

**CITY & GUILDS  
PROFESSIONAL  
RECOGNITION AWARDS**



**9200  
INFORMATION PACK**

**GAIN**

**RECOGNITION**



# 9200 Professional Recognition Awards

## Standards

1. Commitment to Professional Standards
2. Communication and Information Management
3. Leadership
4. Professional Development
5. Working with Others
6. Managing Stakeholder Relationships

## Routes

| Level 4 (9200-01)<br>(Licentiatehip)                                      | Level 5 (9200-02)<br>(Affiliatehip)                                       | Level 6 (9200-03)<br>(Graduatehip)  | Level 7 (9200-04)<br>(Membership)   |
|---|---|---|---|
| Engineering   | Engineering   | Engineering   | Leadership and Management   |
| Learning and Development  | Learning and Development  | Leadership and Management   | Engineering Management  |
| Leadership and Management   | Leadership and Management   | Counter Terrorism Security Management                                     | Personal and Professional Skills Development                              |
| Business Studies  | Business Studies  | Engineering Management  | Transpersonal Arts Counsellor   |
| Personal and Professional Skills Development                              | Personal and Professional Skills Development                              | Civil Engineering   | Construction Management   |
| Counter Terrorism Security Management                                     | Security & Risk Management Consultants                                    | Construction Engineering  | Construction Building Services Management                                 |
| Information Technology  | Construction Management   | Personal and Professional Skills Development                              | Counter Terrorism – Security Co-ordination and Integrated Risk Management |
| Construction Management   | Construction Building Services Management                                 | Transpersonal Arts Counsellor   |   |
| Construction Building Services Management                                 | Counter Terrorism – Security Co-ordination and Integrated Risk Management | Counter Terrorism – Security Co-ordination and Integrated Risk Management |   |
| Counter Terrorism – Security Co-ordination and Integrated Risk Management |   |   |   |

## 9200 Professional Recognition Awards

|                | Professional Recognition Award Qualification                              | City & Guilds Post-nominal Certification  |
|----------------|---|---|
|                | <b>Primary Certification</b>  | <b>Secondary Certification</b>  |
| <b>9200-01</b> | <b>City &amp; Guilds Level 4 Award for Professional Recognition</b>       | <b>Licentiatehip of the City and Guilds of London Institute</b>                                   |
| 101            | Engineering   | Licentiatehip (Engineering) (LCGI)  |
| 102            | Learning and Development  | Licentiatehip (Learning and Development) (LCGI)   |
| 103            | Leadership and Management   | Licentiatehip (Leadership and Management) (LCGI)  |
| 104            | Business Studies  | Licentiatehip (Business Studies) (LCGI)   |
| 105            | Personal and Professional Skills Development                              | Licentiatehip (Personal and Professional Skills Development) (LCGI)                               |
| 106            | Counter Terrorism Security Management                                     | Licentiatehip (Counter Terrorism Security Management) (LCGI)                                      |
| 107            | Information Technology  | Licentiatehip (Information Technology) (LCGI)   |
| 120            | Construction Management   | Licentiatehip (Construction Management) (LCGI)  |
| 121            | Construction Building Services Management                                 | Licentiatehip (Construction Building Services Management) (LCGI)                                  |
|                | Counter Terrorism – Security Co-ordination and Integrated Risk Management | Licentiatehip (Counter Terrorism – Security Co-ordination and Integrated Risk Management) (LCGI)  |
| <b>9200-02</b> | <b>City &amp; Guilds Level 5 Award for Professional Recognition</b>       | <b>Affiliateship of the City and Guilds of London Institute</b>                                   |
| 201            | Engineering   | Affiliateship (Engineering) (AfCGI)   |
| 202            | Learning and Development  | Affiliateship (Learning and Development) (AfCGI)  |
| 203            | Leadership and Management   | Affiliateship (Leadership and Management) (AfCGI)   |
| 204            | Business Studies  | Affiliateship (Business Studies) (AfCGI)  |
| 205            | Personal and Professional Skills Development                              | Affiliateship (Personal and Professional Skills Development) (AfCGI)                              |
| 207            | Security & Risk Management Consultants                                    | Affiliateship (Security & Risk Management Consultants) (AfCGI)                                    |
| 220            | Construction Management   | Affiliateship (Construction Management) (AfCGI)   |
| 221            | Construction Building Services Management                                 | Affiliateship (Construction Building Services Management) (AfCGI)                                 |
|                | Counter Terrorism – Security Co-ordination and Integrated Risk Management | Affiliateship (Counter Terrorism – Security Co-ordination and Integrated Risk Management) (AfCGI) |

|                | <b>Professional Recognition Award Qualification</b>                       | <b>City &amp; Guilds Post-nominal Certification</b>   |
|----------------|---|---|
|                | <b>Primary Certification</b>  | <b>Secondary Certification</b>  |
| <b>9200-03</b> | <b>City &amp; Guilds Level 6 Award for Professional Recognition</b>       | <b>Graduateship of the City and Guilds of London Institute</b>                                  |
| 301            | Engineering   | Graduateship (Engineering) (GCGI)   |
| 303            | Leadership and Management   | Graduateship (Leadership and Management) (GCGI)   |
| 306            | Counter Terrorism Security Management                                     | Graduateship (Counter Terrorism Security Management) (GCGI)                                     |
| 308            | Engineering Management  | Graduateship (Engineering Management) (GCGI)  |
| 309            | Civil Engineering   | Graduateship (Civil Engineering) (GCGI)   |
| 310            | Construction Management   | Graduateship (Construction Engineering) (GCGI)  |
| 317            | Personal and Professional Skills Development                              | Graduateship (Personal and Professional Skills Development) (GCGI)                              |
| 318            | Transpersonal Arts Counsellor   | Graduateship (Transpersonal Arts Counsellor) (GCGI)   |
|                | Counter Terrorism – Security Co-ordination and Integrated Risk Management | Graduateship (Counter Terrorism – Security Co-ordination and Integrated Risk Management) (GCGI) |
| <b>9200-04</b> | <b>City &amp; Guilds Level 7 Award for Professional Recognition</b>       | <b>Membership of the City and Guilds of London Institute</b>                                    |
| 403            | Leadership and Management   | Membership (Leadership and Management) (MCGI)   |
| 408            | Engineering Management  | Membership (Engineering Management) (MCGI)  |
| 417            | Personal & Professional Skills Development                                | Membership (Personal & Professional Skills Development) (MCGI)                                  |
| 418            | Transpersonal Arts Counsellor   | Membership (Transpersonal Arts Counsellor) (MCGI)   |
| 420            | Construction Management   | Membership (Construction Management) (MCGI)   |
| 421            | Construction Building Services Management                                 | Membership (Construction Building Services Management) (MCGI)                                   |
|                | Counter Terrorism – Security Co-ordination and Integrated Risk Management | Membership (Counter Terrorism – Security Co-ordination and Integrated Risk Management) (MCGI)   |

## **PRA Standards**

### **1. Commitment to Professional Standards**

#### **Level 4: Licentiateship**

- 1.1 Apply professional standards to own working practice
- 1.2 Support others to comply with professional standards
- 1.3 Identify and manage the risks and issues of non-compliance in own area of responsibility
- 1.4 Manage a situation where professional standards may have been breached
- 1.5 Complete documentation and/or reports relevant to professional standards

#### **Level 5: Affiliateship**

- 1.1 Monitor compliance of self and others with professional standards and propose areas for improvement
- 1.2 Develop and implement measures for reducing the risk of non-compliance of professional standards within own area of responsibility
- 1.3 Make informed judgments to manage a situation where there may have been a breach of professional standards
- 1.4 Develop strategies that promote relevant professional standards in own area of responsibility which fosters a culture of continuous improvement

#### **Level 6: Graduateship**

- 1.1 Take responsibility for promoting, monitoring and maintaining compliance of self and others with professional standards
- 1.2 Assess complex information and evidence to inform risk management
- 1.3 Evaluate, make judgments, and select the necessary actions to take when issues of non-compliance with professional standards occur

#### **Level 7: Membership**

- 1.1 Use research to assess the extent to which professional standards are implemented in the organisation or own area of responsibility, making informed judgments on findings and taking the appropriate action
- 1.2 Establish an environment and culture that assures and promotes compliance with professional standards
- 1.3 Take responsibility for action when there are issues of non-compliance with professional standards and reflect on the outcomes to foster a culture of continuous improvement

## **2. Communication and Information Management**

### **Level 4: Licentiate**

- 2.1 Respond to the needs of a target audience by communicating in a form and manner which is appropriate to the task
- 2.2 Manage barriers to communication constructively
- 2.3 Apply relevant legislation, organisational policies and procedures when communicating with others
- 2.4 Manage information in line with relevant legislation, organisational policies and procedures

### **Level 5: Affiliate**

- 2.1 Respond to the needs of a target audience by implementing an effective communication strategy
- 2.2 Evaluate relevant complex information, draw conclusions and communicate findings to others in a manner that is consistent with relevant legislation, policies and procedures
- 2.3 Manage barriers to effective communication constructively, recognising and taking action to resolve personal and (where appropriate) team conflict
- 2.4 Analyse the way information is recorded, shared and stored and make recommendations for improvement

### **Level 6: Graduate**

- 2.1 Use informed judgment and understanding of different perspectives and contextual factors to establish, lead and maintain communication with people regarding complex matters
- 2.2 Use informed judgment to constructively manage barriers to effective communication and respond in a considered way
- 2.3 Critically appraise the way information is communicated, recorded, shared and stored by self and others in line with relevant legislation, policies and procedures and make recommendations for improvement

### **Level 7: Member**

- 2.1 Represent the organisation to communicate on matters of importance and sensitivity
- 2.2 Critically appraise communication styles, channels and media to develop a communication strategy for the organisation or area of responsibility which is consistent with legislation, policies and procedures
- 2.3 Evaluate and where appropriate, establish robust methods and systems for managing information in line with organisational and legislative requirements

### **3. Leadership**

#### **Level 4: Licentiateship**

- 3.1 Display appropriate leadership skills in own area of responsibility
- 3.2 Lead others by example in meeting own performance targets, promoting good practice, innovation, and working within the remit of their role
- 3.3 Plan for the achievement of goals by identifying and managing barriers to success
- 3.4 Identify and manage resources to meet outcomes
- 3.5 Manage a project or task to achieve set outcomes in a timely manner

#### **Level 5: Affiliateship**

- 3.1 Demonstrate clear, positive and motivational leadership skills
- 3.2 Anticipate, plan and lead change in own area of responsibility
- 3.3 Develop performance targets for self and others based on the needs of the organisation, knowledge of resource requirements and operational capacity
- 3.4 Consistently meet challenging outcomes by managing resources in a timely manner
- 3.5 Develop ideas to promote best practice and continuous improvement

#### **Level 6: Graduateship**

- 3.1 Take responsibility for achieving organisational objectives through clear and focussed leadership
- 3.2 Manage a programme of substantial change or development
- 3.3 Take responsibility for identifying and managing resources to meet organisational objectives
- 3.4 Promote innovation and generate ideas for improvement which are compatible with organisational values

#### **Level 7: Membership**

- 3.1 Promote and champion the organisation's values and objectives and take responsibility for their realisation through strong leadership
- 3.2 Articulate a vision for the future of the organisation or own area of responsibility
- 3.3 Display an in depth understanding of resources in their own area of responsibility and manage these to meet organisational objectives
- 3.4 Take responsibility for leading the organisation or own area of responsibility through complex change

## **4. Professional Development**

### **Level 4: Licentiate**

- 4.1 Analyse own performance and identify areas for improvement
- 4.2 Develop a plan to improve own knowledge and skills
- 4.3 Access opportunities for professional development
- 4.4 Evaluate the effectiveness of professional development undertaken
- 4.5 Maintain a record of professional development

### **Level 5: Affiliate**

- 4.1 Evaluate own performance to develop a plan to address own development needs
- 4.2 Take responsibility for identifying and accessing learning opportunities to meet development needs
- 4.3 Evaluate the impact of professional development undertaken

### **Level 6: Graduate**

- 4.1 Critically evaluate own performance to assess competency to meet current and emerging work demands
- 4.2 Use research to prepare a plan to meet personal and organisational objectives
- 4.3 Evaluate the impact of professional development on self and the organisation

### **Level 7: Member**

- 4.1 Critically appraise own ability to lead the organisation or own area of responsibility and identify areas for ongoing professional development
- 4.2 Use informed judgments to critically evaluate the impact of professional development undertaken by self and others in supporting strategic objectives
- 4.3 Champion professional development within the organisation or own area of responsibility which will enable personal, professional and organisational goals to be met



## 5. Working with Others

### Level 4: Licentiateship

- 5.1 Constructively work with others to achieve set goals
- 5.2 Give explicit encouragement, share expertise and motivate others within the work environment
- 5.3 Develop effective interpersonal skills to overcome conflict or differences in opinion which may impact on working relationships

### Level 5: Affiliateship

- 5.1 Set direction, gain commitment and inspire others to work together to achieve challenging outcomes
- 5.2 Actively contribute to the development of others by offering own expertise and guidance to enable them to realise their goals
- 5.3 Evaluate different perspectives and make judgments to address complex problems which may occur when working with others

### Level 6: Graduateship

- 5.1 Create a culture of mutual support and cohesion when working with others
- 5.2 Respond to the organisations or project needs by taking responsibility for motivating, delegating and empowering others to achieve challenging outcomes
- 5.3 Make informed judgments on the effectiveness of collaborative work within organisation or own area of responsibility to determine how improvements may be made

### Level 7: Membership

- 5.1 Critically evaluate the effectiveness of teamwork and organisational partnerships and agree objectives for improvement
- 5.2 Establish clarity of direction and parameters for others within the organisation
- 5.3 Establish a culture of mutual support and cohesion which values the contribution of others and recognises success
- 5.4 Use evidence-based judgment to address performance issues and establish an environment which fosters continuous improvement

## **6. Managing Stakeholder Relationships**

### **Level 4: Licentiateship**

- 6.1 Assess who the stakeholder is and what the customer expects
- 6.2 Develop and maintain good stakeholder relationships
- 6.3 Collect and analyse information to measure stakeholder satisfaction
- 6.4 Identify and manage the implementation of improvements to stakeholder service
- 6.5 Manage stakeholder complaints within own area of responsibility and in line with organisational and legal guidelines

## **6. Managing Stakeholder Participation and expectation**

### **Level 5: Affiliateship**

- 6.1 Determine a benchmark for stakeholder service based on stakeholder expectation, operational capacity and organisational objectives
- 6.2 Evaluate the levels of stakeholder satisfaction in own area of responsibility and implement a strategy to improve stakeholder service
- 6.3 Develop and maintain good stakeholder relationships and take action to resolve complaints in line with organisational and legal guidelines

### **Level 6: Graduateship**

- 6.1 Use research to develop and implement standards for stakeholder service in own area of responsibility
- 6.2 Develop and implement appropriate methods to assess stakeholder satisfaction
- 6.3 Evaluate stakeholder feedback to inform service level improvements and shape future developments within the organisation or own level of responsibility
- 6.4 Act decisively to manage stakeholder complaints or changes in levels of stakeholder satisfaction
- 6.5 Establish a stakeholder focussed ethos in area of responsibility by responding to the needs of actual and potential stakeholders

## **6. Managing Stakeholder Expectation**

### **Level 7: Membership**

- 6.1 Establish a strategy for putting the stakeholder at the centre of the organisation or own area of responsibility
- 6.2 Establish robust standards for stakeholder service
- 6.3 Establish a structure to respond to compliments and complaints in accord with organisational and legal guidelines which facilitates continual improvement
- 6.4 Evaluate levels of stakeholder feedback to inform the future direction of the organisation or own area of responsibility

**Professional Recognition Awards  
Evidence record for reflective account**

Candidate:

Date:

| Standards:                                    | Standard statement references |
|---|-------------------------------|
| Commitment to Professional Standards          |                               |
|   |                               |
| Evidence reference:                           |                               |
| Communication and Information Management      |                               |
|   |                               |
| Evidence reference:                           |                               |
| Leadership                                    |                               |
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| Evidence reference:                           |                               |
| Professional Development                      |                               |
|   |                               |
| Evidence reference:                           |                               |
| Working with Others                           |                               |
|   |                               |
| Evidence reference:                           |                               |
| Managing Customer Participation & Expectation |                               |
|   |                               |
| Evidence reference:                           |                               |

| Exemplar Evidence: Level 4, Leadership & Management   | Standard statement references   |
|---|---|
| <b>Commitment to Professional Standards</b>   |   |
| <p>I am a Food Supervisor, working shifts in a large retail store in a City centre. I am responsible for managing the customer experience – everything from ensuring the prices are correct, the shelves are full, there are an adequate number of tills open &amp; we do not have too much food going to waste on a daily basis. I manage a team of sales assistants (where the number may vary for 10 - 30 depending on the time of day and how busy the store is) I am responsible for training them, motivating them, disciplining them and managing their rotas. I am also responsible for allocating my teams daily jobs ( shelf-filling, till management, customer service, labelling, vehicle unloading and warehouse management ,stock control,) and ensuring the section is run efficiently. I need to plan any stock changes or moves, new promotions or equipment maintenance ensuring that none of these changes affects our customers. I have to check that all our stock sheets reflect an accurate stock position &amp; that the planned stock deliveries are enough for our weekly sales. I need to make sure I have enough staff to fill up the shelves at the quietest time of the day so our customers are not inconvenienced. I work closely with our warehouse teams to make sure stock flows efficiently onto the sales floor.</p> <p>I have a financial responsibility to ensure that we are meeting Department budgets. I do this by maximising sales through checking stock allocations, following Head office guidelines, ensuring accurate placement of product within the section plans especially with new promotions and minimising waste through poor handling. If the computer systems are not recording the stock level accurately I have to make manual stock adjustments to ensure the system works accurately. Occasionally I need to respond to store overstocks and I make sure products are given promotional space to clear and avoid waste.</p> <p>I am dependent on my team to work with the public in providing a high quality service as befits a top end retailer. I do this by ensuring there is proper time for training and that they understand the reasons for our rigorous standards of high quality service, politeness to the customers at all times and self presentation .In addition I try to assist them when they are in difficulties with a customer or when they do not understand a routine or procedure .When the store is really busy at weekends or early evenings, I am very vigilant to ensure that the customer is always first. When we are particularly busy I may have to release staff from other duties to ensure till queues are reduced.</p> <p>When an assistant is relatively new on the job I will either closely supervise them myself or alternatively get a more experienced assistant to ‘tuck them under their wing’ for a couple of shifts. If this does not work I may have to give more stringent and close supervision. They have workbooks to complete to ensure all Health and Safety training has been given. I teach them to read stock plans, apply promotional ticketing and shelf edge pricing, There have been occasions when an assistant does not turn in to work or is frequently late, I have had to liaise with the HR team to help me find additional staff or advise me on the legal process of disciplinary procedure. Sometimes a sales assistant has a medical problem like depression – which can</p> | <p>4.1.1<br/>Apply professional standards to my own working practise</p> <p>4.1.2<br/>Support others to comply with professional standards</p> <p>4.1.3<br/>Identify and manage risks of non compliance in own area of responsibility</p> |

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| <p>affect their work. This is difficult to spot and sometimes other staff are helpful in pointing out the need for help. A word or two can help but often medical assistance is needed.</p> <p>Occasionally the assistants will place the stock in any order on the shelves thus selling new stock first instead of managing date rotation effectively. I do spot check the shelves to ensure that this does not happen, I also routinely spot check pricing &amp; promotional layouts. We check the number of lines out of stock especially key best seller lines &amp; ensure that the stock allocation for the rest of the period is reviewed.</p> <p>In a large section there can be a lot of teasing and sometimes hurtful comments or bullying. Cultural differences can be highlighted where humour is intended and can need careful managing. I have had to manage the individuals involved by either sitting them down together or in more extreme cases through disciplinary action.</p> <p>On a daily basis I have large amounts of analytical data to respond to. I get daily feedback from computer data of sales, out of stocks, quality problems, overstocks etc. It is important to be able to quickly check unusual figures by exception and resolve issues.</p> <p>I have lots of data on hand to improve performance and maintain high levels of customer service. The supervisors are ranked in store and the best performer each month receives an award. I have received the award in 5 months out of the last twelve. Each individual member of my team has a yearly appraisal &amp; a performance development plan. They are responsible for maintaining all their own training records. I have an additional half year assessment with each to deal with any issues that might be showing themselves. I prefer to deal with issues quickly, on the job &amp; ensure they do not become major problems.</p> <p>The company employs independent 'mystery shoppers' to test my staff's attitude to the customer &amp; the level of stock on the sales floor. Our score affects the entire stores standards and grading.</p> | <p>4.1.4<br/>Manage a situation where there is a breach of professional standards</p> <p>4.1.5<br/>Complete documentation and/or reports relevant to professional standards</p> |
| <p><b>Evidence reference:</b></p> <p>4.1.1: Job Description, Organisation chart, Examples of weekly staff rotas,<br/> 4.1.2: Examples of monthly financial budgets &amp; targets for section<br/> 4.1.3: New starter training pack and sample work book<br/> 4.1.4: Sample Disciplinary conversation notes<br/> 4.1.5: Copies of team appraisals, Training assessment for my team, Mystery shopper reports</p>  |   |
| <p><b>Communication and Information Management</b></p>  |   |
| <p>Every day each Department gets computer sheets giving updated information about sales from Head Office. It is my responsibility to go through all the specific information for my department and update my Manager appropriately. The information details new product lines, new promotions, updates on availability and any section plan changes. We are informed about supplier availability issues or any lines that need to be removed because of quality problems. It is a job that needs a quick eye for detail &amp; a good memory for changes; I enjoy checking for accuracy and know where to look for answers to problems or issues</p> <p>At the beginning of every shift I see every one of my assistants - either individually or in small groups to advise them of particular issues like shortages or an impending fire drill or the need for someone to cover for someone else who is absent.</p> <p>Ensure that all staff receive the head office weekly news briefing</p>  | <p>4.2.1<br/>Respond to the needs of a target audience by communicating in a form and manner which is appropriate to the task</p>   |

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| <p>As mine is a large city-centre store, we have a multi-ethnic workforce and I need to fully understand all my team’s abilities. Although they all speak English there are some cultural differences which can occasionally lead to communication problems with customers or within the team. I keep close to these assistants to ensure that they understand their assignments and are properly understood by customers. Sometimes assistants need help with understanding the Company philosophy and the level of service we expect for our customers.</p> <p>In a large retailer with over 250 outlets and 70,000 employees there are regulations covering most situations.( Food hygiene standards, financial controls, HR policies, Health and Safety regulations, shift tasks) Whilst I cannot know them all, I do know where the procedures are held and in time I have had to work with most of them. Failure to apply the correct procedure will soon affect others as I am a small part of a more complex team. We regularly have visits from Head Office teams who ask us for feedback on policies &amp; procedures as well as customer comments. They also check us on adhering to guidelines of store presentation, staff service or shelf presentation.</p> <p>See 2.3 above</p> <p>As we are selling food it is critical that products are stored at the correct temperatures and in a safe environment. All fridge &amp; freezers are spot checked for consistent temperatures &amp; have a rigorous maintenance schedule. All the backstage areas are carefully checked for rodent damage or damp similarly. All sales assistants complete modules on care of foods &amp; compliance with legislation.</p> <p>I have to be licensed to supervise the sales of Beer, Wine and Tobacco products to comply with legislation .This requires me to attend regular Company updating. I am also First Aid trained as we need to have a First Aider at hand on each shift.</p> | <p>4.2.2<br/>Managing barriers to communication constructively</p> <p>4.2.3<br/>Apply relevant legislation, organisational policies and procedures when communicating with others</p> <p>4.2.4<br/>Manage information in line with relevant legislation, organisational policies and procedures</p> |
| <p><b>Evidence reference:</b><br/>4.2.1: Example of Head Office daily news &amp; Christmas product relay</p>   |   |
| <p><b>Leadership</b></p>   |   |
| <p>When we are promoted one of the key competences which Managers are looking for is evidence of leadership skills. For most assistants who are promoted off the shop floor it is difficult to change behaviour and assume a different leadership role with old colleagues. This is most apparent the first time one has to be appraised or discipline someone you used to work alongside, This can be a painful experience for both sides. However I have been the leader in a Cub Pack for some years and a Junior Church leader. I am used to giving instructions to young people and expecting them to be obeyed. The most telling time for leadership is when the store is busy and all the assistants are fully occupied on tills but there is still other work on the sales floor. I have to decide on the optimum manning of tills or shelf stacking or customer service. Other situations that call for instant leadership are when a fridge breaks down, when there is a shop lifter, an unexpected visitor or a Fire Alarm.</p> <p>I always get to work early and never leave until the job is done. I ensure my personal appearance is neat &amp; tidy. When the assistants are rushed I will reprioritise or help shelf stack or even clear up after a spillage. I want to show them that by doing these tasks that no one can claim to stick rigidly to their job. I sometimes have to help the police/ security with shop lifters. Customers</p>  | <p>4.3.1<br/>Display appropriate leadership skills in own area of responsibility</p> <p>4.3.2<br/>Lead others by example in meeting own performance targets, promoting good practice, innovation, and</p>   |

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| <p>are sometimes very ill whilst shopping (heart attacks, strokes, and births) and going the extra mile at these critical times is key.</p> <p>Success for me is satisfied customers who want to come back and repeat the shopping experience at our store. One dissatisfied customer is likely tell 12 of their friends how bad their experience was. I cannot affect the pricing policy of the Company but I can help my team to give the customer a good buying experience. This requires us to fully understand the mission statement of our Company and to go out of our way to ensure everything is the best it can be for our customers. Our shoppers should receive the same buying experience whether they are in Newcastle or Newmarket.</p> <p>One of the exciting things about working in retail is every day is different; some days the delivery vehicles are late because of snow or the local school has Nora virus and lots of staff have to stay home to look after children. Each day I have to reprioritise the tasks required &amp; allocate staff to the most critical areas. I can change the balance of till operators to shelf fillers and relieve the pressure and waiting times of customers. Sometimes this is frustrating as the section does not look as good as it could do but keeping the customers happy is the most important thing.</p> <p>Last year the store had a refit and I was given the role of planning the changes to the Food Section while the building work was in progress. I had to develop an interim plan for the work and the relocation of staff rest rooms whilst the new stores lift was being put in. The plan was stored on a computerised spreadsheet, each day I had to review progress with the Store Manager. I had to ensure that the workmen moved fridges and ambient racking so that the store was open for business as usual. I had to ensure that Health and Safety regulations were observed; partitions were built to ensure our customers were safe, the staff were briefed on go and no go areas and that managers were kept up to date with storage or delivery concerns. Sometimes deliveries had to be rescheduled and extra staff were required to work nights to complete major relays out of store hours. The refit was completed within the initial time plan.</p> | <p>working within the remit of their role</p> <p>4.3.3<br/>Plan for the achievement of goals by identifying and managing barriers to success</p> <p>4.3.4<br/>Identify and manage resources to meet outcomes</p> <p>4.3.5<br/>Manage a project or task to achieve set outcomes in a timely manner</p> |
| <p><b>Evidence reference:</b></p>   |   |
| <p><b>Professional Development</b></p>  |   |
| <p>I am familiar with self appraisals because have been completing them for 5 years. I am aware of my strengths and my weaknesses and the need to develop a plan to address ones weaknesses. In addition we have just introduced across the Company the idea of 360 degree feedback sessions once per year. What is interesting about these sessions is that my team point out unexpected concerns, often things that seem trivial and of which you were totally unaware. When one receives 360 degree feedback for the first time it is hard not to dwell on the negative rather than accepting the mostly positive comments. My feedback shows that I am perceived to be very professional, good at prioritising and managing at busy periods. I am generally good natured and hardworking but I may be impatient with staff who do not learn as fast as I do. I have to learn alternative ways of teaching or mentoring and I am working with another section Supervisor to train our Christmas student intake. We also receive feedback as a management team from the staff survey which is undertaken yearly.</p> <p>I have asked to be placed on a team building course so that I may become more</p>   | <p>4.4.1 Analyse own performance and identify areas for improvement</p> <p>4.4.2 Develop a</p>  |

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| <p>aware of how different personalities and skill sets affect the working of a group. This course is planned for February and I am looking forward to a week away with other supervisors.</p> <p>As I work in a large store in a big city, I have the opportunity to progress and gain promotion within my own Company in the same area. My next promotion would be as a Manager in a Smaller Store with maybe 40 employees in total or possibly in a Motorway branch of my Company.</p> <p>I have set myself the task of completing all of the Company's supervisory training courses and then I will be ready for promotion. Some of these courses are off the job for a day or two and others can be completed on line. Our Company often asks for volunteers to help set up a new store; these are stressful hardworking assignments but a great challenge. Often you meet more Senior managers who can become sponsors in your career.</p> <p>I am also aware that a lot of my Company's business is conducted on line and I make it my business to keep abreast of the e-policies and their relevance to us in store</p> <p>I have my own training log which is regularly checked by the Store HR manager and trainer. I am half way through the training plan that I have established for myself.</p> <p>Whilst I do not have a formal mentor, I have a friend who was a graduate trainee manager and she and I talk about the job and discuss problems I experience. We try to meet monthly for a coffee and she helped me with my reaction to the 360 degree feedback experience.</p> <p>When I return from a training course I always sit down with my line manager to develop a plan to assess what I have learned and how I will put it into practise. One of my most difficult challenges was to be able to read the new daily print outs for sales, stock and waste. I seemed to have a block when I saw all those figures, but I made myself spend time everyday looking at small sections and I soon became able to recognise patterns and relate them to my shop floor actuality. I realise that theoretical learning has to be backed up with learning from experience on the shop floor.</p> <p>I already have a CV( see attached) and a training record) and a Company training log (see 4.4.3)</p> <p>I am conscious that if I am to develop my career, I must gain some qualification since I did not progress beyond GCSE when I was at school. I have been on a number of training courses with the Company ( Health and Safety, Food Hygiene, Marketing and Promotions, Leadership and Appraising your team, see attached list)</p> <p>I now wish to move on to a level 4 City &amp; Guilds award which will recognise my skill level and accredit my experience in line management. This will give me a recognised qualification outside the Company in which I work.</p> | <p>plan to improve own knowledge and skills</p> <p>4.4.3 Access opportunities for professional development</p> <p>4.4.4 Evaluate the effectiveness of professional development undertaken</p> <p>4.4.5 Maintain a record of professional development</p> |
| <p><b>Evidence reference:</b></p> <p>4.4.3 Copy of training log page</p> <p>4.4.5 List of training courses attended</p>   |  |
| <p><b>Working with Others</b></p>   |  |
| <p>My staff give me instant feedback if I am not managing them well - as does my immediate boss - the Departmental Manager. Because customer demand is not a precise science from day to day priorities change. Staff will need to be moved around fairly frequently at short notice. Each person has their likes and dislikes in terms of tasks; some prefer to be on a till all day but others like to fill</p>   | <p>4.5.1 Constructively work with others to achieve set goals</p>  |



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| <p>shelves. I have to use my powers of persuasion to move staff into jobs that need doing rather than the jobs they like. My strategic objective is to train them all to the same level so that they can do all the jobs. This is not always popular or possible.</p> <p>I have had three different bosses since I worked on Foods and I have got used to their different styles and personalities. Some like frequent daily contact with chats about promotions and sales facts whilst others prefer a more formal time each day where everything is discussed then are left to get on with their own role.</p> <p>I have noted that although I think that I am giving staff encouragement they always need more. I have to spend a lot of time motivating them by giving instruction and reassuring them that they are doing well. We work in an environment where customers want instant service and this can be tiring for staff who need to get their work completed.</p> <p>Occasionally I organise a 'team night out 'or a birthday celebration when we go out for a drink or a curry. We welcome all the staff who work on Foods but the part timers seldom turn up. These evenings – once every four months are good for team bonding as the day-job rarely allows time to catch-up.</p> <p>Since I went on a Listening Skills two day course I find that I understand more about what my staff really feel and need. Sometimes people are shy about expressing opinions and the best way to get them to do so is to listen without immediately giving your opinion. Most of my daily job is done with verbal skills and very little is written down. I have to leave an update for the incoming shift supervisor and I have had no difficulties with issues which span different shifts I therefore think that we communicate well</p> | <p>4.5.2 Give explicit encouragement, share expertise and motivate others within the work environment</p> <p>4.5.3 Develop effective interpersonal skills to overcome conflict or differences in opinion which may impact on working relationships</p> |
| <p><b>Evidence reference:</b></p>  |  |
| <p><b>Managing Stakeholder Relationships</b></p>   |  |
| <p>In a retail store the customers are the buying public and they make their requirements clearly known to staff. If they are happy they rarely say anything. One of my biggest customers is my line manager and if I am going to be promoted I have to ensure that he/she is satisfied with my work. I always make time in my shift to allocate a period of at least ten minutes where we can go through staffing, profit plan, quality and waste issues.</p> <p>I also have other customers like suppliers who need to arrange deliveries or availability changes.</p> <p>I very often find that even if the customer is wrong about a product ( e.g. it is out of life when they tried to use it and it was poor quality)it may be easier to give a refund rather than to argue the point in the store for £1or £2 . My staff sometimes have to take make a decision but if I change it I always tell them why I have done so. Good customer relations are hard won but it is very easy to spoil a high quality reputation.</p> <p>The Company completes extensive and very professional Market surveys of customer satisfaction. In store we have immediate feedback from customers and mystery shoppers. Complaints are soon escalated if not dealt with appropriately.</p>   | <p>4.6.1 Assess who the stakeholder is and what the stakeholder expects</p> <p>4.6.2 Develop and maintain good stakeholder relationships</p> <p>4.6.3 Collect and analyse information to measure stakeholder satisfaction</p>                          |

There are numbers of immediate feedback points on my performance such as the length of the queue s for the tills, amount of food in the shelves, the organisation of product waiting to come onto the sales-floor and amount of 'out of life' stock at the day's end. Managing these situations to give optimal customer service is my major concern. The most difficult time of the year for service is at a busy peak like Christmas. After the trading period we always have a review to think of anything we could have done better and put it into practise the next peak.

The Company has well established procedures for managing customer complaints and one of my priority jobs is to train new assistants in this process. From time to time Senior Managers from head office visit the store and they will stop and ask random customers what they think of the service they receive. This keeps us all on our toes.

4.6.4 Identify and manage the implementation of improvements to stakeholder service

4.6.5 Manage stakeholder complaints within own area of responsibility and in line with organisational and legal guidelines

**Evidence reference:**

| Sample Evidence: Level 7, Engineering Management   | Standard statement references |
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| Commitment to Professional Standards   |                               |
| <p>I manage the team that is responsible for brake design and development in XXXX Motor Company. The company is international employing over 200k people worldwide. I work in the European Engineering Centre directly for the Chief Engineer of Body Design, within a team of 8 other senior managers who cover all other aspects of Car Body Engineering. (Organisation chart attached)</p> <p>I have responsibility for the braking systems in all five models of XXXX cars. Where possible we use the same systems but at the lower end of the market we have to differentiate with less highly engineered brakes. Nonetheless all of our systems have to meet legal requirements for 37 countries and XXXX Company worldwide standards</p> <p>I have to keep apprised of Body Engineering Systems, new brake materials, brake testing methodology and manufacturing and assembly concerns<br/>Furthermore I have to be aware of other engineering aspects of car manufacture, because brakes are an integral part of a quality engineered system for the whole car</p> <p>I manage a team of 12 graduate engineers of whom 6 have degrees and 2 are qualified to Masters level and have professional engineering qualifications ( I.Mech.E, I E.E.) Two of my older engineers have HNDs. The two other young graduate trainee engineers are still gaining professional experience as they work towards Chartership. 8 of the engineers are based in the UK and 4 are in Germany<br/>I attend monthly I.Mech.E regional meetings regularly to keep up with innovations in the industry. I believe that I am at the leading edge of engineering technology.</p> | 1.1                           |
| <p>I sit on the Company Graduate Training Committee with the Training Department and we regularly assess the programmes we have developed for the 50 engineers who are working towards their Chartership status.<br/>I am a member of the local committee of the I.Mech.E Training panel and we pass our views to the National Committee on the appropriateness of new standards/training requirements/examination content<br/>I also serve on the University Accreditation Panel for I.Mech.E. Part of my role is to visit university engineering departments to ensure that they comply with I. Mech. E standards prior to accreditation.</p>  | 1.2                           |
| <p>Where the universities do not have a sufficiently high standard of Workshops or Lecturers the I.Mech.E Panel have to de-accredit them.<br/>In my role, I monitor the progress of the Company graduate trainees and check their log books quarterly to ensure that they have gained sufficient experience to meet the both the Institute regulations and the Company requirements.</p> <p>Where a student has not completed their log book on time or where their work is not up to standard, it is my responsibility to get them back on track. I have to interview them to ensure compliance and manage follow-up.</p>   | 1.3                           |
| Evidence reference: Organisation Chart, CV   |                               |

| Communication and Information Management   |          |
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| <p>I am a senior manager on the Body Engineering Managers Group, which is consulted on all proposed new car body designs. I have to coordinate and communicate the views of my team to the Body Engineering Group to ensure early identification of issues.(Minutes of meeting attached)</p> <p>As the braking system is an integral part of the car, involving electronics, materials, wiring, levers and pedals, my team has to be in regular contact with other car design and development teams in the company. Every day is full of meetings and I attend the most strategic of them, ensuring my team are represented elsewhere.</p> <p>I hold regular weekly meetings with my team to keep them informed of Company events /plans or staff changes. I encourage the meetings to be a two way flow so that I can sense any potential problems. (See notes of weekly meeting attached). I then feed that information up the chain to the Body Engineering Group</p> | 2.1      |
| <p>If there are any major Company or legal changes they are reviewed at the weekly staff meeting. For example if my team is presented with a new material that will not work at certain low/high temperatures we will develop new material specifications for the Brake Regulations team in the Department of Transport ( see attached paper on Arctic breaking using YYYY composite material)</p>   | 2.3      |
| <p>Every four months I manage a team building 3 day development session, where we will work together on a social project (e.g. Building a local scout hut, helping out at a local care home etc.) These sessions are informal and I generally try to have one of my subordinates manage or coordinate activities to develop their leadership styles. These sessions work well to establish a sense of camaraderie and joint purpose in the team.</p>   | 2.2, 2.3 |
| Evidence reference: Minutes of Meeting, Notes of Weekly Meeting, Paper on Arctic breaking using YYYY composite material  |          |
| Leadership   |          |
| <p>I have been on the Company's middle management 3 week leadership course. This simulated a group situation in which we had to manage in various new scenarios. ( See evidence of course detail)</p> <p>In addition to which we were all put through a problem solving and decision making course (Kepner-Trago) and a personality profiling activity ( Myers Briggs type indicator (copies on the Web)).</p> <p>I have noticed that I am more prepared to make difficult staffing or engineering decisions, following attendance on these courses. I better understand the motivation that drives individuals to make decisions. I am certainly consulted by Directors and other senior managers on a range of issues, which are not in my responsibility</p>  | 3.1      |
| <p>I am a company representative on the national Joint Staff Consultative Committee which meets 4 times per year (see attachment) Prior to these meetings I have to consult the key site engineers ( by E-mail) for their views and then report back to them. Occasionally the Finance Office recommended that I reduce specific operating costs within a project and I have had to stand my ground and insist on a particular budget for a design to comply with safety or legal parameters.</p>  | 3.3, 3.4 |
| <p>In 2010 I had to make 3 engineers redundant and contract out their work to an Agency.</p>   |          |

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| <p>During this process I had to negotiate with the staff Trade Unions (Meeting Minutes as attached) and I had to ensure that the Agency would maintain the company's high standards of engineering.</p> <p>As my area is not seen as core business for the Company I am in the process of contracting out the whole of brake design, development and testing over a five year period. This work is valued at £50m per year to a Contractor. I have had to develop a plan for the future then discuss it with the staff unions with safeguards for employees' rights and engineering quality standards (see 5 year business plan attached).</p>  | <p>3.2, 3.3, 3.4</p> |
| <p>Evidence reference: 5 yr Business Plan, Leadership Course details, Meeting minutes, Joint Staff Consultative Committee attachment</p>  |                      |
| <p>Professional Development</p>   |                      |
| <p>I have developed a mentoring system for all of my employees so that they have an engineering partner with whom they can share their engineering issues. Engineers are encouraged to take time out to check with their mentor for new techniques/materials/ways of working/supervisory issues.</p> <p>Some of my older staff are formally qualified at HND level. They have been anxious to develop the CPD, so I have given them time to study for an MSc Research degree with Bradford University. To complete this degree part time, they have to identify a braking issue and develop an engineering solution – with appropriate teaching and coordination from a university staff supervisor. The project is written up as their MSc. thesis and my department gains from this research in new solutions. The University gain access to blue-chip engineering resource for their research projects/ratings. We have developed a number of cost saving engineering innovations through this programme, in addition to developing members of staff.</p> <p>I too have a mentor who is the Director of Manufacturing. I chose him because he is not in the design development process but his factories have to make our designs and fit them to cars. He gives me a totally different engineering perspective and has been most helpful to me in sounding out difficult management decisions. (see Expert Witness statement)</p> | <p>4.1</p>           |
| <p>I have chosen to apply for a level 7 MCGI because although I already have a Bachelor degree I do not have a Masters and my workload is too high to take time out to complete the Bradford research Masters. However I do see it as important to my own career development to gain a level 7 award, since most of the Directors and very senior managers all have higher degrees.</p> <p>If I am to progress to the top of the Company I believe that this award would be of value to me personally but also accredit my wider learning &amp; management skills. Furthermore the work for this PRA has made me reflect on my job and the journey I have been on through my career. This will be valuable learning for me in developing others.</p>  | <p>4.2</p>           |
| <p>I am frequently asked by the HR Manager to help with graduate recruitment and to take undergraduate trainees into my area for sandwich course placement (approximately 2 per year). This work requires patient training, but the results are clear as we see the young trainees develop over the period.</p>   | <p>4.3</p>           |

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| <p>I have set my own professional development targets to develop my leadership style through becoming a school governor in my spare time. This requires me to develop a strategic approach to education and work with others with different skill sets.</p>   |                 |
| <p>Evidence reference: CV, Expert witness statement</p>   |                 |
| <p>Working with Others</p>  |                 |
| <p>Because we are an international Company and I have responsibility for 4 engineers in Germany, my job requires me to travel frequently. I am well aware that different nationalities have different styles of working. I am used to adapting my approach to ensure my objectives are achieved. I work hard to ensure that the two parts of my team (in Germany and the UK) are integrated through frequent meetings and video conferences.</p>  | <p>5.1</p>      |
| <p>Working in an international organisation with the precision required by engineering planning, I have to be careful to give precise instructions and allow for misunderstanding the first time. I have to ensure the processes for follow-up are rigorous and clear in any language.</p>  | <p>5.2</p>      |
| <p>Different working cultures require significant adaption in management styles. The German way of work is very different from UK norms and as the 'wheels team' is based in Germany I have to motivate my team to work closely with them. German engineers require more precise instruction with set parameters, whereas UK engineers like to work on problems for themselves. My responsibility is to ensure the same outcome from two differing work practises.</p> <p>When part of our work was taken on by a Turkish factory I had to travel to Turkey to work with engineers and foremen and hourly paid line workers who found English challenging.</p> <p>Similarly in developing world cars I have to travel to the US and work in yet another different working environment where there are many more resources available and everyone is much more specialised.</p> <p>Sometimes it is hard to persuade my team that redundancies have to be made in the UK while the US or Turkish work force is untouched.</p> | <p>5.3, 5.4</p> |
| <p>Evidence reference: CV, Job description, Organisation Chart, Emails</p>  |                 |
| <p>Managing Stakeholder Expectation</p>   |                 |
| <p>The stakeholders with whom I work ( Product Planning department –who conceptualise cars, The Chief Engineer, my own engineers, the testing lab, car buying customers, Finance) all have very different needs, which I have to meet. My strategy has to be based on producing the best braking system possible at high quality standards and to minimum cost. I then have to develop a plan with my team and sell the plan to the stakeholders. These plans change constantly as car design moves on</p>  | <p>6.1</p>      |
| <p>I have numerous customers and stakeholders. If my team develop a brake system that cannot be manufactured or requires complex new machining processes, we would disrupt factory working and efficiencies. We avoid this by liaising with the factories through Resident Engineers who manage the critical interface between us all. My ultimate customer, the car buyer normally feeds complaints through the dealerships. There are set processes to monitor daily issues and concerns.</p>   | <p>6.2</p>      |

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| <p>The formal process for dealing with such issues is outlined above but the culture of the car industry is to provide individuals with speedy and immediate /direct feedback. Those from other industries have found this a harsh environment to work in. However the culture is changing with training and better people development.</p>  | 6.3 |
| <p>Customer feedback is a most important part of car design and the Company listens very carefully to customer groups ( see feedback forms)If we don't provide what the car buying public want we go out of business</p> <p>Feedback is obtained from Dealer or customer panels, in which groups are pulled together for half a day and asked for feedback. Our car models and braking systems are compared with other competitor cars and I have to respond for my team's designs. When a new model is launched we have to be particularly aware of customer views as they are likely to be most critical at this stage in lifecycle of the car. Occasionally my team will travel to the Arctic or to a desert place to test vehicles. Testing in such tough environments produces a robust design, but it sometimes takes some persuading to get my engineers to travel to difficult areas</p> <p>Working in such a complex organisation with so many stake holders I have discovered that no design or plan is ever perfect the first time. Listening to the input of other specialists will always improve the final output. I therefore welcome being critiqued by my colleagues and stakeholders and ensure that this is the part of my role I give most time to. I have welcomed the chance to reflect on my career and responsibilities and see that exercise, in itself as a developmental process.</p> | 6.4 |
| <p>Evidence reference: Feedback forms, Emails</p>  |     |