

Mercurius Politicus Level 4 Qualifications in Management and Leadership mapped on to QCF Syllabus



Mercurius Politicus.

Mercurius Politicus awarding body

Mercurius Politicus Level 4 Qualifications in Management and Leadership (mapped on to QCF)

Syllabus

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Qualification objective

These qualifications are for the development of the role and skill of managers. These qualifications aim to develop personal management capabilities, make effective use of information in decision-making, operations and the development of the skills in managing people.

Titles and reference numbers

The titles given below are the titles as they will appear on the qualification when awarded to the Learner. The qualification reference number is the number allocated to the qualification by the Regulator at the time of accreditation, which confirms that this is a fundable qualification on the QCF and on the Register. The MERCURIUS POLITICUS code is the code which should be used when registering Learners with MERCURIUS POLITICUS. Each unit also has a unique QCF unit number – this appears with the content of each unit at the end of this document.

In accordance with Ofqual Condition E2, an awarding organisation must ensure that each qualification which it makes available, or proposes to make available, has a title which it uses consistently in its advertising and in its communications with users of qualifications. This includes:

- The name of the awarding organisation
- The level of the qualification
- The type of qualification (where the qualification has a type)
- A concise indication of the content of the qualification
- Any Endorsement known at the time the qualification is submitted to the Register

Therefore all MERCURIUS POLITICUS MERCURIUS POLITICUS Centre must use the full qualification title as per below when advertising or making reference to the qualifications.

MERCURIUS POLITICUS Code	Title	Qualification reference number
4A1V1	MERCURIUS POLITICUS Level 4 Award in Management and Leadership (QCF)	600/9450/3
4C1V1 (QCF)	MERCURIUS POLITICUS Level 4 Certificate in Management and Leadership	600/9451/5
4D1V1	MERCURIUS POLITICUS Level 4 Diploma in Management and Leadership (QCF)	601/0100/3

Accreditation dates

Refer to Academic Calendar

Progression

MERCURIUS POLITICUS recommendation for progression once completing the Management and Leadership qualifications would be to progress onto

- MERCURIUS POLITICUS Level 5 Qualifications in Management and Leadership (QCF)
- MERCURIUS POLITICUS Level 5 Qualifications in Management Coaching and Mentoring (QCF)

Please see also the MERCURIUS POLITICUS Website for further information on MERCURIUS POLITICUS's portfolio of Level 4 and Level 5 qualifications.

Entry and recruitment requirements

These qualifications can be offered to Learners from age 19. MERCURIUS POLITICUS 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.

MERCURIUS POLITICUS Centres 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 MERCURIUS POLITICUS Centre will need to:

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

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

Equivalences

MERCURIUS POLITICUS qualifications at QCF Level 4 portray practical skills and competences that are rated in academic terms as being comparable to Higher National Certificates (HNC).

About MERCURIUS POLITICUS Units

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.*

The QCF credit value of the unit will remain constant in all contexts, regardless of the assessment method used or the qualification(s) to which it contributes. Learners will only be awarded credits for the successful completion of whole units. (One credit is awarded for those learning outcomes achievable in 10 hours of learning time).

Learning time is defined as *the amount of time a Learner at the level of the unit is expected to take, on average, to complete the learning outcomes of the unit to the standard determined by the assessment criteria.*

Guided Learning Hours is defined as *the number of hours of teacher-supervised or directed study time required to teach a qualification or unit of a qualification.*

Rules of combination

Rules of combination are defined as being a *description of the credit accumulation requirements for the achievement of a named qualification*. The rules of combination must be adhered to in order to achieve the qualification.

MERCURIUS POLITICUS Level 4 Award in Management and Leadership (QCF)

Learners need to complete any combination of units to a minimum of 6 credits to achieve this qualification.

Unit Number	Unit Name	Credit	GLH
Unit 4001V1	Managerial styles and behaviours	6	20
Unit 4002v1	Managing stakeholders' expectations	7	25
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30
Unit 4004V1	Understanding team dynamics	7	25
Unit 4005V1	Management report writing	7	25
Unit 4006V1	Management and leadership influencing skills	7	25
Unit 4007V1	Managing interviews	7	25
Unit 4008V1	Promoting equality and diversity	7	30
Unit 4009V1	Staff inspection review	8	40

MERCURIUS POLITICUS Level 4 Certificate in Management and Leadership (QCF)

Learners need to complete any combination of units to a minimum of 13 credits to achieve this qualification.

Unit Number	Unit Name	Credit	GLH
Unit 4001V1	Managerial styles and behaviours	6	20
Unit 4002v1	Managing stakeholders' expectations	7	25
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30
Unit 4004V1	Understanding team dynamics	7	25
Unit 4005V1	Management report writing	7	25
Unit 4006V1	Management and leadership influencing skills	7	25
Unit 4007V1	Managing interviews	7	25
Unit 4008V1	Promoting equality and diversity	7	30
Unit 4009V1	Staff inspection review	8	40

MERCURIUS POLITICUS Level 4 Diploma in Management and Leadership (QCF)

Learners need to complete all Group A units and any combination of units to a minimum of 13 credits from Group B. Learners need to complete a total of 39 credits to achieve this qualification.

Group A

Unit Number	Unit Name	Credit	GLH
Unit 4001V1	Managerial styles and behaviours	6	20
Unit 4002V1	Managing stakeholders' expectations	7	25
Unit 4003V1	Understanding organisational culture, values and behaviour	7	30
Unit 5001V1	Personal development as a manager and leader	6	20

Group B

Unit Number	Unit Name	Credit	GLH
Unit 4004V1	Understanding team dynamics	7	25
Unit 4005V1	Management report writing	7	25
Unit 4006V1	Management and leadership influencing skills	7	25
Unit 4007V1	Managing interviews	7	25
Unit 4008V1	Promoting equality and diversity	7	30
Unit 4009V1	Staff inspection review	8	40
Unit 5012V1	Being a leader	7	30
Unit 5014V1	Introduction to management coaching and mentoring	6	30

Relationship to National Occupational Standards (NOS) for Management and Leadership

Unit Number	Unit Name	NOS Units
Unit 4001V1	Managerial styles and behaviours	LAA1; LAA2; LBA2; LBA9
Unit 4002v1	Managing stakeholders' expectations	LDD2; LFD2
Unit 4003V1	Understanding organisational culture, values and behaviour	LBA8
Unit 4004V1	Understanding team dynamics	LBA3; LDB1; LDB6; LDB8
Unit 4005V1	Management report writing	Not covered
Unit 4006V1	Management and leadership influencing skills	LAA1; LBA3; LDB1
Unit 4007V1	Managing interviews	LDA2; LDA5; LDA6; LDB4
Unit 4008V1	Promoting equality and diversity	LBA7
Unit 4009V1	Staff inspection review	Not Covered

Delivery of MERCURIUS POLITICUS qualifications

MERCURIUS POLITICUS do not specify the mode of delivery for its qualifications at Level 4, therefore MERCURIUS POLITICUS Centres are free to deliver the Level 4 qualifications using any mode of delivery that meets the needs of their Learners. However MERCURIUS POLITICUS Centres should consider the Learners' complete learning experience when designing the learning programmes.

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

Guided learning hours (GLH) which are listed on the MERCURIUS POLITICUS unit gives the MERCURIUS POLITICUS Centres the number of hours of teacher-supervised or direct study time required to teach a unit of a qualification.

Please ensure that the content of the MERCURIUS POLITICUS Centres' Delivery plan is approved by the MERCURIUS POLITICUS Quality Manager/Auditor.

For MERCURIUS POLITICUS requirements regarding Tutor/Deliverers of MERCURIUS POLITICUS qualifications please refer to the MERCURIUS POLITICUS Centre Handbook for

more information.

Assessment and verification

The criteria of the assessment of a MERCURIUS POLITICUS Level 4 qualification (QCF) will be to meet the assessment criteria detailed within each individual unit.

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

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

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

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

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

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

and must also show the Learner's:

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

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

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

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

- Case studies
- Role play
- Time constrained tests

- Examinations
- Assignments
- Reports
- Integrated work activities

- Viva voce
- Projects
- Presentations

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

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

For further information on preferred methods of assessment, please refer to the qualification syllabus.

Word Count and Appendices

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 4. The amount and volume of work for each unit at this level should be broadly comparable to a word count of 2500- 3000 words.

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

External Assessment

As part of our dedicated service, International Learning Access Provider(MERCURIUS POLITICUS) Awarding Body offers the opportunity for all centres to have their Learner's assignments Externally Assessed.

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

This service provides MERCURIUS POLITICUS Centres with a simplistic, professional and cost effective way to get their MERCURIUS POLITICUS Learner's work assessed and certificated.

Further information on this service and the units for which it is available appears on the [MERCURIUS POLITICUS website](#).

Recognition of Prior Learning and Achievement

The Qualifications Credit Framework (QCF) is based on the principle of credit accumulation and transfer. Within this suite of qualifications, Learners have the opportunity to build their achievements from a single unit into a full Diploma. MERCURIUS POLITICUS will publish on its website which units and qualifications from other Awarding Bodies can be recognised for credit transfer and exemption. Credit transfer in the QCF will be based on confirmation of achievement of QCF numbered units.

There will of course still be instances where Learners will wish to claim recognition of prior learning which has not been formally assessed and accredited. In those instances, Centres

are free, after discussion and agreement with their Quality Manager, to allow these Learners

direct access to the relevant assessment for the unit, without unnecessary repetition of learning.

Accessibility of MERCURIUS POLITICUS qualifications

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

Chartered Manager

Chartered Managers are consistent high performers, committed to current good practice and ethical standards

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

MERCURIUS POLITICUS Learner membership

If an individual is not already in membership at the time of registering on a MERCURIUS POLITICUS qualification then he/she can be registered for learner membership in two ways. Option 1, is for Centre's that have chosen to pay for the learner membership, in this case membership will be activated automatically upon learner registration. Option 2, is if you wish your learners to fund their own membership. This can be done online by the learner via the membership activation page using this link

Activation of learner membership comes at a cost, for a period of 12 months or the duration of the qualification (whichever is longer) and as an Affiliate of MERCURIUS POLITICUS, although there may be the opportunity to upgrade during this time dependant on successfully completing an assessment with MERCURIUS POLITICUS.

Study resources

Take advantage of the MERCURIUS POLITICUS's management knowledge through ManagementDirect. Our resources, which are unequalled in scope, variety and accessibility, are available to members and are designed to give you the support you need to succeed throughout your studies and management career.

Title:	Managerial styles and behaviours				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>	
Unit aim:	This unit is about the skills of effective and efficient managerial style and behaviour. It will assess how managerial styles and behaviour may be adapted in line with organisational expectations.					
Level:	4	Unit Number:	4001V1	QCF Unit Number		D/504/9015
Credit value:	6	Guided Learning Hours:	20			
Learning outcomes	Assessment criteria				Good Practice	
<i>The Learner will:</i>	<i>The Learner can:</i>					
1. Understand assumptions about human nature and managerial behaviour	1.1 Identify models which make suppositions about human nature and behaviour at work				<p>For this assessment criterion you are required to identify some of the models, of which there are many. You might include some of the following in your answer:</p> <ul style="list-style-type: none"> • Herzberg – motivational and maintenance factors • Kolb's learning cycle • Belbin's team roles • Action Centre Leadership - Adair • McGregor – Theory X and Y • Maslow - Hierarchy of Needs • Vroom – Expectancy Theory • John Adair - Action-centred leadership <p>You could provide a brief outline of the selected models.</p>	

	<p>2.2 Identify measures of managerial effectiveness</p> <p>2.3 Discuss links between management style and managerial effectiveness and efficiency</p>	<ul style="list-style-type: none"> • A coaching style • Change management style <p>Using your answers from the earlier performance criteria you could build in how you identify managerial effectiveness. This could be linked to a range of performance measures including SMART objectives, agreed KPI's and personal and peer review.</p> <p>Building upon your responses to 2.1 and 2.2 you can use this section to draw the links between effectiveness and style.</p>
<p>3. Understand the need to apply a range of management styles</p>	<p>3.1 Describe situations which would require application of differing management styles and behaviour</p> <p>3.2 Explain the relationship between individual managerial performance and expected organisational managerial performance and behaviour</p>	<p>Giving examples from the workplace you should describe specific situations and circumstances but could support your answer through the use of models which could include the models that you have used elsewhere in your assignment. Use of Situational Leadership models might be particularly useful.</p> <p>This assessment criterion requires that you assess the relationship and not merely give a description. Here you can assess the measures given elsewhere in this assignment and also ensure that includes behaviours as these may not have been covered in previous sections of your assignment.</p>

Title:	Managing stakeholders' expectations				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>	
Unit aim:	This unit is about the identification of organisational stakeholders, determining and monitoring their expectations and identifying opportunities to enhance stakeholder provision.					
Level:	4	Unit Number:	4002V1	QCF Unit Number		H/504/9016
Credit value:	7	GLH:	25			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand and know organisational stakeholders		1.1 Differentiate between relevant organisational stakeholders 1.2 Distinguish between primary and secondary organisational stakeholders			<p>A brief definition of stakeholders would be a helpful start, you could use Freeman, Miles or others, before explaining in more detail the range of different types of stakeholders, why they are considered to be stakeholders in an organisation and the differing responsibilities the organisation has towards them. You could refer to the Stanford Research Institute in conceiving the stakeholder concept and the some of the work of the theorists who developed it further.</p> <p>A simple definition of each type is required, your answer would greatly benefit from examples, from your own organisation would be helpful as would reference to theorists, such as those mentioned above and Donaldson and Preston, Mitchell, Agle, and Wood, and Phillips. It might help demonstrate your understanding if you list the stakeholders of your own organisation or department in a table under the headings or primary and secondary.</p>	
2. Understand primary and secondary stakeholder		2.1 Differentiate between the expectations of primary and secondary organisational stakeholders			Explain the focus and needs of the stakeholders' interests in the organisation and how they differ from each other, and what their criteria for success are – their expectations of the	

<p>expectations</p>	<p>2.2 Identify monitoring systems for analysing the achievement of primary and secondary organisational stakeholder expectations</p>	<p>organisation. Using a real life organisation and its stakeholders would be useful, and you could expand upon the table drawn up at 1.2 by adding a column to show the expectations of the different stakeholder groups. You could also link this with 3.1 below.</p> <p>Once the stakeholders' expectations have been established the organisation needs to assess to what extent they have been met. You should identify the monitoring processes in your organisation (if possible) that are in place to do this and how the analysis of actual performance against expectations is carried out. These might include, for example service level agreements (SLA), key performance indicators (KPI), customer satisfaction surveys and many others. You should try to identify both the quantitative and the qualitative indicators</p>
<p>3. Be able to develop provisions offered to primary and secondary organisational stakeholders</p>	<p>3.1 Identify provisions offered to primary and secondary organisational stakeholders</p> <p>3.2 Develop provisions for a primary or secondary organisational stakeholder that would impact on stakeholder expectations</p>	<p>You might usefully start this section by briefly explaining why stakeholders are important to an organisation and what they can offer to it. It is then really about managing the needs and expectations of the stakeholders so that they are able to support the direction and projects of the organisation. You may wish to provide a list which identifies what provisions (outputs) your organisation offers, or could offer in terms of products, goods or services (including to internal stakeholders such as employees). This AC links with both 1.2 and 2.1 above, and you could potentially address all of these together.</p> <p>You can build on your answer from above, to further develop and improve what is already offered to stakeholders, by taking three or four of the stakeholders already identified and showing how you could improve your provision to provide a positive benefit. For example, a supplier might want to see an improvement in invoice payment time, an employee might want better communications in your providing examples, a customer might want better quality products or quicker response times for queries. This needs careful balancing to ensure that time and effort spent on providing for stakeholders means you continue to enjoy their support, whilst still achieving the primary aims of the organisation. It would be</p>

	<p>3.3 Devise a method which reviews the impact of the developed provisions to the stakeholder</p>	<p>useful for your answer to include an acknowledgement of effort versus return. You may wish to refer to your organisation's stakeholder strategy and stakeholder communications plan as a start point and to the issues and change logs for inspiration. You could consider different provisions for different stakeholders, which may be dependent on their degree of influence and interest (see Mendelow's power and interest grid).</p> <p>You could further develop and improve the method you identified for AC2.2, or you are free to devise something new. You should describe your methods and how you will analyse the products/goods, service or communication to ascertain whether and to what extent the development has affected the stakeholders and their commitment to the organisation. You may wish to focus on new technologies and software, especially for services and communications, not only in the identification and development (ACs 3.1 and 3.2) but here as well in the review of their impact.</p>
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Title:	Understanding organisational culture, values and behaviour				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>	
Unit aim:	This unit is about understanding organisational culture, organisational and individual values, and their impact on behaviour.					
Level:	4	Unit Number:	4003V1	QCF Unit Number		K/504/9017
Credit value:	7	Guided Learning Hours:	30			
Learning outcomes	Assessment criteria				Good Practice	
<i>The Learner will:</i>	<i>The Learner can:</i>					
1. Understand the concept of culture to an organisation	1.1 Determine a framework for analysing organisational culture 1.2 Explain internal and external factors that could influence organisational culture 1.3 Evaluate the current organisational culture				<p>It is helpful to provide a definition of culture. You may wish to consider models such as that of Handy, Schein, Johnson and Scholes or Hofstede. Consider aspects of culture that are seen or acted upon as well as those that are less obvious such as assumptions or beliefs.</p> <p>To explain external influences you may want to consider PESTLE. For internal factors you could include symbols, stories, strategies, norms, behaviours, structures etc. Consideration can be given to how the culture supports the organisation goals.</p> <p>This determines what it is really like to work in an organisation .Identify the positives and negatives. You could refer to your selected model and determine how it applies to your own organisation as an employee or you may wish to evaluate it from a customer perspective.</p>	

<p>2. Understand the impact of values that underpin individual and organisational performance</p>	<p>2.1 Discuss the concept of values to an organisation</p> <p>2.2 Outline the concept of values to an individual</p> <p>2.3 Describe how the manager's personal values can influence interaction with team members</p>	<p>Provide a definition of what values are. You could include an explanation of why values are important and how they are communicated to staff and customers. You could illustrate this from your own organisation's values or from a well-known organisation. NB there is no need to copy out the values in the text</p> <p>Consider how organisational values may be similar or different to individual values. Give an example of when an organisational value can conflict with a personal value.</p> <p>Explain what behaviours the manager demonstrates and how this impact on the team. You could evaluate words they use and compare them to actions they take. You may list your own values again as a manager and illustrate how you role model those values.</p>
<p>3. Understand the relationship between values and behaviour</p>	<p>3.1 Analyse how organisational values can affect organisational behaviour</p> <p>3.2 Analyse how organisational values can affect individual behaviour</p> <p>3.3 Identify how individual values can influence the behaviours of a team</p>	<p>You could include how organisational values are communicated and how they are integrated into the organisation. You could consider how they are used in business planning, decision making, recruitment and selection, performance management, development of leaders. The use of a couple of practical examples would help to demonstrate your understanding.</p> <p>You could explain by means of example how your own organisational values impact not only on your actions of you but also those of your colleagues. Determine what behaviours you demonstrate and why these are important. Refer to 3.1 in terms how the values are communicated or are incorporated into ground rules and performance management procedures/processes.</p> <p>Provide examples of individual values and how these impact on the behaviours of a team. You may wish to reflect on your values and assess what impact they have on others providing examples, or to provide an example of a colleague whose personal values influence others – for good or bad.</p>

	<p>1.3 Explain situations when the formation of a group and/or a team would be necessary</p>	<p>interchangeably despite literature indicating both that the management processes and outputs may be very different and that these differences may have important consequences for a manager.</p> <p>You might make some comment on SIGs (Special Interest Groups) which may or may not form part of the formal organisational and reporting structure of an organisation but do impact on the role of a manager.</p> <p>You might also identify the implications of working with teams as part of a formal structure, for example, project teams and their reporting decision/action cycles</p> <p>Here you could identify specific situations when the formation of a group and/or a team would be necessary, for example a project. In answering this section some comments about the make- up and development of teams using a model, for example Belbin team roles or Tuckman, could support your answer.</p>
<p>2. Understand the concept of formal and informal group norms</p>	<p>2.1 Identify the definitions of formal and informal group norms</p> <p>2.2 Discuss the evolution of formal and informal group norms</p> <p>2.3 Examine the process of changing formal and informal group norms</p>	<p>Here you are asked to highlight the definitions and differences of formal and informal groups and you could call upon a range of models and concepts to support your findings. Some of the models, concepts and ideas which could be used or referred to in answering this section could be those used elsewhere in your assignment but could also include:</p> <ul style="list-style-type: none"> • Core Group Theory – Kleiner • Group think – Janis • The Discipline of Teams John Katzenbach (with Douglas K. Smith) • The informal and formal organisation - Follett and Parker <p>Here you are asked for a brief discussion of the evolution of formal and informal group norms and your discussion could be enhanced with the use of models such as Tuckman and Smith and Kakabadse and Katzenbach and Smith and Follett and Parker.</p> <p>In answering this section you are asked to examine and not merely describe the process of changing formal and informal group norms.</p>

	2.4 Describe the value of formal and informal group norms	<p>Building on your earlier sections you will examine for example how informal groups might become formal groups due to purpose or over a period of time.</p> <p>Here you are asked to build upon your examination in 2.3 and to describe the value of formal and informal group norms and in so doing describe the various similarities and differences to managers and group members.</p>
3. Understand group development and maturity	<p>3.1 Discuss the stages of group development and maturity</p> <p>3.2 Explain factors which could influence the cohesiveness of work groups</p> <p>3.3 Evaluate the advantages and disadvantages of cohesive work groups</p>	<p>Here you are asked to discuss and not merely describe the stages of group development. Here you could use a model such as Tuckman and not merely show the diagram or list the stages but discuss what each stage might mean for the group for example how well they might perform at each stage. Apart from Tuckman some other models that could be used include:</p> <ul style="list-style-type: none"> • Hersey and Blanchard's Situational Leadership model • Tannenbaum and Schmidt Continuum • Bennis & Shepard - Group Development Models <p>Using models used elsewhere in your assignment you could explain using examples from your own work environment to show groups that have or have not worked well together to achieve their stated aims.</p> <p>Here you are being asked to “evaluate”. This requires you to show both the advantages and disadvantages of cohesive workgroups. Again you might find it useful to give an example from your workplace as well as call upon models used elsewhere in your assignment.</p>
4. Understand management of remote, displaced or virtual teams	4.1 Discuss the advantages of a remote, displaced or virtual team	<p>Here you are being asked to consider the advantages of remote working or working with teams of individuals who do not work in the one location. Whereas most of the models used to explain groups and teams are applicable to remote teams it could be useful to consider some of the issues specific to remote teams for example: motivation, creating a sense of identity and belonging and a variety of methods of communication. You might find it useful to show these in tabular form. Models, concepts and ideas which could be</p>

	<p>4.2 Discuss the disadvantages of a remote, displaced or virtual team</p> <p>4.3 Analyse the communication and leadership skills required to manage a remote, displaced or virtual team</p>	<p>used in this section include:</p> <ul style="list-style-type: none"> • Shannon and Weaver - communication model • Gareth Morgan, McGill University - Future management competences • Hofstede - Cultural dimensions • Deal and Kennedy -Cultural types • Hertel, G., Geister, S., & Konradt, U. (2005). Managing virtual teams: A review of current empirical research. Human Resource Management Review, 15, 69-95. ISSN: 1053-4822 <p>Having discussed the advantages in 4.1, here you are being asked to discuss the disadvantages. You may even show these in a tabular form as in 4.1. Please note this is not a section for pure description and will require some discussion as in 4.1.</p> <p>Here you are to explore the role of a leader as a communicator to a virtual or remote team. You will need to look at the different methods and challenges of communication which could include the following:</p> <ul style="list-style-type: none"> • Cultural factors • Intranet and internet challenges • Online Work and Communication • Language • Religion • Values and attitude • Education • Law and Politics <p>You might also consider the type of team, its make-up and reason for existing, for example is it a sales team or a group of subject experts. Types of virtual team you might like to consider include:</p> <ul style="list-style-type: none"> • Networked teams
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		<ul style="list-style-type: none">• Parallel teams• Project and service development teams• Work, production or functional teams• Service and support teams <p>In answering this section you could also include the leadership skills required to support remote workers to increase a sense of belonging, team identity and motivation. You could include some theories on motivation and engagement to support ideas that are specific to remote workers.</p>
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		<p>justified your recommendations. You may suggest more than one recommendation or even present a choice of exclusive recommendations, which have criteria attached, such as option A requiring a significant financial investment, while option B has minimal financial investment required, but would take longer to achieve – the imperative to implement and the budget allocated being for the audience to discuss, if this information was not part of the briefing. This gives you an opportunity to show clear, logical thought and reasoned argument. It might be useful to use a real life example</p>
<p>3. Understand the collection and analysis of data and information required for a written management report</p>	<p>3.1 Distinguish between data and information</p> <p>3.2 Create criteria to select data and information</p> <p>3.3 Evaluate methods to analyse data and information</p>	<p>The words “data” and “information” are often used interchangeably. You are required here to explain the differences between data and information. You might want to illustrate your answer with some examples from the work place. You should use the words ‘data’ and ‘information’ carefully and correctly throughout your report.</p> <p>When selecting data and information for a specific purpose, which could be a management report, there is a range of selection criteria to consider in order ensuring that your work is meaningful. You could use a management model for selection of data and information here, and it would help to demonstrate your understanding if you applied the model to a work based example.</p> <p>Data analysis is the process of manipulating data to provide useful information. You need to show that you can compare different analysis methods, i.e. graphs, spreadsheets, charts, averages, comparisons year on year, or with external companies or other branches. You should be able to compare and contrast methods for different purposes and to be able to provide examples of where the different methods might most usefully be applied.</p>

Title:	Management and leadership influencing skills				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty</p>	
Unit aim:	This unit is about management and leadership influencing skills which can be employed and their impact on the achievement of individual and task objectives.					
Level:	4	Unit Number:	4006V1	QCF Unit Number		K/504/9020
Credit value:	7	Guided Learning Hours:	25			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand the sources of authority and leadership influence		1.1 Discuss the concept of leadership by authority			<p>You could introduce this section with a brief discussion on what leadership is and the different styles which are used.</p> <p>Consider how the concept, or theory, of leadership by authority emerges in an organisation. It would be beneficial here to include in your discussion how leaders gain their authority. You are required to discuss how managers utilise authority in their leadership. Reference to models of leadership like French and Ravens 5 Powers might assist.</p> <p>Leading on from A/C 1.1 include in this section the idea that leaders in organisations may have formal authorities and how informal authority develops within groups in the workplace. In addition, you should discuss the notion that without influence, leadership does not occur. In other words, leadership is the act of influencing outcomes. The processes the leader uses to influence someone can take a variety of forms. For example, you could refer to transformational leadership within the example of change management.</p> <p>You then need to describe a managerial leadership model or</p>	
		1.2 Discuss the concept of leadership influence				

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

		influence of the managers/leaders involved.
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Title:	Managing interviews				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>	
Unit aim:	This unit is about understanding different types of interview, the skills of managing interview process and follow through of interview outcomes.					
Level:	4	Unit Number:	4007V1	QCF Unit Number		M/504/9021
Credit value:	7	Guided Learning Hours:	25			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand the contexts of different types of interview		1.1 Explain the objectives of different types of interview			<p>You are required to provide details of several different types of interviews and the different objectives of each. You need to demonstrate that you are aware that interviews take place for a variety of reasons/ purposes.</p> <p>For example, you could list types of interviews like:</p> <ul style="list-style-type: none"> • Recruitment & selection interviews • Appraisal interviews • Disciplinary interviews; and then explain what the objectives would be for each of your chosen list <p>Taking account of the different types of interviews you have detailed for 1.1, outline the conditions under which each of them might be conducted. These conditions should relate to the method of interview for example one to one, panel, group, telephone etc. and the environment in which it is conducted, for example face to face in a private office, interviewer and interviewee in different places.</p>	

	<p>2.2 Distinguish between skills required in the giving and receiving of information</p> <p>2.3 Outline the skills required to guide and control the interview process</p> <p>2.4 Explain requirements for the recording of information given and received</p>	<p>Provide a description of what skills you consider are important to open any interview successfully, in terms of ensuring the interviewee will contribute fully to the process and you, as the interviewer, will achieve your objectives.</p> <p>All interviews involve the giving and receiving of information, both are critical to the success of the interview. Here you should be discussing the skills you need to employ as an interviewer in order to both obtain all the necessary information, and provide all the necessary information, to ensure the interview is successful for everyone involved. For example you might want to discuss the skills you would use in meeting the needs of interviewees in different situations, providing examples (e.g. the information needs of a candidate in a selection interview are likely to differ from those of an employee attending a disciplinary interview). You then might want to discuss the relative merits of different questioning techniques and the use of verbal and non-verbal communication skills when you are seeking and receiving information from interviewees.</p> <p>This requires you to consider initially why there is a need to guide and control the interview process, for example time constraints, objectives to be achieved (this is not of course an inclusive list) and then to provide an outline of how you would successfully guide and control the process.</p> <p>This could take account of why you need to record both the information provided and that received within an interview, it could include legislative requirements, organisational policy/procedure, monitoring requirements etc.</p>
<p>3. Understand the summarising, closing and follow up of interviews</p>	<p>3.1 Describe the techniques and skills required to summarise an interview</p>	<p>You could consider and describe what it is you need to do to successfully summarise an interview from the perspective for example:</p> <ul style="list-style-type: none"> • of both the interviewee and you as the interviewer understanding and agreeing what has been discussed and agreed • for a colleague or line manager who may be involved

	<p>3.2 Describe techniques and skills required to close an interview</p> <p>3.3 Explain how to organise and manage the results and agreements from interviews</p>	<p>in the next stage of the process</p> <ul style="list-style-type: none">• for accurate record keeping purposes <p>You could describe how to close an interview, including the skills and techniques you would use to check if the interviewee has asked all questions they wish to, summarise what has been agreed and explain the 'next steps' etc. (This is not an exhaustive list).</p> <p>This requires you to detail what action you would take to manage the results of interviews and any agreements reached. This could include information for example on how you would manage the notification of success (or otherwise) of a recruitment interview, how you would action any agreement reached in an appraisal interview etc. The use of practical examples from the workplace would help to illustrate your understanding.</p>
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Title:	Promoting equality and diversity				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>	
Unit aim:	This unit is about promoting equality and valuing the diversity of individuals' and teams.					
Level:	4	Unit Number:	4008V1	QCF Unit Number		T/504/9022
Credit value:	7	GLH:	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand legislation, regulations, policies, and codes of practice relevant to equality and valuing of diversity		<p>1.1 Describe the need to acknowledge and recognise individuals' background and beliefs</p> <p>1.2 Discuss the need to respect diversity, value people as individuals and not discriminate against individuals</p> <p>1.3 Describe the process of providing individuals with the information needed for them to make informed decisions about exercising their rights</p>			<p>You could begin this section with a brief explanation of what is covered by the Equality Act 2012 and the principles that should be followed to ensure diversity is valued and individuals' identity considered appropriately and then go on to describe why it is important to do so. This can be linked to AC1.2, which moves from acknowledging and recognising individuals' background and beliefs to a need to respect and not be discriminatory. You should be familiar with the 'protected characteristics' of the Act and the key legal principles enshrined in the legislation, as well as relevant policies and codes of conduct from your own organisation or those which any organisation would be expected to hold.</p> <p>If you are able to draw on the actual processes in your organisation that would be helpful, you should be able to describe the process (what it is, or should be) of providing information to individuals to cover at least: induction, discipline and grievance and redundancy.</p>	
2. Understand how organisational and individual		2.1 Describe how individual behaviour can affect an individual and a team			In this whole section you need to demonstrate that you understand the impact of negative behaviours such as	

<p>behaviour affects individuals and teams</p>	<p>2.2 Describe how organisational behaviour can affect an individual and a team</p> <p>2.3 Analyse feedback from individuals on personal behaviour</p>	<p>aggression, discrimination, and bullying and harassment in the workplace, and of the positive behaviours of assertiveness and treating people equally. If you are able to use personal examples to illustrate your answer that would be very useful here. You should be looking at how positive and negative behaviours impact on a team and on individuals and the nature of the impact. You may wish to comment on how an organisation deals with this.</p> <p>Organisational behaviour can be described as institutionalised in certain circumstances; you may wish to investigate this further and perhaps make comparison between organisations whose behaviour has positive outcomes on individuals and teams those that tend to be detrimental.</p> <p>The exact nature of any analysis is dependent on how the information was collected – you may wish to comment on how you would go about this. This may be formal – e.g. via performance appraisal systems, or a 360° feedback process in which case you may have a framework to discuss here – or informal e.g. verbal feedback – direct or indirect. Describe how you would analyse responses, use real data from your workplace if possible. You could present your findings as a chart. This data and your analysis may be quite sensitive, you may wish to comment on how you would feedback any results and any special precautions that would need to be put in place, for example to may wish to devise a feedback process or you may insist that all those involved sign a confidentiality/ non-disclosure document.</p>
<p>3. Be able to use feedback to devise an improvement plan</p>	<p>3.1 Devise an improvement plan based upon received feedback</p>	<p>You may wish to use the results of your analysis above as the basis for this section. It would be good practice to use real workplace data if possible. Your plan should include key milestones and activities, such as any training events, project management meetings, reviews and success criteria.</p>
<p>4. Understand how to encourage equality and diversity in others</p>	<p>4.1 Identify situations where others are not promoting equality and valuing diversity</p>	<p>Here you could describe situations where others are not promoting equality and valuing diversity, if you can use real-life examples that would be useful. Explain in what way the individuals do not appear to be complying with legislation or</p>

	<p>4.2 Provide opportunities to help others to promote equality and value diversity</p> <p>4.3 Discuss sources from which to seek support when experiencing difficulty in understanding how to promote equality and value diversity</p>	<p>organisational policies.</p> <p>In this section you could be describing how organisations promote equality and value diversity and what opportunities you provide, as a manager to encourage and support team members to actively promote equality and value diversity. Your answer would be enhanced by suggestions of how you would go about monitoring the effectiveness of opportunities to help promote equality and value diversity You might want to include reference to your Human Resources department, and other professional support that might be available in your organisation. Externally you might want to show your understanding of the work of ACAS and other Government organisations that specialise in dealing with one or more aspects of equality and diversity issues. There is also a wealth of literature, journals, scholarly articles and books written around promoting equality and valuing diversity, as well as some informative websites and organisations dedicated to this. You should research what is available and identify those you found particularly helpful and why. It is likely that there is no single source as support requirements will depend on the nature of your difficulty. This section will help you to come to know a pool of resources to support you, as a manager in promoting equality and valuing diversity.</p>
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Title:	Staff inspection review				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 4 level of difficulty.</p>	
Unit aim:	This unit is about the skills and knowledge required in the field of staff inspection review.					
Level:	4	Unit Number:	4009V1	QCF Unit Number		A/504/9023
Credit value:	8	Guided Learning Hours:	40			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1 Understand the role of a staff inspection review		1.1 Explain types of staff inspection reviews and the role of the staff inspector 1.2 Discuss the component parts of a staff inspection review			<p>Think about the reviews and inspection events that happen within your own organisation or one with which you have familiarity. Explain, for at least two examples, their characteristics (for example, are they regular? Periodic? Announced? Unannounced). What is the objective, purpose or intent of the activity? How does the review achieve this (for example an annual, announced health and safety inspection to ensure the safe operation of a process).</p> <p>Explain the role of the staff inspector, for example, are they a manager, an internal staff member or someone external; is this their main role or do they assume responsibilities as needed? How do they carry out this role: for example leading a team or alone? From where do they get their legitimacy / power? (e.g. a Government agency or as part of the organisation's own hierarchy and structure).</p> <p>Leading on from the above, what are the components of the</p>	

		<p>reviews you have selected? For example what processes are followed? How is communication handled? Is there an action plan and if so how is this reviewed monitored and used to inform inspection reviews? What feedback is given and how is the loop closed? Does the review feature any of the recognised continuous improvement dimensions such as following a PDCA approach?</p>
<p>2. Understand how to plan a staff inspection review</p>	<p>2.1 Explain the planning and conducting of a staff inspection review</p> <p>2.2 Assess risk factors associated with a staff inspection review</p> <p>2.3 Determine stakeholders impacted by a staff inspection review</p>	<p>All inspections and reviews have planning processes that underpin them; for the examples you have chosen, explain these planning processes so, for example, are dates established in advance for a particular time period? Is it necessary to identify officers to undertake the review and is any training or updating required for them? Do other parts of the organisation need to be involved and what plans do they need to make e.g. temporary shut downs, making records available etc. How does risk assessment take place? (Links to 2.2). What actually happens when conducting the review? What are the activities? For example is it desk-based or does it have more practical dimensions such as observations, testing, simulations, interviews, and surveys. What stakeholders are involved? What evidence is gathered and in what form?</p> <p>Risk factors will depend on the type of inspection and would be considered as part of the planning stages initially creating a risk assessment. Consider what risks are relevant to your reviews? E.g. environmental risk (testing causes contamination), compliance risk (a breach of a protocol or procedure), financial risk (findings lead to unexpected expenditure) health and safety risk, operational risk (a part of the operation is affected so, for example, a Health and Safety matter may close down a part of the process). Where risks apply how could they be minimised? It adds little value to simply append risk assessments and, as the use of appendices is not appropriate, an 'extract' from a risk assessment could be included in the main body of the work to support the narrative for this criteria.</p> <p>Linked to the above you need to determine what</p>

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		<p>stakeholders; internal and external are impacted upon by the inspection. This could be as narrow as one or two individuals or as broad as the whole organisation. Examples here may include: teams, (potentially the subject of the review/ inspection), named officers such as the quality manager, health and safety manager etc. Customers may also be involved as they may be contacted as part of the review or affected by the recommendations. Stakeholders could also include external bodies such as the HSE, BRC (e.g. food industry) Ofsted etc. A stakeholder map could help your explanation here.</p>
<p>3. Be able to conduct a staff inspection review</p>	<p>3.1 Prepare a presentation of staff inspection review findings</p>	<p>You may be involved in an inspection review even if you don't lead on it and so this may provide the evidence you need.</p> <p>Communication of the findings of reviews could take many forms; this could be a report, a physical presentation or of course, some inspections formally 'publish' the findings that are made prominent throughout the organisation or wider, maybe even into the public domain such as Ofsted (other examples include progress towards KPI's using visual management techniques, notice boards, or even methods such as newsletters); if none of these are relevant to the example you have selected then the (annotated) notes used in the delivery of presentation findings could provide suitable evidence.</p> <p>This element requires the presentation of ONE of the reviews you have considered as part of the above. As appendices are not appropriate consider how best to present your evidence in the main body of the work.</p>
<p>4. Understand major elements to be considered when determining how work is undertaken and organised</p>	<p>4.1 Describe major elements to be considered when recommending the need for work to be undertaken in an organisational context</p> <p>4.2 Identify major elements to be considered when recommending how work is organised at the operational and organisational levels</p>	<p>Everything an organisation does should support its vision, mission values and strategic objectives. The objectives of inspections and reviews and the way an organisation structures itself should similarly support these. With this in mind, the outputs and findings from an inspection review usually culminate in recommendations & actions. It is relevant that you align these with the vision mission values and strategic objectives of the organisation to assist in prioritising</p>

		<p>them so you can identify the 'major' or key elements. Things you might consider here will include how 'time critical' the recommendations are e.g. safety ones will often be urgent whereas others may be important but not time critical. Other examples could include whether the organisation needs to enter into consultation or negotiation with trade unions, staff bodies and other representatives of staff Preparation of an 'urgent/ important matrix or grid may assist here which should sit in the main body of the report.</p> <p>Considering WHO will be assigned tasks and WHEN they should be accomplished are also key; action plans support this. If you present an action plan then ensure that this follows good practice for example, setting SMART objectives; again this should sit in the main body of the report so you may wish to only show an extract to keep within the word count of 2500-3000.</p>
<p>5. Understand workload grading and job evaluation assessment</p>	<p>5.1 Demonstrate how to accurately calculate the workload grading for a specific post, from information supplied</p> <p>5.2 Describe techniques used in job evaluation which involve weighting factors and common criteria</p>	<p>Some reviews and inspections are part of a wider campaign of job evaluation or determination of workloads and grading; more general reviews and inspections can also create recommendations for changes that may relate to work roles.</p> <p>You need to describe techniques used in this type of activity and this explanation may be based on experience you have within your organisation or, for example, you could review the good practice advocated by well-regarded organisations such as ACAS. Your narrative in support of these criteria could include:</p> <p><u>Non-analytical methods</u></p> <ul style="list-style-type: none"> • Job ranking • Paired comparisons • Job classification <p><u>Analytical methods</u></p> <ul style="list-style-type: none"> • Points rating • Bespoke or organisationally tailored

		<p>Other more general approaches may include work load assessment/ productivity measurement/ 'time and motion studies' and other methods that help to establish a benchmark or norm for a particular job role / task</p> <p>It may also be relevant to describe some of the recognised approaches, considerations and options within the activity such as red circling or ring fencing, the use of an appeals process and the legislative framework applying to employment rights.</p>
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Title:	Personal development as a manager and leader					<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the <u>assessment criteria is at a level 5 level of difficulty</u></p>
Unit aim:	This unit is about assessing and improving individual management and leadership skills and competencies against objectives.					
Level:	5	Unit Number:	5001V1	QCF Unit Number	F/504/9024	
Credit value:	6	Guided Learning Hours:	20			
Learning outcomes		Assessment criteria				Good Practice
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Be able to assess and plan for personal professional development		1.1 Identify the importance of continual self-development in achieving organisational objectives 1.2 Assess current skills and competencies against defined role requirements and organisational objectives				<p>Here you have been asked to explain the importance of continual self-development in achieving organisational objectives referencing. It would be helpful to answer this criterion with reference to your own development. You might use writers such as Pedler, Burgoyne and Boydell (2007) to support your explanation. There are numerous writers on this subject and your response should not only look at personal reasons for development but also how your development helps your organisation in achieving its objectives. A comprehensive answer might also include writers such as Mullins (2013) or Torrington <i>et al</i> (2008) to show how personal development can support organisations.</p> <p>This criterion requires that you make some assessment of your current skills and competencies with reference to your current or future role and link this to organisational objectives. In effect you are asked to make an analysis to identify your skill and competency gap.</p> <p>Your answer might include reference to skills in terms of behavioural competences and underpinning knowledge</p>

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	<p>1.3 Identify development opportunities to meet current and future defined needs</p> <p>1.4 Construct a personal development plan with achievable but challenging goals</p>	<p>required to carry out current and potential job tasks and role requirements. In addition, your gap analysis might then include objectives to fill these gaps, which may be carried forward into your development plan at 1.4.</p> <p>Having made an analysis of your current skills and competencies and identified gaps, here you are asked to identify ways in which these gaps might be filled through a range of development opportunities. This could be through a range of activities including: work-placements, sabbaticals, courses, e-learning, shadowing, coaching, mentoring and project work. Reference might also be made to the development cycle, Kolb, and to your personal learning style (VAK or Honey and Mumford).</p> <p>Here you are required to produce a personal development plan with achievable but challenging goals. This can be in chart format or as a narrative but, as a minimum, should include the following:</p> <ul style="list-style-type: none"> • key tasks • SMART objectives • performance indicators • dates • milestones, • review dates
<p>2. Be able to plan the resources required for personal professional development</p>	<p>2.1 Identify the resources required to support the personal development plan</p> <p>2.2 Develop a business case to secure the resources to support the personal development plan</p>	<p>Having developed a plan you are required to indicate the answer to assessment of resources you might require to support your personal development plan. Resources could include some of the following: time away from work, personally managing own time, materials, technologies, finance and access to people to act as a mentor, access to a coach and support of colleagues or family.</p> <p>This criterion requires that you develop a business case to secure the resources to support your personal development plan. Here you will show how you plan to achieve the</p>

		<p>resources that you have identified in 2.1. A business case could indicate timescales and possible payback for support of your business case with some literature on this subject for example Torrington, Hall and Taylor (2008). A very well development answer might also show how you might calculate a return on investment (ROI) of the development.</p>
<p>3. Be able to implement and evaluate the personal development plan</p>	<p>3.1 Discuss the processes required to implement the personal development plan</p> <p>3.2 Evaluate the impact of the personal development plan on the achievement of defined role requirements and organisational objectives</p> <p>3.3 Review and update the personal development plan</p>	<p>Here you are asked to discuss, this is more than a mere description of the implementation strategy for your plan. You might also include how this has been shared with stakeholders, revision of SMART objectives, KPIs, assumptions and milestones to be achieved. You might also want to outline how your job role will be covered during any periods when you will be undertaking development activities. The process might also include how your PDP is to be monitored, managed and updated.</p> <p>This criterion requires an evaluation of the impact of your personal development plan on the achievement of a defined role requirements and organisational objectives. A full answer might include an evaluation of the gap analysis illustrating the gap between current “skills and know hows” with the future role requirements and how the gap is being or will be bridged with an indication of the impact on the achievement of SMART objectives and contribution to achievement of the organisation’s strategy</p> <p>Here you will indicate how and with whom you might review and update your personal development plan against key milestones and SMART objectives. Your answer might also show how the review process might be affected by personal or organisational changes over a period of time. Depending on when you started the personal development plan, you may be able to conduct an actual rather than hypothetical update, in which case it may be helpful to add a column to a tabular format plan for outcomes, and to add additional rows for any new development needs which have emerged in the intervening period, to demonstrate that the process is ongoing.</p>

<p>4. Be able to support and promote staff welfare</p>	<p>4.1 Discuss the relationship between staff welfare and organisational objectives</p> <p>4.2 Explain the process for assessing staff welfare</p> <p>4.3 Explain the actions to be taken by the manager in dealing with a staff welfare issue</p>	<p>Here you are asked to discuss and not just describe some of the issues that relate to staff welfare and meeting organisational objectives. This is more than Health and Safety and could include the proactive approach to occupational health (OH), work life balance (WLB), work place staff, managing sickness absence or flexible working and how these requirements:</p> <ul style="list-style-type: none"> • fit with the business strategy • add value to operational requirements • are appropriate to the size of your organisation • are fully supported by management at the highest level <p>Here you are required to explain the process for assessing staff welfare. You should refer to the points raised in 4.1 and look at how each might be measured with reference to the organisational objectives again highlighted in 4.1.</p> <p>This could potentially be a very large section. In order to keep within your word count you should limit your response to include staff welfare issues with which you have some experience. You might use some of the following and with examples to show how a manager might need to respond:</p> <ul style="list-style-type: none"> • Ensuring an healthy and safe workplace environment • A manager's role with reference to the Control of Substances Hazardous to Health (COSHH) Regulations 2002 • Risk assessment of the premises and working practices • Communication and staff welfare • Organising health and safety personnel and allocating individual responsibilities • Arranging appropriate training • Devising appropriate documentation • Implementing policies and procedures including
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	<p>4.4 Describe how to communicate responsibilities for staff welfare to the team</p> <p>4.5 Discuss records that may be maintained to demonstrate that staff welfare is supported</p>	<p>inspections and audits, evaluating performance and making changes</p> <ul style="list-style-type: none">• Enabling flexible working• Highlighting work place stress <p>For this criterion your answer would build on the response to assessment criteria 4.3.A good answer might mention different methods of communication and might also mention Shannon and Weavers' communications model.</p> <p>This section requires a discussion of the records that may be maintained to demonstrate that staff welfare is supported. Reference needs to be made to a specific context, most probably explored in different parts of this assignment.</p> <p>Specific records might include:</p> <ul style="list-style-type: none">• Sickness and absence records• Accident records• Risk analyses <p>Maintenance records and reports</p>
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Title:	Being a leader					<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.</p>
Unit aim:	This unit is about understanding and applying leadership skills and the understanding of ethical and cultural issues within the organisation.					
Level:	5	Unit Number:	5012V1	QCF Unit Number	M/504/9035	
Credit value:	7	Guided Learning Hours:	30			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand an organisation's ethical and value-based approach to leadership		1.1 Evaluate the impact of the organisation's culture and values on leadership			<p>You may wish to open this section with a brief explanation of the importance of an organisation's culture and values and they are communicated. You could carry out a piece of research to establish the impact on leadership, or you may wish to do a comparative study between your own organisation and an organisation with very different culture and values. You could use models to substantiate your findings, there is a lot of literature about this, so be selective, you should refer to a number of theorists. Examples are Johnson and Scholes (the cultural web); Edgar Schein, Charles Handy; Roger Harrison. You might also find the work of Colenso on high performing teams a useful reference regarding values. When asked to evaluate, you are expected to show that you can critically appraise a subject from a range of different perspectives and from both positive and negative aspects. That applies throughout the unit wherever you see evaluate as the command verb of the assessment criterion.</p> <p>Again an investigation could be carried to try to establish the</p>	

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	<p>1.2 Discuss the impact of organisational specific, legal, regulatory and ethical requirements on leadership demands</p> <p>1.3 Evaluate current and emerging social concerns and expectations impacting on leadership in the organisation</p>	<p>impact of organisational specific, legal, regulatory and ethical requirements on leadership demands. This requires you to consider how external factors (e.g. the L and E of STEEPLE) that have an impact on an/your organisation affect the leadership of an/your organisation. Use real-life examples, if possible. Otherwise you could start by explaining the concept and reasoning behind ethical leadership and ethical organisations and the legal and regulatory requirements that affect a specified organisation and go on to explain how leaders manage these requirements whilst remaining effective.</p> <p>A brief explanation of current and emerging social concerns and expectations and why it is important that organisations are aware of and address these issues would be a useful starting point (e.g. the S from STEEPLE/PESTLE). It would be good practice if you were able to draw on real-life examples, of how such issues have, and are impacting on leadership in an organisation and how leaders are responding to ensure they remain effective and maintain team performance.</p>
<p>2. Understand leadership styles</p>	<p>2.1 Evaluate the relationship between management and leadership</p> <p>2.2 Evaluate leadership styles</p> <p>2.3 Discuss why leadership styles need to be adapted in</p>	<p>This section gives you the opportunity to explore and critically appraise the differences and similarities between leadership and management and how they relate to each other. A helpful introduction would be to review some of the mass of literature, such as Tannebaum and Schmidt, Fayol, Mintzberg and Favell. It would be useful to be able to draw on your own workplace experiences in drawing some conclusions about the practical application of the theories.</p> <p>You may wish to start this section by reviewing leadership styles (such as Lewin, Morris, Willocks and Knasel, O'Neill, Kouzes, Posner and Adair) and go on to discuss the advantages and disadvantages of each in specific situations and draw conclusions to summarise your findings. Use personal examples, if possible to enhance your answer.</p> <p>If you can draw on your own experiences as a leader in different situations, that would begin to address this section. You may wish to assess your own leadership style and</p>

	different situations	investigate what others think your style is and how you adapt your style to suit different situations. Discuss not only how you do this, but why you do this and the range of factors that influences your leadership style and the outcomes achieved. Draw on the literature from a number of theorists to help your discussion and illustrate the points you make. For instance, reviewing the practical application of Hersey and Blanchard's work on situational leadership may be useful, especially if you are able to relate this to real-life examples.
3. Understand the leadership skills required to ensure team involvement and achievement of objectives	<p>3.1. Discuss how to establish a culture of professionalism, mutual trust, respect and support within the team</p> <p>3.2 Evaluate the impact of a leader's clear focus in leading the team in the achievement of the team objectives</p> <p>3.3. Evaluate how the leader supports and develops understanding of the organisation's direction</p> <p>3.4 Discuss how leadership styles are adapted to meet</p>	<p>You need to explain how you, as a manager would develop a culture of professionalism, mutual trust, respect and support: you may wish to describe what that looks like, initially, in order to measure whether you have achieved this. If you are able to draw on workplace experiences that would be best, but in any case, you should include in your discussion some references to relevant theories and models, such as the Trust/Co-operation matrix. Colenso's work on high performing teams might again be useful here.</p> <p>It might be helpful to look at a range of situations, both where leaders are more focused, and where they are less focused and compare the outcomes of team objectives in relation to that leadership focus, in order to be able to evaluate the impacts. You could also investigate ways in which that focus is communicated to the team members and how they come to understand their role and goals. This can be linked to A.C.3.3, where the team understand the wider objectives and the organisation's direction, which in turn refers back to concepts you may have discussed at 3.1. If you can use workplace examples of how you have supported your team and helped them understand their purpose, and the effect this has on outcomes and performance, that would be useful here. You need to evaluate how successful or otherwise different methods have been in achieving this. You might find reference to the application of John Adair's Action-centred leadership model of value here.</p> <p>In this section you could use real-life examples, backed up with insight into theorists' writings. You could start with</p>

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	changing needs, and to enable team development and commitment	explaining the importance of adapting your leadership style, how to gain commitment from individuals, the importance of motivating your team and identifying any skills gaps or other developmental needs. It would also be useful to discuss the external (STEEPLE/PESTLE) factors that necessitate changing your leadership style, such as emerging trends around social responsibility and how this may affect team commitment. You might also want to show the links between leadership and motivational theories. Again you could use John Adair's model in relation to team development.
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Title:	Introduction to management coaching and mentoring				<p>MERCURIUS POLITICUS's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The good practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners.</p> <p>When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.</p>	
Unit aim:	This unit is about introducing the practice of management coaching and mentoring and the impact on Human Resources Development and performance					
Level:	5	Unit Number:	5014V1	QCA Unit Number		A/501/9665
Credit value:	6	Guided Learning Hours:	40			
Learning outcomes		Assessment criteria			Good Practice	
<i>The Learner will:</i>		<i>The Learner can:</i>				
1. Understand the concept and purpose of management coaching and mentoring		1.1 Describe the purpose of coaching in human resources development 1.2 Describe the role of mentoring in management			<p>Throughout this unit it is important that you clearly distinguish between the two different processes of coaching and mentoring.</p> <p>Consider how you would use coaching to develop people or improve their performance. You may want to refer to the research undertaken by Parsloe, Bluckert and Gallwey who address the behavioural aspect of coaching. You may wish to provide examples and state why you have selected coaching as the development method as this demonstrates your knowledge of its purpose. In terms of human resource development you could relate this to the employee life cycle from induction, managing performance, learning new skills or tasks, promotion and development, career change, talent management, and redundancy support etc. You may wish to consider the impact coaching can have on assisting people through personal and organisational change. You may wish to consider models such as Prochaska, Zeus and Skiffington and Goldsmith.</p>	

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		example.
3. Be able to determine the use of management mentoring as a tool in human resources development	<p>3.1 Evaluate the benefits of mentoring in performance management</p> <p>3.2 Explain the role of mentoring in team learning</p>	<p>A link can be drawn to both 1.3 and 2.1, depending on the depth of your critical appraisal in each case. You will this time need to be clear when you would select mentoring as a tool rather than coaching, and to critically appraise the benefits of mentoring in the performance management process, providing examples from your own experience where possible.</p> <p>It may be useful to consider the skills, knowledge and experience in your own team to explain how that could be used within a mentoring role to support and guide others, as well as how mentoring can play a role in developing the team. It would be useful to provide examples. You may wish to make reference to 1.3 and 2.2 to illustrate your ability to select between coaching and mentoring for different learning and performance management needs.</p>
4. Understand the relationship between coaching and mentoring and organisational objectives	<p>4.1 Analyse the role of a manager as a coach</p> <p>4.2 Analyse the role of a manager as a mentor</p> <p>4.3 Explain how coaching and mentoring is linked to organisational objectives</p>	<p>It would be useful to recognise the advantages and disadvantages of the manager operating as a coach. You may want to give examples. Another dimension you could consider is the use of coaching skills as a manager. In terms of a leadership style which encourages individuals to generate their own solutions as well as take responsibility and ownership of their actions.</p> <p>It could be useful to state the differences between the focus of a line manager and the focus of a mentor. For example a managers focus is on the organisation and the delivery of results and a mentor may focus on learners and personal growth and development</p> <p>You could then draw some conclusions about the differences and similarities. You may wish to develop a template of the manager's role and the mentor's role to highlight the similarities and differences. In your analysis ,you may want to consider if it is appropriate for a line manager to be a mentor or whether it should be a manager from a different part of the organisation.</p>

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		<p>This section asks you to consider how both processes can support the business plan, the team/department plan and individual development plans. It would be useful to consider how this is communicated and supported by senior management. For mentoring and coaching to be recognised as a means to support the achievement of organisational objectives, it may be worth considering how support and commitment is demonstrated by senior management to help secure buy-in to the process.</p>
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