



Dynamic Leaders Programme

Team Leader Supervisor

Level 3 Apprenticeship

(Including CMI certificate in Management and Leadership Level 3)





Team Leader Supervisor Level 3

Overview

The Team Leader Supervisor Level 3 programme is an opportunity for individuals who can take responsibility for managing a team or project, to grow and develop their managerial skills through a range of topics, covering personal, team and organisational development, in order to create a well rounded leader.

On completion of the standard, delegates will demonstrate a range of leadership and management skills that will allow them to drive, develop and successfully lead a team.

Key responsibilities may include:

- Supporting, managing and developing team members
- Building relationships internally and externally
- Managing projects
- Resolving problems
- Planning and monitoring work loads and resources
- Delivering operational plans

Benefits



Develop the confidence and skills in order to lead a team effectively



Understand how to use management skills to deliver plans and take corrective action, so everything is accomplished within the time frame



Understand how to produce a range of financial reports and plans to help identify opportunities to increase revenue and reduce inefficiency



Become able to make effective decisions with the resources that are available at the time



CMI Certificate in Principles of Management and Leadership Level 3

Suitable for:

Those who are at the beginning of their career in leadership and management, or are in management roles and have practical skills, but wish to develop their understanding of management skills.

Programme delivery

Programme length

15 months (on average) plus End-point Assessment (EPA).

Delivery method

Programme delivered via 1-1 facilitated learning sessions and virtual learning.

Cohort option available, more detail on the following page.

Blended learning

Facilitated learning: Delegates complete learning sessions with their Management Development Coach every 4-6 weeks.

Self study: Delegates are expected to carry out self-study using Lifetime's online learning platform.

Contact: Delegates have access to their Management Development Coach via email, phone and the online learning platform.



Group learning approach

For employers with a minimum cohort of 15 delegates, webinars and skills days are available as an addition to the core programme. The topics fall within the People Management theme of the programme and employers can choose from any, or all of the following*:



Personal Effectiveness

- 2 x webinars
- 1 x skills day



High Performing Teams

- 3 x webinars
- 1 x skills day



Influencing and Prioritising

- 2 x webinars
- 1 x skills day

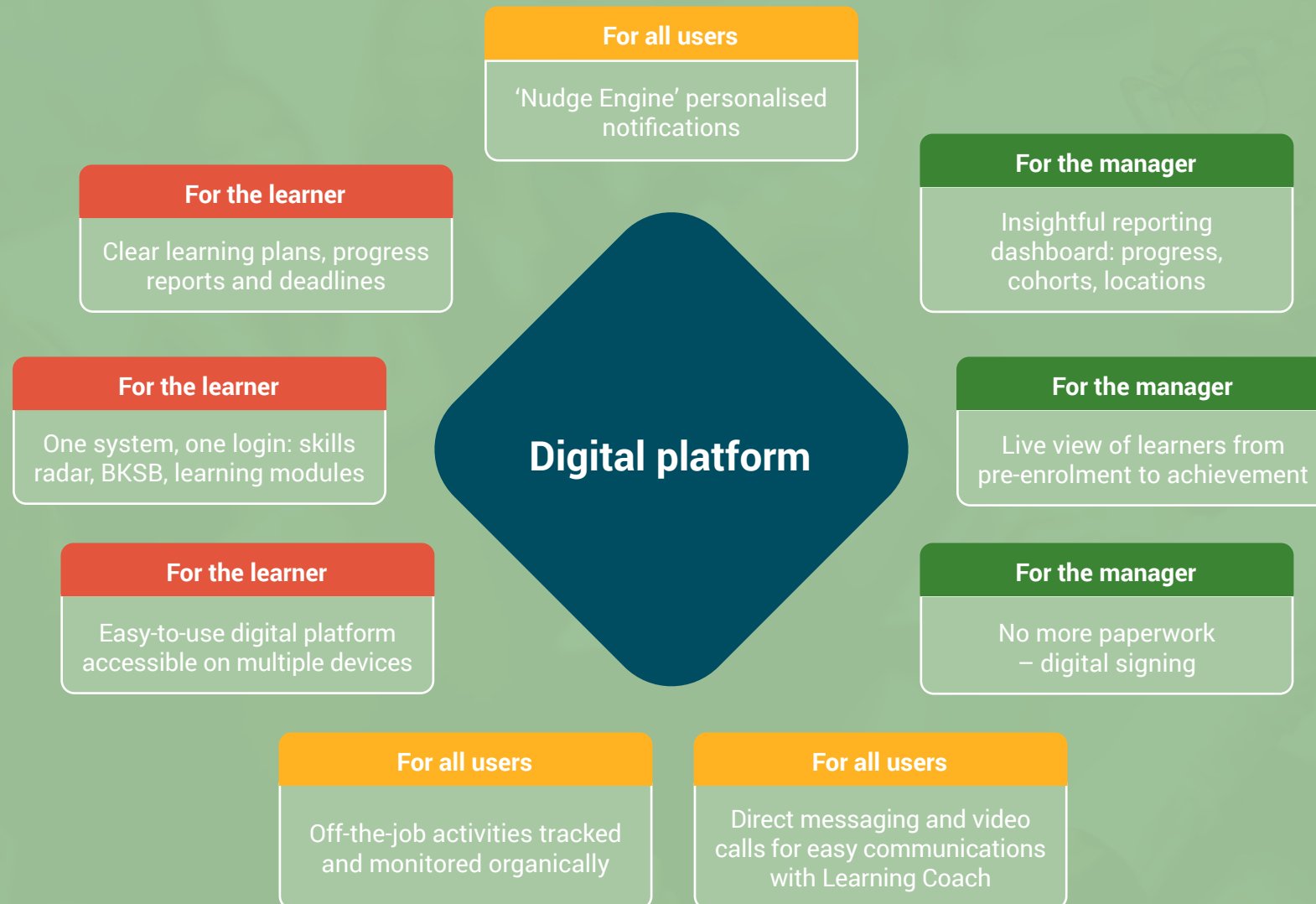
How is it delivered?

- Delivered by Lifetime's Leadership and Management experts, Leading Results
- Webinars and skills days scheduled in throughout the programme in agreement with employers
- Skills days will be delivered at the employer's premises or virtually

*Variations of webinars are available on request, please speak to your Lifetime Partnership contact to discover more.



Blended delivery through Lifetime's online learning platform



Delivery model

The delivery model is broken down into themes, whereby the units have been broken down into holistic opportunities for delegates to apply the theories and models learnt in their workplace.

1. Personal Development

2. People Management

3. Operational Success and Services

4. Project Management and Finance

Each theme will follow a process of:

- Teaching and learning around the topic areas
- Delegate applying learning in the workplace
- Delegate providing evidence and preparing for End-point Assessment over a period of time
- The CMI Certificate in Management and Leadership programme at level 3 is assessed through completion of a written assignment per unit

Practice assessments:

- Practice assessments are scheduled throughout the duration of the programme
- Designed to replicate the End-point Assessment methods delegate will experience at the end of the programme
- Provide an opportunity to measure progress and build confidence at key milestones on their journey

CMI Certificate in Principles of Management and Leadership Level 3

In addition to completing the apprenticeship delegates will work towards the CMI Certificate in Principles of Management and Leadership Level 3.

This qualification consists of two CMI knowledge based modules which are achieved by completion of a written assignment per unit.

Additional learning resources and assessment support is embedded into the apprenticeship programme.



Delegates will receive a CMI Certificate in Principles of Management and Leadership Level 3

Principles in management and leadership

- Understand how organisations operate
- Understand the management role
- Understand the application of management and leadership approaches
- Understand the knowledge, skills and behaviours to be an effective manager

Manage a team to achieve results

- Understand the role and purpose of teams
- Be able to recognise the characteristics of a high performing team
- Know how to lead, communicate with and motivate a high performing team
- Know how to respond to challenges when managing a team proactively
- Know how to manage the performance of a team

Delivery themes

The Level 3 delivery model themes run throughout the programme as follows:

People Skills, Communication,
Managing Performance

- Personal Development Theme: Visits 1-12
- People Management Theme: Visits 2-12

Planning the Operational Plan, Implementing the Operational Plan, Building Relationships, Evaluating the Operational Plan

- Operational Success Theme: Visits 5-12

Planning a Project, Implementing and Evaluating a Project, Finance

- Project Management & Finance: Visits 9 -12
- Mock Assessments Visits: 13-15

Programme modules

The delivery model is broken down over 11 topics:

1. Personal Development

2. People Skills

3. Communication

4. Managing Performance

5. Planning the Operational Plan

6. Implementing the Operational Plan

7. Building Relationships

8. Evaluating the Operational Plan

9. Planning a Project

10. Implementing and Evaluating a Project

11. Finance



Programme modules Deep dive



Personal development

Covered:

- Self Awareness
- Gaining Feedback from Others
- Equality and Diversity
- Learning Styles
- Time Management Techniques
- Prioritising Workload
- Creating a Personal Development Plan

Dig Deeper:

- Feedback Methods

LEADERSHIP & MANAGEMENT DEVELOPING SELF AWARENESS ACTIVITY lifetime

Developing Self Awareness Activity

How self aware are you?
Complete the grid below to find out how self aware you are!

Instructions

- Rank yourself on the 10 pair statements, tick the most honest to one for each factor. There are no right or wrong answers so have your opinion on how you are today, not how you think you should be or would like to be in the future. Remember, honesty is a fundamental trait of self awareness!
- Add your scores for each column
- Calculate your SCORE

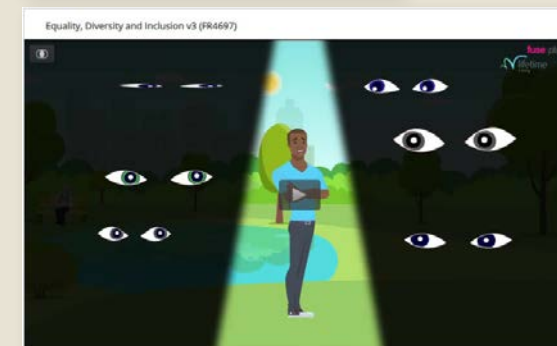
1 = Low 5 = High

1. I know how much better than I know myself My score is based on:	1	2	3	4	5
2. I never really listen or understandably to people My score is based on:	1	2	3	4	5
3. The deepest component of the impact my behaviour has on me, others and my performance My score is based on:	1	2	3	4	5
4. I know where I am heading, what I want to achieve and why My score is based on:	1	2	3	4	5

Personal SWOT Analysis

What is it?
A SWOT Analysis is a method used to identify Strengths – Weaknesses – Opportunities – Threats. This method is used to help you confirm your goal and what challenges you might need to overcome in order to achieve it.
The SWOT Analysis was created in the 1960s when Albert Humphrey needed to make reasonable long term plans for his business. This method proved to be very successful.
Now a SWOT analysis can be used all over the world, not only is it a great tool for an organisation to utilize but it is also a key process for any individual setting their own personal goal!

S Strengths <ul style="list-style-type: none"> What is going well The resources you have The funding available Your colleagues, family or friends 	W Weaknesses <ul style="list-style-type: none"> What needs to be improved Lack of resources Lack of funding Lack of input from others
O Opportunities <ul style="list-style-type: none"> Resources that could be available Potential funding from elsewhere External support Training or development to support others 	T Threats <ul style="list-style-type: none"> Potential barriers to achieving the goal Lack of commitment or motivation Poor communication channels Lack of opportunity



People skills

Covered:

- Leadership Styles
- Organisational Culture and Structure
- People and Team Management Model
- Team Motivation
- Unconscious Bias and Inclusion
- Emotional Intelligence

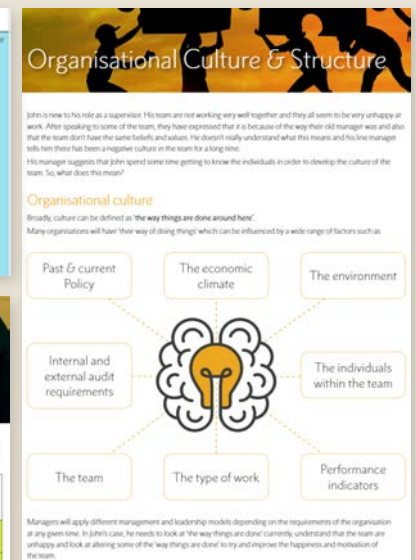
Dig Deeper:

Situational Leadership, Unconscious Bias and Inclusion.



The below is based on the manager looking at the average person in the team and the style they choose, is based on, as said earlier, the managers beliefs.

Theory X Managers What are the characteristics a Theory X manager would display? Continue the list.	Theory Y Managers What are the characteristics a Theory Y manager display? Continue the list.
Issues deadlines and consequences of under performance.	Likely to have team brain-storming sessions to invite ideas.
Operates a 'blame' culture to find culprits.	Leaves the team to it.



Communication

Covered:

- Communication Methods
- Challenging Conversations
- Chairing Meetings
- Raising Concerns
- Presentation Skills
- Constructive Feedback and Active Listening

Dig Deeper:

Using Technology to Communicate, Empathic Listening and Effective Questioning



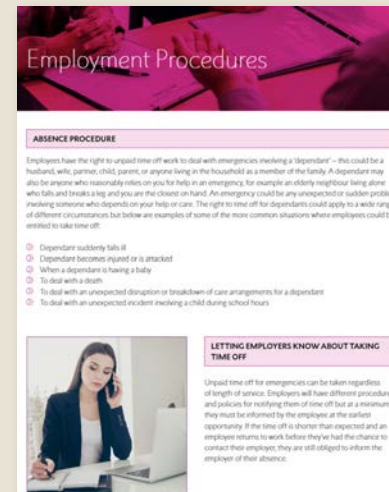
Managing performance

Covered:

- HR Systems and Legal Requirements
- Absence Management
- Setting Goals and Objectives
- Conducting Performance Reviews
- Coaching to Support and Improve Performance
- Recognising Achievement and Good Behaviour

Dig Deeper:

Objective Setting and Coaching to Support and Improve Performance



Employment Procedures

ABSENCE PROCEDURE

Employers have the right to unpaid time off work to deal with emergencies involving a 'dependant' - this could be a husband, wife, partner, child, parent, or anyone living in the household as a member of the family. A dependant may also be anyone who reasonably relies on you for help in an emergency, for example an elderly neighbour living alone who falls and breaks a leg and you are the closest on hand. An emergency could be any unexpected or sudden problem involving someone who depends on your help or care. The right to time off for dependants could apply to a wide range of different circumstances but below are examples of some of the more common situations where employees could be entitled to take time off:

- Dependant suddenly falls ill
- Dependant becomes injured or is attacked
- When a dependant is having a baby
- To deal with a death
- To deal with an unexpected disruption or breakdown of care arrangements for a dependant
- To deal with an unexpected incident involving a child during school hours

LETTING EMPLOYERS KNOW ABOUT TAKING TIME OFF

Unpaid time off for emergencies can be taken regardless of length of service. Employees will have different procedures and policies for notifying them of time off but at a minimum they must be informed by the employee at the earliest opportunity. If the time off is shorter than expected and an employee returns to work before they've had the chance to contact their employer, they are still obliged to inform the employer of their absence.



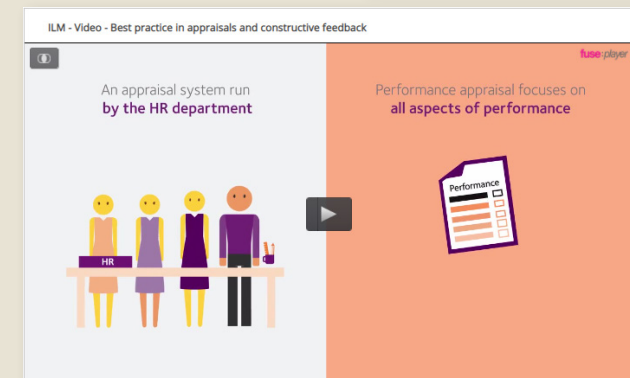
LEADERSHIP & MANAGEMENT WHAT TO DO NOW

lifetime

Detail how you might carry out their coaching session

How might you apply the GROW model in this situation?

Goal	Reality	Options	Way forward



ILM - Video - Best practice in appraisals and constructive feedback

An appraisal system run by the HR department

Performance appraisal focuses on all aspects of performance

HR

Performance

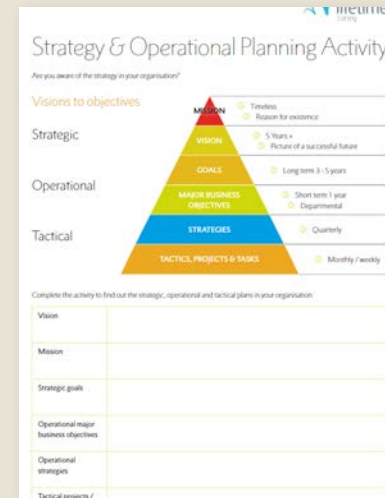
Planning the operational plan

Covered:

- Vision, Mission, Strategy and Objectives
- Strategy and Operational Planning
- Problem Solving Techniques
- Decision Making Techniques
- Collating and Analysing Data to Support Decision Making

Dig Deeper:

Problem Solving Techniques and Values and Behaviours.



Organisations Visions, Values & Mission Statements

Many organisations will have a vision and values as well as a mission statement but what is the difference and what do they do?

Business Dictionary.com quotes the following definitions:

Vision Statement
An aspirational description of what an organization would like to achieve or accomplish in the mid-term or long-term future. It is intended to serve as a clear guide for choosing current and future courses of action.

Vision Statement Example
Outlook: A just world without poverty.
Save the Children: A world in which every child attains the right to survival, protection, development and participation.

Mission Statement
Is a written declaration of an organization's core purpose and focus that normally remains unchanged over time.

Mission Statement Example
Outlook: To create lasting solutions to poverty, hunger, and social injustice.
Save the Children: To inspire breakthroughs in the way the world treats children and to achieve immediate and lasting change in their lives.

A mission is different from a vision, compare the two examples.



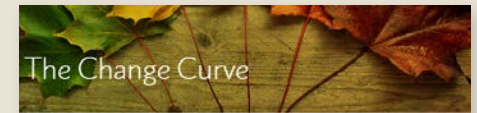
Implementing the operational plan

Covered:

- Understanding and Managing Change
- Implementing Operational Plans
- Managing Resources
- Monitoring Operational Plans
- Data and Information Management
- Technologies in Business
- Social Media in Business

Dig Deeper:

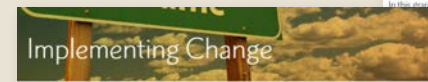
Understanding and Managing Change.



Change often involves a shift away from the safety of our comfort zone. As humans we enjoy routine, but can be thrown when this routine is threatened and we need to change. This is true at work and in our personal lives.

The role of leadership in change is crucial. The leader can put together a reliable group of people to lead the change under their direction - the leader cannot bring about the whole change by themselves and the supporters must believe in the leader's ability to lead the change successfully. Therefore, change relies on the ability of the leader to gain the engagement of the team in order for the change to be successful.

In this machine we use what is commonly known as the change curve, you'll notice that the various stages of transition are highlighted along with some of the emotions people are likely to be experiencing along



HOW TO IMPLEMENT CHANGE WITHIN A TEAM
In order to manage change effectively within your team, you have to utilise various skills to ensure you gain engagement from all stakeholders throughout the process.

PLANNING

The first thing to consider when planning a change is: what do you want to achieve with this change? By asking yourself this question you will be able to formulate a plan that explains the change and the steps needed to achieve it with clearly defined milestones. To make sure everyone focuses on the required outcomes, and to provide a measure of success, the plan should include SMART objectives (Specific, Measurable, Achievable, Realistic, Time bound). Examples can include:

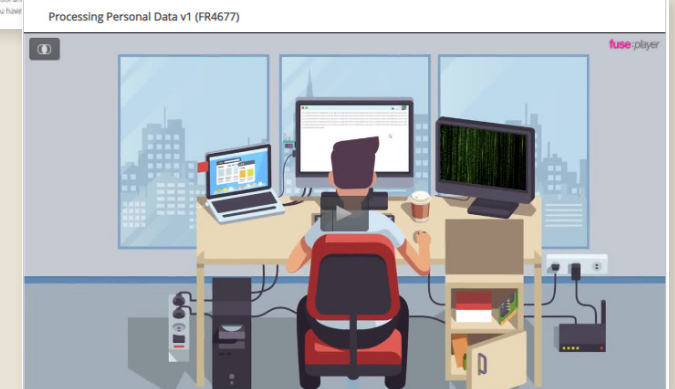
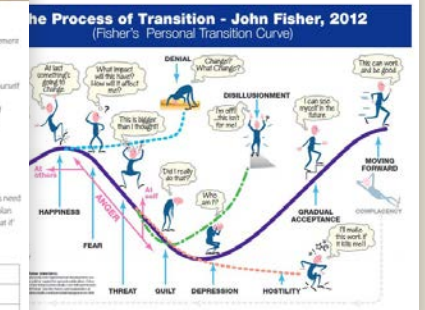
- To increase market value and total assets by at least 30% in the next five years.
- To make acquisitions of new businesses to keep growing - aiming at 10% growth per year.
- To significantly increase sales per employee from £70,000 to £300,000.

Your plan will then need to consider the what you will do to implement the change. Clear roles and responsibilities need to be established for how the change will be achieved, that is, who is going to do what, when, why, and how. This plan needs to be flexible enough to account for unforeseen circumstances, ideally providing contingency plans for 'what if' scenarios so it can be referred to when things don't go to plan.

A simple change implementation plan may look similar to the diagram below:

Start date						
End date						
Overview of the change being implemented						
Action	Responsible person	Target completion date	Expected hours to complete	Contingency plan	Actual completion	Actual hours to complete

It is then important to consider the stages of the change and what will occur at each stage using a tool such as Kotter's 8 Steps. By reflecting on an appropriate tool and having considered all elements and that you have



Building relationships

Covered:

- Stakeholder Mapping
- Managing Conflict
- Emotional Intelligence and Stakeholder Relationships
- Negotiating and Influencing Skills
- Customer Relationships
- Facilitating Cross Team Working
- Building Trust with the Team

Dig Deeper:

Negotiation and Influencing.

LEADERSHIP & MANAGEMENT STAKEHOLDER RANKING

Stakeholder Ranking Activity

Think about your business operation and identify 4 – 6 stakeholders.
Using the Power matrix as a guide complete the table below ranking your stakeholders.

Degree of interest X Degree of influence = Overall stakeholder score. Stakeholder ranking is the order of the scores (lowest to highest).

Stakeholder	Degree of Interest (1 low – 4 high)	Degree of Influence (1 low – 10 high)	Overall Score	Stakeholder Ranking

Building Trust With & Across Teams

There are some roles and professions where trust is critical.
For instance, can you imagine being a firefighter, and not being able to trust other firefighters on your team?
Or, a doctor, and not being able to trust certain nurses or physicians in the emergency room?

This need to be able to trust the people they work with. Without that trust, lives can, and are, at risk.

When you work with and do business with, you can work together seamlessly. You're more likely to take worthwhile risks, and you can work securely, knowing that your co-workers will support them.

For example, Rousseau, Sim Sakin, Ronald Burt, and Colin Cameron, trust in the workplace is a logical state in a team that is characterised by an acceptance of vulnerability based on the behaviours of others within the team.

When an individual only feels trust towards others, when they know that others will support them when the individual feels vulnerable. This applies to all relationships, for example with your colleagues, your clients and your suppliers.

TOP TIPS to achieve great interpersonal skills

- Discover how to listen
- Choose your words
- Treat everyone fairly
- Maintain a positive attitude
- Share your ideas

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Evaluating the operational plan

Covered:

- Evaluating Operational Plans
- Collating and Analysing
- Presenting Data
- Writing Reports

Dig Deeper:

Evaluating Operational Plans.

Figure 4 - Example of a Bar Chart



Analysing Data - Activity

Can you work out what the data means? Follow the worked example to help you. Identify a work based issue you would like to know more about:

Example: I would like to know more about the types of customers that visit our supermarket so I know who we should target our marketing towards.

What are your ideas (hypothesis) about this issue?

Example:

1. The customers are aged between 30 and 50
2. Most customers are female
3. Most of them are employed full time
4. Most of them have children

1.

2.

3.

4.

Evaluating the Effectiveness of Operational Plans

It is important that you, your team and your organisation learn from previous successes and failures. When an operational plan is first implemented, it is not necessarily going to become a permanent fixture of the organisation until its success has been reviewed and it has been confirmed that continuing operations in this way, will be beneficial to the organisation.

The evaluation should consist at the end of the 'pilot' phase, for example if it has been agreed the operational plan will at first run for six months, an evaluation should then be completed at this stage. It is then good practice to review this plan again, perhaps 12 months later to ensure it is still suitable and relevant to the operations and strategy of the business.

To conduct this evaluation, you need to consider the following:

1. How effectively has the implementation of this plan been managed?
2. Did we have the resources to effectively implement this plan?
3. If we didn't have the resources to implement effectively, what needs to be changed to improve this moving forward?
4. What issues arose during the implementation phase and what changes had to be made as a result?
5. Will these issues arise again, and if so how often and what can we do about them?
6. What have we learnt during the implementation of this plan?
7. What recommendations can be made from the period of time the plan has been implemented that will help us to do better moving forward?

Planning a project

Covered:

- Project Lifecycle
- Project Roles
- Project Initiation
- Project Risks
- Project Scheduling

Project Initiation Checklist

Use the checklist below when writing your Project Initiation Document to ensure you have included all elements.

PID Item	Check When Complete
Section 1: What is the project all about?	
Project title:	
Background	
Purpose	
Objectives (and how they will be measured)	
Project Scope	
Exclusions From Scope	
Deliverables (including dates of completion)	
Constraints	
Assumptions	
Section 2: Why should this project go ahead?	
Business case: Project benefits: Options Cost and timescale Cost / benefit analysis	
Risk analysis: Risk identification Risk prevention Risk management Risk monitoring	

Project Roles

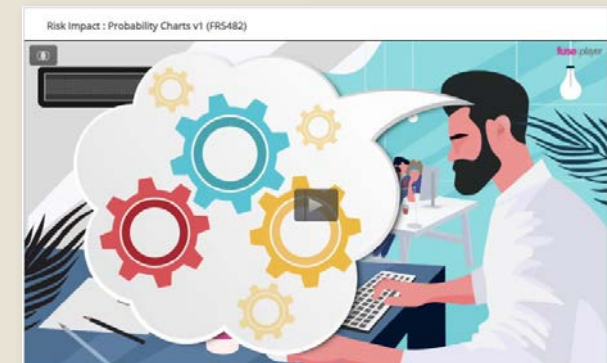
Dependent on the size of the project you are dealing with, will depend on the number of people involved. Often, complex projects have a large number of people in different roles, all with different power and interest in the project - these people are your stakeholders. Typically the roles in a project are:

Leader
The project leader or manager is mainly responsible for leading the project team through the project management process. They are responsible for gaining approval for the project to go ahead and then conduct the planning stage of the process through being accountable for the project as a whole. They will need to demonstrate to stakeholders that the project is progressing, meeting the required outcomes and that any issues are being addressed.

Team Members
Project team members are critical to the success of the project as they will have been allocated certain tasks and responsibilities in order for the project to be fulfilled. They will often provide technical expertise to certain areas of the project and help to provide ideas as to how the project can be successfully delivered. They will report into the leader as to their progress on the work they are responsible for.

Customer
The majority of projects are put in place to satisfy the needs of a customer, whether this is an internal or external customer. For example, you may be working on a project to launch a new product in your business, your internal customer might be the marketing department who promote the item and your external customer might be the general public who will purchase the product. Consulting with these customers is key to project success as they will provide the team with a clear picture of what is required, advise of any changes to be made and provide feedback along the way of its success.

Sponsor
The project sponsor is normally the leader's manager or another senior person within the organisation. This stakeholder is responsible for initiating the project as they will ensure that the project will satisfy the needs of the business and its customers, without this connection, starting a project can be risky. They will often select the project leader and monitor that the overall direction and objectives of the project are being achieved. They will often support the leader in ensuring they have the required resources to fulfil the project and aid in addressing any obstacles that the project faces.



Implementing and evaluating a project

Covered:

- Managing Project Resources
- Stakeholder Communication
- Project Issues
- Evaluating Projects
- Project Monitoring and Control

Dig Deeper:

Managing Project Resources.

Post-Implementation Reviews



Olivia has been implementing a project in her workplace, implementing a new stock control system.

The project has now finished however, completing the project is not the same as ending the project management process. Olivia needs to ensure that the project set out to do what was intended. The objective was not to just simply implement a new stock control system, but to address the business need of reducing stock waste in the business. Whether or not this has been achieved, will tell Olivia whether the project has been a success, not just simply completing the project.

To make sure a project has achieved its intended benefits, it is important to complete a Post Implementation Review (PIR) to find out whether the project solved the problem it was meant to address, whether further benefits can be gained and what lessons can be learned that can be applied to future projects.

The PIR Process

LEADERSHIP & MANAGEMENT PROJECT BUDGET TEMPLATE

Project Budget Template

PROJECT BUDGET				Project Name
Project staff costs (Variable)				Totals
Person	Unit cost	Units	Total	
Total project staff costs				
Other project variable costs				
Item	Unit cost	Units	Total	



ilar project will be worked on in the future, therefore it is sensible here any mistakes aren't repeated in the future. The time spent on our improvement within the business, therefore it is important for the business and to see whether any additional benefit can be.

he project has been delivered, so for example in Olivia's case, once months, she will be able to assess. By carrying out in members that



Lifetime Top Tip!



When dealing with various stakeholders, it is important that you remember that you may be communicating with people with different cultures. Communication, such as hand signals can have different meanings and some, can be highly offensive!

- Watch the **video** below to find out more about different gestures and cultural norms and consider these when communicating with your various stakeholders.



Finance

Covered:

- Value of Money
- Budget Setting
- Components of a Budget
- Managing and Monitoring Budgets
- Organisational Governance and Compliance
- Financial Forecast

Dig Deeper:

Financial Terminology.

COMPONENTS OF A BUDGET ACTIVITY

ACTIVITY: INCOME & EXPENDITURE BUDGET

You are working for a charity and the annual budget needs to be drawn-up. Using the data provided, complete the budget.

	YEAR 1	YEAR 2
INCOME		
Sales		
Donations		
Total		
EXPENSES		
Fixed		
Rent		
Rates		
Insurance		
Variable		
Wages		
Volunteer Payments		
Total		

YEAR 1

Staff Costs - 2 part time workers get £3,000 in wage and the business makes volunteer payments of £5.50 to 30 trustees once per month. The business pays £2 per day expenses to a volunteer who trains 20 days per month for 6 months beginning in September.

Office Costs - Stationery £200, Postage £180, Telephone £240.

Advertising and Promotion - The project advertises monthly in a local newspaper costing £20 per month. It holds an Open Day each year with a budget of £200.

Organisational Governance and Compliance (TL3)



In Nula's role, she needs to ensure that she adheres to organisational governance and compliance. Her organisation has a responsibility to its stakeholders to ensure it manages its finances following legislation and regulations in the UK. We have all seen examples on the news, of organisations being prosecuted for fraud, embezzlement and abuse of corporate funds. As a result, more recent years have seen governments update and introduce stricter corporate governance regulations.

Organisational governance is a framework which directs the organisation on what is expected of them to protect its relationship with stakeholders. The board of Nula's organisation will be responsible for making sure the organisation is properly managed to ensure the principles of good governance are applied.

Organisational compliance involves processes that are put in place to ensure that Nula and her colleagues conform to applicable laws and legislation and to prevent e.g. bribery, fraud and insider trading.

- Watch the video below for examples of organisational governance and compliance.



- Nula's role as a team leader is to ensure, that when she is managing budgets or dealing with financial matters, she abides by the compliance regulations and legislation laid out for the organisation. She will need expenditure, ensuring that records are set up and maintained to meet compliance and governance organisation may be subject to audits to provide stakeholder assurance.
- Read the **organisational governance and compliance handbook** to learn about how this organisation.
 - Then read the **monitoring income and expenditure handbook** to learn about the methods of governance and compliance requirements and how audits may occur in your workplace.
 - **Create your own document** to identify governance and compliance methods and record organisation, being sure to consider:
 - The sales channel e.g. in store and online
 - Governance e.g. National Fraud Authority
 - Methods of prevention e.g. identity checks

VALUE FOR MONEY

WHAT WILL A CUSTOMER CONSIDER AS VALUE FOR MONEY?

How do you define value: can you measure it? What are your products and services worth to customers? The concept of value is one of those things that is both simple and complex. Simple because it only has three components, complex because it can only be defined by the customer, and can include tangible and intangible concepts such as perceptions and opinions. Value is not always just about the price.

- 01 Understand that the first component of value is "utility".** It means that whatever you are delivering to your customer it should be fit for the purpose the customer will give to it. If it is a car wheel, the car should not go down.
- 02 The next component is "warranty".** It means that the goods or services that you deliver to your customer must be fit for use. They must be as available as the customer considers appropriate, provide the right capacity to meet the customer's demand, but as secure as the customer expects them to be and as continuous as is considered reasonable by the customer.
- 03 Strive to identify and overcome the barriers of the customer's perceptions.** Some customers will buy based on the perception of reliability, created through personal experiences and/or word of mouth. Some will focus on price.
- 04 The perceptions of the customer are what makes or breaks the transaction that exchanges value for money.** It boils down to finding out what the customer considers to be of value and convincing them that what you have for sale will deliver that value.
- 05 Pursue positive returns.** Where does money come into play in all this? The customer must perceive that the total value of the service is higher than its cost, and produces a positive return.

SECURING VALUE FOR MONEY AND THE BENEFITS

It is the aim of any business to continually assess opportunities to enhance services to customers and actively involve employees and customers to achieve value for money. Businesses should continually look for the best value for money by sourcing the best resources at the best price. They should always be looking for ways to make their services work more efficiently and effectively. Through creating and delivering value, organisations can develop customer satisfaction which is a great benefit to the customer but also to the business as this will encourage them to return back, which generates sales and adds to profitability.

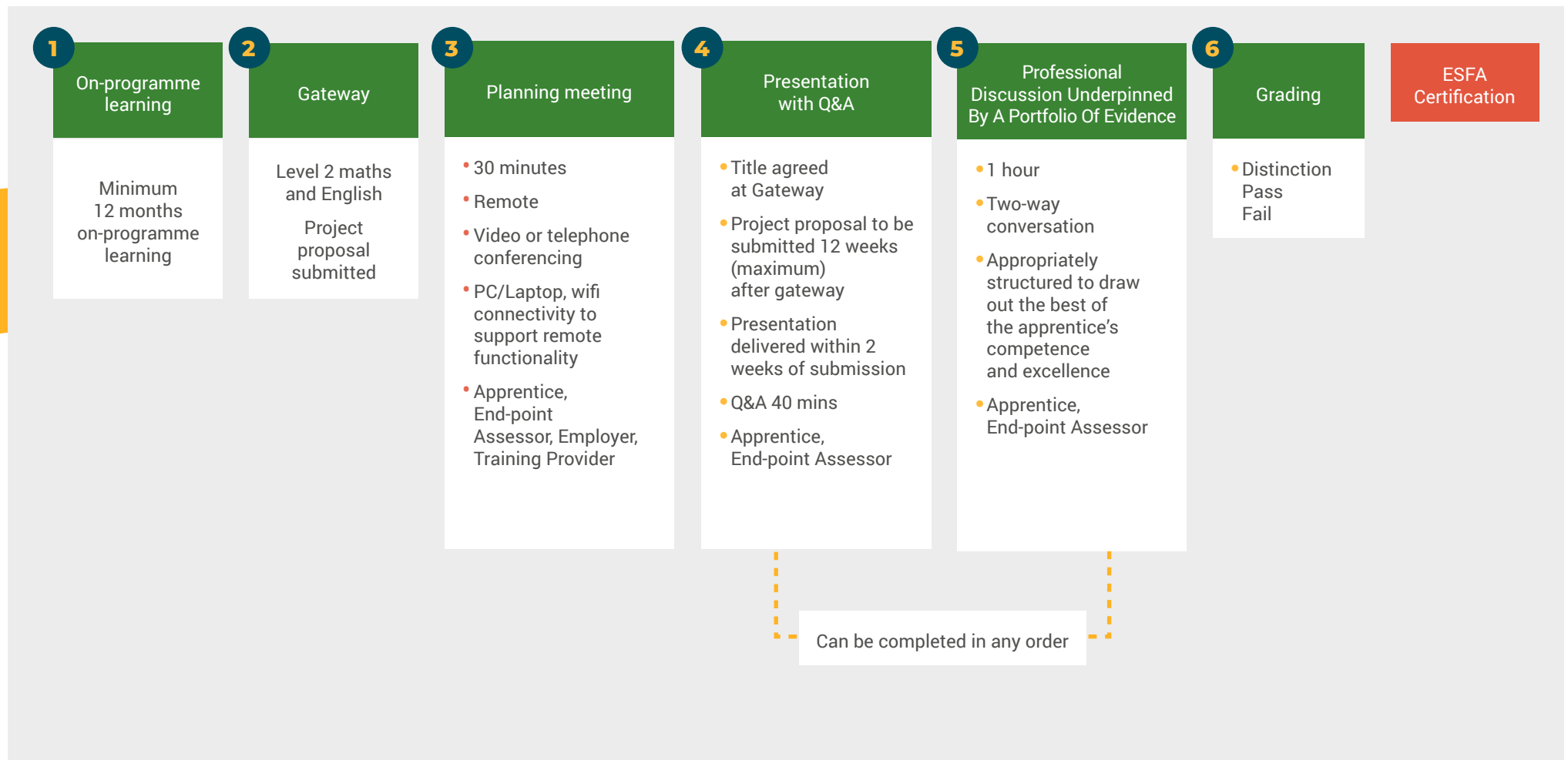
Benefits

Lower costs - better value for customers - happy customers - more sales - profitability

End-point Assessment (EPA)



End-point Assessment Journey





Thanks for your time.



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