

MANAGERIAL STYLES AND BEHAVIOURS

Unit Level

4

Good Practice

Unit Number

4001V1

Ofqual Reference

D/504/9015

Credit Value

6

Total Unit Time

60

Guided Learning Hours

20

LEARNING OUTCOMES

1

Understand assumptions about human nature and managerial behaviour

ASSESSMENT CRITERIA

1.1

Identify models which make suppositions about human nature and behaviour at work

GOOD PRACTICE

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:

- 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

		<p>1.2 Discuss how attitudes and assumptions can influence managerial behaviour</p>	<ul style="list-style-type: none"> • John Adair - Action-centred leadership You could provide a brief outline of the selected models. <p>The answer to this question could be far ranging but to give focus you might build upon your answer to 1.1 and explore how personal experiences can affect individuals. This could include:</p> <ul style="list-style-type: none"> • The halo effect • Gender • Race • Background • Education • Length of service, • Age • Diversity issues
		<p>1.3 Evaluate a model of managerial style in which the manager can apply skills to identify, study and review their patterns of behaviour</p>	<p>There are many models that can be used in your answer. You are required, however, to evaluate and not just describe a model that a manager can use to study and review their behaviour.</p> <p>You might use one of the following although this is not an exhaustive list:</p> <ul style="list-style-type: none"> • The Managerial Grid - Blake and Mouton • Action Centred Leadership –Adair • Situational Leadership – <p>Blanchard Ten Management Roles – Mintzberg</p>
<p>2</p>	<p>Understand how management style can influence managerial</p>	<p>2.1 Describe styles of management</p>	<p>You might build upon your answer in 1.3 but might also include the following, again using examples</p>

	behaviour		<p>to support your response and show a deeper understanding of the various models:</p> <ul style="list-style-type: none"> • The Gods of Management – Handy • A coaching style • Change management style 	
		2.2	Identify measures of managerial effectiveness	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.
		2.3	Discuss links between management style and managerial effectiveness and efficiency	Building upon your responses to 2.1 and 2.2 you can use this section to draw the links between effectiveness and style.
3	Understand the need to apply a range of management styles	3.1	Describe situations which would require application of differing management styles and behaviour	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.
		3.2	Explain the relationship between individual managerial performance and expected organisational managerial performance and behaviour	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.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

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.

MANAGING STAKEHOLDERS' EXPECTATIONS

Unit Level

4

Good Practice

Unit Number

4002V1

Ofqual Reference

H/504/9016

Credit Value

7

Total Unit Time

70

**Guided
Learning Hours**

25

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

LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1

Understand and know organisational stakeholders

1.1

Differentiate between relevant organisational stakeholders

1.2

Distinguish between primary and secondary organisational stakeholders

A brief definition of stakeholders would be a helpful start, you could use Friedman and 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.

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 of primary and secondary.	
2	Understand primary and secondary stakeholder expectations	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 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.
		2.2	Identify monitoring systems for analysing the achievement of primary and secondary organisational stakeholder expectations	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
3	Be able to develop provisions offered to primary and secondary organisational stakeholders	3.1	Identify provisions offered to primary and secondary organisational stakeholders	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.

3.2 Develop provisions for a primary or secondary organisational stakeholder that would impact on stakeholder expectations

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 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).

3.3 Devise a method which reviews the impact of the developed provisions to the stakeholder

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.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about the identification of organisational stakeholders, determining and monitoring their expectations and identifying opportunities to enhance stakeholder provision.

UNDERSTANDING ORGANISATIONAL CULTURE, VALUES AND BEHAVIOUR

Unit Level	4
Unit Number	4003V1
Ofqual Reference	K/504/9017
Credit Value	7
Total Unit Time	70
Guided Learning Hours	30

4
4003V1
K/504/9017
7
70
30

Good Practice

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LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1	Understand the concept of culture to an organisation
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1.1	Determine a framework for analysing organisational culture
1.2	Explain internal and external factors that could influence organisational culture

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.

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.

		1.3	Evaluate the current organisational culture	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.
2	Understand the impact of values that underpin individual and organisational performance	2.1	Discuss the concept of values to an organisation	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.
		2.2	Outline the concept of values to an individual	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.
		2.3	Describe how the manager's personal values can influence interaction with team members	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.
3	Understand the relationship between values and behaviour	3.1	Analyse how organisational values can affect organisational behaviour	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.
		3.2	Analyse how organisational values can affect individual behaviour	You could explain by means of example how your

				<p>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>
		3.3	<p>Identify how individual values can influence the behaviours of a team</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>

ADDITIONAL INFORMATION ABOUT THIS UNIT

<p>Unit Aims</p>	<p>This unit is about understanding organisational culture, organisational and individual values, and their impact on behaviour.</p>
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UNDERSTANDING TEAM DYNAMICS

Unit Level

4

Good Practice

Unit Number

4004V1

Ofqual Reference

M/504/9018

Credit Value

7

Total Unit Time

70

Guided Learning Hours

25

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LEARNING OUTCOMES

ASSESSMENT CRITERIA

GOOD PRACTICE

1

Understand the differences between groups and teams

1.1

Compare differences between a 'group' and a 'team'

In answering this section it would be useful to use one or more models to support your comparison. Some of the models, concepts and ideas which you could use or refer to include:

- Groups and teams - Kakabadse et al 1988
- Teams – Bennett, 1994
- Groups and teams - Stages of team building - Kakabadse and Smith 1993
- Belbin's team roles and team size
- Perkins - Leading from the Edge - High performing teams
- Margerison & McCann's Team Wheel

		1.2	Identify the practical implications of differences between groups and teams for the manager	<p>In answering this section you could comment on how managers lead, manage and work with teams and groups.</p> <p>You might also note that often manager's use these terms interchangeably despite literature indicating both that the management processes and outputs may be very different and that these differences may have important consequences for a manager.</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>
		1.3	Explain situations when the formation of a group and/or a team would be necessary	<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>
2	Understand the concept of formal and informal group norms	2.1	Identify the definitions of formal and informal group norms	<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
		2.2	<p>Discuss the evolution of formal and informal group norms</p> <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>
		2.3	<p>Examine the process of changing formal and informal group norms</p> <p>In answering this section you are asked to examine and not merely describe the process of changing formal and informal group norms. Building on your earlier sections you will examine for example how informal groups might become formal groups due to purpose or over a period of time.</p>
		2.4	<p>Describe the value of formal and informal group norms</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	3.1	<p>Discuss the stages of group development and maturity</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
		3.2	Explain factors which could influence the cohesiveness of work groups	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.
		3.3	Evaluate the advantages and disadvantages of cohesive work groups	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.
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 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).

		<p>Managing virtual teams: A review of current empirical research. Human Resource Management Review, 15, 69-95. ISSN: 1053-4822</p>
	<p>4.2 Discuss the disadvantages of a remote, displaced or virtual team</p>	<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>4.3 Analyse the communication and leadership skills required to manage a remote, displaced or virtual team</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 • Parallel teams • Project and service development teams • Work, production or functional teams

- Service and support teams

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

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

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

PERSONAL DEVELOPMENT AS A MANAGER AND LEADER

Unit Level	5	Good Practice CMI's Unique Selling Point (USP) is that our centres can deliver and assess our qualifications in a variety of ways, provided the learner demonstrates achievement of the assessment criteria. The best practice details offered below aim to support our USP and at the same time give our centres an idea of the type of evidence of knowledge, understanding or ability that we would wish to see from learners. When assessing this unit please be aware that the learner has to meet all the assessment criteria in order to pass. The unit is written using framework level descriptors and the assessment criteria is at a level 5 level of difficulty.
Unit Number	5001V1	
Ofqual Reference	F/504/9024	
Credit Value	6	
Total Unit Time	60	
Guided Learning Hours	20	

LEARNING OUTCOMES

1 Be able to assess and plan for personal professional development

ASSESSMENT CRITERIA

1.1 Identify the importance of continual self-development in achieving organisational objectives

GOOD PRACTICE

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 et al (2008) to show how personal development can

		support organisations.
	<p>1.2 Assess current skills and competencies against defined role requirements and organisational objectives</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. Your answer might include reference to skills in terms of behavioural competences and underpinning knowledge 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>1.3 Identify development opportunities to meet current and future defined needs</p>	<p>Having made an analysis of your current skills, 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>1.4 Construct a personal development plan with achievable but challenging goals</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

			<ul style="list-style-type: none"> review dates
2	Be able to plan the resources required for personal professional development	2.1	<p>Identify the resources required 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>
		2.2	<p>Develop a business case to secure the resources to support the personal development plan</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 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>
3	Be able to implement and evaluate the personal development plan	3.1	<p>Discuss the processes required to implement 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>
		3.2	<p>Evaluate the impact of the personal development plan on the achievement of defined role requirements and</p> <p>This criterion requires an evaluation of the impact of your personal development plan on the</p>

organisational objectives

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.

3.3 Review and update the personal development plan

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.

4 Be able to support and promote staff welfare

4.1 Discuss the relationship between staff welfare and organisational objectives

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:

- fit with the business strategy
- add value to operational requirements

		<ul style="list-style-type: none"> • are appropriate to the size of your organisation • are fully supported by management at the highest level.
	<p>4.2 Explain the process for assessing staff welfare</p>	<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>4.3 Explain the actions to be taken by the manager in dealing with a staff welfare issue</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 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 inspections and audits, evaluating performance and making changes • Enabling flexible working • Highlighting work place stress

4.4 Describe how to communicate responsibilities for staff welfare to the team

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.

4.5 Discuss records that may be maintained to demonstrate that staff welfare is supported

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.

Specific records might include:

- Sickness and absence records
- Accident records
- Risk analyses
- Maintenance records and reports

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

This unit is about assessing and improving individual management and leadership skills and competencies against objectives.

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.

ADDITIONAL INFORMATION ABOUT THIS UNIT

Unit Aims

Explain how coaching and mentoring is linked to organisational objectives