

# RAF Aviator Command Squadron (ACS) IMLC

Completion Pack March 2022  
Version 3

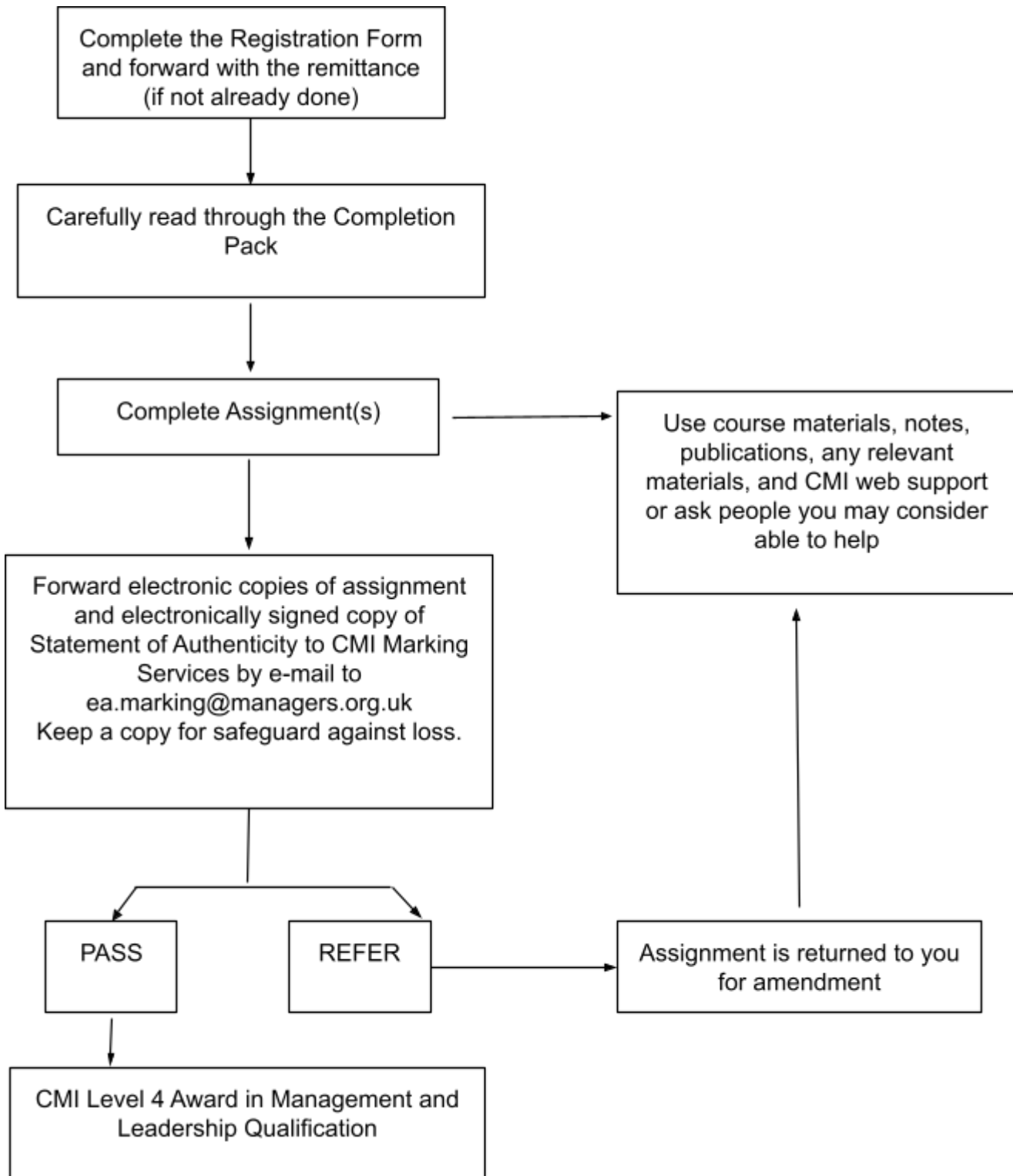
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## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 4 Award in Management and Leadership Qualification.

- The CMI Level 4 Award in Management and Leadership Qualification consists of completing one of the following units 4003V1, 4004V1, 4005V1, 4006V1 or 4007V1 that total 70 TQT/minimum of 7 credits.

**To acquire the CMI Level 4 Award in Management and Leadership, you must complete and submit the one of the following assignments (4003V1, 4004V1, 4005V1, 4006V1 or 4007V1), comprising a number of tasks, and contained in this completion pack.**

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

**Note that you have 12 months to submit your external assignments for marking. It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).**

**If there is no contact, CMI will default for you to receive the Recognised Status. There are no refunds for lapsed candidates.**

## SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?

1. Click [here](#) to set your password
2. Follow the on-screen instructions
3. Click [here](#) to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for units 4003V1, 4004V1, 4005V1, 4006V1 or 4007V1 :

Unit 4003V1, 4004V1, 4005V1, 4006V1 or 4007V1

- Opening Screen - Click on Qualification Support\* for CMI Level 4 Award in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 4006V1
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

\*If you do not have a link to Qualification Support please contact the team (see below)

### **Unsure about anything?**

Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or [mod.qualifications@managers.org.uk](mailto:mod.qualifications@managers.org.uk)

## UNIT COMPLETION REQUIREMENTS

You are required to complete the assignment for one of the following units 4003V1, 4004V1, 4005V1, 4006V1 or 4007V1 to obtain the CMI Level 4 Award in Management and Leadership.

Guidance on completing the assignment and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

| CMI Level 4 Award in Management and Leadership                           | Credits | Actions  |
|--|---------|--|
| Unit 4003V1 - Understanding Organisational Culture, Values and Behaviour | 7       | <ul style="list-style-type: none"> <li>● Register for the Qualification</li> <li>● Complete assignment(s)</li> <li>● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity</li> <li>● Keep a copy for safeguard against loss</li> </ul> |
| Unit 4004V1 - Understanding Team Dynamics                                | 7       |  |
| Unit 4005V1 - Management Report Writing                                  | 7       |  |
| Unit 4006V1 - Management and Leadership Influencing Skills               | 7       |  |
| Unit 4007V1 - Managing Interviews  | 7       |  |

## QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 4 Award in Management and Leadership

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs\_P123456\_Unit\_number\_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,  
Awarding Body,  
Management House,  
Cottingham Road,  
Corby,  
Northamptonshire NN17 1TT.

**PASS:** If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

**REFERRAL:** If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

**Following two Referrals for your assignment, a Resubmission Fee of £15 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk) or call 01536 207496 option 1.**

## ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

## ASSESSMENT GUIDANCE

*Submission directly to CMI EA Marking*

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to [ea.marking@managers.org.uk](mailto:ea.marking@managers.org.uk)

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

## PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.



Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

## APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

## CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

## WORD COUNT POLICY

In total, it is required that your assignment should be between 2500-3000 words. Learners must comply with the required word count, within a margin of  $\pm 10\%$ . These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

## REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

## INSTRUCTIONS & INFORMATION FOR LEARNERS

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

### UNIT 4003V1

## Assignment Brief: Understanding organisational culture, values and behaviour.

Click [here](#) to download the Assignment Brief.

### INTRODUCTION

This unit is about understanding what is meant by organisational culture and values, and how personal values and behaviours impact on performance.

### SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below Scenario:-

You are a manager, leading a team of 6 staff. Your organisation's mission, vision and value statements are readily available on their internet site. You may assume for the purpose of this assignment that your organisation strives to ensure that all employees are fully aware of these statements and understand the expectation that they should demonstrate behaviours in line with the organisation's values.

If you will be using the scenario please select and research an organisation of your choice with regards to their vision, values, culture and behaviour. Provide details of your research and a short summary of the information you have found in order that the assessor may contextualise your responses to the tasks below. The summary is expected to be between 200 and 250 words (this summary is not included in the overall word count).

### TASK 1

Describe two of the models that can be used for analysing an organisation's culture. Say why understanding the culture is a useful tool for managers. Use one of the models described to conduct a full analysis of the culture of an organisation of your choice. Identify both positive and negative factors in the culture, explaining why these may be helpful or unhelpful in moving the organisation towards its stated goals. Explain some of the internal and external factors that may have influenced the organisational culture described in your analysis.

Guideline word count: 850 - 1,000 words

**A.C. 1.1 - Determine a framework for analysing organisational culture**

**A.C. 1.2 - Explain internal and external factors that could influence organisational culture**

**A.C. 1.3 - Evaluate the current organisational culture**

### TASK 2

Discuss what is meant by the term "organisational values". Using a couple of real life examples of organisations' value statements, one from your own (where possible) and another from a well known company of which you are a customer, discuss what each is saying about the respective organisation's culture. (NB. If you are unable to provide an example from your own organisation, please use the scenario above). Provide two examples analysing the influence the values have on the way the organisation behaves. One of these should be an example from an employee's perspective, and the other an example from a customer's perspective.

Guideline word count: 750 - 800 words

**A.C. 2.1 - Discuss the concept of values to an organisation**

**A.C. 3.1 - Analyse how organisational values can affect organisational behaviour**

### **TASK 3**

Discuss the type of personal values held by individuals. Describe with examples how these may or may not be aligned to the organisational values, outlining the conflicts that can arise when values are not in harmony. Explain the positive and negative behaviours that can result from alignment and misalignment, and the impact these can have on organisational performance.

Guideline word count: 550 - 600 words

**A.C. 2.2 - Outline the concept of values to an individual**

**A.C. 3.2 - Analyse how organisational values can affect individual behaviour**

### **TASK 4**

Using two examples, describe how a manager's personal values can influence their dealings with other colleagues and the team. Explain the impact that being in a position of authority can have on the behaviours of others. The values of individuals within the team can also affect team behaviours. Provide a practical example to illustrate the way this can impact on team performance and the manner in which the team behaves.

Guideline word count: 550 - 600 words

**A.C. 2.3 - Describe how the manager's personal values can influence interaction with team members**

**A.C. 3.3 - Identify how individual values can influence the behaviours of a team**

Click [here](#) to download the Assignment Brief.

### INTRODUCTION

This unit is about the skills required to manage groups and teams in different contexts through an understanding of the stages of team development.

### SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:-

You are a first line manager, leading a team of 6 staff. It is likely that in the future the composition of your team will change and they may work remotely. Your line manager is keen for you to understand the new team dynamics.

### TASK 1

Explain the reasons for work groups and/or teams in relation to the achievement of objective. Using appropriate models, compare differences between a group of individuals and a 'team', and identify the implications of these differences for the manager.

Guideline word count: 700 - 750 words

**A.C. 1.1 - Compare differences between a 'group' and a 'team'**

**A.C. 1.2 - Identify the practical implications of differences between groups and teams for the manager**

**A.C. 1.3 - Explain situations when the formation of a group and/or a team would be necessary**

### TASK 2

Identify both formal and informal group norms and discuss how these evolve as the group develops. Examine the changing behaviour of a group over time and link these changes to management theory.

Describe the potential value to the organisation of group norms in the achievement of corporate objectives.

Guideline word count: 700 - 750 words

**A.C. 2.1 - Identify the definitions of formal and informal group norms**

**A.C. 2.2 - Discuss the evolution of formal and informal group norms**

**A.C. 2.3 - Examine the process of changing formal and informal group norms**

**A.C. 2.4 - Describe the value of formal and informal group norms**

### TASK 3

Using examples and theoretical models, discuss the typical stages of group development, and explain the factors which strengthen and weaken individual identity within a group.

Evaluate the term "cohesive" when applied to a group of individuals and the positive and negative aspects in relation to team objectives.

Guideline word count: 700 - 750 words

**A.C. 3.1 - Discuss the stages of group development and maturity**

**A.C. 3.2 - Explain factors which could influence the cohesiveness of work groups**

**A.C. 3.3 - Evaluate the advantages and disadvantages of cohesive work groups**

## TASK 4

Explain why an organisation may need to have remote, displaced or virtual teams and discuss the advantages to the organisation of having such teams. Discuss the potential disadvantages to an organisation of remote, displaced or virtual teams and explain how the organisation can ensure these do not negatively affect the achievement of organisational objectives.

Analyse the challenges in managing remote, displaced or virtual teams and the specific skills and competencies needed to be an effective manager of such teams with specific reference to communication and leadership skills.  
Guideline word count: 700 - 750 words

**A.C. 4.1 - Discuss the advantages of a remote, displaced or virtual team**

**A.C. 4.2 - Discuss the disadvantages of a remote, displaced or virtual team**

**A.C. 4.3 - Analyse the communication and leadership skills required to manage a remote, displaced or virtual team**

## UNIT 4005V1

### Assignment Brief: Management report writing

Click [here](#) to download the Assignment Brief.

## INTRODUCTION

This unit is about understanding the skills and competencies involved in management report writing.

## SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar to base their assignment. However, in the case that they are not able to do so, please use the below scenario:- You are a manager, leading a team of 6 staff. Your work area is required to reduce its cost of operation and your line manager has requested a report which shows the options available, your conclusions and recommendations.

## TASK 1

Determine three reasons why a management report may be produced and give examples of how SMART management reporting can assist in the achievement of organisational objectives.  
Compare the different formal and informal management reporting mechanisms and give examples of the different structures applicable to both types of reporting.  
Guideline word count: 600 - 750 words

**A.C. 1.1 - Determine circumstances which could require a management report**

**A.C. 1.2 - Compare the methods of management reporting available to a manager**

## TASK 2

Explain the purpose and the sponsor(s) of a specific management report you are likely to have to produce and explain the reporting mechanism that ought to be used.  
Identify the terms of reference of the report and include a brief explanation of the different sections within this management report.  
Provide conclusions and recommendations for action which support the terms of reference of the report.  
Guideline word count: 1,100 - 1,250 words

**A.C. 1.3 - Justify a method of management reporting to achieve a management objective**

**A.C. 2.1 - Construct the terms of reference for a report**

**A.C. 2.2 - Identify the component parts of a written management report**

**A.C. 2.3 - Produce conclusions and recommendations that meet the report objective or terms of reference**

## TASK 3

In relation to the management report in task 2, identify the data and information gathered prior to the production of the report and distinguish the differences between data and information.  
Create criteria for the selection of data and information and evaluate the analysis tools you used in support of your conclusions and recommendations in your report.  
Guideline word count: 800 - 1,000 words

**A.C. 3.1 - Distinguish between data and information**

**A.C. 3.2 - Create criteria to select data and information**

**A.C. 3.3 - Evaluate methods to analyse data and information**

## UNIT 4006V1

### Assignment Brief: Management and leadership influencing skills.

Click [here](#) to download the Assignment Brief.

## INTRODUCTION

This unit is concerned with the ability of a manager to understand the role and use of influence in the achievement of objectives.

## SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use the below scenario:-

You are a manager, leading a team of 6 assertive staff. Your line manager would like you to develop your influencing skills further and has asked you to carry out research based on the following tasks.

## TASK 1

Describe how leadership can be justified and accepted using three theoretical models. Describe how managers can use different tactics to influence others.

Guideline word count: 750 - 800 words

**A.C. 1.1 - Discuss the concept of leadership by authority**

**A.C. 1.2 - Discuss the concept of leadership influence**

**A.C. 1.3 - Describe a framework for managerial leadership**

## TASK 2

Explain, using theoretical models, the role of leadership in creating a culture of personal, team and organisational achievement and analyse how a manager uses communication skills in this process. Summarise the skills you would use to influence others and take responsibility for the achievement of objectives.

Guideline word count: 1,100 - 1,150 words

**A.C. 2.1 - Analyse the skills needed to communicate a clear vision and sense of common purpose for the team**

**A.C. 2.2 - Explain the skills needed to develop personal responsibility for people and task objectives**

**A.C. 2.3 - Summarise the skills needed to create a culture which could influence and encourage team members**

## TASK 3

Describe, using theoretical models, how a manager may use delegation, empowerment and management control evaluating the impact on both team and task objectives. Identify the potential impact of delegation and empowerment on management and leadership influence.

Guideline word count: 1,100 - 1,150 words

**A.C. 3.1 - Describe the application of delegation and management control in achieving objectives**

**A.C. 3.2 - Evaluate empowerment, and its implementation, on team and task objectives**

**A.C. 3.3 - Identify the results of delegation and empowerment on management and leadership influence**



Click [here](#) to download the Assignment Brief.

### INTRODUCTION

This unit is about being able to demonstrate understanding of the different types of interviews and the skills required for these to be conducted successfully.

### SCENARIO

Learners may use their own employment context, or that of another organisation with which they are very familiar, to base their assignment. However, in the case that they are not able to do so, please use this scenario:-

You are a manager, leading a team of 6 staff in a medium sized company and your responsibilities include the recruitment and selection of new team members, working alongside colleagues from the Human Resources team, staff appraisals, disciplinary issues and management of staff turnover.

### TASK 1

Draw up a chart to compare a range of interview types, the differing objectives these will have, the expected results of each, and the range of environmental conditions under which they may be conducted. Highlight the advantages and disadvantages of each interview type you have described.

Guideline word count: 450 - 500

**A.C. 1.1 - Explain the objectives of different types of interview**

**A.C. 1.2 - Describe the conditions under which types of interviews could be conducted**

**A.C. 1.3 - Summarise outcomes which could be expected from different types of interview**

### TASK 2

Describe each stage of the interview process, using a real-life example if possible. Describe the skills and techniques required when opening, guiding and controlling, summarising and closing an interview, explaining their importance in the success of the process.

Guideline word count: 850 - 1,000

**A.C. 2.1 - Describe the skills of opening an interview**

**A.C. 2.3 - Outline the skills required to guide and control the interview process**

**A.C. 3.1 - Describe the techniques and skills required to summarise an interview**

**A.C. 3.2 - Describe techniques and skills required to close an interview**

### TASK 3

In the interview process there has to be a balance between the giving of information by the interviewer and the receiving of information from the candidate. Provide three examples of giving information and three examples of receiving information during the interview process, to enable these to be distinguished one from the other.

Discuss how interviewers have to manage their own behaviours and use of skills during the interview process in order to achieve the right balance of output and input, and identify some of the consequences if it is not done well.

Guideline word count: 700 - 750

**A.C. 2.2 - Distinguish between skills required in the giving and receiving of information**

## TASK 4

Explain at least two reasons why it is important to record information given and received during the interview process. Describe three examples of the type of information recorded, explaining the purpose of each one. Explain how all this information is pooled and processed in the immediate post-interview phase, explaining any additional recording of information that would be required.

Guideline word count: 600 - 650

**A.C. 2.4 - Explain requirements for the recording of information given and received**

**A.C. 3.3 - Explain how to organise and manage the results and agreements from interviews**

# STATEMENT OF AUTHENTICITY

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY ATTACHED TO THE COMPLETED ASSIGNMENT BEING SUBMITTED TO THE CMI

Click [here](#) to download the Statement of Authenticity form.

|                              |  |
|------------------------------|--|
| <b>Qualification</b>         |  |
| <b>Unit Number and Title</b> |  |
| <b>Centre Name</b>           |  |
| <b>Learner Name</b>          |  |
| <b>Learner CMI Number</b>    |  |
| <b>Date Submitted</b>        |  |

I ..... confirm that the work submitted is my own and that I am the sole author of this completed assignment and the following has been checked prior to submission

| Requirement Prior to Submission   | Learner Sign to Confirm |
|---|-------------------------|
| The assessment criteria have been used as headings or I have indicated/sign-posted within my work where I feel each assessment criteria has been demonstrated |                         |
| Word count is shown on the front sheet and is within the CMI guidelines and I understand that if this is exceeded, it may be returned, unmarked, for editing  |                         |
| All answers relating to the Assessment Criteria are contained within the body of the text and appendices have not been used                                   |                         |
| The work has been checked for spelling and grammar  |                         |
| All work that is <u>not</u> my own has been referenced using a formal system of referencing   |                         |
| Learner name and CMI membership number is identified on each page within the assignment (header or footer) and that each page is numbered                     |                         |

**Ofqual unit number** K/504/9017

**RQF level** 4

**Guided learning hours** 30

**Total unit time** 70

**Credits** 7

**Aims of unit** This unit is about understanding organisational culture, organisational and individual values, and their impact on behaviour.

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

|  |   |
|--|---|
| <b>Learning Outcome 1</b>  |   |
| <b>Understand the concept of culture to an organisation</b>  |   |
| <b>Assessment Criteria</b>   |   |
| 1.1  | Determine a framework for analysing organisational culture                        |
| <b>Good Practice</b>   |   |
| It is helpful to provide a definition of culture. You may wish to consider models such as that of Handy, Schein, Johnson and Scholes or Hofstede. Consider aspects of culture that are seen or acted upon as well as those that are less obvious such as assumptions or beliefs. |   |
| <b>Assessment Criteria</b>   |   |
| 1.2  | Explain internal and external factors that could influence organisational culture |
| <b>Good Practice</b>   |   |
| To explain external influences you may want to consider PESTLE. For internal factors you could include symbols, stories, strategies, norms, behaviours, structures etc. Consideration can be given to how the culture supports the organisation goals.                           |   |

|  |  |
|--|--|
| <b>Assessment Criteria</b>   |  |
| 1.3  | Evaluate the current organisational culture  |
| <b>Good Practice</b>   |  |
| This determines what it is really like to work in an organisation. Identify the positives and negatives. You could refer to your selected model and determine how it applies to your own organisation as an employee or you may wish to evaluate it from a customer perspective.                                     |  |
| <b>Learning Outcome 2</b>  |  |
| <b>Understand the impact of values that underpin individual and organisational performance</b>   |  |
| <b>Assessment Criteria</b>   |  |
| 2.1  | Discuss the concept of values to an organisation                                       |
| <b>Good Practice</b>   |  |
| Provide a definition of what values are. You could include an explanation of why values are important and how they are communicated to staff and customers. You could illustrate this from your own organisation's values or from a well known organisation. NB there is no need to copy out the values in the text. |  |
| <b>Assessment Criteria</b>   |  |
| 2.2  | Outline the concept of values to an individual   |
| <b>Good Practice</b>   |  |
| Consider how organisational values may be similar or different to individual values. Give an example of when an organisational value can conflict with a personal value.   |  |
| <b>Assessment Criteria</b>   |  |
| 2.3  | Describe how the manager's personal values can influence interaction with team members |
| <b>Good Practice</b>   |  |
| Explain what behaviours the manager demonstrates and how this impact on the team. You could evaluate words they use and compare them to actions they take. You may list your own values again as a manager and illustrate how you role model those values.   |  |
| <b>Learning Outcome 3</b>  |  |
| <b>Understand the relationship between values and behaviour</b>  |  |
| <b>Assessment Criteria</b>   |  |
| 3.1  | Analyse how organisational values can affect organisational behaviour                  |
| <b>Good Practice</b>   |  |

You could include how organisational values are communicated and how they are integrated into the organisation. You could consider how they are used in business planning, decision making, recruitment and selection, performance management, development of leaders. The use of a couple of practical examples would help to demonstrate your understanding.

**Assessment Criteria**

|     |   |
|-----|---|
| 3.2 | Analyse how organisational values can affect individual behaviour |
|-----|---|

**Good Practice**

You could explain by means of example how your own organisational values impact not only on your actions of you but also those of your colleagues. Determine what behaviours you demonstrate and why these are important. Refer to 3.1 in terms how the values are communicated or are incorporated into ground rules and performance management procedures/processes.

**Assessment Criteria**

|     |   |
|-----|---|
| 3.3 | Identify how individual values can influence the behaviours of a team |
|-----|---|

**Good Practice**

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

|                              |            |
|------------------------------|------------|
| <b>Ofqual unit number</b>    | M/504/9018 |
| <b>RQF level</b>             | 4          |
| <b>Guided learning hours</b> | 25         |
| <b>Total unit time</b>       | 70         |
| <b>Credits</b>               | 7          |

**Aims of unit** This unit is about understanding groups and teams, understanding their norms and development, and the skills of managing remote, displaced or virtual teams.

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

| Learning Outcome 1  |  |
|---|--|
| Understand the differences between groups and teams   |  |
| Assessment Criteria   |  |
| 1.1   | Compare differences between a 'group' and a 'team' |
| Good Practice   |  |
| <p>In answering this section it would be useful to use one or more models to support your comparison. Some of the models, concepts and ideas which you could use or refer to include:</p> <ul style="list-style-type: none"> <li>• Groups and teams - Kakabadse et al 1988</li> <li>• Teams – Bennett, 1994</li> <li>• Groups and teams - Stages of team building - Kakabadse and Smith 1993</li> <li>• Belbin's team roles and team size</li> <li>• Perkins - Leading from the Edge - High performing teams</li> <li>• Margerison &amp; McCann's Team Wheel</li> </ul> <p>In answering this section you could comment on how managers lead, manage and work with teams and groups.</p> |  |

| <b>Assessment Criteria</b>   |   |
|--|---|
| 1.2  | Identify the practical implications of differences between groups and teams for the manager |
| <b>Good Practice</b>   |   |
| <p>You might also note that often manager's use these terms interchangeably despite literature indicating both that the management processes and outputs may be very different and that these differences may have important consequences for a manager. You might make some comment on SIGs (Special Interest Groups) which may or may not form part of the formal organisational and reporting structure of an organisation but do impact on the role of a manager. You might also identify the implications of working with teams as part of a formal structure, for example, project teams and their reporting decision/action cycles.</p> |   |
| <b>Assessment Criteria</b>   |   |
| 1.3  | Explain situations when the formation of a group and/or a team would be necessary           |
| <b>Good Practice</b>   |   |
| <p>Here you could identify specific situations when the formation of a group and/or a team would be necessary, for example a project. In answering this section some comments about the make- up and development of teams using a model, for example Belbin team roles or Tuckman, could support your answer.</p>  |   |
| <b>Learning Outcome 2</b>  |   |
| <b>Understand the concept of formal and informal group norms</b>   |   |
| <b>Assessment Criteria</b>   |   |
| 2.1  | Identify the definitions of formal and informal group norms                                 |
| <b>Good Practice</b>   |   |
| <p>Here you are asked to highlight the definitions and differences of formal and informal groups and you could call upon a range of models and concepts to support your findings. Some of the models, concepts and ideas which could be used or referred to in answering this section could be those used elsewhere in your assignment but could also include:</p> <p>Core Group Theory – Kleiner</p> <ul style="list-style-type: none"> <li>• Group think – Janis</li> <li>• The Discipline of Teams John Katzenbach (with Douglas K. Smith)</li> <li>• The informal and formal organisation - Follett and Parker</li> </ul>                  |   |
| <b>Assessment Criteria</b>   |   |
| 2.2  | Discuss the evolution of formal and informal group norms                                    |
| <b>Good Practice</b>   |   |



Here you are asked for a brief discussion of the evolution of formal and informal group norms and your discussion could be enhanced with the use of models such as Tuckman and Smith and Kakabadse and Katzenbach and Smith and Follett and Parker.

**Assessment Criteria**

|     |   |
|-----|---|
| 2.3 | Examine the process of changing formal and informal group norms |
|-----|---|

**Good Practice**

In answering this section you are asked to examine and not merely describe the process of changing formal and informal group norms. Building on your earlier sections you will examine for example how informal groups might become formal groups due to purpose or over a period of time.

**Assessment Criteria**

|     |   |
|-----|---|
| 2.4 | Describe the value of formal and informal group norms |
|-----|---|

**Good Practice**

Here you are asked to build upon your examination in 2.3 and to describe the value of formal and informal group norms and in so doing describe the various similarities and differences to managers and group members.

**Learning Outcome 3**

**Understand group development and maturity**

**Assessment Criteria**

|     |  |
|-----|--|
| 3.1 | Discuss the stages of group development and maturity |
|-----|--|

**Good Practice**

Here you are asked to discuss and not merely describe the stages of group development. Here you could use a model such as Tuckman and not merely show the diagram or list the stages but discuss what each stage might mean for the group for example how well they might perform at each stage. Apart from Tuckman some other models that could be used include:

- Hersey and Blanchard's Situational Leadership model
- Tannenbaum and Schmidt Continuum
- Bennis & Shepard - Group Development Models

**Assessment Criteria**

|     |   |
|-----|---|
| 3.2 | Explain factors which could influence the cohesiveness of work groups |
|-----|---|

**Good Practice**

Using models used elsewhere in your assignment you could explain using examples from your own work environment to show groups that have or have not worked well together to achieve their stated aims.

**Assessment Criteria**

|  |  |
|--|--|
| 3.3  | Evaluate the advantages and disadvantages of cohesive work groups                                      |
| <b>Good Practice</b>   |  |
| Here you are being asked to “evaluate”. This requires you to show both the advantages and disadvantages of cohesive workgroups. Again you might find it useful to give an example from your workplace as well as call upon models used elsewhere in your assignment.   |  |
| <b>Learning Outcome 4</b>  |  |
| <b>Understand management of remote, displaced or virtual teams</b>   |  |
| <b>Assessment Criteria</b>   |  |
| 4.1  | Discuss the advantages of a remote, displaced or virtual team  |
| <b>Good Practice</b>   |  |
| Here you are being asked to consider the advantages of remote working or working with teams of individuals who do not work in the one location. Whereas most of the models used to explain groups and teams are applicable to remote teams it could be useful to consider some of the issues specific to remote teams for example: motivation, creating a sense of identity and belonging and a variety of methods of communication. You might find it useful to show these in tabular form. Models, concepts and ideas which could be used in this section include: |  |
| <ul style="list-style-type: none"> <li>● Shannon and Weaver - communication model</li> <li>● Gareth Morgan, McGill University - Future management competences</li> <li>● Hofstede - Cultural dimensions</li> <li>● Deal and Kennedy -Cultural types</li> <li>● Hertel, G., Geister, S., &amp; Konradt, U. (2005). Managing virtual teams: A review of current empirical research. Human Resource Management Review, 15, 69-95. ISSN: 1053- 4822</li> </ul>   |  |
| <b>Assessment Criteria</b>   |  |
| 4.2  | Discuss the disadvantages of a remote, displaced or virtual team                                       |
| <b>Good Practice</b>   |  |
| Having discussed the advantages in 4.1, here you are being asked to discuss the disadvantages. You may even show these in a tabular form as in 4.1.Please note this is not a section for pure description and will require some discussion as in 4.1.  |  |
| <b>Assessment Criteria</b>   |  |
| 4.3  | Analyse the communication and leadership skills required to manage a remote, displaced or virtual team |
| <b>Good Practice</b>   |  |
| Here you are to explore the role of a leader as a communicator to a virtual or remote team. You will need to look at the different methods and challenges of communication which could include the following:  |  |
| <ul style="list-style-type: none"> <li>● Cultural factors</li> <li>● Intranet and internet challenges</li> <li>● Online Work and Communication</li> <li>● Language</li> <li>● Religion</li> <li>● Values and attitude</li> <li>● Education</li> </ul>  |  |

- Law and Politics

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

- Networked teams
- Parallel teams
- Project and service development teams
- Work, production or functional teams
- Service and support teams

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

**Ofqual unit number** T/504/9019

**RQF level** 4

**Guided learning hours** 25

**Total unit time** 70

**Credits** 7

**Aims of unit** This unit is about the skills of writing a management report, developing report objectives, gathering and analysing data and information, and drawing conclusions and making recommendations to meet objectives.

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

|   |  |
|---|--|
| <b>Learning Outcome 1</b>   |  |
| <b>Understand the purpose of management reporting</b>   |  |
| <b>Assessment Criteria</b>  |  |
| 1.1   | Determine circumstances which could require a management report    |
| <b>Good Practice</b>  |  |
| Consider definitions of reporting and of management reporting and their purpose/objective. It might help to identify several different types of management report, and the circumstances that could necessitate them (e.g. financial reports, project reports, and many others. Reports are often investigative, that is they are answering a question, such as 'Is the organisation cost-effective'? 'What do our customers want/need'? 'Is our reward scheme aligned with our performance measures'? You could describe scenarios that might lead to such questions being asked and identify the type of management report required. (Updated Feb 2015) |  |
| <b>Assessment Criteria</b>  |  |
| 1.2   | Compare the methods of management reporting available to a manager |
| <b>Good Practice</b>  |  |
| You could SMART management reporting; and formal and informal reporting mechanisms. Consider the objective of reporting for a specific management report (e.g. to acquire information, to inform decision making, to ensure operational efficiency, facilitate maximum use of resources, to increase staff motivation etc.). You should consider:   |  |

|  |  |
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| <p>Oral versus written methods Audience – external; internal (top, middle, junior management). Timing – routine, special. Function – operational, financial. You should be able to identify the strengths of the different reporting methods and know the circumstances under which they can be most appropriately used. It might be an option to set out your comparison in the form of a table.</p>  |  |
| <p><b>Assessment Criteria</b></p>  |  |
| 1.3  | Justify a method of management reporting to achieve a management objective                   |
| <p><b>Good Practice</b></p>  |  |
| <p>Explain the management objective of a specific report (it might be helpful to use a real life example). Explain the management reporting method you consider the best to use for this report, explain your reasons for choosing this method and reasons for not choosing other methods.</p>   |  |
| <p><b>Learning Outcome 2</b></p>   |  |
| <p><b>Be able to construct a written management report</b></p>   |  |
| <p><b>Assessment Criteria</b></p>  |  |
| 2.1  | Construct the terms of reference for a report  |
| <p><b>Good Practice</b></p>  |  |
| <p>This defines your task, the objective of the report and its purpose, and is a key planning tool. You could provide an example of the terms of reference for a report, it should address questions such as:</p> <ul style="list-style-type: none"> <li>• What question is the report trying to answer?</li> <li>• Who has what responsibilities for what part of the report?</li> <li>• What are the timescales and milestones for the report?</li> <li>• Who are the audience of the report?</li> <li>• How will you know you have addressed the objectives of the report?</li> </ul> |  |
| <p><b>Assessment Criteria</b></p>  |  |
| 2.2  | Identify the component parts of a written management report                                  |
| <p><b>Good Practice</b></p>  |  |
| <p>Reports should follow similar, logical headings to show the development of the writer’s thinking and lead the reader logically through the report. Identify the different sections you would need to include when constructing a management report. The conclusion should succinctly address the main question of the report – without offering any opinion or recommendations, it is a summary of the findings and links to the recommendations (and should not include findings not linked to the recommendations).</p>   |  |
| <p><b>Assessment Criteria</b></p>  |  |
| 2.3  | Produce conclusions and recommendations that meet the report objective or terms of reference |

|   |  |
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| <b>Good Practice</b>  |  |
| <p>The recommendations should guide the report audience (often senior management) to be able to make a quicker decision, as you (the author) will have argued the case(s) for them and justified your recommendations. You may suggest more than one recommendation or even present a choice of exclusive recommendations, which have criteria attached, such as option A requiring a significant financial investment, while option B has minimal financial investment required, but would take longer to achieve – the imperative to implement and the budget allocated being for the audience to discuss, if this information was not part of the briefing. This gives you an opportunity to show clear, logical thought and reasoned argument. It might be useful to use a real life example.</p> |  |
| <b>Learning Outcome 3</b>   |  |
| <b>Understand the collection and analysis of data and information required for a written management report</b>  |  |
| <b>Assessment Criteria</b>  |  |
| 3.1   | Distinguish between data and information         |
| <b>Good Practice</b>  |  |
| <p>The words “data” and “information” are often used interchangeably. You are required here to explain the differences between data and information. You might want to illustrate your answer with some examples from the workplace. You should use the words ‘data’ and ‘information’ carefully and correctly throughout your report.</p>  |  |
| <b>Assessment Criteria</b>  |  |
| 3.2   | Create criteria to select data and information   |
| <b>Good Practice</b>  |  |
| <p>When selecting data and information for a specific purpose, which could be a management report, there is a range of selection criteria to consider in order ensuring that your work is meaningful. You could use a management model for selection of data and information here, and it would help to demonstrate your understanding if you applied the model to a work based example.</p>  |  |
| <b>Assessment Criteria</b>  |  |
| 3.3   | Evaluate methods to analyse data and information |
| <b>Good Practice</b>  |  |
| <p>Data analysis is the process of manipulating data to provide useful information. You need to show that you can compare different analysis methods, i.e. graphs, spreadsheets, charts, averages, comparisons year on year, or with external companies or other branches. You should be able to compare and contrast methods for different purposes and to be able to provide examples of where the different methods might most usefully be applied.</p>  |  |

**Ofqual unit number** K/504/9020

**RQF level** 4

**Guided learning hours** 25

**Total unit time** 70

**Credits** 7

**Aims of unit** This unit is about management and leadership influencing skills which can be employed and their impact on the achievement of individual and task objectives.

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

|   |  |
|---|--|
| <b>Learning Outcome 1</b>   |  |
| <b>Understand the sources of authority and leadership influence</b>   |  |
| <b>Assessment Criteria</b>  |  |
| 1.1   | Discuss the concept of leadership by authority |
| <b>Good Practice</b>  |  |
| You could introduce this section with a brief discussion on what leadership is and the different styles which are used. Consider how the concept, or theory, of leadership by authority emerges in an organisation. It would be beneficial here to include in your discussion how leaders gain their authority. You are required to discuss how managers utilise authority in their leadership. Reference to models of leadership like French and Ravens 5 Powers might assist. |  |
| <b>Assessment Criteria</b>  |  |
| 1.2   | Discuss the concept of leadership influence    |
| <b>Good Practice</b>  |  |
| Leading on from A/C 1.1 include in this section the idea that leaders in organisations may have formal authorities and how informal authority develops within groups in the workplace. In addition, you should discuss the notion that without influence, leadership does not occur. In other words, leadership is the act of influencing outcomes. The   |  |

|   |  |
|---|--|
| processes the leader uses to influence someone can take a variety of forms. For example, you could refer to transformational leadership within the example of change management.  |  |
| <b>Assessment Criteria</b>  |  |
| 1.3   | Describe a framework for managerial leadership   |
| <b>Good Practice</b>  |  |
| You then need to describe a managerial leadership model or framework. Frameworks for managerial leadership include behavioural, trait, contingency and transformational theory.   |  |
| <b>Learning Outcome 2</b>   |  |
| <b>Understand management and leadership influencing skills</b>  |  |
| <b>Assessment Criteria</b>  |  |
| 2.1   | Analyse the skills needed to communicate a clear vision and sense of common purpose for the team |
| <b>Good Practice</b>  |  |
| This section requires you to carry out an analysis of the skills managers need to communicate vision and purpose effectively with a team. It takes strong leadership and management to bring about the actions which ensure the achievement of agreed goals and targets. Skills include clarity, focus, negotiation, motivation and the identification of common areas. You may consider including an analysis of the CohenBradford Influence Model or Mehrabian's Communication Model. You might want to talk about why having a clear vision and sense of common purpose is important in the context of leading a team.   |  |
| <b>Assessment Criteria</b>  |  |
| 2.2   | Explain the skills needed to develop personal responsibility for people and task objectives      |
| <b>Good Practice</b>  |  |
| This section requires you to explain how personal responsibility is developed and how tasks are achieved. You could start this section with an explanation of why you think the development of personal responsibility for people and task objectives are important. What skills are used for these areas? You could make reference to theories relating to motivation, for example Maslow's Hierarchy of Needs, Alderfer's ERG theory, McClelland's Human Motivation Theory and Frederick Herzberg's motivational theory. Two or three theories is adequate and you should give examples of how these relate to the development of personal responsibility for people and task objectives. |  |
| <b>Assessment Criteria</b>  |  |
| 2.3   | Summarise the skills needed to create a culture which could influence and encourage team members |
| <b>Good Practice</b>  |  |
| Teams working in a positive culture are highly motivated and positive and they also accomplish far more than teams that are struggling with negative energies. Here you need to provide a summary of what it takes to create this positive culture. Consider the skills required; how would you support and encourage team members? How do you ensure aims and objectives are agreed and ultimately achieved? You might want to include reference to the skills required by the team leader to establish a clear framework of expectations of work standards and individual   |  |



and team behaviours, and of creating an environment of ownership for tasks, involvement of the team in contributing ideas, and in establishing trust.

### Learning Outcome 3

#### Understand the application of delegation and empowerment

#### Assessment Criteria

|     |   |
|-----|---|
| 3.1 | Describe the application of delegation and management control in achieving objectives |
|-----|---|

#### Good Practice

This section requires you to describe how delegation and management control are used in support of the achievement of objectives. It would be helpful to firstly define delegation and explain management control. You could then go on to describe how these impact on the achievement of objectives. You might want to consider good and bad examples For delegation and management control to be effective managers must ensure that staff:

- know the objective the manager wants to work to achieve
- have the authority to achieve objectives
- know how to achieve the objectives.

The use of examples from the workplace would strengthen your answer.

#### Assessment Criteria

|     |   |
|-----|---|
| 3.2 | Evaluate empowerment, and its implementation, on team and task objectives |
|-----|---|

#### Good Practice

You could open this section by defining empowerment to set the context. You could discuss how empowerment works alongside delegation, and how both require the manager to know team members' strengths and weaknesses. You should evaluate empowerment and its effectiveness in relation to teams and the achievement of objectives. You could provide an illustrative example of where empowerment has been done well and another where it has been done less well, with a note of the results and consequences on team and objectives in each case. You could discuss the benefits of empowerment and the responsibilities it brings.

#### Assessment Criteria

|     |   |
|-----|---|
| 3.3 | Identify the results of delegation and empowerment on management and leadership influence |
|-----|---|

#### Good Practice

This section is linked to 3.1 and 3.2 and requires you to identify the impact delegation and empowerment has on the influence exercised by managers and leaders. You could use the examples of delegation already provided and go on to identify what was the result of these examples on the influence of the managers/leaders involved.

|                              |            |
|------------------------------|------------|
| <b>Ofqual unit number</b>    | M/504/9021 |
| <b>RQF level</b>             | 4          |
| <b>Guided learning hours</b> | 25         |
| <b>Total unit time</b>       | 70         |
| <b>Credits</b>               | 7          |

**Aims of unit** This unit is about understanding different types of interview, the skills of managing interview process and follow through of interview outcomes.

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

When assessing this unit please be aware that the learner has to meet **all** the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.

|   |  |
|---|--|
| <b>Learning Outcome 1</b>   |  |
| <b>Understand the contexts of different types of interview</b>  |  |
| <b>Assessment Criteria</b>  |  |
| 1.1   | Explain the objectives of different types of interview                     |
| <b>Good Practice</b>  |  |
| <p>You are required to provide details of several different types of interviews and the different objectives of each. You need to demonstrate that you are aware that interviews take place for a variety of reasons/ purposes. For example, you could list types of interviews like:</p> <ul style="list-style-type: none"> <li>• Recruitment &amp; selection interviews</li> <li>• Appraisal interviews</li> <li>• Disciplinary interviews; and then explain what the objectives would be for each of your chosen list</li> </ul> |  |
| <b>Assessment Criteria</b>  |  |
| 1.2   | Describe the conditions under which types of interviews could be conducted |
| <b>Good Practice</b>  |  |

Taking account of the different types of interviews you have detailed for 1.1, outline the conditions under which each of them might be conducted. These conditions should relate to the method of interview for example one to one, panel, group, telephone etc. and the environment in which it is conducted, for example face to face in a private office, interviewer and interviewee in different places. Provide a summary of the outcomes i.e. the end results and/or consequences you could expect from each of the different types of interview you have detailed at 1.1. It is perhaps worth identifying potential outcomes which may not meet objectives as well as those that do. For example: Recruitment and selection interviews expected outcomes could include –

- the identification of a potential new employee who meets the requirements of the identified position;
- the identification of an existing employee who is able to take on a new role/additional responsibilities as required by the identified position
- the learning experience of having conducted the interviews in terms of what works well and what does not, providing useful data for future recruitment and selection exercises

### Assessment Criteria

|     |  |
|-----|--|
| 1.3 | Summarise outcomes which could be expected from different types of interview |
|-----|--|

### Good Practice

Appraisal interviews expected outcomes could include:

- a formal record of the opinions of both employee and manager in relation to work over a specified period of time and/or specified project(s)
- a clear and agreed plan for future work which can include targets, objectives etc agreed actions in relation to the employee's personal development plans

### Learning Outcome 2

#### Understand the skills of interview techniques

### Assessment Criteria

|     |   |
|-----|---|
| 2.1 | Describe the skills of opening an interview |
|-----|---|

### Good Practice

In considering all aspects of Learning Outcome 2, you could include communication theory: demonstrating the need to think about the audience and the importance of checking that messages (sent and received) have been understood correctly; explaining different types of communication such as verbal/nonverbal/interpersonal communications and group communications. You may wish to include some details of different communication models. Provide a description of what skills you consider are important to open any interview successfully, in terms of ensuring the interviewee will contribute fully to the process and you, as the interviewer, will achieve your objectives.

### Assessment Criteria

|     |  |
|-----|--|
| 2.2 | Distinguish between skills required in the giving and receiving of information |
|-----|--|

### Good Practice

All interviews involve the giving and receiving of information, both are critical to the success of the interview. Here you should be discussing the skills you need to employ as an interviewer in order to both obtain all the necessary information, and provide all the necessary information, to ensure the interview is successful for everyone involved.

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| <p>For example you might want to discuss the skills you would use in meeting the needs of interviewees in different situations, providing examples (e.g. the information needs of a candidate in a selection interview are likely to differ from those of an employee attending a disciplinary interview). You then might want to discuss the relative merits of different questioning techniques and the use of verbal and non-verbal communication skills when you are seeking and receiving information from interviewees.</p> |  |
| <b>Assessment Criteria</b>  |  |
| 2.3   | Outline the skills required to guide and control the interview process   |
| <b>Good Practice</b>  |  |
| <p>This requires you to consider initially why there is a need to guide and control the interview process, for example time constraints, objectives to be achieved (this is not of course an inclusive list) and then to provide an outline of how you would successfully guide and control the process.</p>  |  |
| <b>Assessment Criteria</b>  |  |
| 2.4   | Explain requirements for the recording of information given and received |
| <b>Good Practice</b>  |  |
| <p>This could take account of why you need to record both the information provided and that received within an interview, it could include legislative requirements, organisational policy/procedure, monitoring requirements etc.</p>  |  |
| <b>Learning Outcome 3</b>   |  |
| <b>Understand the summarising, closing and follow up of interviews</b>  |  |
| <b>Assessment Criteria</b>  |  |
| 3.1   | Describe the techniques and skills required to summarise an interview    |
| <b>Good Practice</b>  |  |
| <p>You could consider and describe what it is you need to do to successfully summarise an interview from the perspective for example:</p> <ul style="list-style-type: none"> <li>• of both the interviewee and you as the interviewer understanding and agreeing what has been discussed and agreed</li> <li>• for a colleague or line manager who may be involved in the next stage of the process</li> <li>• for accurate record keeping purposes</li> </ul>  |  |
| <b>Assessment Criteria</b>  |  |
| 3.2   | Describe techniques and skills required to close an interview            |
| <b>Good Practice</b>  |  |
| <p>You could describe how to close an interview, including the skills and techniques you would use to check if the interviewee has asked all questions they wish to, summarise what has been agreed and explain the 'next steps' etc. (This is not an exhaustive list).</p>   |  |

| <b>Assessment Criteria</b>  |   |
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| 3.3   | Explain how to organise and manage the results and agreements from interviews |
| <b>Good Practice</b>  |   |
| <p>This requires you to detail what action you would take to manage the results of interviews and any agreements reached. This could include information for example on how you would manage the notification of success (or otherwise) of a recruitment interview, how you would action any agreement reached in an appraisal interview etc. The use of practical examples from the workplace would help to illustrate your understanding.</p> |   |