Junior Division Centre Captains Warfare Course (CWC)

Completion Pack October 2024
Version 6
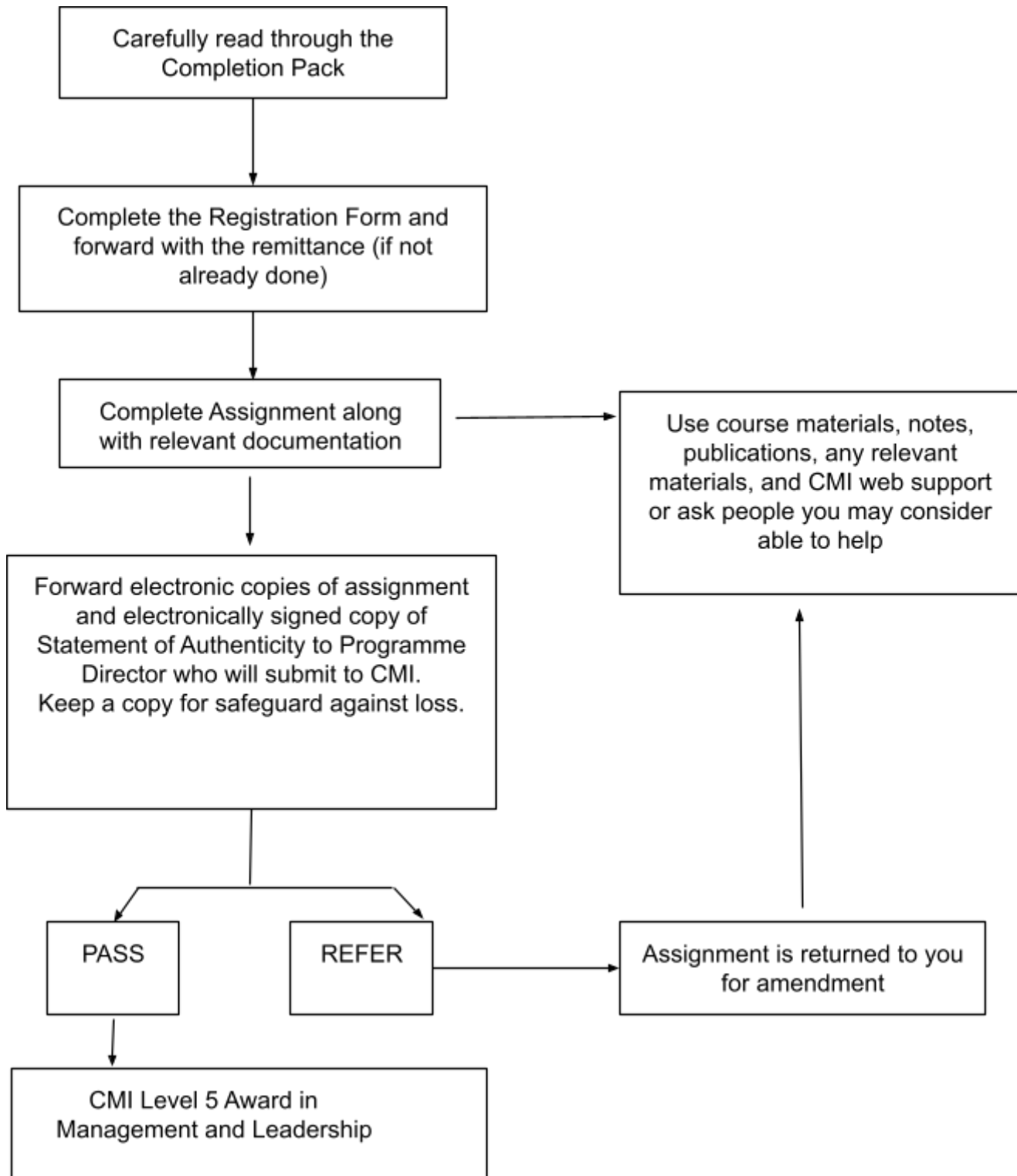
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CONTENTS

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┌─────────────────────────────┐
│  Carefully read through the │
│      Completion Pack        │
└─────────────────────────────┘
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┌─────────────────────────────┐
│ Complete the Registration   │
│ Form and forward with the   │
│ remittance (if not          │
│ already done)               │
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┌─────────────────────────────┐        ┌──────────────────────────────┐
│ Complete Assignment along   │───────▶│ Use course materials, notes, │
│ with relevant documentation │        │ publications, any relevant   │
└─────────────────────────────┘        │ materials, and CMI web       │
              │                         │ support or ask people you    │
              ▼                         │ may consider able to help    │
┌─────────────────────────────┐        └──────────────────────────────┘
│ Forward electronic copies   │                      ▲
│ of assignment and           │                      │
│ electronically signed copy  │                      │
│ of Statement of Authenticity│                      │
│ to Programme Director who   │                      │
│ will submit to CMI.         │                      │
│ Keep a copy for safeguard   │                      │
│ against loss.               │                      │
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│  PASS  │      │ REFER  │─────▶│ Assignment is returned to you│
└────────┘      └────────┘      │ for amendment                │
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┌─────────────────────────────┐
│ CMI Level 5 Award in        │
│ Management and Leadership   │
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The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the CMI Level 5 Award in Management and Leadership Qualification.

- The CMI Level 5 Award in Management and Leadership comprises one of the following units (501 or 526 that total to the minimum of 40 TQT/minimum of 4 credits.

To acquire the CMI Level 5 Award in Management and Leadership, you must complete and submit one of the following assignments (501 or 526), comprising a number of tasks, and contained in this completion pack.

The qualifications are immediately transferable to, and acknowledged by, the civilian business world as a benchmark qualification expected for a management position. The qualifications are commended to all students as an extremely valuable addition to your in-service qualifications.

Qualification Registration Duration

Qualification Structure	Period of Registration
Award	Up to 12 Months
Certificate	Up to 36 Months
Diploma	Up to 36 Months
Extended Diploma	Up to 36 Months

It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

There are no refunds for lapsed candidates.

SUPPORT FOR GAINING CMI QUALIFICATIONS

This CMI qualification Completion Pack provides you with the support information you need for the External Assignment.

For the duration of your qualification programme you receive complimentary 'Affiliate Membership' of CMI, enabling you to access a wide range of support material on the CMI website and ManagementDirect. If you are already a member you cannot claim a refund of membership fees.

NOTE: If you have not previously registered on the CMI Website you now need to do so using the information contained in your CMI Welcome Letter.

We ask where possible for you to access on personal devices and networks to prevent any issues with MOD security and firewalls.

How do I get started and access my learning resources?
1. Click here to set your password
2. Follow the on-screen instructions
3. Click here to access ManagementDirect
4. Username is the email as registered with CMI

Once logged in to ManagementDirect, use the following steps to access support for:

Unit 501 or Unit 526
● Opening Screen - Click on Qualification Support* for Level 5 Award in Managing Equality, Diversity and Inclusion.
● Next Screen - Click View Qualification
● Next Screen - Scroll to find Unit 501 or 526
● Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

Between the LOs there are links to 'View Resources'. By 'clicking' these open you will find comprehensive support for the appropriate LO. Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

*If you do not have a link to Qualification Support please contact the team (see below)

Unsure about anything?
Please contact CMI on: +44 (0) 1536 207496 during office hours (0900-1700 hours Monday to Friday), or
mod.qualifications@managers.org.uk

UNIT COMPLETION REQUIREMENTS

You are required to complete one unit assignment to obtain the 'standalone' Level 5 Award in Management and Leadership.

Guidance on completing the assignment and submitting your work to CMI are on the following pages. You are also encouraged to submit a reflective statement of no more than 300 words (in addition to the assignment word count) describing the value and knowledge gained from undertaking the assignment. This statement will not be assessed; however it encourages you to review the value and application of your learning.

CMI Level 5 Award in Management and Leadership	Credits	Actions
Unit 501 - Principles of Management and Leadership in an Organisational Context	7	● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 526 - Principles of Leadership Practice	8	

QUALIFICATION REGISTRATION

If you have not already done so, you need to register for the qualification. The registration form must be accompanied with a copy of the relevant section of your end of course certificate (i.e. JPA print out), and the requisite remittance (cheque or credit/debit card details). Send this to the CMI at the address shown on the form.

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Award in Management & Leadership

Submission directly to CMI Marking Services

Once you have completed all assignments, you must forward them, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to ea.marking@managers.org.uk

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs_P123456_Unit_number_submission number.

You are strongly advised to keep a copy of your assignment to safeguard against loss; your assignment will not be returned to you but will be destroyed by safe and confidential means.

Please note that CMI does offer a paper based assessment service for learners who are unable to provide an electronic copy. Post the assignment along with your signed Statement of Authenticity to:

External Assignments/MOD,
Awarding Body,
Management House,
Cottingham Road,

Corby,
Northamptonshire NN17 1TT.

PASS: If a pass is achieved, the Institute will issue you with your qualification certification and your units / credit certificate along with an offer of graded membership of the Chartered Management Institute. This level of membership may be lower than that offered by the MOD guaranteed membership scheme – you can opt for either.

REFERRAL: If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed two further re-submissions.

Following two Referrals for your assignment, a Resubmission Fee of £20 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact ea.marking@managers.org.uk or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

CMI provides a comprehensive external quality assessment service. Currently all units within the Management and Leadership qualifications from Level 2 to 7 have an assignment brief available.

CMI provides a six week service level on all assignments received.

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

All work must be submitted in a single electronic document (.doc file). The document must be marked with your full name, P number and unit number. Electronic assignments should be sent to ea.marking@managers.org.uk

Please note CMI do offer a paper based assignment service for learners that are unable to provide an electronic copy only. Please post the assignment to External Assignments, Awarding Body, Management House, Cottingham Road, Corby, Northamptonshire, NN17 1TT.

The assignment should be your own work and not direct copies of theories or models. Any models described and other quotes used must be properly attributed and referenced as appropriate. Learners must acknowledge or reference any sources that have been used to complete the assignment, listing reference material and web sites used, appendices must not be included.

Learners are encouraged to produce a reflective statement of no more than 300 words (which does not count towards the final word count), describing the value and knowledge gained from undertaking this assignment. The reflective statement is not assessed; however it encourages you to review the value and application of your learning.

PLAGIARISM & COLLUSION

In submitting the assignment the learner must complete a statement of authenticity (included in the Completion Pack) confirming that the work submitted for all tasks is their own and does not contravene CMI policies including word count and plagiarism.

Academic offences, including plagiarism and collusion, are treated very seriously. Plagiarism involves

presenting work, excerpts, ideas or passages of another author without appropriate referencing and attribution. Collusion occurs when two or more learners submit work which is so alike in ideas, content, wording and/or structure that the similarity goes beyond what might have been mere coincidence. Plagiarism and collusion are very serious offences and any learner found to be copying another learner's work or quoting work from another source without recognising and disclosing that source will be penalised.

In submitting their assignment for the unit, and completing the relevant statement of authenticity, learners are confirming that the work submitted for all tasks is their own and does not contravene the CMI policies including word count, plagiarism and collusion. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

Learners found to be in breach of these regulations will be reported to the relevant CMI contact for deliberation. The learner will be notified in writing of the outcome of the investigation. In the event that a learner is found to have perpetrated malpractice, the learner will be withdrawn from his/her qualification immediately; fees will not be refunded, the relevant Regulatory Body will be informed and membership of the CMI will be withdrawn.

APPENDICES

Appendices should not be included. All use of tables, graphs, diagrams, Gantt charts and flowcharts should be incorporated into the main text of the assignment. Any published secondary information such as annual reports and company literature, should be referenced in the main text of the assignment but not included.

CONFIDENTIALITY

Where learners are using organisational information that deals with sensitive material or issues, they must seek the advice and permission from that organisation about its inclusion in an assignment. Where confidentiality is an issue, studying members are advised to anonymise their assignment so that it cannot be attributed to that particular organisation.

WORD COUNT POLICY

In total, it is required that your assignment should be between 3500-4000 words. Learners must comply with the required word count, within a margin of +10%.These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

Where a learner's work has contravened the word count policy, it will be reviewed by the Marker and Lead Moderator before a final decision is made.

REFERENCING & PROFESSIONALISM

A professional approach to work is expected from all learners. Learners must therefore identify and acknowledge ALL sources/methodologies/applications used. The learner must use an appropriate referencing system to achieve this. Whilst marks are not awarded for the use of English, the learner must express ideas clearly, succinctly, and ensure that appropriate terminology is used to convey accuracy in meaning.

The external assignment is set and assessed by the Chartered Management Institute. It is designed to assess your achievement of all the Learning Outcomes and associated assessment criteria in the relevant unit of the qualification you are undertaking.

You should make sure that you plan your work carefully, to ensure that you cover all the requirements of the assignment, and complete it within the time limit specified.

Your statements, in answer to the tasks, need to be prefixed with the specific task number and unit title. This will help you keep on track and should ensure you address the details. Work submitted without a task prefix will be returned unmarked. Your statements should not be just a description of workplace activities but should include what you have learned from your programme of study. In other words you need to show how you can relate what you have learned to day-to-day management activities.

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, learner number, the unit number, Defence Leadership Centre - SIL and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

If your assignment is assessed as referred, notification will be sent to you with an indication of the areas to be addressed. You may resubmit an assignment on a further two occasions during your period of registration as a CMI learner.

If there is anything in these instructions or in the assignment itself which you do not understand, please seek guidance from CMI by phone on 01536 207496.

UNIT 501

Assignment Brief: Principles of Management and Leadership in an Organisational Context

Click here to download the Assignment Brief.
Click here to download the Evidence Booklet.

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 501: Principles of Management and Leadership in an Organisational Context**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 501** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 501** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.

Completing the evidence booklet

- The evidence booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the evidence booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 5 in Management and Leadership syllabus.

INTRODUCING ASSESSMENT BRIEF CMI 501

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

Assessment brief **CMI 501** has been designed to enable learners to evidence their ability to understand the impact of an organisation's structure and governance on management and leadership. Learners will evidence how theoretical models, management and leadership approaches and styles can be applied in work settings. They will review the knowledge, skills and behaviours to be effective in the role and propose how a culture of mutual trust, respect and support can be developed in teams.

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 501** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1 Write a **report** entitled: *The principles of management and leadership within an organisational context*	LO1 Understand factors which impact on an organisation's internal environment	1.1 Examine the **impact** of **legal status** on the governance of an organisation	Approx. 2800 words
		1.2 Analyse the **purpose** of an organisation's mission and vision statements	
		1.3 Examine the impact of **organisational structures** on **management roles**	
		1.4 Discuss the impact of organisational values and ethics on management **decision making**	
	LO2 Understand the application of management and leadership theories	2.1 Evaluate the **relationship** between management and leadership	
		2.2 Analyse the impact of **management and leadership styles** on individuals and teams	
		2.3 Discuss the influence of **culture and values** on management and leadership styles	
		2.4 Examine how management and leadership styles are adapted in **different situations**	

2	Create a **profile** of a manager who has operational or departmental responsibilities	LO3 Understand the knowledge, skills and behaviours to be effective in a management and leadership role	3.1 Assess the **knowledge** and **skills** required for a management and leadership role	Approx. 750 words
			3.2 Evaluate the **factors** that impact on the selection of **communication techniques** required to be effective in a management and leadership role	
			3.3 Analyse the **behaviours** required to be effective in a management and leadership role	
3	Write a **proposal** for: *Building a culture of mutual trust, respect and support with teams and individuals.*	LO3 Understand the knowledge, skills and behaviours to be effective in a management and leadership role	3.4 Develop an approach for building a **culture of mutual trust, respect and support** with teams and individuals	Approx. 450 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief: an introduction to a job role, organisation or department, index or contents pages, headings and subheadings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

THE PRINCIPLES OF MANAGEMENT AND LEADERSHIP WITHIN AN ORGANISATIONAL CONTEXT

Understanding the principles of management and leadership within an organisational context is dependent on many factors. Managers need to have a thorough understanding of an organisation's internal environment (such as its legal status, structure, management roles, mission and vision and values and ethics). These factors influence organisational governance and management decision making. Once this is understood managers then need to be able to apply relevant leadership and management theories to different contexts and situations.

A manager who has an in-depth understanding of the principles of management and leadership will have the knowledge to lead and manage individuals, teams and projects in a variety of organisational settings.

TASK 1

You are required to write a **report** entitled *'The principles of management and leadership within an organisational context'*. This must be presented in **TWO (2)** sections.

A.   The factors which impact on an organisation's internal environment

To complete this section of the report you are required to:
i. Examine how the **legal status** of an organisation **impacts** on the way it is governed (AC1.1)
ii. Examine how different **organisational structures** impact on **management roles** (AC1.3)
iii. Analyse the **purpose** of an organisation's mission and vision statements (AC1.2)
iv. Discuss the impact of organisational values and ethics on management **decision making** (AC1.4)

B. The application of management and leadership theories in an organisational context

To complete this section of the report, you are required to:
i. Evaluate the **relationship** between management and leadership (AC2.1)
ii. Analyse how the use of different **management and leadership styles** impact on individuals and teams
     (AC2.2)
iii. Discuss the influence of **culture and values** on the selection of management and leadership styles (AC2.3)
iv. Examine how management and leadership styles can be adapted in **different situations** (AC2.4)

Guidance for completion of Task 1

- *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*

- *Your discussion should be underpinned with relevant theoretical principles.*

- *You may include good practice examples from an organisation you know well or have researched.*

- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

THE KNOWLEDGE, SKILLS AND BEHAVIOURS TO BE EFFECTIVE IN A MANAGEMENT AND LEADERSHIP ROLE

What makes a truly effective manager? Extensive research has been undertaken to identify the knowledge, skills and behaviours required by a manager to be effective in the role. When the requirements of a leader and manager are formally stipulated (e.g. within national occupational standards/apprenticeship standards and role specifications) this enables the performance of individual managers to be appraised. It also sets the standard for those aspiring to enter the management and leadership profession.

TASK 2

As part of the organisation's strategy to develop a talent management programme, you are required to create a **profile** of a manager who has operational or departmental responsibilities. The aim of the profile is to present the knowledge, skills and behaviours required to be effective in the management and leadership role.

To complete the **profile** you are required to:
i. Assess the essential **knowledge** and **skills** required for a management and leadership role (AC3.1)
ii. Evaluate **factors** which impact on the selection of **communication techniques** required to be effective
     in a management and leadership role (AC3.2)
iii. Analyse the core **behaviours** required to be effective in a management and leadership role (AC3.3)

Guidance for completion of Task 2

- *Consider how the profile of a manager will be presented. You may present the profile in a format of your choice (i.e. narrative, table, report, or article).*

- *In preparation to complete this task, take time to reflect on the knowledge, skills and behaviours that are the hallmark of an effective manager. Consider your own management experience or the experience of being managed by others.*

- *Undertake independent research on the knowledge and skills required for managers and leaders operating at this level within different occupational areas or types of organisation.*

- *You are **not required** to include every knowledge, skill, and behaviour and communication technique in the profile of a manager you develop. You should focus on those you feel are essential to the role.*

- *The profile must include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*

- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

BUILDING A CULTURE OF MUTUAL TRUST, RESPECT AND SUPPORT WITH TEAM

The application of knowledge, skills and behaviours can enable a manager to build a culture of mutual trust, respect and support with others. The approach taken by the manager to achieve this goal is dependent on having an in-depth understanding of the organisation, individuals and teams that are managed.

SCENARIO

A staff welfare survey has been undertaken in your organisation. Whilst staff were pleased by the range of staff benefits that were offered to them, the survey highlighted the following areas for concern:

i.   *Respondents felt there was a lack of trust and respect between themselves and management.*
ii. *Inappropriate speech and behaviour was failing to be recognised or managed effectively.*
iii. *Support given by managers was inconsistent. Concerns were raised about the level of micro-management used when they felt "competently able to get on with the job".*
iv. *Respondents complained of a lack of support in their work role in relation to information sharing, problem solving, and encouragement to pursue development/career opportunities.*
v.   *Not all respondents felt able to raise personal or work concerns or issues with their manager.*

A quality improvement group has been formed to review these findings. You have been asked to develop an approach for building a culture of mutual trust, respect and support with teams and individuals which will be used as a basis of discussion at the next meeting.

TASK 3

Basing your response on the scenario or an organisation you know well or have researched:

Write a **proposal** which outlines how you would develop an approach for building a **culture of mutual trust, respect and support** with teams and individuals. (AC3.4)

Guidance for completion of Task 3

- *Choose the basis your proposal. This may be based on the scenario given above or a team from an organisation you know well or have researched.*

- *The proposal may be presented in a format of your choice (i.e. narrative, report, table).*

- *You are encouraged to consider the use of good practice examples from an organisation you know well or have researched.*

- *You may include reference to relevant theoretical principles/models/frameworks as appropriate.*

- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

ASSESSMENT GUIDANCE

Refer	Pass
- The submission is incomplete - Tasks are incomplete - Not all assessment criteria have been met - No examples are used or the examples given do not match the requirements of the assessment criteria - Evidence is - Unclear - Technically incorrect or inaccurate - Biased - Unprofessional language - Poorly structured and presented - Ideas are underdeveloped - Lacks sufficient detail to show understanding of the topic - The application of concepts, models and theories to the management and leadership role or workplace is unclear - Evidence is not directly attributable to the learner - External sources of information are not acknowledged - Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and is not current (within 5 years)	- All tasks have been completed - All assessment criteria have been met - Examples given are well chosen and match the requirements of the assessment criteria - Evidence is - Well written and presented - Contains a breadth of examples - Accurate - Current (e.g. use of up to date legislation) - Authentic - Inclusive - Coherent - Credible - Technically correct - Evidence shows an understanding of different perspectives - Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace - Evidence used from external sources has been correctly referenced - Evidence is directly attributable to the learner - Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and is current (within 5 years)

Click here to download the Assignment Brief.
Click here to download the Evidence Booklet.

Each task in this assessment booklet has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 526: Principles of Leadership Practice**.
Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 526** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 526** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.

Completing the evidence booklet

- The evidence booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the evidence booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The evidence booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The evidence booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 5 in Management and Leadership syllabus.

INTRODUCING ASSESSMENT BRIEF CMI 526

Assessment brief **CMI 526** has been designed to develop managers' understanding of ethical leadership and the impact of culture and values on leadership. Managers will examine leadership models and the concept of empowerment, with consideration of techniques and methods for leading others.

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 526** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write an **account** on leadership practice in an organisation	LO1 Understand leadership practice in an organisation	1.1 Examine leadership **practices** within organisations	Approx. 1300 words
			1.2 Evaluate the use of **theoretical approaches** to responsible leadership	
			1.3 Analyse the impact of **internal** and **external** factors on leadership practice	
2	Write an **account** on leadership styles	LO2 Understand leadership styles	2.1 Examine the **relationship** between management and leadership	Approx. 1000 words
			2.2 Evaluate **leadership styles**	
3	Write a **report** entitled: *The impact of leadership within organisations*	LO3 Understand the impact of leadership within organisations	3.1 Evaluate how leadership **supports** the achievement of organisational objectives	Approx. 1700 words
			3.2 Analyse the concept of **empowerment and trust** in leading others	
			3.3 Examine **techniques** for creating a cohesive team	
			3.4 Assess the need to adapt leadership approaches to meet **changing needs**	

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 5. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserve the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief: an introduction to a job role, organisation or department, index or contents pages, headings and sub headings, diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

LEADERSHIP PRACTICE IN AN ORGANISATION

Effective leadership practice is required to support individuals and teams. Whilst it has many characteristics, it needs to be resilient, able to respond to internal and external factors, all of which have the ability to impact on the leader's success.

TASK 1

Using examples, write an **account** on leadership practice in an organisation. The account must:

    i. Examine leadership **practices** within organisations (AC1.1)

    ii. Evaluate the use of **TWO (2) theoretical approaches** to responsible leadership (AC1.2)

    iii. Analyse the impact of **TWO (2) internal** and **TWO (2) external** factors on leadership practice (AC1.3)

Guidance for completion of Task 1
Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.   *You are encouraged to consider the use of good practice examples from an organisation you know well or have researched.*   *You are required to include reference to relevant theoretical principles or models where appropriate.*   *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

LEADERSHIP STYLES

There is much debate about the definitions for leadership and management, and the relationship between them. By understanding their relationship and the way leadership styles can be applied in a variety of contexts, a leader will be equipped with the knowledge to lead others in the workplace.

SCENARIO

You manage a department in a medium sized organisation. Following a successful year that has seen significant growth in sales, the organisation has ambitious plans to re-locate to a new business park (40 miles away from its current location).

A number of staff within your department have chosen not to re-locate with the organisation so there will be vacancies in your team.

The team members that have decided to move with the company are concerned about the re-location and how the new team will gel in time to achieve challenging targets.

You are responsible for the recruitment and selection of new staff and leading team members to be effective in their roles.

The objectives are for all departments to meet new operational targets within 3 months of the move.

TASK 2

Basing your response on the scenario, your own experience of leading individuals and teams or using well chosen examples from an organisation you know well or have researched:

Write an **account** which:

i.   Examines the **relationship** between management and leadership (AC2.1)

ii.   Evaluates **THREE (3) leadership styles** which can be used in organisations (AC2.2)

Guidance for completion of Task 2

- *Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*

- *You may base the account on the scenario or leadership within an organisation you know well or have researched.*

- *You are required to include reference to relevant theoretical principles or models where appropriate.*

- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

THE IMPACT OF LEADERSHIP WITHIN ORGANISATIONS

Leadership has the power to impact on the achievement of organisational objectives. It is essential for leaders to empower others, develop trust among those they manage and create cohesive teams which are adaptable to change.

TASK 3

Basing your response on the scenario, your own experience of leading individuals and teams or using well chosen examples from an organisation you know well or have researched:

You are required to write a **report** entitled *'The impact of leadership within organisations'.* The report must use examples to:

i.   Evaluate how leadership **supports** the achievement of organisational objectives (AC3.1)

ii.   Analyse the concept of **empowerment and trust** in leading others (AC3.2)

iii. Examine **THREE (3) techniques** for creating a cohesive team (AC3.3)

iv. Assess the need to adapt leadership approaches to meet **changing needs** (AC3.4)

Guidance for completion of Task 3

- *You may base your response on the scenario on page 4, your own experience of leadership within organisations or use well chosen examples from an organisation you know well or have researched.*

- *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*

- *You are required to include reference to relevant theoretical principles or models where appropriate.*

- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

ASSESSMENT GUIDANCE

Refer	Pass
- The submission is incomplete - Tasks are incomplete - Not all assessment criteria have been met - No examples are used or the examples given do not match the requirements of the assessment criteria - Evidence is - Unclear - Technically incorrect or inaccurate - Biased - Unprofessional language - Poorly structured and presented - Ideas are underdeveloped - Lacks sufficient detail to show understanding of the topic - The application of concepts, models and theories to the management and leadership role or workplace is unclear - Evidence is not directly attributable to the learner - External sources of information are not acknowledged - Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and is not current (within 5 years)	- All tasks have been completed - All assessment criteria have been met - Examples given are well chosen and match the requirements of the assessment criteria - Evidence is - Well written and presented - Contains a breadth of examples - Accurate - Current (e.g. use of up to date legislation) - Authentic - Inclusive - Coherent - Credible - Technically correct - Evidence shows an understanding of different perspectives - Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace - Evidence used from external sources has been correctly referenced - Evidence is directly attributable to the learner - Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and is current (within 5 years)

STATEMENT OF AUTHENTICITY

Click here to download the Statement of Authenticity form.

This statement must be completed and electronically attached to the completed assessment submitted to CMI. Any pieces of work that do not have this signed statement/declaration are inadmissible and will be returned to the Centre.

Section 1 -

Qualification Title	
Unit Number and Title	
Centre Name	
Learner Name	
Learner CMI Number	

I _____ confirm that the work submitted is my own and that I am the sole author of this completed assessment and Sections 1 & 2 of this form have been checked and completed before submission. I have referenced/acknowledged any sources of information and Artificial Intelligence (AI) tools used in the submission; in line with the Qualification Handbook, CMI's Assessment Guidance Policy and CMI's Plagiarism, Collusion and Artificial Intelligence (AI) Statement.

I consent to this assessment, or any extract from it, to be anonymised following which it may be used for assessment standardisation and, where appropriate, for the dissemination of good practice. The assessment will be kept in accordance with GDPR, if you have any concerns regarding this, please refer to our **Data Privacy Policy**	**Tick here to opt-out**	

Section 2 -

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.	

I understand that a false declaration is a form of malpractice.

Learner Signature*	
Date (DD/MM/YYYY)	

Please note electronic signatures are accepted

Ofqual unit number	L/616/3165
RQF level	5
Guided learning hours	25
Total unit time	70
Credits	7
Aims of unit	Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed. This unit has been designed for learners who want to develop or sharpen their professional edge and enhance personal effectiveness. Learners will evaluate the impact of an organisations structure and governance on management and leadership. They will explore theoretical models, management and leadership styles and approaches designed to promote a culture of mutual trust, respect and support.
Keywords	Knowledge, skills, behaviours, stakeholders, relationships, inclusivity, agility, organisational structure, culture, values.

Learning Outcome 1
Understand factors which impact on an organisation's internal environment

Assessment Criteria	
1.1	Examine the **impact** of **legal status** on the governance of an organisation

Indicative Content
1.1 **Legal status** may include but are not limited to legal structures/frameworks (e.g. sole traders, partnerships, corporations (government owned or privately owned), cooperatives, registered charity, not for profit, public limited company).

Impact refers to type and purpose of business, ownership (e.g. shareholders, investors), processes for ensuring authority, decision making and accountability. |

Assessment Criteria	
1.2	Analyse the **purpose** of an organisation's mission and vision statements

Indicative Content
Purpose refers to communicate organisational vision and goals and how these apply to the department and may include but is not limited to communicating organisation purpose and scope to stakeholders, guide strategy development, inform goals and objectives, influence organisational principles, behaviours and culture.

Assessment Criteria	
1.3	Examine the impact of **organisational structures** on **management roles**

Indicative Content
Organisational structures may include but are not limited to formal, informal, functional, matrix, mechanistic, organic, centralised, decentralised, flat, tall, virtual, dispersed.   **Management roles** may include but is not limited to responsibility, accountability, authority, autonomy, reporting structures, inter-dependences between functional areas (e.g. HR, finance, marketing, customer services and production), teams, colleagues, customers, suppliers, contractors, partnerships, communication, managing budgets and resources, procurement, input into strategic planning.

Assessment Criteria	
1.4	Discuss the impact of organisational values and ethics on management **decision making**

Indicative Content
Decision making may include but is not limited to decisions where there is no clear right or wrong answer, choices will impact product and service development, procurement, stakeholder relationships and communications, human resource management, approaches to sustainability and corporate social responsibility, Leading with Integrity (Blanchard, 2011).

Learning Outcome 2
Understand the application of management and leadership theories

Assessment Criteria	
2.1	Evaluate the **relationship** between management and leadership

Indicative Content
Relationship refers to the balance between the demands of management and the demands of leadership.

Assessment Criteria	
2.2	Analyse the impact of **management and leadership styles** on individuals and teams

Indicative Content
Management and leadership styles may include but are not limited to Managerial Grid (Blake and Mouton, c.1950s), Leadership Continuum (Tannenbaum and Schmidt, 1958), Situational Leadership (Hersey and Blanchard, 1969), Authentic Leadership (Goffee and Jones, 2011), Five Practices of Exemplary Leadership (Kouzes and Posner, 1987), Leadership Qualities (Bennis, 1989), Leadership Styles (Goleman, 1995), Action-Centred Leadership (Adair,1963).

Assessment Criteria	
2.3	Discuss the influence of **culture and values** on management and leadership styles

Indicative Content

Culture and values may include but are not limited to Gods of Management (Handy, 2009), Cultural Web (Johnson and Scholes, 1992), Cultural Dimensions (Hofstede, c.1970s), Organisational Culture and Leadership (Schein, 1985), Values Driven Leadership (Gentile, 2014), Higher Performing Teams (Calenso, 1997)

Assessment Criteria	
2.4	Examine how management and leadership styles can be adapted in **different situations**

Indicative Content
Different situations may include but are not limited to legal requirements, in response to health, safety, security risk, team size, maturity and competence, objectives (e.g. innovation, business growth and survival).

Learning Outcome 3
Understand the knowledge, skills and behaviours to be effective in a management and leadership role

Assessment Criteria	
3.1	Assess the **knowledge** and **skills** required for a management and leadership role

Indicative Content
Knowledge may include but is not limited to organisational and legal frameworks specific to area of work, specialist knowledge of a subject or field of work, technological knowledge, theoretical knowledge/understand different perspectives.   **Skills** refer to interpersonal skills, delegate and enable delivery through others, data, security and management and the effective use of technology in an organisation and use of time management and prioritisation techniques and tools and may include but are not limited to creating and delivering operational plans, managing projects, leading and managing teams, managing change (Moss Kanter, 1989), financial and resource management, talent management, coaching and mentoring.

Assessment Criteria	
3.2	Evaluate the **factors** that impact on the selection of **communication techniques** required to be effective in a management and leadership role

Indicative Content
Communication techniques refers to active listening, written (e.g. letters, memos, reports, newsletters, noticeboards), verbal (e.g. presentations, briefings and meetings), telephone calls, video conferencing, digital (e.g. intranet, emails, blogs, instant messaging, discussion forums, posts on social media sites, web chat, polls, avatars, skype, electronic forms, podcasts and webinars).   **Factors** refer to flexibility in communication style and may include but are not limited to purpose, sensitivity or confidentiality of the message, timeliness, size of audience, recipients' state of mind, need for two-way communication/engagement/consultation, qualitative/quantitative information, new/familiar information.

Assessment Criteria	
3.3	Analyse the **behaviours** required to be effective in a management and leadership role

Indicative Content
Behaviours refer to taking responsibility (drive to achieve, resilience and accountability, determination to manage difficult situations, seeks new opportunities); inclusivity (open, approachable, authentic, seeks views of others, values diversity); agility (flexibility, creativity, innovative, enterprising, seeking solutions to business needs, positive and adaptable, responds well to feedback and need for change, open to new ways of working); professionalism

(sets an example, is fair, consistent, impartial, open and honest, operates within organisational values and codes of practice).

Assessment Criteria	
3.4	Develop an approach for building a **culture of mutual trust, respect and support** with teams and individuals

Indicative Content
Culture of professionalism, mutual trust, respect and support may include but is not limited to leading people, clear focus, personal energy, self-belief, commitment, empowerment, trust, higher performing teams (Colenso, 1997), ABCD Trust Model (Blanchard, 2010), Five Dysfunctions of a Team (Lencioni, 2005), Leadership Qualities (Bennis, 1989).

Ofqual unit number	J/616/8817
RQF level	5
Guided learning hours	30
Total unit time	80
Credits	8
Aims of unit	The aim of this unit is to develop managers' understanding of ethical leadership and the impact of culture and values on leadership. Managers will examine leadership models and the concept of empowerment, with consideration of techniques and methods for leading others
Keywords	Culture and values, ethical and value-based leadership, external factors, leadership factors, different contexts, empowerment, leadership techniques, team cohesion, methods for inspiring others.

Learning Outcome 1
Understand leadership practice in an organisation
Assessment Criteria
1.1   Examine leadership **practices** within organisations
Indicative Content
Practices may include but not limited to the differing roles and responsibilities of leaders in organisations, distributed leadership, effective leadership, leadership development.
Assessment Criteria
1.2   Evaluate the use of **theoretical approaches** to responsible leadership
Indicative Content
Theoretical approaches may include but are not limited to Responsible Leadership (Maak & Pless 2006), Ethical Leadership (Brown, Treviñob and Harrison, 2005), Value-based Leadership, Value-driven Leadership (Gentile, 2014) and Leading with Integrity (Blanchard, 2011).
Assessment Criteria
1.3   Analyse the impact of **internal** and **external** factors on leadership practice
Indicative Content
Internal factors may include but are not limited to organisational mission, vision and values, organisational culture (Cultural Web, Johnson and Scholes 1992; Culture and Leadership, Schein 1985), structure, roles, policies and procedures. Cultural Dimensions (Hofstede, 1980, 2001), national cultures, customs and language, organisational resources, such as staff, technology, finances and physical resources (e.g. machinery,

equipment).

External factors may include but are not limited to legal, regulatory and ethical requirements, market expectations/demands (buyers, suppliers, customers), competition, economic stability, customer, partner and supply chain relationships, demographic factors, skills and educational attainment of labour pool, reputation of organisation

Learning Outcome 2

Understand leadership styles

Assessment Criteria

2.1	Examine the **relationship** between management and leadership

Indicative Content

Relationship refers to the balance between the demands of leadership and the demands of management.

Assessment Criteria

2.2	Evaluate **leadership styles**

Indicative Content

Leadership styles may include but are not limited to Entrepreneurial Leadership (Roebuck 2014), Transformational Leadership (Bass 1995), Managerial Grid (Blake and Mouton, c.1950s), Leadership Continuum (Tannenbaum and Schmidt, 1958), Situational Leadership (Hersey and Blanchard, 1969), Authentic Leadership (Goffee and Jones, 2011), Five Practices of Exemplary Leadership (Kouzes and Posner, 1987), Leadership Qualities (Bennis, 1989), Leadership Styles (Goleman, 1995), Action-Centred Leadership (Adair,1963), Charismatic Leadership (House, 1997).

Learning Outcome 3

Understand the impact of leadership within organisations

Assessment Criteria

3.1	Evaluate how leadership supports the achievement of organisational objectives

Indicative Content

Supports may include but not limited to setting and communicating a clear vision, individual/team development and performance, developing a leadership culture, engaging others, managing and leading change.

Assessment Criteria

3.2	Analyse the concept of empowerment and trust in leading others

Indicative Content

Empowerment and trust may include but is not limited to delegation, development of skills, knowledge and confidence of staff, independent working, engagement, coaching and mentoring, supportive leadership, commitment, self-regulating teams, productivity gains, job satisfaction, engagement, impact of structure, clear limits of responsibility and levels of authority, review and evaluation, leader retains accountability.

Assessment Criteria

3.3	Examine techniques for creating a cohesive team

Indicative Content

Techniques may include but are not limited to clear focus, empathy, fair treatment, value diversity, inclusive approach, provide support, prevent conflict, sense of belonging, clear roles, higher performing teams (Colenso, date), ABCD Trust Model (Blanchard, 2010), Five Dysfunctions of a Team (Lencioni, 2005), Leadership Qualities (Bennis, 1989).

Assessment Criteria

3.4	Assess the need to adapt leadership **approaches** to meet **changing needs**

Indicative Content

Approaches may include but not limited to leadership styles such as Situational Leadership (Hersey and Blanchard, 1977), Entrepreneurial Leadership (Roebuck 2014); Leading Change (Kotter, 1996, 2012); Developing Strategic Mindsets; Collaborative Working (internally and externally).

Changing needs may include but are not limited to team composition, type and size, maturity and competence, organisational change, objectives (e.g. innovation, business growth and survival, corporate social responsibility), emerging trends, crisis and emergency working.