- Block, P. (2011*). Flawless Consulting: A Guide to Getting Your Expertise Used, 3rd Edition.* Jossey Bass.
- Chappell, T. (2008). Moral Perception*, Philosophy*, 83 (326), pp. 421-437. Cambridge University Press.
- Cheng, V. (2012). *Case Interview Secrets: A Former McKinsey Interviewer Reveals How to Get Multiple Job Offers in Consulting.* Innovation Press.
- Coles, R., Vaz Costa, S. and Watson, S. eds. (2018). *Pathways to Well-Being in Design Examples from the Arts, Humanities and the Built Environment.* Abingdon, Oxford: Routledge.
- Cooper, C. and Hesketh, I. (2019). *Wellbeing at Work: How to Design, Implement and Evaluate an Effective Strategy.* London: Kogan Page/CIPD.
- Fisher, R., Ury, W. and Patton, B. (2012). *Getting to Yes: Negotiating an agreement without giving in.* Random House Business.
- Freed, R. and Romano, J. (2010). *Writing Winning Business Proposals: Your Guide to Landing the Client, Making the Sale and Persuading the Boss, 3rd Edition.* McGraw-Hill.
- Gould, S. (2017). *The Shape of Engagement: The Art of Building Enduring Connections with Your Customers, Employees and Communities.* CreateSpace Independent Publishing Platform.
- Hargie. O. (2018). *The Handbook of Communication Skills, 4th Edition.* Routledge.
- Harrison, C. (2012). *The Consultant with Pink Hair.* RockBench Publishing Corp.
- Harvard Business Review, Christensen, C.M. Drucker, P.F., Goleman, D., and Porter, M.E. (2010). *HBR's 10 Must Reads: The Essentials.* Harvard Business Review Press.
- Lopata, A. (2011). *Recommended: How to Sell Through Networking and Referrals.* FT Prentice Hall.
- Maister, D.H., Green, C. and Galford, R. (2001). *The Trusted Advisor.* Gardners Books.
- McKenna, C. (2010). *The World's Newest Profession: Management Consulting in the Twentieth Century.* Cambridge University Press.
- McKinsey & Company Inc., Goedhart, M., Koller, T., and Wessels, D. (2010). *Valuation: Measuring and Managing the Value of Companies, 5th Edition.* Wiley.
- Minto, B. (2010). *The Pyramid Principle: Logic in Writing and Thinking 3rd Edition.* Prentice Hall.
- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy, Second Edition.* Financial Times Series. Harlow: Pearson Education Limited.
- Patterson, K., Grenny, J., McMillan, R. and Switzler, A. (2011). *Crucial Conversations for Talking When Stakes are High, 2nd Edition.* McGraw-Hill.
- Rasiel, E. (1999). *The McKinsey Way*. McGraw-Hill Education.
- Rasiel, E. and Friga, P. (2001). *The McKinsey Mind: Understanding and Implementing the Problem-Solving Tools and Management Techniques of the World's Top Strategic Consulting Firm, 1st Edition.* McGraw-Hill Education.

- Roam, D. (2013). *The Back of the Napkin (Expanded Edition): Solving Problems and Selling Ideas with Pictures.* Portfolio.
- Schein, E.H. (2013). *Humble Inquiry: The Gentle Art of Asking Rather than Telling.* Berrett-Koehler.
- Stern, C.W. and Deimler, M.S. (2006). *The Boston Consulting Group on Strategy: Classic Concepts and New Perspectives, 2nd Edition.* Wiley.
- Townsend, H. (2014). *The Financial Times Guide to Business Networking: How to use the power of online and offline networking for business success, 2nd Edition.* FT Publishing.
- Van Assen, M., Van den Berg, G. and Pietersma, P. (2009). *Key Management Models: The 60+ Models Every Manager Needs to Know (Financial Times Series), 2nd Edition.* Financial Times Press.
- Weiss, A. (2009). *Million Dollar Consulting, 4th Edition*. McGraw-Hill Education.

Leadership

- Avolio, B.J. and Gardner, W.L. (2005). Authentic Leadership Development: Getting to the root of positive forms of Leadership. *The Leadership Quarterly*, 16(3): 315-338.
- Bass, B.M. and Riggio, R.E. (2006). *Transformational Leadership,* 2nd ed. New York, NY: Routledge.
- Covey, S.M.R. (2008). *The Speed of Trust: The One Thing that Changes Everything.* London: Simon and Schuster.
- Whittington, R. (2000). *What is Strategy and Does it Matter?*
- Roe, K. (2017). *Leadership Practice and Perspectives*. Oxford: OUP.

ManagementDirect resources require CMI membership, a username and password.

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

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.
Articulate	Express or clearly state your understanding of the topic.
Assess	Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.
Comment	Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.
Compare	Review the subject(s) in detail – looking at similarities and differences.
Conceptualise	Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.
Conduct	Organise and perform a particular activity
Consider	Take (something) into account (i.e. different ideas, perspectives, theories, evidence) when making a judgement
Construct	To create or build something original
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.
Present/ Presentation	Learners may present to an audience of stakeholders the outcomes of their studies. A recording of the presentation, speaker notes and/or slides may be used to provide evidence that a learner has the requirements of the unit assessment criteria.
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.

Report	A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.
Research	A detailed study or investigation of a subject in order to establish facts and reach new conclusions.
Review	To examine, survey, reconsider a subject, theory or item.
Specify	Identify or state a fact or requirement clearly and precisely in detail.
Summarise	Sum up or give a brief account of relevant information in your own words.
Use	The action of using something for a particular purpose.

APPENDIX 1 - REVISIONS TO DOCUMENT

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

Revisions to Document	Document Version	Date Revisions Made
Removal of the Qualification regulations end date, replaced with link to CMI Qualification List	Version 3	June 2025
First Publication	Version 1	June 2020