

# **LEVEL 5 PRINCIPLES OF MANAGEMENT CONSULTING**

Syllabus | April 2025 | Version 2

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# QUALIFICATION OBJECTIVE

These qualifications are 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 consulting 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 Professional Consultants practising or aspiring 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 (ChMC) Framework
3. Stakeholder consultation

# QUALIFICATION TITLES

The titles given below are the titles as they will appear on the qualification when awarded to the Learners. 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.

In order to meet the needs of a range of Learners and organisations, it is proposed that there are two suites of qualifications introduced: this one focusing on knowledge of Management Consulting.

## Principles of Management Consulting (Knowledge only)

| CMI Code | Qualification Title  | Qualification Reference Number |
|----------|--|--------------------------------|
| 5A40     | Level 5 Award in Principles of Management Consulting       | 610/2934/8                     |
| 5C40     | Level 5 Certificate in Principles of Management Consulting | 610/2935/X                     |

# KEY DATES

These qualifications are regulated from 1st September 2023 and the operational start date in CMI Centres is 1st September 2023. The qualification review date is 31st August 2026.

# PROGRESSION OPPORTUNITIES

Upon successful completion of their qualification, Learners are able to progress to further learning within the suite of Level 5 Qualifications in Management Consulting - for example, 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 5 qualifications in Management and Leadership.

Learners completing this qualification may also wish to progress onto the Chartered Management Consultant (ChMC) Award

# ENTRY REQUIREMENTS

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

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

- meet their needs,
- enable and facilitate learning and achievement,
- enable progression.

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

- Provide relevant programme information, guidance and advice, to enable informed Learners choice,
- Publish entry and selection criteria,
- Demonstrate that Learners are recruited with integrity,
- Carry out comprehensive Learners induction that:
  - addresses programme and organisational requirements
  - explains Learners facilities
  - identifies Learners' development needs
  - develops an Individual Learning Plan.

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

# DEFINITIONS

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

- a) the number of hours which an awarding organisation has assigned to a qualification for Guided Learning, and
- b) an estimate of the number of hours a Learners 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 (GLH)** 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 Learners and that person, or
- b) remotely by means of simultaneous electronic communication

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

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

# QUALIFICATION STRUCTURES - PRINCIPLES OF MANAGEMENT CONSULTING

## 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 5 AWARD IN PRINCIPLES OF MANAGEMENT CONSULTING

Learners must select at least one unit to a minimum of 70 TUT hours to achieve this qualification. The minimum GLH is 18 hours, 7 credits.

### CMI LEVEL 5 CERTIFICATE IN PRINCIPLES OF MANAGEMENT CONSULTING

Learners must select at least two units to a minimum of 140 TUT hours to achieve this qualification. The minimum GLH is 38 hours, with 14 credits.

| Unit Code | Unit Title   | GLH | TUT | Credits |
|-----------|--|-----|-----|---------|
| 540       | Principles of Management Consulting                              | 24  | 80  | 8       |
| 541       | The Management Consulting Role                                   | 22  | 70  | 7       |
| 542       | Project and Programme Management in Management Consulting        | 26  | 80  | 8       |
| 543       | Principles of Management and Leadership in Management Consulting | 20  | 70  | 7       |
| 544       | Principles of Change in Management Consulting                    | 26  | 80  | 8       |
| 545       | Managing Problems and Decision Making in Management Consulting   | 22  | 70  | 7       |
| 546       | Organisational Analysis in Management Consulting                 | 20  | 70  | 7       |
| 548       | Professional Development in Management Consulting                | 18  | 70  | 7       |

# QUALIFICATION DELIVERY

CMI does not specify the mode of delivery for its qualifications at Level 5; therefore CMI Centres are free to deliver the Level 5 qualifications using any mode of delivery that meets the needs of their Learners. However, CMI Centres should consider the Learners' complete learning experience when designing the learning programmes.

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

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

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

## ACCESSIBILITY OF CMI QUALIFICATIONS

There may be incidents where Learners may require special consideration and reasonable adjustments to the delivery and assessment of qualifications. In the event of this, Centres should apply using the online form [Qualification Adjustment Request](#) in MyCMI.

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

## RECOGNITION OF PRIOR LEARNING

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

# ASSESSMENT & QUALITY ASSURANCE

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

The primary interface with the Learner is the Assessor, whose job it is to make an assessment judgement against the Assessment Criteria (AC). 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 or evidence 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 assessment activities, CMI Centres must ensure that:

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

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

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

and must also show the Learner's:

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

## LEARNER AUTHENTICITY

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

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



## ASSESSMENT GRADING

All CMI qualifications are made up of units.

Units, to a minimum TQT stated in the syllabus, must be passed to achieve a qualification.

All assessment criteria for a unit must be passed for the learner to achieve a unit Pass. The threshold for any unit Pass is therefore that all assessment criteria must be met.

If Learners fail any assessment criteria within a unit they will fail the unit and will be referred with feedback to enable another attempt. CMI allows three attempts at any unit.

Centres are free to apply their own grade scales for anyone who has achieved a qualification Pass. This is required by some employers and allows the centre to recognise effort above threshold.

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

## SUGGESTED ASSESSMENT METHODOLOGIES

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

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

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

| Unit | Title  | Report | Business Case/Case Study | Presentation | Reflective Account | Guide/Briefing Document | Plan/PDP | Written Account | Work Based Evidence |
|------|--|--------|--------------------------|--------------|--------------------|-------------------------|----------|-----------------|---------------------|
| 540  | Principles of Management Consulting                              | X      |                          | X            |                    |                         |          |                 | X                   |
| 541  | The Management Consulting Role                                   | X      |                          |              |                    | X                       |          |                 | X                   |
| 542  | Project and Programme Management in Management Consulting        | X      |                          |              | X                  |                         |          |                 | X                   |
| 543  | Principles of Management and Leadership in Management Consulting | X      |                          |              |                    | X                       |          |                 | X                   |
| 544  | Principles of Change in Management Consulting                    | X      | X                        |              |                    |                         |          |                 | X                   |
| 545  | Managing Problems and Decision Making in Management Consulting   | X      |                          |              |                    |                         |          | X               | X                   |
| 546  | Organisational Analysis in Management Consulting                 | X      | X                        |              |                    |                         |          |                 |                     |

|     |   |  |   |  |   |  |   |  |   |
|-----|---|--|---|--|---|--|---|--|---|
| 548 | Professional Development in Management Consulting |  | X |  | X |  | X |  | X |
|-----|---|--|---|--|---|--|---|--|---|

## WORD COUNT AND APPENDICES

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 5. The guideline word count for units within this qualification are summarised below, and vary depending on the 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.

| Unit | Title  | Word Count |
|------|--|------------|
| 540  | Principles of Management Consulting                              | 4000       |
| 541  | The Management Consulting Role                                   | 4000       |
| 542  | Project and Programme Management in Management Consulting        | 4000       |
| 543  | Principles of Management and Leadership in Management Consulting | 4000       |
| 544  | Principles of Change in Management Consulting                    | 4000       |
| 545  | Managing Problems and Decision Making in Management Consulting   | 4000       |
| 546  | Organisational Analysis in Management Consulting                 | 4000       |
| 548  | Professional Development in Management Consulting                | 4250       |

Learner work should aim to minimise the amount of unnecessary attachments or appendices. Information that is essential to the Learner's 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 exceed the word count.

## EXTERNAL MARKING

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

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

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

## APPEALS AGAINST ASSESSMENT DECISIONS

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

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

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

# CMI SERVICES - SUPPORTING CMI QUALIFICATIONS

## CMI MEMBERSHIP

If an individual is not already in membership at the time of registering on a CMI qualification then your Learner will be provided with free Affiliate membership of the CMI for the duration of their studies. For details of the benefits of membership please [click here](#). There may be the opportunity to upgrade during the Learner's studies dependent on successfully completing a qualification with CMI.

## CHARTERED MANAGEMENT CONSULTANT

The Chartered Management Consultant (ChMC) accreditation is the highest status you can achieve in the management consulting profession. It provides a professional standard of career excellence for management consultants to aspire towards and clients to benchmark against.

To find out more about how to become a Chartered Management Consultant (ChMC) please [click here](#).

## STUDY RESOURCES

### ManagementDirect

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

It's fast, comprehensive and free to members

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

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

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

### E-journals

For in depth research try our e-journals service

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

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

## Online CPD

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

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

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

# UNIT SUMMARIES

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

- TUT refers to Total Unit Time. TUT is set based on the estimated time expected for the average Learner to be taught the content via formal Guided Learning, additional informal learning and preparation and completion of an assessment.
- GLH refers to Guided Learning Hours. GLH is the estimated contact time the average Learner 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.
- The use of e.g within the unit content means an abbreviation for "for example".
- Key words which highlight knowledge, skills and behaviours which will be developed
- Indicative content has been developed to support the Learners 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 consultants
- Mapped to the Chartered Management Consultant Competency Framework at applied level.
- Suggested reading/web resource materials developed to complement the unit content. The primary resource/research tool referred to is ManagementDirect.
- Please note that the resources lists provided to guide the Learners to potential sources of information are by no means exhaustive. The websites, books and journals cited were correct at the date of publication. All references to legislation stated within the unit may be subject to subsequent changes, deletions and replacements. Learners may also make reference to other local or national legislation as relevant.

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

The table below summarises the units within these qualifications:

|   |   |
|---|---|
| <b>Unit 540 Principles of Management Consulting</b> | <p>Effective management consulting provides clients with objective and independent expertise, advice and guidance. It can prepare individuals and organisations to plan for the future, navigate change, operate efficiently, harness new technologies and develop workforce capability.</p> <p>The aim of the unit is to equip Learners with an in-depth understanding of management consulting and mechanisms for its delivery. Learners will consider the benefits of management consulting, the relationships involved in the delivery of assignments and the impact of ethics, values and governance on the work they do. On successful completion of the unit, consultants will understand the principles for delivering consulting which are tailored to client needs.</p> |
| <b>Unit 541 The Management Consulting Role</b>      | <p>Management Consultants must be experts in their subject specialism, able to support clients by providing objective, independent expertise, advice and guidance. The role requires knowledge, creativity, agility and resilience.</p> <p>The aim of the unit is to equip Learners with an in-depth understanding of the expectations and behaviours required to consult effectively. Learners will consider how professional codes</p>  |

|  |   |
|--|---|
|  | <p>of conduct and frameworks for consulting influence management consulting practice. Finally, on successfully completing the unit, Learners will be able to identify strategies to develop and maintain client relationships.</p>  |
| <b>Unit 542 Project and Programme Management in Management Consulting</b>        | <p>The ability of a Management Consultant to manage projects and programmes is essential if client requirements are to be delivered successfully. Client requirements may include the development of physical assets, products, services, research or the development of people. Whilst a project is singular (unique), a programme is a group of projects, brought together in order to achieve strategic delivery and benefits realisation. The reality of managing projects and programmes can be complex. There are many factors which influence their delivery and these need to be considered throughout the project lifecycle.</p> <p>The aim of this unit is to equip Learners with an understanding of the role of projects and programmes in management consulting. They will consider how projects can be managed successfully, regardless of their type, size and complexity.</p> |
| <b>Unit 543 Principles of Management and Leadership in Management Consulting</b> | <p>One of the foundations of management consulting is the ability of consultants to manage and lead individuals and teams with expertise.</p> <p>The aim of this unit is to enable Learners to develop an in-depth understanding of the different aspects of management and leadership in the management consulting role. Learners will explore the importance of leading self and benefits of Thought Leadership. Finally, Learners will evaluate a range of management and leadership models and approaches, which, when used effectively, will enhance their ability to consult with impact.</p>   |
| <b>Unit 544 Principles of Change in Management Consulting</b>                    | <p>Change is an unavoidable activity within organisations, it is one of the main reasons why organisations engage with management consulting. Change comes in many forms, including the objective to respond to customer needs and expectations, grow financially, restructure, gain competitive advantage and comply with legal, regulatory and environmental requirements.</p> <p>The aim of the unit is for Learners to understand the role of change in management consulting, including drivers for change, factors which influence its success, and strategies to respond to barriers which occur. On successful completion of the unit Learners will know how to deliver change through management consulting.</p>   |
| <b>Unit 545 Managing Problems and Decision Making in Management Consulting</b>   | <p>The ability to manage problems and make decisions is a fundamental requirement of the management consulting role. Managing problems and making decisions is not easy, especially when decisions are under the spotlight of client opinion, constrained by organisational or legal requirements, where ambiguity exists, risks are high, or where the outcome of decisions may be unpopular.</p> <p>The aim of the unit is for Learners to understand the strategies that can be used to manage problems and make decisions. On</p>   |

|  |  |
|--|--|
|  | <p>successful completion of the unit, Learners will understand how to apply models and techniques to find a positive solution to respond to client requirements in management consulting.</p>  |
| <p><b>Unit 546 Organisational Analysis in Management Consulting</b></p>  | <p>Organisational analysis is undertaken by Management Consultants to respond to client needs and provide client benefits. It enables organisations to identify opportunities for change and improvement. Its scope may include the analysis of an organisation's strategy, structure, systems, culture, values, skills and people. Organisational analysis may start prior to client engagement and extend throughout and beyond the consulting assignment.</p> <p>The aim of the unit is for Learners to understand the rationale, scope and methods of organisational analysis. On successful completion of the unit, Learners will demonstrate their capability to undertake organisational analysis in management consulting.</p> |
| <p><b>Unit 548 Professional Development in Management Consulting</b></p> | <p>It is essential for Management Consultants to maintain currency of practice in an ever changing competitive market, where the ability to deliver benefits to clients is paramount. Professional development enables consultants to develop skill sets, knowledge and behaviours required to be an expert in the consulting role.</p> <p>The aim of this unit is to enable Learners to understand the case for continuing professional development and the opportunities for professional development which can support them in their role. On successful completion of the unit, Learners will create a professional development plan and a business case to undertake a professional development activity.</p>                     |



# UNIT 540 - PRINCIPLES OF MANAGEMENT CONSULTING

**Ofqual unit number** J/650/7454

**RQF level** 5

**Guided learning hours** 24

**Total unit time** 80

**Credits** 8

**Aims of unit** Effective management consulting provides clients with objective and independent expertise, advice and guidance. It can prepare individuals and organisations to plan for the future, navigate change, operate efficiently, harness new technologies and develop workforce capability.

The aim of the unit is to equip Learners with an in-depth understanding of management consulting and mechanisms for its delivery. Learners will consider the benefits of management consulting, the relationships involved in the delivery of assignments and the impact of ethics, values and governance on the work they do. On successful completion of the unit, consultants will understand the principles for delivering consulting which are tailored to client needs.

**Keywords** Consulting, benefits, governance, ethics, clients, stakeholders, relationships, engagement, consulting cycle, proposals, contracts, opportunities, impact, success.

|  |
|--|
| <b>Learning outcome 1</b>  |
| <b>Understand the purpose, scope and benefits of management consulting</b>   |
| <b>Assessment criteria</b>   |
| 1.1 Examine the purpose, scope and benefits of management consulting<br>1.2 Evaluate the relationships involved in the delivery of management consulting<br>1.3 Analyse the role of ethics, values and governance in the consulting relationship |
| <b>Indicative content</b>  |

### *1.1 Purpose, scope and benefits of management consulting:*

- *Purpose of management consulting:* Provides objective, independent expertise, advice and guidance tailored to client needs.
- *Scope of management consulting:* Assist clients to successfully foresee change, create the case for change, manage change and innovate (for example, Shein's Modes of Consulting, 1990). Support the development of organisational strategy (Ansoff, 1984). Improve organisational development and design (for example, organisational governance). Legal and regulatory compliance. Develop people and capabilities (for example, management, leadership, technical expertise). Continuous improvement. Technological development (for example, 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).
- *Benefits of management consulting to the client:* Access to a wide range of expertise. Increased business responsiveness for the future (for example, responsiveness to customer needs/trends). Cost effective way of delivering change. Improve profitability, resource usage, management of risk. On-going continuous improvement.

### *1.2 Relationships involved in the delivery of management consulting:*

- *Management consulting team\*:* Account lead/senior management consultant responsible for managing client engagement (internal sponsor). Delivery consultant (project manager). Subject matter experts. Project management office (PMO)/support team. Delivery resources (for example, data analysts, associate management consultants).
- *Client team\*:* Client. Sponsor. Project manager. Subject matter experts (for example, legal, financial, technical, procurement). Internal resources (for example, client staff). Beneficiaries of change (for example, customers).
- *Wider stakeholders in the client operating environment:* General public, regulatory bodies, trustees (if applicable).

\*Mirroring is a practice used by some consultancy firms, whereby the structure of the consulting team mirrors the structure of the client's team.

### *1.3 Ethics and governance in the management consulting relationship:*

#### *Ethics in management consulting:*

- *Requirement to act in the best interests of the consulting/client organisation:* Ethical, authentic (George, 2003). Consultants operate within their own level of competency (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. Professionalism between consultant and client (for example, avoiding dependency). Contributes to the ethical position of clients. Advocates the importance of ethics within the client's organisation. Defines own performance with reference to ChMC or other competency frameworks (for example, in-house organisational frameworks).
- Application of the principles of Corporate Social Responsibility (CSR) in all aspects of consulting practice. Including compliance with legal and regulatory frameworks (for example, contribution to societal welfare, environmental considerations). Responsibility for operating within these principles and actively advocating their importance within the organisation. Contemporary practice in relation to sustainable development and resourcing (for example, use

of natural resources, renewable and recyclable production, green logistics, green procurement, triple advantage value creation).

*Governance in management consulting:*

- *Governance within a consulting organisation:* Approach to risk (for example, financial, reputational, ethical). Governance principles and policies related to sustainability, diversity and inclusion, accountability to stakeholders. Organisational and legal guidelines. Organisational culture, ethical position/ethical code. Respect for client information (for example, client confidentiality in line with legal and regulatory frameworks). Use and development of contractual agreements. Transparency with charging for consulting activities. Declaring conflicts of interest.
- *Governance within client organisation:* Factors which inform the ways clients' organisations are controlled and operated. Type of organisation/legal status (for example, public, private, third sector). Purpose of organisation (strategic definition, vision, mission). Strategic narrative (historical perspective). Culture and politics. Levels of organisational maturity. Company structure (for example, operational, local, international, global, project/programme based, departmental and strategic business unit). Staff structure (including levels of individual responsibility, autonomy, accountability). Legal obligations determined by organisation, type, size, purpose, country (for example, health and safety, equality, Corporate Social Responsibility (CSR) and sustainability, financial reporting, privacy, data). Organisational policies, processes. Stakeholders (for example, levels of interest, influence, expectations and approach to engagement). Organisational obligations (for example, founding principles or charitable requirements to provide specific services and support). Influence of external environment.
- *Regulatory Frameworks:* Application of legal and regulatory frameworks relevant to client (for example, UK legislation, Equality Act (2010), Prevent Strategy (2011), Modern Slavery Act (2015), Data Protection Act (2018), General Data Protection Regulation (GDPR) (2018), Companies Act (2006), Bribery Act (2010)).

## Learning outcome 2

### Understand the processes for delivering management consulting

#### Assessment criteria

- 2.1 Evaluate approaches for identifying management consulting opportunities
- 2.2 Analyse how the consulting cycle is used to deliver management consulting
- 2.3 Review approaches to formalise the management consulting assignment

#### Indicative content

*2.1 Approaches for identifying management consulting opportunities:* Approaches for new/existing clients (local, regional, national, global). Referrals from existing clients. Networking to develop a client base (for example, personal, professional, affiliations, associations, contacts). Marketing (for example, digital marketing, social media, branding). Customer Relationship Management (CRM)

operations. Response to consulting opportunities (for example, Request for Proposal (RFP). Request for Information (RFI). Invitation to Tender (ITT)).

## 2.2 Consulting cycle\*:

- *Engaging with clients requiring consulting:* Build relationships with clients.
- *Defining the problem/issue for consulting:* Identify the reasons why the client needs a consulting intervention. Identify current business drivers for change.
- *Structuring the problem:* Break down the key issues faced by the client using problem solving models. Use the initial analysis of a problem to inform potential solutions and the type of support required by the client (for example, technical support, advice, guidance).
- *Setting the business priorities:* The consultant and client agree priorities the business needs to address (for example, short, medium, long term).
- *Formalising consulting approach with client\*\*:* Proposal development (Freed and Romano, 2010). Negotiation (for example, type of consulting approach, fee rates, resources, working boundaries). Develop an appropriate contract with the client (for example, fixed price contract, performance, variable – cost plus). Gain agreement to proceed.
- *Research:* Gather data and information (for example, client reports, interviews, workshops). Analyse research. Reach conclusions. Make recommendations.
- *Developing a working plan for consulting:* Planning of timescales, resource allocation, risk management.
- *Conducting the consulting assignment:* Deliver consulting according to the plan and report progress as agreed with the client.
- *Concluding the consulting assignment:* Hand over outputs of work activities to clients. Gain feedback from clients. Confirm acceptance of outputs with clients. Complete formal sign off process with the client. Evaluate outcomes and demonstrate value (for example, against contractual agreement). Determine opportunities for further consulting.
- *Closing the consulting assignment:* Close assignment internally (within consulting organisation). Review performance against objectives. Conduct impact assessment of consultancy. Identify lessons learned to inform future consulting practice.

*\*The consulting cycle outlined above describes the consulting activities from start to end. Some consulting is only advisory and not all elements of the cycle will apply.*

*\*\*Formalising the consulting approach is dependent on the type of consulting undertaken. If the consulting assignment has been awarded by tender, a formal contract will be in place before the consulting cycle begins.*

## 2.3 Approaches to formalise the management consulting assignment:

- *Development of proposals. Key features:* 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 need. Methodology to respond to client needs. Approach taken to consult with clients, activities/people involved in the consultancy, communication strategy. Evaluation/summary. Quality assurance measures (for example, progress reviews/evaluation (lessons learned)). Timescales and costings. Additional information as specifically required by the client (for example, client references, data and information, financial statements). Policies (for example, equality and diversity, sustainability, conflict of interest, confidentiality).
- *Contracts:* Terms of contract (for example, cost, payment terms/schedule, liabilities, indemnities, confidentiality, ownership, delivery of consulting KPIs, risk and quality management, legal jurisdiction). Clarification and conditions for consulting (for example, reporting structure, organisational, legal and regulatory requirements).

- *Terms of Reference* (business case, method statements, delivery plans).

## 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 develop and deliver a **presentation** on the purpose, role and benefits of management consulting.
2. The Learner may be asked to write a **report** on the processes for delivering management consulting.
3. The Learners 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 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 at the Applied level:

### 1B. Ethics and Professional Standards: Ethics

|  |   |
|--|---|
| 1B.1 Adhering to an Organisation's ethics code and governance framework                    | Understands, comprehends and applies the organisation's ethics and code and governance framework to day-to-day work, taking personal responsibility for operating within these policies and actively advocating their importance within the organisation. |
| 1B.2 Demonstrating Corporate and Social Responsibility of an Organisation in everyday work | Understands and comprehends the principles of CSR and how they apply in the organisation, applying them to day-to-day work, taking responsibility for operating within these principles and actively advocating their importance within the organisation. |
| 1B.3 Sustaining and contributing to ethical position of clients                            | Ability to assimilate a client's ethical position and policies ensuring client-facing work is delivered within the scope of their policies.   |

### 3A. Consulting Operating Environment: Industry or Sector Specialisms

|  |   |
|--|---|
| 3A.5 Understand, articulate and develop your organisation's related client offers and propositions | You have knowledge of how all of the above relate to the organisation's client offers and propositions. |
|--|---|

| <b>3B. Consulting Operating Environment: Clients and Markets</b>  |  |
|---|--|
| 3B.1 Client relationship management                               | During client facing projects you form new and constructive working relationships with client contacts and stakeholders, developing these relationships in the medium to long-term. Able to spot opportunities to on-sell work and refer opportunities to others for consideration and follow-up. Where appropriate, they support the team to develop a new opportunity. |
| 3B.4 Managing Organisation risk                                   | You understand your organisation's risk management and independence policies, along with the importance of the policies set by clients and regulatory bodies   |
| <b>3D. Consulting Operating Environment: Operational Delivery</b> |  |
| 3D.1 Delivery of client benefits                                  | Understands, comprehends and applies the agreed value based client benefits for an engagement to day-to-day project work. Ensuring that activity and outcomes fully contribute to delivery, urgently escalating any matters of concern and proposed solutions to work-stream or team managers.   |

| <b>Suggested reading/web resource materials</b>   |
|---|
| <p><b>Professional consulting practice</b></p> <ul style="list-style-type: none"> <li>• Block, P. (2011). <i>Flawless Consulting: A Guide to Getting Your Expertise Used, 3<sup>rd</sup> Edition</i>. San Francisco, CA: Jossey Bass.</li> <li>• Maister, D.H., Green, C. and Galford, R. (2001). <i>The Trusted Advisor</i>. London: Simon and Schuster UK.</li> <li>• Markham, C. (2019). <i>The Art of Consultancy</i>. Legend Business.</li> <li>• Newton, R. (2019). <i>The Management Consultant: Mastering the Art of Consultancy, Second Edition</i>. Financial Times Series. Harlow: Pearson Education Limited.</li> <li>• Oliver, P., &amp; Reads, C. (2016). <i>Consulting Frameworks: Use on your next startup, in an existing small business, or to ace the case interview (Business Success) (1st ed.)</i>. CreateSpace Independent Publishing Platform.</li> <li>• Rasiel, E. (1999). <i>The McKinsey Way</i>. New York, NY: McGraw-Hill Education.</li> <li>• Rasiel, E. and Friga, P. (2001). <i>The McKinsey Mind: Understanding and Implementing the Problem-Solving Tools and Management Techniques of the World's Top Strategic Consulting Firm, 1st Edition</i>. New York, NY: McGraw-Hill Education.</li> <li>• Safarova, K. (2020). <i>Succeeding as a Management Consultant, 2<sup>nd</sup> Edition</i>. Los Angeles: Firms consulting L.L.C.</li> <li>• Weiss, A. (2020). <i>Getting Started in Consulting, 4<sup>th</sup> Edition</i>. Hoboken, NJ: Wiley.</li> </ul> <p><b>Ethics</b></p> <ul style="list-style-type: none"> <li>• Buchholtz, A. and Carroll, A. (2014). <i>Business and Society: Ethics, Sustainability, and Stakeholder Management, 9<sup>th</sup> Edition</i>. Cincinnati, OH: South-Western College Pub.</li> </ul> |

- Crane, A., Matten, D., Glozer, S. and Spence, L. (2019). *Business Ethics: Managing Corporate Citizenship and Sustainability in the Age of Globalization, 5<sup>th</sup> Edition*. Oxford: Oxford University Press.
- Ferrell, O., Fraedrich, J., and Ferrell, L. (2016). *Business Ethics: Ethical Decision Making and Cases*. 11<sup>th</sup> ed. Boston, MA: Cengage Learning.
- Fryer, M. (2014). *Ethics Theory and Business Practice*. Newbury Park, CA: SAGE Publications Ltd.
- McDonald, G. (2014). *Business Ethics: A Contemporary Approach*. Cambridge: Cambridge University Press.
- 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, 7<sup>th</sup> 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. 2<sup>nd</sup> Edition*. Washington, DC: Environmental Law Institute.
- Eweje, G., and Bathurst, R. (2018). *CSR, Sustainability, and Leadership*. New York, NY: Routledge.
- Chandler, D. (2016). *Strategic Corporate Social Responsibility: Sustainable Value Creation*. 4<sup>th</sup> ed. Thousand Oaks, CA: SAGE Publications Ltd.
- Haski-Leventhal, D. (2018). *Strategic 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.
- 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.

# UNIT 541 - THE MANAGEMENT CONSULTING ROLE

**Ofqual unit number** K/650/7455

**RQF level** 5

**Guided learning hours** 22

**Total unit time** 70

**Credits** 7

**Aims of unit** Management Consultants must be experts in their subject specialism, able to support clients by providing objective, independent expertise, advice and guidance. The role requires knowledge, creativity, agility and resilience.

The aim of the unit is to equip Learners with an in-depth understanding of the expectations and behaviours required to consult effectively. Learners will consider how professional codes of conduct and frameworks for consulting influence management consulting practice. Finally, on successfully completing the unit, Learners will be able to identify strategies to develop and maintain client relationships.

**Keywords** Consulting, strategy, leadership, behaviours, skills, strategies, theory, Corporate Social Responsibility (CSR), sustainability, ethics, stakeholders, relationships, success.

## Learning outcome 1

### Understand the role and responsibilities of a Management Consultant

#### Assessment criteria

- 1.1 Establish the expectations of a Management Consultant
- 1.2 Analyse the behaviours required to be effective in the management consulting role
- 1.3 Appraise the role and responsibilities of a Management Consultant

#### Indicative content



### *1.1 Expectations of the Management Consultant:*

- Deliver/contribute to change initiatives (for example, project management, working with others, stakeholder management, identify Stop/Start/Continue options). Awareness/understanding of power dynamics of the consulting relationship. Problem solving and decision making. Address business needs (for example, analysis of current business environment and business drivers). Create value (for example, benefits, return on investment). Maximise growth, generate revenue and profitability for consulting organisations and clients. Improve business performance. Support the organisation's overall objectives, reputation and those of the organisation's clients.

### *1.2 Behaviours of Management Consultant:*

- Treats others fairly with dignity and respect, acts with integrity. Promotes equality of opportunity, diversity, inclusion. Has regard for the physical and mental health, safety and well-being of colleagues. Respectful in all interactions (for example, face-to-face or virtually). Personal presence (for example, visibility, credibility, gravitas). Use of Humble Inquiry (Schein and Schein, 2021). Creates a positive impact in the context of environmental, social and governance factors. Applies emotional and social intelligence (Goleman, 2006). Challenges and reports the conduct/behaviour suspected to be unlawful or unethical (for example, encourages others to report). Role models exemplary behaviour to internal and external stakeholders (Mintzberg, 1973). Takes ownership and responsibility. Reflects on own practice with a focus on continual improvement.

### *1.3 Role and responsibilities of a Management Consultant:*

#### *Functional Role:*

- Supports the consulting organisation to achieve its objectives: Working individually and/or as part of a team to achieve individual, team, organisational goals.
- Complete processes/administrative tasks effectively and efficiently: Due diligence in respects to reporting (for example, achievement of outcomes against objectives, financial reporting). Record keeping, data management, completion of timesheets.
- Deliver client services and support: Tailors objective, independent expertise, advice and guidance to meet the needs of the client. Strategically contextualises problems and issues (for example, identify problems, define hypotheses and recommend solution/s). Conducts research, analysis and data collection. Facilitates workshops and review meetings. Prepares and presents business proposals. Manages stakeholders through the change process. Seeks advice and support from members of the consulting organisation, as and when required.
- Maintain a record of continual professional development: Plan and engage in developmental activities to maintain up-to-date knowledge (for example, in subject matter specialism/s).
- Abides by organisational and legal governance: Implement policies and procedures. Works within the boundaries of Corporate Social Responsibility (CSR). Contributes to workplace sustainability.

#### *Professional codes of conduct and ethical frameworks which inform the management consulting role:*

- Abides by professional codes of conduct (for example, the Chartered Management Consultant (ChMC) Competency Framework and/or in-house competency frameworks and/or other frameworks)
- Upholds foundation values for consultants (for example, ChMC Competency Framework): Eminence. Growth mindset. Integrity and trust. Inclusivity. Courage of convictions.

Determination. Innovation and creativity. Agility. Honesty and transparency. Ethical practice. Resilience. Upholding lawful policies, practices and procedures. Seeks to enhance policies and practices in the interest of good management practice. Safeguards the reputation and assets of the clients organisation/consulting organisation.

| Learning outcome 2  |
|---|
| <b>Understand the role of the Management Consultant in managing client relationships</b>  |
| Assessment criteria   |
| 2.1 Evaluate the role of the consultant in developing and maintaining client relationships<br>2.2 Recommend approaches to manage issues which impact on the client relationship   |
| Indicative content  |
| <p><i>2.1 Role of the consultant in developing and maintaining client relationships (short, medium, long term):</i></p> <p>Developmental phase of the client relationship:</p> <ul style="list-style-type: none"> <li>• Communication planning: Articulates the organisation's propositions. Develops potential contacts in target organisations. Plans internal and external communications. Determines communication channels to be used in line with client's communication preferences (for example, formal, informal, face to face, virtual, written, meetings, events).</li> <li>• Establishing and maintaining a comprehensive network of stakeholders: Identifying stakeholder groups (for example, employees, customers, owners, public). Analysing stakeholders. Identifying the most important stakeholder. Stakeholders' interaction and what/how they contribute to the organisation, including levels of authority and influence. Stakeholder theory (Freeman and Harrison, 2010).</li> <li>• Identifying levels of authority and reporting lines.</li> </ul> <p>Maintaining the client relationship during management consulting assignment:</p> <ul style="list-style-type: none"> <li>• Creates a collaborative environment. Establishing trust (for example, professionalism, governance in action, confidentiality). Communicates effectively. Uses emotional intelligence, negotiates, influences and engages with others. Takes a client and solutions focused approach to day to day activities. Monitors and reports on outcomes.</li> <li>• Creates opportunities for additional work.</li> <li>• Supports, where necessary, the process of client development, looking for opportunities to add value.</li> </ul> <p>Following up the consulting assignment:</p> <ul style="list-style-type: none"> <li>• Refers opportunities to other work streams in consulting organisations for consideration and follow-up. Supports the team to identify and develop new opportunities.</li> </ul> <p><i>2.2. Issues which impact on the client relationship:</i></p> |

- Expectations of the client exceeding consulting contract (for example, scope creep). Unmanageable expectations. Sharing and receiving difficult news (for example, financial forecasts, late delivery, benefits deficit). Technical issues (for example, IT/IT capability, data sharing). Behaviours of client (Approach to conflict). Respect and regard for the physical, mental health, safety and wellbeing of self and colleagues. Attitudes to equality, diversity, inclusion, Corporate Social Responsibility (CSR). Impact of cultural/ethical/legal differences.

*Approaches to respond to issues which impact on the client relationship:*

- Communicating with the client. Use of diplomacy. Manages conflict in a productive manner to preserve the relationship (Thomas-Kilmann, 1997; Rahim, 2002). Use of emotional and social intelligence (Goleman, 2006). Role modelling ethical behaviour. Application of legal and regulatory guidelines, policy and procedure to manage issues with the client (for example, escalation criteria, risk assessment/mitigation. Challenging and reporting conduct or behaviour suspected to be unlawful or unethical, and encouraging others to do so. Disclosure and Whistleblowing Public Interest Disclosure Act 1998. Bribery Act 2010). Respect for client information (for example, confidentiality in line with legal and regulatory frameworks). Use and development of contractual agreements. Transparency with charging for consulting activities. Ensuring conflicts of interest are declared.

### 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 **guide** on the role and responsibilities of a Management Consultant.
2. The Learner may be asked to write a **report** on the role of a consultant in managing the client relationship.
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 Learners 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 at the Applied level:

#### 1A. Ethics and Professional Standards: Foundation Values

|   |   |
|---|---|
| 1A.1 Understands the Code of Conduct and Practice that enshrines a set of 'core' management consulting ethics, values and | Eminence. Growth mindset. Integrity and trust. Inclusivity. Courage of convictions. Determination. Innovation and creativity. Agility. Honest and |
|---|---|

|  |  |
|--|--|
| practices  | transparent. Ethics. Resilience.   |
| <b>1B. Ethics and Professional Standards: Ethics</b>   |  |
| 1B.1 Adhering to an Organisation's ethics code and governance framework                        | Understands, comprehends and applies the organisation's ethics and code and governance framework to day-to-day work, taking personal responsibility for operating within these policies and actively advocating their importance within the organisation.  |
| 1B.2 Demonstrating Corporate and Social Responsibility of an Organisation in everyday work     | Understands and comprehends the principles of CSR and how they apply in the organisation, applying them to day-to-day work, taking responsibility for operating within these principles and actively advocating their importance within the organisation.  |
| 1B.3 Sustaining and contributing to ethical position of clients                                | Ability to assimilate a client's ethical position and policies ensuring client-facing work is delivered within the scope of their policies.  |
| <b>1C. Ethics and Professional Standards: Behaviours</b>                                       |  |
| 1C.1 Working to and setting priorities   | In your day-to-day actions and activity you support the organisation's overall objectives and reputation and those of the organisation's clients.  |
| 1C.2 Respecting the people with whom you work  | You demonstrate respect in all your interactions, whether face-to-face or virtually. Having regard for the physical and mental health, safety and well-being of colleagues.  |
| 1C.3 Creating a positive impact in the context of environmental, social and governance factors | You treat others fairly and with respect, promoting equality of opportunity, diversity, inclusion and individual dignity. Challenging and reporting conduct or behaviour suspected to be unlawful or unethical, and encouraging others to do so. Working within the CSR framework of your organisation.  |
| <b>2A. Leadership and Management: Leading self</b>   |  |
| 2A.1 Acting in the best interests of your organisation, customers, clients and/or partners     | You continually review and prioritise workload to match operational priorities of team, work streams and assignments.  |
| <b>3B. Consulting Operating Environment: Clients and Markets</b>                               |  |
| 3B.1 Client relationship management  | During client facing projects you form new and constructive working relationships with client contacts and stakeholders, developing these relationships in the medium to long-term. Able to spot opportunities to on-sell work and refer opportunities to others for consideration and follow-up. Where appropriate, they support the team to develop a new opportunity. |
| 3B.2 Taking a client and solutions focused approach  | In your day to day activity solutions and outcomes are developed and delivered which meet the needs of your client.  |

|  |   |
|--|---|
| 3B.3 Client development  | You actively identify potential new clients within your specialism and industry sector. You can clearly articulate the organisation's propositions and are starting to develop potential contacts in target organisations. You support where necessary the process of client development, looking for opportunities to add value. |
| <b>3C. Consulting Operating Environment: Strategy, Analysis and Context</b>  |   |
| 3C.1 Strategically contextualise problems and issues   | When contributing to an analysis of a client problem and in developing a solution you are able to analyse data and contextualise the issues outside of your specialism in respect of the client's business operations, corporate strategy and external operating environment.   |
| 3C.2 Making sense of ambiguity   | You can use your specialism, technical knowledge and methodologies to deconstruct a problem or issue to determine its root cause and provide greater clarity on its cause and effect. Contributing to the development of a specific, unique and innovative insight that forms the basis of a series of potential solutions.       |
| 3C.3 Holding up-to-date knowledge of subject matter specialisms with an ability to deploy a range of methodologies, tools, models & frameworks | The subject matter specialisms and methodologies held by you match those required by your organisation. You regularly apply these as part of a team, or individually, to address client problems and directly contribute to fee generation. You undertake CPD and are up-to-date in your areas of specialism.                     |
| 3C.4 Appropriate application of analysis to a specific problem   | You are able to flexibly select, combine and apply own specialisms, technical knowledge, analysis of data and methodologies to address a particular client problem. Articulating methodologies, analysis process and results in a straightforward, understandable and nontechnical manner.  |
| 3C.5 Ability to craft a feasible and effective solution  | You are aware and take account of the practical boundaries and limitations of your specialisms, technical knowledge and methodologies. The solutions that result from your analysis work are feasible addressing the technical, operational, budget and resource constraints of the client.                                       |
| <b>3D. Consulting Operating Environment: Operational Delivery</b>  |   |
| 3D.1 Delivery of client benefits   | Understands, comprehends and applies the agreed value based client benefits for an engagement to day-to-day project work. Ensuring that activity and outcomes fully contribute to delivery, urgently escalating any matters of concern and proposed solutions to work-stream or team managers.                                    |

## Suggested reading/web resource materials

### Professional consulting practice

- Block, P. (2011). *Flawless Consulting: A Guide to Getting Your Expertise Used*, 3<sup>rd</sup> Edition. San Francisco, CA: Jossey Bass.
- Freeman, R. E and Harrison, J.S. (2010). *Stakeholder Theory: The State of the Art*. Cambridge: Cambridge University Press.
- 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*, 4<sup>th</sup> Edition. London: Routledge.
- Maister, D.H., Green, C. and Galford, R. (2001). *The Trusted Advisor*. London: Simon and Schuster UK.
- Markham, C. (2019). *The Art of Consultancy*. Legend Business.
- McKenna, C. (2010). *The World's Newest Profession: Management Consulting in the Twentieth Century*. Cambridge: Cambridge University Press.
- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy*, Second Edition. Financial Times Series. Harlow: Pearson Education Limited.
- Oliver, P., & Reads, C. (2016). *Consulting Frameworks: Use on your next startup, in an existing small business, or to ace the case interview (Business Success) (1st ed.)*. CreateSpace Independent Publishing Platform.
- Patterson, K., Grenny, J., McMillan, R. and Switzler, A. (2011). *Crucial Conversations for Talking When Stakes are High*, 2<sup>nd</sup> Edition. New York, NY: McGraw-Hill Education.
- Rasiel, E. (1999). *The McKinsey Way*. New York, NY: McGraw-Hill Education.
- Safarova, K. (2020). *Succeeding as a Management Consultant*, 2<sup>nd</sup> Edition. Los Angeles: Firms consulting L.L.C.
- Schein, E.H., & Schein P.A. (2021) *Humble Inquiry: The Gentle Art of Asking Instead of Telling (The Humble Leadership Series)*. (2nd Edn) Berrett-Koehler Publishers.
- Stern, C.W. and Deimler, M.S. (2006). *The Boston Consulting Group on Strategy: Classic Concepts and New Perspectives*, 2<sup>nd</sup> 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*, 2<sup>nd</sup> Edition. Upper Saddle River, NJ: FT Prentice Publishing.

### Ethics

- Buchholtz, A. and Carroll, A. (2014). *Business and Society: Ethics, Sustainability, and Stakeholder Management*, 9<sup>th</sup> 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*, 5<sup>th</sup> Edition. Oxford: Oxford University Press.
- Ferrell, O., Fraedrich, J., and Ferrell, L. (2016). *Business Ethics: Ethical Decision Making and Cases*. 11<sup>th</sup> 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*, 7<sup>th</sup> 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*. 2<sup>nd</sup> Edition. Washington, DC: Environmental Law Institute.
- Eweje, G., and Bathurst, R. (2018). *CSR, Sustainability, and Leadership*. New York, NY: Routledge.
- Chandler, D. (2016). *Strategic Corporate Social Responsibility: Sustainable Value Creation*. 4<sup>th</sup> ed. Thousand Oaks, CA: 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.
- 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.

# UNIT 542 - PROJECT AND PROGRAMME MANAGEMENT IN MANAGEMENT CONSULTING

**Ofqual unit number** L/650/7456

**RQF level** 5

**Guided learning hours** 26

**Total unit time** 80

**Credits** 8

**Aims of unit**

The ability of a Management Consultant to manage projects and programmes is essential if client requirements are to be delivered successfully. Client requirements may include the development of physical assets, products, services, research or the development of people. Whilst a project is singular (unique), a programme is a group of projects, brought together in order to achieve strategic delivery and benefits realisation. The reality of managing projects and programmes can be complex. There are many factors which influence their delivery and these need to be considered throughout the project lifecycle.

The aim of this unit is to equip Learners with an understanding of the role of projects and programmes in management consulting. They will consider how projects can be managed successfully, regardless of their type, size and complexity.

**Keywords**

Projects, programmes, benefits management, approaches, tools and techniques, managing, monitoring, control, outcomes, success.

**Learning outcome 1**

**Understand the role of projects and programmes in management consulting**

**Assessment criteria**

- 1.1 Evaluate the relationship between projects and programmes in consulting
- 1.2 Analyse how benefits management contributes to project and programme success
- 1.3 Examine the factors which influence the delivery of projects and programmes in consulting

**Indicative content**



### 1.1 Relationship between projects and programmes in consulting:

- **Projects:** Unique, timebound, transient. Deliver defined outputs into business as usual (where clients will realise their benefits).
- **Programmes:** A programme is a group of projects which are brought together because of common project characteristics in order to achieve strategic delivery and benefits realisation.
- **Relationship:** The characteristics of projects within a programme may include commonality of skills required for delivery. Similar outputs delivered. Customer relationship (for example, same customer, same end customer). Relationship of projects and programmes within a portfolio.
- Consulting aims of projects and programmes: Development of physical assets, products, services, process change, research, people development. Internal/external projects and programmes.

**1.2 Benefits management:** Purpose of benefits management planning within project lifecycle to achieve benefits realisation. Relationship with the business case. Role and responsibilities, stakeholder interactions (for example, sponsor, programme manager, project manager). How outputs of the project will operate within Business As Usual (BAU) (for example, changes such as new systems, business functions, processes). How benefits are tracked and measured. Benefit reviews and audits. Beneficiaries of outcomes (for example, clients, shareholders, business owners, staff, customers, consulting organisation).

**1.3 Factors which influence the delivery of projects and programmes:** Maturity of client organisation (for example, levels of technology, business process, existing operating frameworks, governance). Complexity of project or programme (for example, technical requirements, legal requirements, level of commercial sensitivity, diverse nature of stakeholders, Corporate Social Responsibility (CSR)). External environment (for example, Political, Economic, Social, Technological, Legal, Environmental (PESTLE)). Project and programme governance. Levels of support (for example, Project Management Office (PMO), levels of sponsorship). Changing customer requirements, priorities, project scope. Capabilities of stakeholders/beneficiaries. Stakeholder engagement (for example, communication, decision making). Time and financial constraints. Risk management (for example, levels of risk, organisational risk appetite, individual risk attitude).

Organisational context (for example, own organisation/client organisation): Purpose, governance (for example, organisations in the public, private, third sector). Legal status of the organisation. Organisational structure. Organisational culture. Type (for example, operational, local, international, global, project/programme based, departmental and strategic business unit).

## Learning outcome 2

### Understand approaches to manage, monitor and control the delivery of projects

#### Assessment criteria

2.1 Specify approaches to manage the delivery of projects in consulting

2.2 Compare methods for monitoring and controlling projects in consulting

## Indicative content

### *2.1 Approaches to manage the delivery of projects in consulting (for example, tools, frameworks and techniques used throughout the project life cycle):*

- Business case: Return on Investment (ROI). Discounted Cash Flow (DCF). Return on Assets (ROA). Internal Rate of Return (IRR) (for example, Hurdle Rate). Payback. Net Present Value (NPV). Cost benefit analysis including net social cost benefit (public sector).
- Stakeholder engagement and communication: Stakeholder analysis, communication planning.
- Requirements management: Capturing requirements, analysis, justifying and prioritising requirements, setting a baseline for requirements.
- Scope management: Product/work breakdown structures, verifying scope, cost breakdown structures, allocation of work, responsibility assignment matrix.
- Project management planning: Integrated planning, creating and agreeing the deployment baseline.
- Estimating: Estimating methods, parametric, comparative, bottom up.
- Purchasing, procurement and expediting: Invitation to Tender (ITT). Preparation and bid analysis and supplier pre-qualification activities. Contract management and negotiation.
- Risk and issue management (for example, project, programme, reputation): Initiating risk management, risk identification methods, risk analysis and response, risk closure, differentiating risks from issues.
- Quality management: Quality planning (for example, agreeing standards). Quality assurance (methods of audit). Quality control (for example, defining acceptance criteria, methods of measurement and rectification, managing errors and defects).
- Scheduling and resource optimisation: Steps to creating and maintaining a project schedule, schedule optimisation using network analysis, creating Gantt charts, milestone charts, resource optimisation using resource histograms.

*Project lifecycle management:* Agile (for example, Linear, iterative, hybrid). Project management software (for example, PRINCE2. Commercial or inhouse systems for managing project delivery).

*Project support:* Role, function and extent of Project Management Office (PMO) provision.

### *2.2 Methods for monitoring and controlling projects:*

- Use of Key Performance Indicators (KPIs) to measure and report project performance.
- Variance and trend analysis (for example, source of variance, type of variance to schedule/cost, type of trends, escalation criteria).
- Earned Value Management: Earned Value (EV). Budgeted Cost of Work Performed (BCWP). Percentage complete. Actual Cost of Work Performed (ACWP). Cost Variance (CV). Schedule Variance (SV). Project Budget (PB) (agreed budget at cost of completion). Estimated cost at completion (ECAC). Schedule Performance Index (SPI). Cost Performance Index (CPI). Cost to Complete (CTC). Budgeted Cost of Work Scheduled (BCWS).
- Risk/Issue management. Escalating risks and issues on an urgent basis including scope creep, time and budget overruns, quality issues and blockages to meeting value based client objectives.

- Change control and configuration management: Forms of change request (for example, internal, external, documenting change/use of change logs). Analysis of change. Decision making (for example, accept, reject, defer). Updating plans and documentation. Configuration management (for example, document version control and accounting for the current status of delivery artefacts (for example, documents, products, processes)).

### 2.3 Financial management and regulation in the delivery of projects:

*Project financing:* Source of project financing, resourcing costs and forecasting. Finance when bidding for work. Cost modelling. Pricing considerations for tender completions (for example, profitability, daily fee rates, margins, payment points (stage payments), cash flow). Approval for Expenditure (AFE).

*Budget creation and control:* Establish financial objectives (for example, cost minimisation, growth, profit maximisation, value for money, economic sustainability, return on investment). Identify variable and fixed costs (for example, people resource/billable hours, capital expenditure). Cash flow. Budgeting contingencies.

Regulation and legislation: Regulatory frameworks which inform financial management in consulting (for example, Companies Act 2006, Partnership Act 1890, Consumer Credit Act 1974 (amended 2006), Consumer Protection Act 1987, Freedom of Information Act 2000, Data Protection Act 2018, The National Minimum Wage (Amendment) Regulations 2023, Trade Descriptions 1968, Finance Act 2017, International Financial Reporting Standards (IFRS's)).

## Recommendations for assessment

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

1. The Learner may be asked to write an **account** on the role of projects and programmes in consulting.
2. The Learner may be asked to produce a **report** on approaches to manage, monitor and control the delivery of projects in consulting.
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 Learners 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 at the Applied level.

### 3D. Consulting Operating Environment: Operational Delivery

|   |  |
|---|--|
| 3D.1 Delivery of client benefits  | Understands, comprehends and applies the agreed value based client benefits for an engagement to day-to-day project work. Ensuring that activity and outcomes fully contribute to delivery, urgently escalating any matters of concern and proposed solutions to work-stream or team managers.   |
| 3D.2 Delivery and quality assurance of appropriate functional, value based solutions                                | You are personally accountable for the delivery of a project against target, on time, on budget, ensuring that you directly contribute to a value-based solution. You proactively escalate any matters of concern and proposed solutions to work-stream or team managers.  |
| 3D.3 Managing finance, people, programmes and processes in an ethical and inclusive manner                          | You contribute to the development of specific aspects of the structure, content and direction of the engagement strategy as directed by senior members of the engagement team. Assisting in the planning of implementation work for a work stream to ensure that the project is within scope, on time, on budget and delivers to quality criteria set for the project. Operating as a team member in an ethical and inclusive manner that recognises the needs of other team members and the well being of the team. |
| 3D.4 Balancing client need with your Organisation's operational and reputational risk to deliver against objectives | You continually monitor all project risks within the scope of your project responsibility (individually and for work streams) and more widely, escalating issues on an urgent basis including scope creep, time and budget overruns, quality issues and blockages to meeting value based client objectives.  |
| 3D.5 Managing to achieve KPIs (for example, utilisation, etc) to deliver the Organisation commercial objectives     | You are commercially aware and take responsibility for delivering your own and, as appropriate, your team's workstream utilisation, internal budget and KPIs.  |

## Suggested reading/web resource materials

### Consulting

- McKenna, C. (2010). *The World's Newest Profession: Management Consulting in the Twentieth Century*. Cambridge: Cambridge University Press.
- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy, Second Edition*. Financial Times Series. Harlow: Pearson Education Limited.

### Project and Programme Management

- Barker, S. (2014). *Brilliant Project Management: What the best project managers know, do, and say* 3<sup>rd</sup> ed. Harlow: Pearson.
- Bennett, N. and AXELOS. (2017). *Managing Successful Projects with PRINCE2* 6<sup>th</sup> ed. London: The Stationery Office.
- Douglass, B.P. (2015). *Agile Systems Engineering*. Burlington, MA: Morgan Kaufmann.
- Franklin, M (2014). *Agile Change Management*. London: Kogan Page
- Gardiner, P.D. (2005). *Project Management: A Strategic Planning Approach* 5th ed. Basingstoke: Palgrave McMillan.
- Gilbert, A. and Whittleworth, K.J. (2009). *The OSCAR Coaching Model. Simplifying Workplace Coaching*. Redbrook, Monmouthshire: Worth Consulting.
- HM Treasury. (2022). *The Green Book: appraisal and evaluation in central government*. HM Treasury UK.
- INCOSE. (2015). *Systems Engineering Handbook: A Guide for System Life Cycle Processes and Activities* 4th ed. Hoboken, NJ: Wiley-Blackwell.
- Kerzner, H. (2017). *Project Management: A Systems Approach to Planning, Scheduling, and Controlling* 12<sup>th</sup> ed. London: John Wiley & Sons.
- Kerzner, H. (2022) *Project Management Case Studies* 6th Ed. London:Wiley
- Maylor, H. and Turner, N. (2022). *Project Management* 5th ed. London: Pearson
- Project Management Institute. (2017). *A Guide to the Project Management Body of Knowledge (PMBOK Guide)* 7<sup>th</sup> ed. Newtown Square: PA: Project Management Institute
- Rad, P. and Levin, G. (2002). *The Advanced Project Management Office: A Comprehensive Look at Function and Implementation* 1st ed. Indianapolis, IN: CRC Press Ltd.
- Roberts, P. (2013). *The Economist Guide to Project Management: Getting it right and achieving lasting benefit*. 2<sup>nd</sup> ed. London: Economist Books.
- Sutherland, J. (2015). *Scrum: The Art of Doing Twice the Work in Half the Time*. New York, NY: Random House Business.
- Whitmore, J. (2017). *Coaching for Performance: The Principles and Practice of Coaching and Leadership*. 25<sup>th</sup> Anniversary ed. London: Nicholas Brealey Publishing Limited.

### Recommended Journals and Standards

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

- Agile Project Management Handbook V2. Agile Business Consortium

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

### Cost Engineering

- Cost Engineering Journal.
- Engineering Costs and Production Economics Journal.

### Web Sites

- <https://www.finance-ni.gov.uk/articles/roles-and-responsibilities-programme-manager>
- <https://www.apm.org.uk/body-of-knowledge/context/governance/programme-management>
- <https://www.apm.org.uk/media/13832/guide-to-se-and-p3m-processes.pdf>
- <https://www.apm.org.uk>
- <https://www.pmtoday.co.uk>
- <https://www.mitre.org/sites/default/files/publications/se-guide-book-interactive.pdf>
- [http://sebokwiki.org/wiki/System\\_Requirements](http://sebokwiki.org/wiki/System_Requirements)

ManagementDirect resources require CMI membership, a username and password.

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# UNIT 543 - PRINCIPLES OF MANAGEMENT AND LEADERSHIP IN MANAGEMENT CONSULTING

**Ofqual unit number** M/650/7457

**RQF level** 5

**Guided learning hours** 20

**Total unit time** 70

**Credits** 7

**Aims of unit** One of the foundations of management consulting is the ability of consultants to manage and lead individuals and teams with expertise.

The aim of this unit is to enable Learners to develop an in-depth understanding of the different aspects of management and leadership in the management consulting role. Learners will explore the importance of leading self and benefits of Thought Leadership. Finally, Learners will evaluate a range of management and leadership models and approaches, which, when used effectively, will enhance their ability to consult with impact.

**Keywords** Management, leadership, self, others, thought leadership, models, theories, application, impact, success.

| Learning outcome 1   |
|--|
| Understand the role of management and leadership in management consulting  |
| Assessment criteria  |
| 1.1 Appraise the role and importance of leading self in management consulting<br>1.2 Analyse the principles which influence the way consultants manage and lead others<br>1.3 Evaluate the value of Thought Leadership in consulting |
| Indicative content   |

### 1.1: Leading self:

- *Manages own performance:* Actively reflects on own capabilities/own performance. Monitors achievement of objectives against expectations. Identifies areas of strength and areas for development. Develops plans to improve consulting capability.
- *Takes responsibility for career development and life-long learning:* Discusses developmental needs with managers and relevant others (for example, mentor, coach). Actively seeks opportunities for personal and professional growth.
- *Awareness of self and the impact of self on others:* Ability to network. Build and sustain relationships. Adapts style of management and leadership to meet the needs of others (for example, use of emotional intelligence, reflective practice, self-coaching). Health, safety and mental/physical well-being of self and others.

### 1.2: Principles which underpin the management and leadership of others:

- *Provides purpose and direction:* Articulates vision, leads and influences people to achieve goals (for example, projects, day to day work, specialist tasks). Supports colleagues to understand how their work contributes to the consulting assignment objectives. Acts in accordance with the purpose and direction of an organisation and its clients.
- *Develops meaningful relationships with others:* Recognises and respects the roles, responsibilities, interests, concerns, differences in opinions of others. Ensures there is a safe space for others to speak. Upholds the values of equality, diversity and inclusion (Equality Act 2010). Takes account of cultural, socio-political/economic differences and trends. Develops a network of colleagues and others. Establishes and maintains professional boundaries.
- *Communicates in a professional manner:* Use of clear and succinct communication (for example, leading tasks, managing project delivery teams). Identifies and adapts approach to respond to communication preferences of others (for example, media used, languages, styles, timing and pace).
- *Supports the development of others:* Encourages others to invest in development activities (for example, training, shadowing, mentoring, peer support). Provides feedback, support, guidance and encouragement.
- *Mitigates and manages problems and conflicts:* Ability to use problem solving models and techniques (within the context of formal/informal relationships). Awareness of issues regarding boundaries and scope creep in the consulting role.

### 1.3 Value of Thought Leadership:

- *Definitions of Thought Leadership:* Credible/notable expert in an industry, sector, specialist subject. Promotes intellectual influence, innovative thinking, research, trends in services for the consulting organisation, consultant, client, stakeholders, wider industries.
- *Activities thought leaders undertake:* Acquires and maintains specialist knowledge. Disseminates knowledge (for example presentations, training, blog posts, videos, social media, webinars, white papers, books/e-books).
- *Value:* Builds credibility and trust between consultant, peers/senior colleagues, clients and stakeholders. Enhances individual and organisational reputation. Client benefits. Increased profitability and competitive advantage. Improved systems, governance. Able to secure repeat/new contracts.



|   |
|---|
| <b>Learning outcome 2</b>   |
| <b>Understand the use of management models and leadership approaches in consulting</b>  |
| <b>Assessment criteria</b>  |
| <p>2.1 Evaluate management models which can be applied to meet client requirements</p> <p>2.2 Analyse approaches to lead individuals and teams when consulting</p> <p>2.3 Recommend management models and leadership approaches to support the delivery of a consulting assignment</p>  |
| <b>Indicative content</b>   |
| <p><i>2.1 Client requirements (related to functional areas of an organisation):</i></p> <ul style="list-style-type: none"> <li>• <i>Management of people: Roles, responsibilities, teams, engagement and change management.</i> Shamrock Organisation (Handy, 1989). Eight Phases of Change (Kotter, 1990).</li> <li>• <i>Management of operational activities: Management of stakeholders, business processes, programmes and projects, supply chain, procurement, process design, improving quality and capability.</i> Stakeholder Management (Freeman, R. and Harrison, J, 2010). Risk management. Kaizen (Imai, 1997). Lean Thinking (Ohno, T, 1988). EFQM Model (European Framework for Quality Management (1992). Root Cause Analysis/Pareto Analysis (Blanchard et al, 1996). Deming Cycle (Plan, Do, Check, Act) (Deming, 1982).</li> <li>• <i>The development of Strategy:</i> Ansoff Matrix and product market grid (Ansoff, 1984). Competitive analysis – Porter’s Five Forces Model (Porter, 1998). SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis, PESTLE (Political, Environmental, Social, Technical, Economic) Analysis (Johnson and Scholes, 2007).</li> <li>• <i>Governance:</i> Policies and procedures to comply with organisational and legal requirements. Corporate Social Responsibility (CSR). Balanced Scorecard (Kaplan, and Norton, 1992). Benchmarking (Watson, 1993).</li> <li>• <i>Finance:</i> Activity Based Costing (Kaplan and Cooper, 1998). Cost Benefit Analysis (Layard and Glaister, et al, 1994).</li> <li>• <i>Marketing and sales:</i> Principles of Marketing (Kotler and Keller, 2011). Customer Journey Mapping (Richardson, 2010).</li> <li>• <i>Technology, innovation:</i> Development, use of technologies. Information Technology Infrastructure Library (ITIL). The Open Group Architecture Framework (TOGAF®).</li> </ul> <p><i>2.2. Approaches (theories and models) used by consultants to lead others:</i></p> <p><i>Leading others:</i> Ethical Leadership (Mendonca and Kanungo, 2007). Value-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible Leadership (Maak and Pless, 2006). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Situational Leadership (Hersey and Blanchard, 1969). Maslow Hierarchies of Need (Maslow, 1943; 1987). Leadership Styles (Goleman, 1995). Authentic Leadership (Goffee and Jones, 2011). The Servant Leader (Greenleaf, 1977). Transformational Leadership (Bass and Riggio, 2006). Distributed leadership</p> |

(Gronn, 2000). *Leading teams*: Team roles (Belbin, 1993). Stages of team development (Tuckman, 1965). Coaching and mentoring (Rogers et al 2012).

*2.3 Management models and leadership approaches to support the delivery of a consulting assignment:*

*Models and approaches*: Refer to indicative content for 2.1 and 2.2.

*Leading others*: Teams (for example, new or existing, face to face, virtual). Clients, stakeholders, other consultants. Senior colleagues/managers/peers/staff. Colleagues who wish to develop in their own role (for example, through learning and development, coaching and/or mentoring). Colleagues, stakeholders or clients who have developmental needs (for example, lacking in motivation, confidence, performance issues).

## 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 the role of management and leadership in consulting
2. The Learner may be asked to develop a **briefing document** on how consultants can apply management and leadership models and approaches in consulting
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 Learners 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 at the Applied level.

### 1C. Ethics and Professional Standards: Behaviours

|   |   |
|---|---|
| 1C.2 Respecting the people with whom you work | You demonstrate respect in all your interactions, whether face-to-face or virtually. Having regard for the physical and mental health, safety and well-being of colleagues. |
|---|---|

### 2A. Leadership and Management: Leading self

|  |   |
|--|---|
| 2A.1 Acting in the best interests of your organisation, customers, clients and/or partners | You continually review and prioritise workload to match operational priorities of team, work streams and assignments. |
| 2A.2 Self-monitor performance  | You assess your individual performance and  |

|  |  |
|--|--|
|  | identify areas which you can develop on an on-going basis  |
| 2A.3 Take responsibility for career development  | You make managers aware of the areas in which you need to develop and actively seek out opportunities to develop yourself. You take responsibility for your own career development.  |
| 2A.4 Developing self-awareness   | You understand how your actions may directly impact on your colleagues, clients and stakeholders when facilitating the delivery of results and can flex your style accordingly.  |
| 2A.5 Embracing lifelong learning   | You manage your own professional learning and development to achieve career goals.   |
| <b>2B. Leadership and Management: Leading others</b>   |  |
| 2B.1 Provides clear purpose and direction  | You understand the purpose and direction of an organisation and its clients, appropriately translating this into your day-to-day work and client facing project delivery.  |
| 2B.2 Inspires trust, respect and shared values   | You collaborate in a team environment, actively supporting colleagues and exhibiting, through your day-to-day work, a commitment to the values of the team and the organisation. This extends to your relationships with clients and other stakeholders. |
| 2B.3 Communicates clearly and succinctly   | You communicate clearly and succinctly when working with clients, leading tasks, managing delivery teams and monitoring and providing feedback on delivering project performance.  |
| 2B.4 Committed to the development of the Organisation's people and talent                            | You provide support to your immediate colleagues to develop in their role. Providing feedback and mentoring as appropriate, you proactively support other team members in their development.   |
| 2B.5 Resolves problems and conflicts with positive outcomes  | You recognise sources of conflict and where necessary take immediate action to defuse and potentially resolve a situation.   |
| 2B.6 Adapt leadership style to take account of diverse situations                                    | You apply a leadership style to meet the requirements of a specific environment or audience when managing a particular task or activity.   |
| 2B.7 Promoting well-being and valuing staff  | You approach your day-to-day work in a manner that supports the well-being of colleagues and valuing the contribution of other team members.   |
| 2B.8 Creates a network of followers  | Within your team you develop strong and close working relationships with others, forming an informal support network, acting as a role model to others.  |
| <b>2C. Leadership and Management: Leading and Managing Through Change</b>                            |  |
| 2C.1 Creation of an environment to enable others to be creative, agile, innovative and value quality | You actively contribute and support your colleagues to innovate and to think differently when addressing client problems and issues and in their day-to-day business activities within the organisation.   |

### 3D. Consulting Operating Environment: Operational Delivery

3D.3 Managing finance, people, programmes and processes in an ethical and inclusive manner

You contribute to the development of specific aspects of the structure, content and direction of the engagement strategy as directed by senior members of the engagement team. Assisting in the planning of implementation work for a work stream to ensure that the project is within scope, on time, on budget and delivers to quality criteria set for the project. Operating as a team member in an ethical and inclusive manner that recognises the needs of other team members and the well-being of the team.

### Suggested reading/web resource materials

#### Textbooks/eBooks

- Adair, J, E. (2009). *Not Bosses but Leaders: How to Lead the Way to Success*. London UK: Kogan Page.
- Ansoff, H.I. (1987). *Implanting Strategic Management*. Englewood Cliffs: Prentice Hall.
- Argyris, C. (2001). Breakthrough Leadership. *Harvard Business Review*, 79(11): 29-29.
- Arnott, D.H. (1995). The Five Lenses of Leadership. *The Journal of Leadership Studies*, 2: 137-141.
- 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* 2<sup>nd</sup> ed. New York, NY: Routledge.
- Bennis, W. (1989). *On Becoming a Leader*. New York, NY: Addison Wesley.
- Bennis, W. and Nanus, B. (1985). *Leaders: The Strategies for Taking Charge*. New York, NY: Harper & Row.
- Blake, R.R. and Mouton, J.S. (1964). *The Managerial Grid: The Key to Leadership Excellence*. Houston, TX: Gulf Publishing.
- Blanchard, K. and Johnson, S. (1982). *The One Minute Manager*. New York, NY: Harper Collins.
- Bones, C. (2011). *The Cult of the Leader*. Chichester: J. Wiley & Sons.
- Covey, S. (2004). *The 7 Habits of Highly Effective People*. London: Simon & Schuster Ltd.
- Denis, J.L., Langlely, A., Rouleau, L. (2010) The Practice of Leadership in the Messy World of Organisations, *Leadership* 6(1): 67-88.
- Gerben van den Berg, Pietersma, P. (2016). *Key Management Models*. 3rd Ed. London, UK: Financial Times Publishing.
- Kotter, J.P. (2012). *Leading Change*. Brighton, MA: Harvard Business Publishing/Harvard Business Review Press.
- Kotter, J.P. (1990). *A Force for Change: How Leadership Differs from Management*. New York, NY: Free Press.
- Institute of Business Ethics (2011). *Ethics in Decision-Making Good Practice Guide*. London, UK: Institute of Business Ethics.

- Mullins, L.J. (2016). *Management and Organisational Behaviour*. 11<sup>th</sup> ed. Harlow: Pearson Education.
- Northouse, P. (2018). *Leadership: Theory and Practice*. 8th ed. London: Sage.
- Pedler, M., Burgoyne, J. and Boydell, T. (2013). *A manager's guide to self-development*. Maidenhead: McGraw-Hill.
- Porter, M.E. (1980,1998). *Competitive Strategy: Techniques for Analysing Industries and Competitors*. New York: Free Press.
- Roe, K. (2020). *Leadership Practice & Perspectives*. Oxford: Oxford University Press
- Spillane, James P. (2006) *Distributed leadership* 1<sup>st</sup> ed. San Francisco, CA: Jossey Bass.
- Yukl, G., Gardner, W.L. (2020) *Leadership in Organisations* (Ninth Edition) Pearson Education Publishing

### Journals

- Harvard Business Review
- Leadership Quarterly
- Leadership
- Professional Manager

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.

# UNIT 544 - PRINCIPLES OF CHANGE IN MANAGEMENT CONSULTING

**Ofqual unit number** R/650/7458

**RQF level** 5

**Guided learning hours** 26

**Total unit time** 80

**Credits** 8

**Aims of unit** Change is an unavoidable activity within organisations, it is one of the main reasons why organisations engage with management consulting. Change comes in many forms, including the objective to respond to customer needs and expectations, grow financially, restructure, gain competitive advantage and comply with legal, regulatory and environmental requirements.

The aim of the unit is for Learners to understand the role of change in management consulting, including drivers for change, factors which influence its success, and strategies to respond to barriers which occur. On successful completion of the unit Learners will know how to deliver change through management consulting.

**Keywords** Change, innovation, organisational contexts, theory, leadership, planning, process, impact, evaluation, success.

## Learning outcome 1

**Understand the role of change in management consulting**

## Assessment criteria

1.1 Analyse the drivers for change through management consulting

1.2 Evaluate factors which influence the success of change in management consulting

1.3 Recommend strategies to respond to barriers to change in management consulting

## Indicative content

### 1.1 Drivers for change through management consulting (Internal, external and global factors):

- **Organisational strategy and plan:** Response to organisational, legal, regulatory, environmental factors/requirements. Customer trends.
- **Competitiveness/financial growth/sustainability:** Matching or exceeding services/support provided by others in the market. Upgrading the business model (for example, offer complimentary services or products). Changing market position. Entry to new markets, products and services.
- **Feedback and analysis of performance:** Response to qualitative and quantitative data and information (for example, reports, inspections, audits, surveys, customer feedback, compliments, complaints, production/service delivery outcomes, financial reports). Networking and Communities of Practice (CoPs).
- **Appetite for innovation:** Development of new ways of working. Emerging trends. Technological changes. Societal changes.

### 1.2 Factors which influence the success of change:

**Organisational context:** Type, structure and purpose of the organisation (for example, operational, local, international, global, project/programme management, departmental and strategic business unit). Levels of organisational maturity. Finance. Organisational culture. Appetite for change. Organisational capability (for example, facilities, IT infrastructure, technology). People resources (for example, working patterns, capabilities, vacancy levels).

**Role/influence of stakeholders (internal and external):** Appetite and readiness for change (for example, fear of change, loss of jobs, change to working roles/conditions, opportunities for career development, new ways of working, improved working conditions).

**Ability of consultant to:** Create an environment to enable others to be creative, agile, innovative and value quality. Build trusting relationships. Create sustainable change. Role model behaviours. Understand and respond to different perspectives, views and opinions. Demonstrate professionalism, knowledge (for example, credible and current in their own specialism and wider environment). Confidently challenge and support change. Consistently think in a strategic and holistic manner.

**Chosen implementation strategy to manage change:** Phased implementation of change strategy. Running parallel operations, using a blended approach such as delivering new and existing operations/programmes together. Big Bang change strategy (out with the old and in with the new). Prototyping. Developing a pilot programme for change.

### 1.3 Strategies to respond to barriers to change

**Barriers to change:** Organisational context. Organisational culture (7 Dimensions of Culture (Trompenaars and Hampden-Turner, 1997). Cultural Dimensions (Hofstede, 1980)). Role and influence of stakeholders (for example, conscious and unconscious resistance to change).

**Strategies to respond to change:**

- **Organisational strategy:** Holistic approach to identify and manage issues. Change Iceberg (Krüger, 1996). Communication (for example, staff engagement, consultation, learning and development). Learning Organisation (Senge, 1999).
- **Stakeholders (internal and external):** Analysis, recognition and acknowledgment of the issues, concerns, hopes, aspirations. Coaching. Building trust. Communication. Change Cycle (Noble and Tarrant, 2022). Bridges' Transition Model (Bridges, 2017). Change Transition Curve (Kubler-Ross, 2014). Use of negotiation and influencing to support change. Use of emotional intelligence (Goleman, 1998).

| Learning outcome 2   |
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| Know how to deliver change through management consulting   |
| Assessment criteria  |
| <p>2.1 Analyse approaches to deliver change through management consulting</p> <p>2.2 Create a plan to deliver change to respond to client need</p> <p>2.3 Recommend approaches to lead others through change</p>   |
| Indicative content   |
| <p><i>2.1 Approaches to delivering change:</i> Leadership-driven (for example, top down). Emergent. Bottom up. Spontaneous. Experience/intelligence led. Change agents/champions. Transformational/transactional change. Open approaches, sharing ideas, co-creating change.</p> <p><i>Change models:</i> Eight guiding principles for change management (Kotter, 1995). Lewin's Three Step Change Model (Lewin, 1947). Force Field Analysis (Lewin, 1948). ADKAR Change Management Model (Hiatt, 2003). Radical Change within Traditional Structures (Oswick, 2015). Appreciative Inquiry (Bushe et al., 1985).</p> <p><i>2.2 Plan to deliver change to respond to client needs:</i> Key features (for example, scope (rationale for change), objectives, actions, stages, milestones, resource requirements, learning and development). Roles and responsibilities. Key Performance Indicators (KPI's). Risk management. Quality assurance. Internal/external communication strategy and plan (for example, presentations, meetings and briefings, use of media, consultations). Monitoring the implementation of the plan (for example, reporting, data and metrics, focus groups, walk throughs, post implementation reviews). Exit strategy from plan to Business as Usual (BAU).</p> <p>Use of standard project management approaches (for example, Agile, Scrum, Waterfall, PRINCE2. Industry frameworks (for example, PMBOK (Project Management Body of Knowledge)).</p> <p><i>2.3 Approaches to lead others (for example, individuals and/or teams):</i> Value-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible Leadership (Maak and Pless, 2006). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Situational Leadership (Hersey and Blanchard, 1969). Maslow Hierarchies of Need (Maslow, 1943; 1987). Ethical Leadership (Mendonca and Kanungo, 2007). Leadership Styles (Goleman, 1995). Charismatic Leadership (House, 1997). Authentic Leadership (Goffee and Jones, 2011). The Servant Leader (Greenleaf, 1977). Entrepreneurial Leadership (Roebuck, 2014). Transformational Leadership (Bass and Riggio, 2006). Distributed leadership (Gronn, 2000). Coaching and mentoring approaches (GROW, Whitmore 2017. OSCAR, Gilbert and Whittleworth, 2009). Team roles (Belbin, 1993). Stages of team development (Tuckman, 1965).</p> |



## 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 the role of change in management consulting
2. The Learner may be asked to write a **case study** on delivery of change in the consulting role
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 Learners 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 at the Applied level.

### 2C. Leadership and Management: Leading and Managing Through Change

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|--|--|
| 2C.1 Creation of an environment to enable others to be creative, agile, innovative and value quality | You actively contribute and support your colleagues to innovate and to think differently when addressing client problems and issues and in their day-to-day business activities within the organisation.                             |
| 2C.2 Identify opportunities for change and development   | As a team member working on client facing projects, and working within your organisation, you identify opportunities for change. Including supporting in the preparation of business cases proposing change.                         |
| 2C.3 Scope, plan and drive change  | You translate the scope and plans for a given change into your day-to-day work on client facing projects and within your organisation. You actively and positively shape your own work to successfully support and implement change. |
| 2C.4 Manage others through the change process  | Within the organisation and as a team member on client facing projects, you own actions, you actively demonstrate support for change and in doing so build energy and momentum within the change project.                            |
| 2C.5 Consistently thinking in a strategic and holistic manner  | You understand change in the wider context of your organisation's or a client's business environment and organisational strategy. You apply business planning tools and methodologies.   |
| 2C.6 Take account of stakeholder issues  | You understand the stakeholder groups of a given   |

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|  | change, their interests and objectives and adapt your working practices to effectively work with each group to deliver the intended outcome of the change. |
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## 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 ed. San Francisco, CA: Jossey Bass.
- Bessant, J., Tidd, J. (2020) *Managing Innovation: Integrating technological, market and organisational change*. 7<sup>th</sup> ed. Hoboken, New Jersey: Wiley
- Bower, J. Bower, J.L., and Christensen. C.M. (1995) *Disruptive Technologies: Catching the Wave*. Harvard Business Review, 73(1), pp. 43–53.
- Buelens, M., Sinding, K. and Waldstrøm, C. (2011). *Organisational Behaviour* 4th ed. New York, NY: McGraw-Hill Education.
- Burnes, B. (2017). *Managing Change*. 7th ed. 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.
- Grievies, J. (2010). *Organizational Change: Themes and Issues*. Oxford: Oxford University Press.
- 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). Random House.
- Schein, E.H. (2016). *Organizational Culture & Leadership* 5th ed. 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 ed. Harlow: Pearson Education.

### 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 & Knowledge

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.

# UNIT 545 - MANAGING PROBLEMS AND DECISION MAKING IN MANAGEMENT CONSULTING

**Ofqual unit number** T/650/7459

**RQF level** 5

**Guided learning hours** 22

**Total unit time** 70

**Credits** 7

**Aims of unit** The ability to manage problems and make decisions is a fundamental requirement of the management consulting role. Managing problems and making decisions is not easy, especially when decisions are under the spotlight of client opinion, constrained by organisational or legal requirements, where ambiguity exists, risks are high, or where the outcome of decisions may be unpopular.

The aim of the unit is for Learners to understand the strategies that can be used to manage problems and make decisions. On successful completion of the unit, Learners will understand how to apply models and techniques to find a positive solution to respond to client requirements in management consulting.

**Keywords** Problems, decisions, models, techniques, options, credibility, reputation, profitability, ethics, integrity, fairness, consistency, impartiality, objective, success.

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| <b>Learning outcome 1</b>   |
| <b>Understand problem solving and decision making in management consulting</b>  |
| <b>Assessment criteria</b>  |
| 1.1 Examine the context for managing problems and decision making in consulting<br>1.2 Evaluate factors which impact on problem solving and decision making in consulting |
| <b>Indicative content</b>   |

### 1.1 Context for managing problems and decision making in consulting:

- *Consulting organisation:* Develop client propositions (for example, refine understanding of problem and scope, ability to craft feasible and effective solutions to problems, delivery of client benefits). Credibility. Reputation. Profitability. Ethics. Corporate Social Responsibility (CSR). Sustainability.
- *Client:* Identification of problem (preconceived idea of problem and scope). Support with strategy, challenging issues, improve competitiveness, processes, functions, relationships, compliance with organisational and legal requirements. Making sense of ambiguity.
- *Self:* Development of confidence, credibility, competency, capability, self-management.
- *Type of problem:* Operational, tactical, strategic, relevant to a consultant assignment.

### 1.2 Factors which impact on problem solving and decision making in consulting:

- *Definition of problem:* Type and complexity of the problem (for example, wicked, messy, tame (Rittle and Webber, 1973). Hard and soft systems analysis (Checkland, 1990). Internal, external problems. Difficult or unpopular decisions. Client's perception of the problem.
- *Organisational context (client organisation/consulting organisation):* Purpose. Governance. Legal status of the organisation. Organisational structure. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity. Internal and external drivers. Ethical position of clients.
- *Multi-dimensional issues:* Influence and power of internal and external stakeholders (for example, customers, suppliers, partners, competitors and buyers). External influences (for example, Political, Economic, Social, Technological, Legal, Environmental (PESTLE)).
- *Quality and accessibility of information access:* (for example, public or private domains). Confidentiality. Data Protection Act (2018), UK GDPR (2018). Freedom of Information Act (2000).
- *Capability and authority (autonomy) to manage problems and make decisions:* Negotiate and influence. Conflict Handling (Thomas and Kilmann, 1997). Subject matter specialisms/expertise.

## Learning outcome 2

### Understand how to manage problems and make decisions in management consulting

#### Assessment criteria

2.1 Evaluate models and techniques for managing problems in consulting

2.2 Evaluate decision making models that can be applied in consulting

2.3 Apply models and techniques to manage a problem and make a decision in consulting

#### Indicative content

##### 2.1 Models and techniques for managing problems\*:

- *Problem solving models:* Ethical problem-solving and decision making models (for example, The PLUS Decision Making Model (ECI 2022)). Six Sigma Lean (Pyzdek et al, 2018). Creative

problem-solving framework (Isaken, 2000). Design Thinking Approach (Müller-Roterberg, 2020). Six Thinking Hats (De Bono, 1985). Appreciative Inquiry (Scholz et al, 2021). 5 Whys – Root cause analysis (Ohno, 2006). Pareto Principle (Juran, 1937). Fishbone diagram (Ishikawa, 1960). CATWOE Analysis (Customer, Actors, Transformation, Worldview, Owner, Environmental constraints) (Smith, 1975).

- *Techniques for managing problems:* Use of interviews, questioning, listening, research. Analysis of data and information (qualitative and quantitative). Benchmarking. Review of relevant guidelines, regulations, laws to inform each step of problem solving (for example, to identify parameters of the problem. Make sense of ambiguity. Recognise and cater for ambiguity. Define problem. Generate and select options. Make decisions. Plan and monitor implementation).

## 2.2 Models of decision making\*:

- The rational model and the model of bounded rationality (Simon, 1982). The Incrementalist view (Harrin, 2022). The organisational procedures view (March, 1988). The individual differences perspective (Keen and Morton, 1978). Naturalistic decision making (Klein, 1998). The multiple perspectives approach (Mitroff and Linstone, 1993). National Decision Model (College of Policing, 2013). PLUS Decision Making Model (2022). Decision trees. Decision action cycles. OODA loops (Boyd, 1985). Fishbone diagram (Ishikawa, 1960). 5 Whys – Root cause analysis (Ohno, 2006). Blue Sky Thinking. 6 Hat Thinking (De Bono, 1970). Critical Examination (BS 3138: 34004). Pareto Principle (Juran, 1937). Management Information Systems.

## 2.3 Application of models and techniques to manage a problem and make a decision in consulting:

- *Problem:* Problems (internal/external) may include but are not limited to people, relationships, ethics, processes, procedures, technology, resources, finance, customer demands, reaction to change (for example, people management, training, communications). Need to respond to organisational and legal requirements. Changes to consulting assignment, timelines.
- *Models and techniques to manage the problem and make a decision:* Reference to indicative content for managing problems and decision making (2.1/2.2) Rationale for selection. Impact of models and techniques on client, stakeholders, consultant/consulting organisation. Alternative approaches/options considered.
- *Decision making:* Development of feasible and effective solutions/solution focused approach (which address technical, operational, budget and resource constraints of the client). Impact of decision made on client, stakeholders, consultant.

*\*Please note there is overlap between models and techniques for managing problems and decision making.*

## Requirements and Recommendations for assessment

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

1. The Learner may produce a **written account** on problem solving and decision making in management consulting
2. The Learner may produce a **report** on how to manage problems and make decisions in management consulting

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 Chartered Management Consultant Competence Framework at the Applied level.

### 1B. Ethics and Professional Standards: Ethics

|  |   |
|--|---|
| 1B.1 Adhering to an Organisation's ethics code and governance framework                    | Understands, comprehends and applies the organisation's ethics and code and governance framework to day-to-day work, taking personal responsibility for operating within these policies and actively advocating their importance within the organisation. |
| 1B.2 Demonstrating Corporate and Social Responsibility of an Organisation in everyday work | Understands and comprehends the principles of CSR and how they apply in the organisation, applying them to day-to-day work, taking responsibility for operating within these principles and actively advocating their importance within the organisation. |
| 1B.3 Sustaining and contributing to ethical position of clients                            | Ability to assimilate a client's ethical position and policies ensuring client-facing work is delivered within the scope of their policies.   |

### 3B. Consulting Operating Environment: Clients and Markets

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|---|---|
| 3B.2 Taking a client and solutions focused approach | In your day to day activity solutions and outcomes are developed and delivered which meet the needs of your client. |
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### 3C. Consulting Operating Environment: Strategy, Analysis and Context

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|--|---|
| 3C.1 Strategically contextualise problems and issues | When contributing to an analysis of a client problem and in developing a solution you are able to analyse data and contextualise the issues outside of your specialism in respect of the client's business operations, corporate strategy and external operating environment.   |
| 3C.2 Making sense of ambiguity                       | You can use your specialism, technical knowledge and methodologies to deconstruct a problem or issue to determine its root cause and provide greater clarity on its cause and effect. Contributing to the development of a specific, unique and innovative insight that forms the basis of a series of potential solutions. |

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| 3C.3 Holding up-to-date knowledge of subject matter specialisms with an ability to deploy a range of methodologies, tools, models & frameworks | The subject matter specialisms and methodologies held by you match those required by your organisation. You regularly apply these as part of a team, or individually, to address client problems and directly contribute to fee generation. You undertake CPD and are up-to-date in your areas of specialism. |
| 3C.4 Appropriate application of analysis to a specific problem   | You are able to flexibly select, combine and apply own specialisms, technical knowledge, analysis of data and methodologies to address a particular client problem. Articulating methodologies, analysis process and results in a straightforward, understandable and nontechnical manner.                    |
| 3C.5 Ability to craft a feasible and effective solution  | You are aware and take account of the practical boundaries and limitations of your specialisms, technical knowledge and methodologies. The solutions that result from your analysis work are feasible addressing the technical, operational, budget and resource constraints of the client.                   |
| <b>3D. Consulting Operating Environment: Operational Delivery</b>  |   |
| 3D.1 Delivery of client benefits   | Understands, comprehends and applies the agreed value based client benefits for an engagement to day-to-day project work. Ensuring that activity and outcomes fully contribute to delivery, urgently escalating any matters of concern and proposed solutions to work-stream or team managers.                |

### Suggested reading/web resource materials

- Barr, D., and Campbell, C. (2011). *Ethics in Decision-Making. (Good Practice Guide)*. London: Institute of Business Ethics.
- Cope, M. (2003) *The Seven C's of Consulting (2<sup>nd</sup> Edn)*. *The definitive guide to the consulting process*. London, Prentice Hall.
- Davison, J., McLean, C. and Warren, S. (2012). *Exploring the visual in organisations and management. Qualitative Research in Organizations and Management: An International Journal*, 7(1), 5-15.
- Ferrell, O., Fraedrich, J., and Ferrell, L. (2016). *Business Ethics: Ethical Decision Making & Cases*. 11<sup>th</sup> ed. Boston, MA: Cengage Learning.
- Guy, M. (2008). *Ethical Decision Making in Everyday Work Situations*. Westport, CT: Greenwood Publishing.
- Kochenderfer, M.J. (2015) *Decision Making Under Uncertainty: Theory and Application*. Cambridge, MA: MIT.
- Kourdi, J. (2015). *Business Strategy: A Guide to Effective Decision-Making* 3<sup>rd</sup> ed. London: The Economist/Profile Books Ltd.
- Krogerus, M., and Tschäppeler, R. (2017). *The Decision Book: Fifty Models for Strategic Thinking*. New ed. London: Profile Books.



- McGrath, J. (2015). *The Little Book of Big Decision Models: The 70 most useful models to help you say Yes or No*. Harlow: Pearson Education.
- Müller-Roterberg, C. (2020) *Design thinking*. Hoboken, NJ: John Wiley & Sons, Inc.
- Newton, R. (2019). *The Management Consultant: Mastering the Art of Consultancy, Second Edition*. Financial Times Series. Harlow: Pearson Education Limited.
- Phillips-Wren, G., Carlsson, S., Respício, A., and Brézillon, P. eds. (2014). *DSS 2.0 – Supporting Decision Making with New Technologies*. Amsterdam: IOS Press BV.
- Pyzdek, T. and Keller, P.A. (2018) *The Six sigma handbook*. New York: McGraw-Hill Education.
- Rosenfeld, A., and Kraus, S. (2018). *Predicting Human Decision-Making: From Prediction to Action (Synthesis Lectures on Artificial Intelligence and Machine Learning)*. Williston, VT: Morgan and Claypool.
- Sadler, P (2010) *Management Consultancy. A handbook for best practice* (2<sup>nd</sup> Edn) London, Kogan Page.
- Sanderson, C., and Gruen, R. (2006). *Analytical Models for Decision-Making. (Understanding Public Health)*. Maidenhead: Open University Press/McGraw-Hill.
- Schwarz, M. (2017). *Business Ethics: An Ethical Decision-Making Approach*. Oxford: Wiley-Blackwell.
- Scholz, H., Vesper, R. and Haussmann, M. (2021) *Appreciative inquiry*. Eichenzell: Neuland GmbH & Co. KG.
- Von Halle, B., and Goldberg, L. (2009). *The Decision Model: A Business Logic Framework Linking Business and Technology. (IT Management)*. Boca Raton, FL: Auerbach Publications.
- Weirich, P. (2017). *Models of Decision-Making: Simplifying Choices*. Cambridge: Cambridge University Press.
- The PLUS Decision Making Model (ECI 2022) @ <https://www.ethics.org/resources/free-toolkit/decision-making-model>

### **Recommended Journals**

- Decision Analysis
- European Management Review
- Harvard Business Review (Harvard Business Publishing)
- International Journal of Management and Decision Making
- Journal of Business Research
- Journal of Management Studies (John Wiley and Sons)
- Long Range Planning (Elsevier)
- Management Decision
- Strategic Change (John Wiley and Sons)
- Sloan Management Review
- Strategic Management Journal
- Technological Forecasting and Social Change

### **Supplementary Journals**

- Academy of Management Review

- Academy of Management Journal
- Business Strategy Review
- California Management Review
- European Management Journal (Elsevier)
- Journal of Business Strategy (Emerald)
- Journal of Management
- Society for Judgement and Decision Making
- Strategy and Leadership (Emerald)

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.

# UNIT 546 - ORGANISATIONAL ANALYSIS IN MANAGEMENT CONSULTING

**Ofqual unit number** D/650/7460

**RQF level** 5

**Guided learning hours** 20

**Total unit time** 70

**Credits** 7

**Aims of unit** Organisational analysis is undertaken by Management Consultants to respond to client need and provide client benefits. It enables organisations to identify opportunities for change and improvement. Its scope may include the analysis of an organisation's strategy, structure, systems, culture, values, skills and people. Organisational analysis may start prior to client engagement and extend throughout and beyond the consulting assignment.

The aim of the unit is for Learners to understand the rationale, scope and methods of organisational analysis. On successful completion of the unit, Learners will demonstrate their capability to undertake organisational analysis in management consulting.

**Keywords** Rationale, scope, organisation, industry, sector, research, opportunities, challenges, theory, methodologies, planning, analysis, recommendations, success.

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| <b>Learning outcome 1</b>   |
| <b>Understand the rationale and scope of organisational analysis in management consulting</b>   |
| <b>Assessment criteria</b>  |
| 1.1 Analyse the rationale and scope of organisational analysis in management consulting<br>1.2 Evaluate methods for conducting different types of organisational analysis |
| <b>Indicative content</b>   |

**1.1 Rationale of organisational analysis:** Support consultants to understand, articulate and develop the organisation's client offers, services and propositions, enhance strategic organisational network. Improve profitability. Adherence to organisational and legal frameworks. Identification of business and organisational risks, good practice and areas for improvement. Benchmarking against other organisations operating within the same domain. Preparation for a bid/tender. Intelligence for transitions, mergers, or expansions.

**Scope of organisational analysis:** Type of organisation (for example, industry, sector, local, international, global). Organisation strategy and structure. Governance. Organisational culture and ethics. Drivers for organisational success. Organisation operating model/target operating model. Emerging disruptive trends. Metrics (qualitative and quantitative) on levels of performance/service delivery (for example, applications for services, web clicks, call handling, achievement of service-level agreements (SLAs)). Impact and management of Big Data. Role of specific phenomena which impact organisational success in the industry sector or function (for example, charter marks, endorsements, accreditations).

**Subject specialism:** Development of up-to-date knowledge of subject matter specialists. Enhances ability to deploy a range of methodologies, tools, models, frameworks, technologies to address current and future challenges of organisations. Be reactive/proactive/alert to emerging themes, client requirements (for example, local, national, global).

**1.2 Methods for conducting organisational analysis** (for example, approaches, tools and techniques).

- **Mixed method:** research (for example, primary, secondary, qualitative, quantitative data and information). Literature review, web pages, articles, publications, interviews, recordings, focus groups, online surveys, images, spreadsheets, bibliographic data, social media posts (for example, YouTube, Facebook, Twitter, LinkedIn).
- **IT systems and applications:** Content Analysis Software systems (Management of mixed method data and information in a structured way). Customer Relationship Management systems (CRM) to collect data and information, performance metrics, opportunity management, sales management, campaign management.
- **Types of organisational analysis:** Competitor analysis (for example, comparative study of services and benefits offered by others/market leaders). Benchmarking (Washington, 1998). Governance review (for example, approaches to comply with legislation, policy, industry standards. Organisation governance structure. Committees. Boards.) Market trends. Systems and processes (for example, manufacturing/service level outputs. Interrelationships with different business functions such as administration, sales, finance, quality). Customer journey, touchpoints. Operational storylines (for example, hire to retire.) Business continuity scenarios (for example, what would happen to the organisation if key people left). Resource use (for example, people, finance, technology, materials). Organisational practices (for example, theory versus practice).

## Learning outcome 2

**Be able to conduct organisational analysis in management consulting**

## Assessment criteria

- 2.1 Produce a plan to conduct organisational analysis in management consulting
- 2.2 Conduct organisational analysis to draw conclusions and make recommendations
- 2.3 Reflect on the outcomes of organisational analysis to identify opportunities for improvement

### Indicative content

*2.1 Plan to conduct organisational analysis in management consulting:* Terms of Reference (ToR). Purpose of analysis. Intended benefits. Intended audience (for example, internal, external). Stakeholder involvement. Summary of research methodology (qualitative/quantitative). Management of data and information gathered (for example, confidentiality, Data Protection Act (2018), UK GDPR (2018)). Resource requirements. Timescales. Organisational, ethics and governance, Corporate Social Responsibility (CSR) and sustainability, legal and regulatory requirements. Strategy to report/communicate results (Saunders et al, 2019).

*2.2 Conduct organisational analysis:* Use a mixed method approach to conduct organisational analysis according to the plan developed in AC 2.1.

*Conclusions:* Summary of research completed. Interpretation of results (for example, analysis of data and information). Limitations of research, impact of limitations on findings. Impact on organisation. Client feedback (internal, external) on outcomes of analysis.

*Recommendations:* Summary including range of solutions and recommendation. Priorities. Actions. Next steps.

*2.3 Reflection:* Lessons learned. Quantity and quality of analysis gathered. Sufficiency, currency, authenticity, reliability, and validity. Approach selected for gathering data and information. Outcomes of organisational analysis against plan (for example, benefits to own organisation, clients, stakeholders). Client support and opportunities for further consulting with clients. Impact on own role in consulting (for example, development of capabilities, research skills, client knowledge, organisational network, relationships, specialist knowledge). Models of reflective practice (Kolb, 1984, Borton, 1970, Gibbs, 1988).

### Requirements and 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** in which they analyse the rationale and scope of organisational analysis in consulting.
2. The Learner may be asked to write a **report** on the evaluation of methods for conducting organisational analysis
3. The Learner may be asked to develop a **case study** in which they:
  - Produce a plan to conduct organisational analysis
  - Evidence how they have conducted organisational analysis to draw conclusions and make recommendations
  - Reflect on the outcomes of organisational analysis to identify opportunities for improvement
4. The Learner may present **work-based evidence** accompanied by report/reflective accounts to meet each of the assessment criteria.

**Further guidance**

It is not a requirement for the Learner to cover all aspects of the indicative content when completing the assessment. The Learner is encouraged to select and present well-chosen information 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 at the Applied level.

**3A. Consulting Operating Environment: Industry or Sector Specialisms**

|  |  |
|--|--|
| 3A.1 Understand an industry or sector structure and the associated operational implications for organisation | You have knowledge of the broad structure of an industry, sector or function and a broad understanding of the day-to-day business implications for organisations operating within that domain.                           |
| 3A.2 Hold a developed understanding of the drivers of organisational success                                 | You have knowledge of the drivers for organisational success for an industry, sector or function and a broad understanding of the day-to-day business implication for organisations operating within that domain.        |
| 3A.3 Isolate emerging disruptive trends and forecast future structural changes                               | You have knowledge of the emerging and disruptive trends for an industry, sector or function and a broad understanding of likely broad structural changes organisations operating within that domain are likely to face. |
| 3A.4 Articulate how specialisms address future challenges  | You have broad knowledge of how your specialism addresses future challenges faced by the industry, sector or function.   |
| 3A.5 Understand, articulate and develop your organisation's related client offers and propositions           | You have knowledge of how all of the above relate to the organisation's client offers and propositions.  |

**3B. Consulting Operating Environment: Clients and Markets**

|  |  |
|--|--|
| 3B.3 Client development                                      | You actively identify potential new clients within your specialism and industry sector. You can clearly articulate the organisation's propositions and are starting to develop potential contacts in target organisations. You support where necessary the process of client development, looking for opportunities to add value |
| 3B.5 Maintaining and developing a strategic business network | Within the confines of your specialism and industry you are starting to develop a network of external business contacts and regularly attend external networking events. You hold a small number of developed relationships with a few key organisations.  |

### 3C. Consulting Operating Environment: Strategy, Analysis and Context

3C.3 Holding up-to-date knowledge of subject matter specialisms with an ability to deploy a range of methodologies, tools, models & frameworks

The subject matter specialisms and methodologies held by you match those required by your organisation. You regularly apply these as part of a team, or individually, to address client problems and directly contribute to fee generation. You undertake CPD and are up-to-date in your areas of specialism.

#### 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.
- 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.N.K., Lewis, P and Thornhill, A. (2019) *Research Methods for Business Students*, 8th Edn. New York: Pearson

##### Further reading:

- Coughlin, D. (2019). *Doing Action Research in Your Own Organisation*. 5th 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. (2021). *Management and Business Research*. 7th 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. (2023). *An Introduction to Qualitative Research*. 7th 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. (2022). *Doing Research in the Real World*. 5th 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 Knafllic, C. (2015). *Storytelling with Data: A Data Visualisation Guide for Business Professionals*. NJ, Hoboken: John Wiley & Sons Inc.
- Peters, T.J. and Waterman, R.H. (1982) *In Search of Excellence: Lessons from America's Best-Run Companies*. Harper & Row, New York.
- 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, 3<sup>rd</sup> 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.
- Sadler, P (2010) *Management Consultancy. A handbook for best practice (2<sup>nd</sup> Edn)* London, Kogan Page.
- Townsend, H. (2014). *The Financial Times Guide to Business Networking: How to use the power of online and offline networking for business success, 2<sup>nd</sup> 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), 2<sup>nd</sup> Edition*. Financial Times Press.
- Weiss, A. (2009). *Million Dollar Consulting, 4<sup>th</sup> Edition*. McGraw-Hill Education.

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.

# UNIT 548 - PROFESSIONAL DEVELOPMENT IN MANAGEMENT CONSULTING

**Ofqual unit number** H/650/7462

**RQF level** 5

**Guided learning hours** 18

**Total unit time** 70

**Credits** 7

**Aims of unit**

It is essential for Management Consultants to maintain currency of practice in an ever changing competitive market, where the ability to deliver benefits to clients is paramount. Professional development enables consultants to develop skill sets, knowledge and behaviours required to be an expert in the consulting role.

The aim of this unit is to enable Learners to understand the case for continuing professional development and the opportunities for professional development which can support them in their role. On successful completion of the unit, Learners will create a professional development plan and a business case to undertake a professional development activity.

**Keywords** Professional development, consulting, methods, networking, capability, planning, business case, success.

| Learning outcome 1  |
|---|
| Understand the case for continuing professional development in management consulting  |
| Assessment criteria   |
| 1.1 Justify the case for continuing professional development in management consulting<br>1.2 Analyse opportunities for continuing professional development in management consulting   |
| Indicative content  |
| <i>1.1 Case for continuing professional development in consulting:</i><br><br><i>Impact on self:</i> Subject matter specialism (maintain currency of practice, future proofing, trends). Intellectual curiosity and flexibility (assimilate data, discourse, events, and environment to work as |

an effective member of a team and contribute to its development). Identification of areas of strength, development. Development of skills and competencies (for example, ability to use tools, techniques, technology, lead, manage self, navigate change, promote equality, diversity and inclusion, social and emotional intelligence). Development of behaviours (for example, eminence, growth mindset, integrity and trust, inclusivity, courage of convictions. Determination, innovation and creativity, agility, honesty and transparency, ethical, resilient).

Career development. Understanding opinions and perspectives of others. Contributes to the process of client development. Support accreditation with professional bodies and membership organisations.

*Impact on consulting organisation:* Development of a pool of subject matter specialists. Enables the development of client offers (for example, enhances competitiveness, understanding of trends in services). Development of relationships. Reputation within consultancy market. Compliance with organisational and legal regulations and requirements.

*Impact on client/client organisation:* Contributes to the process of client development, added value. Creation of an environment to enable others to be creative, agile, innovative and value quality. Increase profitability. Development of good practice. Compliance with organisational and legal regulations and requirements.

#### 1.2 Opportunities for continuing professional development in consulting:

- *Development activities* (for example, formal, informal and/or mandatory development opportunities): In-house training programmes. Social and collaborative learning. Work-based learning. Out placements (for example, voluntary, reciprocal work). Coaching and/or mentoring. Reflection and review of development activities undertaken.
- *Networking activities:* Internal. External. Formal and informal networks. Strategic business networking. Subject/industry specialist networks. Types of networking (for example, face to face, virtual, conferences, webinars, social media). Role of networking (for example, identify expectations/requirements, develop expertise within subject/industry specialism, share and gather knowledge and insights, identify current and emerging trends).

| Learning outcome 2  |
|---|
| <b>Be able to undertake continuing professional development for management consulting</b>   |
| Assessment criteria   |
| 2.1 Evaluate own capabilities in management consulting<br>2.2 Create a professional development plan for the management consulting role<br>2.3 Develop a business case to undertake a professional development activity |
| Indicative content  |
| <i>2.1 Evaluation of own capabilities in management consulting:</i> Reflection on own knowledge, skills and behaviours against requirements of professional consulting framework (for example, Chartered                |

Management Consultancy (ChMC) Competency Framework, Global Capabilities Framework, Certified Management Consultant, in-house frameworks, any other relevant frameworks). Feedback from colleagues in own organisation (for example, appraisals/performance discussions and reviews, 360 feedback). Client and stakeholder feedback. Awareness of own values, beliefs, attitudes and behaviours and impact on own practice. Identification of strengths and opportunities for development. Theories of learning and reflective practice (for example, Argyris 1976, Kolb 1984. Gibbs 1988, Schon, 1983).

*2.2 Professional development plan for management consulting role:* Plan covers a minimum of 6 months/maximum of 12 months. SMART (for example, use of success criteria). Contains aims, objectives. Selected development activities. Resources. Methods for monitoring and reviewing.

*2.3 Business case to undertake a professional development activity:* Rationale for the professional development activity selected (for example, business need, management of risk, own development need, client need, stakeholder need). Description of professional development activity (for example, type of activity, duration, resources, costs). Reasons for selecting options versus other options. Links to accreditation, qualifications, memberships, charterships, alignment to recognised framework (for example, Chartered Management Consultancy Framework (ChMC), Global Capabilities Framework, Certified Management Consultant, in-house frameworks, any other relevant frameworks). Industry requirements (for example, licence to practice). Cost benefit analysis. Value/impact of activity on consultancy, client, own development / credibility and standing. Monitoring and evaluation (KPIs). Dissemination of outcomes of professional development to others.

## 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 an account** on the case for undertaking for continuing professional development in management consulting
2. The Learner may be asked to:
  - Write a **reflective account** based on an evaluation of their own capabilities in management consulting. The evaluation of own capabilities must be based on the requirements of an ethical framework such as the Chartered Management Consultant (ChMC) Competence Framework at Applied level
  - Create a **professional development plan** for the management consulting role
  - Develop a **business case** to undertake ONE (1) professional development activity
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 the assessment criteria.

## Relationship with other frameworks and occupational standards

**All** elements of the Chartered Management Consultant (ChMC) Competence Framework at Applied level may be mapped to Unit 548 if the Learner completes an evaluation of their own capabilities in management consulting against this framework for assessment criteria 2.1.

If the Learner does not evaluate their own capabilities against the Chartered Management Consultant (ChMC) Competence Framework at Applied level only the areas of the standard **highlighted in bold** can be attributed to the unit.

| 1A. Ethics and Professional Standards: Foundation Values  |   |
|---|---|
| 1A.1 Understands the Code of Conduct and Practice that enshrines a set of 'core' management consulting ethics, values and practices | <b>Eminence. Growth mindset. Integrity and trust. Inclusivity. Courage of convictions. Determination. Innovation and creativity. Agility. Honest and transparent. Ethics. Resilience.</b>   |
| 1B. Ethics and Professional Standards: Ethics   |   |
| 1B.2 Demonstrating Corporate and Social Responsibility of an Organisation in everyday work  | Understands and comprehends the principles of CSR and how they apply in the organisation, applying them to day-to-day work, taking responsibility for operating within these principles and actively advocating their importance within the organisation.   |
| 1B.3 Sustaining and contributing to ethical position of clients   | Ability to assimilate a client's ethical position and policies ensuring client-facing work is delivered within the scope of their policies.   |
| 1C. Ethics and Professional Standards: Behaviours   |   |
| 1C.1 Working to and setting priorities  | <b>In your day-to-day actions and activity you support the organisation's overall objectives and reputation and those of the organisation's clients.</b>  |
| 1C.2 Respecting the people with whom you work   | You demonstrate respect in all your interactions, whether face-to-face or virtually. Having regard for the physical and mental health, safety and well-being of colleagues.   |
| 1C.3 Creating a positive impact in the context of environmental, social and governance factors                                      | You treat others fairly and with respect, promoting equality of opportunity, diversity, inclusion and individual dignity. Challenging and reporting conduct or behaviour suspected to be unlawful or unethical, and encouraging others to do so. Working within the CSR framework of your organisation. |
| 2A. Leadership and Management: Leading self   |   |
| 2A.1 Acting in the best interests of your organisation, customers, clients and/or partners  | <b>You continually review and prioritise workload to match operational priorities of team, work streams and assignments..</b>   |
| 2A.2 Self-monitor performance   | <b>You assess your individual performance and</b>   |

|   |   |
|---|---|
|   | <b>identify areas which you can develop on an on-going basis</b>  |
| <b>2A.3 Take responsibility for career development</b>  | <b>You make managers aware of the areas in which you need to develop and actively seek out opportunities to develop yourself. You take responsibility for your own career development.</b>  |
| <b>2A.4 Developing self-awareness</b>   | <b>You understand how your actions may directly impact on your colleagues, clients and stakeholders when facilitating the delivery of results and can flex your style accordingly.</b>  |
| <b>2A.5 Embracing lifelong learning</b>   | <b>You manage your own professional learning and development to achieve career goals.</b>   |
| <b>2B. Leadership and Management: Leading others</b>  |   |
| <b>2B.1 Provides clear purpose and direction</b>  | <b>You understand the purpose and direction of an organisation and its clients, appropriately translating this into your day-to-day work and client facing project delivery.</b>  |
| <b>2B.6 Adapt leadership style to take account of diverse situations</b>                                    | <b>You apply a leadership style to meet the requirements of a specific environment or audience when managing a particular task or activity.</b>   |
| <b>2B.7 Promoting well being and valuing staff</b>  | <b>You approach your day-to-day work in a manner that supports the well-being of colleagues and valuing the contribution of other team members.</b>   |
| <b>2B.8 Creates a network of followers</b>  | <b>Within your team you develop strong and close working relationships with others, forming an informal support network, acting as a role model to others.</b>  |
| <b>2C. Leadership and Management: Leading and Managing Through Change</b>                                   |   |
| <b>2C.1 Creation of an environment to enable others to be creative, agile, innovative and value quality</b> | <b>You actively contribute and support your colleagues to innovate and to think differently when addressing client problems and issues and in their day-to-day business activities within the organisation.</b>                             |
| <b>2C.2 Identify opportunities for change and development</b>   | <b>As a team member working on client facing projects, and working within your organisation, you identify opportunities for change. Including in supporting in the preparation of business cases proposing change.</b>                      |
| <b>2C.3 Scope, plan and drive change</b>  | <b>You translate the scope and plans for a given change into your day-to-day work on client facing projects and within your organisation. You actively and positively shape your own work to successfully support and implement change.</b> |
| <b>2C.4 Manage others through the change process</b>  | <b>Within the organisation and as a team member on client facing projects, you own actions, you actively demonstrate support for change and in doing so build energy and momentum within the change project.</b>                            |

|   |  |
|---|--|
| 2C.5 Consistently thinking in a strategic and holistic manner       | You understand change in the wider context of your organisation's or a client's business environment and organisational strategy. You apply business planning tools and methodologies.   |
| 2C.6 Take account of stakeholder issues                             | You understand the stakeholder groups of a given change, their interests and objectives and adapt your working practices to effectively work with each group to deliver the intended outcome of the change.  |
| <b>3B. Consulting Operating Environment: Clients and Markets</b>    |  |
| 3B.1 Client relationship management                                 | During client facing projects you form new and constructive working relationships with client contacts and stakeholders, developing these relationships in the medium to long-term. Able to spot opportunities to on-sell work and refer opportunities to others for consideration and follow-up. Where appropriate, they support the team to develop a new opportunity. |
| 3B.3 Client development   | You actively identify potential new clients within your specialism and industry sector. You can clearly articulate the organisation's propositions and are starting to develop potential contacts in target organisations. You support where necessary the process of client development, looking for opportunities to add value   |
| 3B.4 Managing Organisation risk                                     | You understand your organisation's risk management and independence policies, along with the importance of the policies set by clients and regulatory bodies   |
| <b>3B.5 Maintaining and developing a strategic business network</b> | <b>Within the confines of your specialism and industry you are starting to develop a network of external business contacts and regularly attend external networking events. You hold a small number of developed relationships with a few key organisations.</b>   |
| <b>4A. Personal and Professional Development</b>                    |  |
| 4A.1 Driving inclusion and diversity                                | You actively seek out opportunities within and outside of your team to contribute to developing diversity and inclusivity within the organisation.   |
| 4A.2 Demonstrate intellectual curiosity                             | Actively curious to question and understand the foundations and first principles of the profession and your specialisms. You have started to develop and change your own day-to-day working practices.   |
| 4A.3 Display intellectual flexibility                               | As part of your day-to-day activity you are able to assimilate data, discourse, events and your environment to work as an effective member of a team and contribute to its development.  |
| 4A.4 Practice social and emotional intelligence                     | At an individual level, as part of a team, you are   |

|                                      |   |
|--------------------------------------|---|
|                                      | able to read and sense the objectives, motivation and emotions of others and through social interaction limit conflict, reinforce team cohesion and contribute to the team achieving its objectives. Individuals are able to manage themselves taking account of dealing with pressure, workload and work life balance. |
| 4A.5 Collaborating with others       | You find common ground with other team members to form collaborative and productive working relationships and hold influence within the team. Contributing to the team achieving its objectives.  |
| 4A.6 Influencing and engaging others | You take account of the opinions and perspectives of others. Showing mutual respect and a genuine interest in their thoughts, ideas and expectations. Within a team you are able to constructively persuade and commit others to tasks. Contributing to the team achieving 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.
- Argyris, C. (1976) *Increasing Leadership Effectiveness*, New York: Wiley-Interscience.
- 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, 2<sup>nd</sup> 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 21<sup>st</sup> Century* New York, NY: Basic Books.
- Gibbs, G. (1988) *Learning by Doing: A Guide to Teaching & Learning Methods*. Further Education Unit: Oxford Brookes University: Oxford: UK.
- 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.
- Kolb, D.A. (1984) *Experiential Learning: Experience as the source of learning and development*: Prentice Hall: New Jersey: USA.
- Kouzens, J.M. and Posner, B.Z. (2014). *The Leadership Challenge 5<sup>th</sup> 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 Diego, CA: Pfeiffer and Co.
- Schön, D. A. (1983). *The Reflective Practitioner: How Professionals Think in Action*. New York, NY: Basic Books.

### Journals

- *Management Today* (Haymarket Business Media)
- *People Management* (Chartered Institute of Personnel and Development)
- *Training journal* ([www.trainingjournal.com](http://www.trainingjournal.com))

### Useful External Weblinks

- [www.managementhelp.org](http://www.managementhelp.org)  
Self-assessments for personal and professional development and articles on leadership development planning
- [www.managers.org.uk](http://www.managers.org.uk)  
Chartered Management Institute
- <https://members.md.cmi.org.uk/>  
Chartered Management Institute's online resource portal (login required)
- [www.personalitytype.com](http://www.personalitytype.com)  
for MBTI explanations and questionnaire
- [www.teamtechnology.co.uk](http://www.teamtechnology.co.uk)  
Online business resources
- [www.cipd.co.uk](http://www.cipd.co.uk)  
continuing professional development

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.

# ANNEX 1 - COMMAND VERB DEFINITIONS

| <u>Command Verb</u> | 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.   |
| Apply               | To bring or put into operation a theory, concept or process to achieve an outcome   |
| Appraise            | Assess, estimate the worth, value, quality, performance. Consider carefully to form an opinion.   |
| Articulate          | Express or clearly state your understanding of the topic.   |
| Assess              | Provide a reasoned judgement or rationale of the standard, quality, value or importance of something, informed by relevant facts/rationale.   |
| Comment             | Identify and write about the main issues, express an opinion, giving reaction to what has been read/observed.   |
| Compare             | Review the subject(s) in detail – looking at similarities and differences.  |
| Complete            | Ensure something is finished with all of its parts.   |
| Conceptualise       | Create a diagram, model, chart or graphic with annotations, providing a holistic overview of the process.   |
| Conduct             | Organise and perform a particular activity.   |
| Construct           | To create or build something original.  |
| Consider            | Take (something) into account (for example, 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 Appraise | As with appraise, a systematic process used to identify the strengths and weaknesses of information in order to assess the usefulness and validity.   |
| Critically Assess   | As with assess, but emphasising on judgments made about arguments by others, and about what is being assessed from a different perspective. Making a reasoned argument, based on judgments. Criticality requires the consideration of the validity of sources used. Critical assessment not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation.        |
| Critically Analyse  | As with analyse, but questioning and testing the strength of a person and/or others' analyses from different perspectives. Using the process of analysis to make an objective and reasoned argument. Criticality requires the consideration of the validity of sources used. Critical analysis not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation. |

|                     |  |
|---------------------|--|
| Critically Discuss  | As with discuss, but evaluating the pros and cons of the subject in hand critically. Discussing all the aspects and dimensions of the topic in hand. Discussing the effects and impacts of the topic. Critical discussion not only considers the evidence above but also the strength of the evidence based on the validity of the method of evidence compilation  |
| Critically Evaluate | 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.<br><br>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 Reflect  | As with reflect, but identifying, questioning, and assessing deeply-held beliefs and assumptions about a topic, the way in which we perceive events and issues, beliefs, feelings, and actions.  |
| Critically          | Typically used to qualify verbs such as evaluate, assess, appraise, analyse and reflect. Give in-depth insight, opinion, debate, verdict based on a wide variety of sources, theory, research which may agree and contradict an argument.  |
| Critique            | A detailed analysis and assessment of something, especially a literary, philosophical, or political theory.  |
| Define              | Show or state clearly and accurately.  |
| Describe            | Provide an extended range of detailed factual information about the topic or item in a logical way.  |
| Deliver             | Ensure something is conveyed or done with stakeholders/clients.  |
| Demonstrate         | Complete a task or activity, showing an understanding of facts, procedures and ideas of a topic and competence through action or activity.   |
| Determine           | Settle/conclude an argument/question as a result of investigation or by referring to an authority.   |
| Develop             | Elaborate, expand or progress an idea from a starting point building upon given information.   |
| Differentiate       | Recognise or ascertain a difference to identify what makes something different.  |
| Discuss             | Give a detailed account including a range of views or opinions, which include contrasting perspectives.  |
| Distinguish         | Draw or make distinction between.  |
| Draw                | Present a conclusion or decision about what is likely to happen based on facts.  |
| Establish           | Discover, prove or show something to be true or valid by determining the facts.  |
| Evaluate            | Consider the strengths and weaknesses, arguments for and against and/or similarities and differences. The writer should then judge the evidence from the different perspectives and make a valid conclusion or reasoned judgement. Apply current research or theories to support the evaluation when applicable.   |
| Examine             | Inspect (something) thoroughly in order to determine its nature or condition.  |

|                          |   |
|--------------------------|---|
| Explain                  | Make something clear to someone by describing or revealing relevant information in more detail.   |
| Explore                  | Go through the topic/issue thoroughly looking at all areas that affect the topic/issue.   |
| Formulate                | To devise or develop an idea or concept in a concise and systematic way.  |
| Identify                 | Ascertain the origin, nature or definitive characteristics of something.  |
| Interpet                 | To clarify/explain the meaning of something.  |
| Investigate              | Carry out a systematic or formal inquiry to discover and examine the facts of (problem, options, incident, allegation etc) so as to establish the truth.  |
| Justify                  | Provide a rationale for actions and/or decisions. Your rationale should be underpinned by research, academic theory, data analysis or experience.   |
| Outline                  | A general description/broad account/summary of something showing essential features/outline the case briefly but not the detail.  |
| Plan                     | Make a plan for example, a change plan or a project plan, before starting activities to achieve an aim.   |
| Prepare                  | To make or develop something ready which will happen in the future.   |
| Present/<br>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 Learners has the requirements of the unit assessment criteria. |
| Produce                  | To make, create or form something. Put together, assemble. leads to an outcome/result.  |
| Profile                  | An outline giving a description of a role or organisation   |
| Propose                  | To put forward a plan or suggestion for consideration by others   |
| 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.   |



## ANNEX 2 - ASSESSMENT ACTIVITY DEFINITIONS

| Activity Definition     | Activity Definition  |
|-------------------------|--|
| Briefing paper          | A summary of facts pertaining to a particular issue or problem. Often includes a suggested course of action.   |
| Business case           | A formal document, presented in an oral or written format, which provides justification for an idea or project to address an identified business need or challenge.  |
| Case Study              | A description of an event, activity or problem outlining a real or hypothetical situation.   |
| Good practice guide     | A structured document produced with the purpose of supporting individuals to develop their practice in a particular area.  |
| Plan                    | A detailed outline providing an insight into a range of activities required to complete a task.  |
| Profile                 | An outline giving a description of a role or organisation  |
| Proposal                | A formal document, presented in an oral or written format, which puts forward ideas or suggestions for consideration by others.  |
| Reflective Statement    | Learners describe their actions in particular situations and reflect on the reasons for practicing in that way. This is particularly useful to provide evidence that they can evaluate their knowledge and practice. |
| Report                  | A structured document communicated or presented in an oral or written form and organised in a narrative, graphic or tabular form referring to a specific period, event or topic area.                                |
| Research project report | A formal, written document, organised in a narrative, graphic or tabular form presenting findings and recommendations.   |
| Scenario                | A written outline or a situation or setting, providing insight into a sequence of events or actions.   |
| Written account         | A written document presenting knowledge of facts or event  |
| Work Based Evidence     | An activity from within the workplace that is used by the Learners to evidence and/or demonstrate competence and understanding   |

## ANNEX 3 - ADDITIONAL ASSESSMENT RESOURCES

In order to support Learners with their assessment, CMI has created additional resources designed to meet the needs of Unit 548.

Please note: these documents are not compulsory; it is strongly recommended that Learners use these in conjunction with the CMI-designed assessment briefs or a version similar to these, to ensure all criteria are met.

### **Unit 548 Professional Development in Management Consulting**

Personal Development Planner (PDP)

Skills Scanner

## UNIT 548 - PROFESSIONAL DEVELOPMENT IN MANAGEMENT CONSULTING PROFESSIONAL DEVELOPMENT PLAN (PDP)

|             |  |
|-------------|--|
| <b>Name</b> |  |
|-------------|--|

| Development Aim | Development Approach/ Method | Timeframe/Target Date | Ownership | Resource requirements | Outcomes |
|-----------------|------------------------------|-----------------------|-----------|-----------------------|----------|
|                 |                              |                       |           |                       |          |
|                 |                              |                       |           |                       |          |
|                 |                              |                       |           |                       |          |
|                 |                              |                       |           |                       |          |
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|                 |                              |                       |           |                       |          |

|                  |  |             |  |
|------------------|--|-------------|--|
| <b>Signature</b> |  | <b>Date</b> |  |
|------------------|--|-------------|--|



## UNIT 548 - PROFESSIONAL DEVELOPMENT IN CONSULTING SKILL SCANNER

(Refer to AC4.1 Assess current **skills and competencies** against role requirements and organisational objectives using recognised **tools and techniques** and the Indicative Content for this AC)

This questionnaire outlines a range of management skills and competencies.

Complete the questionnaire and decide on your level of competence in each area, giving yourself a score from 0-3 (3 – able to do this without any support through to 0 – you cannot do this or it is not applicable to your current role). Each line should only contain one score.

When you have completed your assessment, write a summary of your top **THREE (3)** strengths and areas for development.

|  |  | I am able to...  | 3 – I am competent and able to do this without any support | 2 – I am confident but require some support and guidance to do this | 1 – I am unsure and need support and guidance to do this | 0 – I cannot do this or it is not applicable to my current role |
|--|--|--|--|---|--|---|
| 1A. Ethics and Professional Standards: Foundation Values | <b>1A. Ethics and Professional Standards: Foundation Values</b>  |  |  |   |  |   |
|  | <b>1A.1 Understands the Code of Conduct and Practice that enshrines a set of 'core' management consulting ethics, values and practices</b> | Eminence. Growth mindset. Integrity and trust. Inclusivity. Courage of convictions. Determination. Innovation and creativity. Agility. Honest and transparent. Ethics. Resilience. |  |   |  |   |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| 1B. Ethics and Professional Standards: Ethics     | <b>1B. Ethics and Professional Standards: Ethics</b>  |   |  |  |  |  |
|   | <b>1B.2 Demonstrating Corporate and Social Responsibility of an Organisation in everyday work</b>     | Understands and comprehends the principles of CSR and how they apply in the organisation, applying them to day-to-day work, taking responsibility for operating within these principles and actively advocating their importance within the organisation.   |  |  |  |  |
|   | <b>1B.3 Sustaining and contributing to ethical position of clients</b>                                | Ability to assimilate a client's ethical position and policies ensuring client-facing work is delivered within the scope of their policies.   |  |  |  |  |
| 1C. Ethics and Professional Standards: Behaviours | <b>1C. Ethics and Professional Standards: Behaviours</b>  |   |  |  |  |  |
|   | <b>1C.1 Working to and setting priorities</b>   | <b>In your day-to-day actions and activity you support the organisation's overall objectives and reputation and those of the organisation's clients.</b>  |  |  |  |  |
|   | <b>1C.2 Respecting the people with whom you work</b>  | You demonstrate respect in all your interactions, whether face-to-face or virtually. Having regard for the physical and mental health, safety and well-being of colleagues.   |  |  |  |  |
|   | <b>1C.3 Creating a positive impact in the context of environmental, social and governance factors</b> | You treat others fairly and with respect, promoting equality of opportunity, diversity, inclusion and individual dignity. Challenging and reporting conduct or behaviour suspected to be unlawful or unethical, and encouraging others to do so. Working within the CSR framework of your organisation. |  |  |  |  |

|   |   |   |  |  |  |  |
|---|---|---|--|--|--|--|
| 2A. Leadership and Management: Leading self   | <b>2A. Leadership and Management: Leading self</b>  |   |  |  |  |  |
|   | <b>2A.1 Acting in the best interests of your organisation, customers, clients and/or partners</b> | You continually review and prioritise workload to match operational priorities of team, work streams and assignments..  |  |  |  |  |
|   | <b>2A.2 Self-monitor performance</b>  | You assess your individual performance and identify areas which you can develop on an on-going basis  |  |  |  |  |
|   | <b>2A.3 Take responsibility for career development</b>  | You make managers aware of the areas in which you need to develop and actively seek out opportunities to develop yourself. You take responsibility for your own career development. |  |  |  |  |
|   | <b>2A.4 Developing self-awareness</b>   | You understand how your actions may directly impact on your colleagues, clients and stakeholders when facilitating the delivery of results and can flex your style accordingly.     |  |  |  |  |
|   | <b>2A.5 Embracing lifelong learning</b>   | You manage your own professional learning and development to achieve career goals.  |  |  |  |  |
| 2B. Leadership and Management: Leading others | <b>2B. Leadership and Management: Leading others</b>  |   |  |  |  |  |
|   | <b>2B.1 Provides clear purpose and direction</b>  | You understand the purpose and direction of an organisation and its clients, appropriately translating this into your day-to-day work and client facing project delivery.           |  |  |  |  |
|   | <b>2B.6 Adapt leadership style to take account of diverse situations</b>                          | You apply a leadership style to meet the requirements of a specific environment or audience when managing a particular task or activity.  |  |  |  |  |
|   | <b>2B.7 Promoting well being and valuing staff</b>  | You approach your day-to-day work in a manner that supports the well-being of colleagues and valuing the contribution of other team members.  |  |  |  |  |
|   | <b>2B.8 Creates a network of followers</b>  | Within your team you develop strong and close working relationships with others, forming an informal support network, acting as a role model to others.                             |  |  |  |  |

|  |   |  |  |  |  |  |
|--|---|--|--|--|--|--|
| 2C. Leadership and Management: Leading and Managing Through Change | <b>2C. Leadership and Management: Leading and Managing Through Change</b>                                   |  |  |  |  |  |
|  | <b>2C.1 Creation of an environment to enable others to be creative, agile, innovative and value quality</b> | You actively contribute and support your colleagues to innovate and to think differently when addressing client problems and issues and in their day-to-day business activities within the organisation.                             |  |  |  |  |
|  | 2C.2 Identify opportunities for change and development  | As a team member working on client facing projects, and working within your organisation, you identify opportunities for change. Including in supporting the preparation of business cases proposing change.                         |  |  |  |  |
|  | 2C.3 Scope, plan and drive change   | You translate the scope and plans for a given change into your day-to-day work on client facing projects and within your organisation. You actively and positively shape your own work to successfully support and implement change. |  |  |  |  |
|  | 2C.4 Manage others through the change process   | Within the organisation and as a team member on client facing projects, you own actions, you actively demonstrate support for change and in doing so build energy and momentum within the change project.                            |  |  |  |  |
|  | 2C.5 Consistently thinking in a strategic and holistic manner   | You understand change in the wider context of your organisation's or a client's business environment and organisational strategy. You apply business planning tools and methodologies.   |  |  |  |  |
|  | 2C.6 Take account of stakeholder issues   | You understand the stakeholder groups of a given change, their interests and objectives and adapt your working practices to effectively work with each group to deliver the intended outcome of the change.                          |  |  |  |  |

|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| 3B. Consulting Operating Environment: Clients and Markets | <b>3B. Consulting Operating Environment: Clients and Markets</b>    |  |  |  |  |  |
|   | <b>3B.1 Client relationship management</b>                          | During client facing projects you form new and constructive working relationships with client contacts and stakeholders, developing these relationships in the medium to long-term. Able to spot opportunities to on-sell work and refer opportunities to others for consideration and follow-up. Where appropriate, they support the team to develop a new opportunity. |  |  |  |  |
|   | <b>3B.3 Client development</b>                                      | You actively identify potential new clients within your specialism and industry sector. You can clearly articulate the organisation's propositions and are starting to develop potential contacts in target organisations. You support where necessary the process of client development, looking for opportunities to add value   |  |  |  |  |
|   | <b>3B.4 Managing Organisation risk</b>                              | You understand your organisation's risk management and independence policies, along with the importance of the policies set by clients and regulatory bodies   |  |  |  |  |
|   | <b>3B.5 Maintaining and developing a strategic business network</b> | Within the confines of your specialism and industry you are starting to develop a network of external business contacts and regularly attend external networking events. You hold a small number of developed relationships with a few key organisations.  |  |  |  |  |

|   |  |  |  |  |  |  |
|---|--|--|--|--|--|--|
| 4A. Personal and Professional Development | <b>4A. Personal and Professional Development</b>       |  |  |  |  |  |
|   | <b>4A.1 Driving inclusion and diversity</b>            | You actively seek out opportunities within and outside of your team to contribute to developing diversity and inclusivity within the organisation.   |  |  |  |  |
|   | <b>4A.2 Demonstrate intellectual curiosity</b>         | Actively curious to question and understand the foundations and first principles of the profession and your specialisms. You have started to develop and change your own day-to-day working practices.   |  |  |  |  |
|   | <b>4A.3 Display intellectual flexibility</b>           | As part of your day-to-day activity you are able to assimilate data, discourse, events and your environment to work as an effective member of a team and contribute to its development.  |  |  |  |  |
|   | <b>4A.4 Practice social and emotional intelligence</b> | At an individual level, as part of a team, you are able to read and sense the objectives, motivation and emotions of others and through social interaction limit conflict, reinforce team cohesion and contribute to the team achieving its objectives. Individuals are able to manage themselves taking account of dealing with pressure, workload and work life balance. |  |  |  |  |
|   | <b>4A.5 Collaborating with others</b>                  | You find common ground with other team members to form collaborative and productive working relationships and hold influence within the team. Contributing to the team achieving its objectives.   |  |  |  |  |
|   | <b>4A.6 Influencing and engaging others</b>            | You take account of the opinions and perspectives of others. Showing mutual respect and a genuine interest in their thoughts, ideas and expectations. Within a team you are able to constructively persuade and commit others to tasks. Contributing to the team achieving its objectives.   |  |  |  |  |

## ANNEX 4 - REVISIONS TO DOCUMENT

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

| Revisions to Document    | Rational for Revision  | Document Version | Date Revisions Made |
|--------------------------|--|------------------|---------------------|
| Chartered Status Amended | Individuals who successfully complete the Level 5 Diploma in Professional Consulting, and have 5+ years of management consulting experience, will be eligible for the full ChMC award. | Version 2        | April 2025          |
| First Publication        |  | Version 1        | September 2023      |