

# **Royal Military Academy Sandhurst - RMAS Regular Commissioning Course**

Completion Pack October 2024  
Version 4

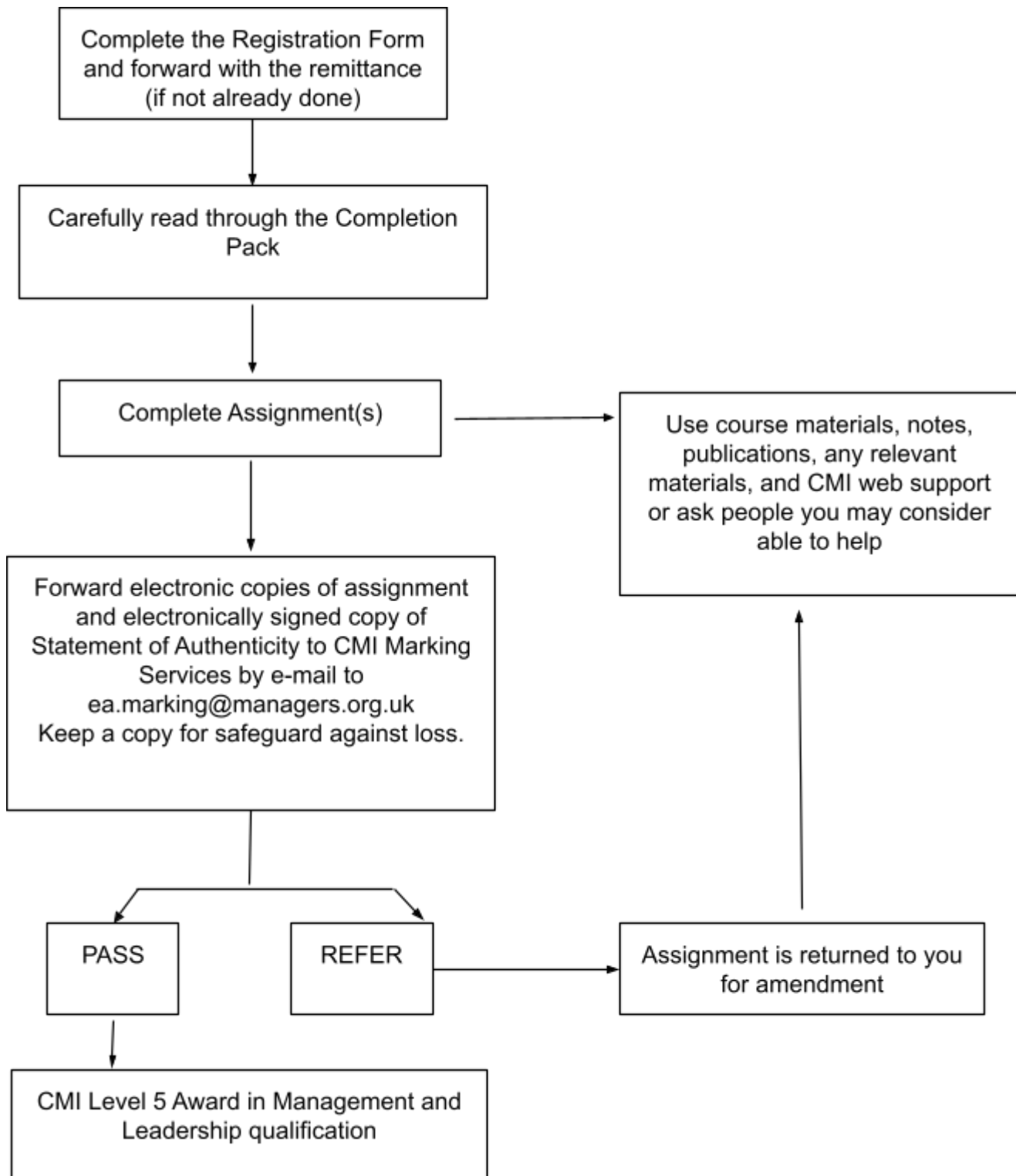
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## CONTENTS

Completion Process Overview	03
Introduction	04
Support for Gaining CMI Qualification	05
Unit Completion	06
Qualification Registration	06
Submission of Assignment	06
Assessment Guidance for Learners	07
Assessment Guidance	07
Plagiarism & Collusion	07
Appendices	08
Confidentiality	08
Word Count Policy	08
Reference & Professionalism	08
Instructions & Information for Learners	08
Assignment Briefs	10
Statement of Authenticity	27
Qualification Unit 501	28
Qualification Unit 503	32
Qualification Unit 510	35

## COMPLETION PROCESS OVERVIEW - Qualification



## INTRODUCTION

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, 503 or 510 that total to the minimum of 50 TQT/minimum of 5 credits.

**To acquire the CMI Level 5 Award in Management and Leadership, you must complete and submit one of the following assignments (501, 503 or 510), 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

- Opening Screen - Click on Qualification Support\* for CMI Level 5 Award in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 501
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

### Unit 503

- Opening Screen - Click on Qualification Support\* for CMI Level 5 Award in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 503
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

### Unit 510

- Opening Screen - Click on Qualification Support\* for CMI Level 5 Award in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 510
- 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](mailto:mod.qualifications@managers.org.uk)

## UNIT COMPLETION REQUIREMENTS

You are required to complete one of the following 501, 503 or 510 unit assignment(s) to obtain the Level 5 Award in Management & 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.

<b>CMI Level 5 Award in Management &amp; Leadership</b>	<b>Credits</b>	<b>Actions</b>
Unit 501 Principles of Management and Leadership in an Organisational Context	7	<ul style="list-style-type: none"><li>• Register for the Qualification</li><li>• Complete assignment(s)</li><li>• Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity</li><li>• Keep a copy for safeguard against loss</li></ul>
Unit 503 Principles of Managing and Leading Individuals and Teams to Achieve Success	5	
Unit 510 Managing Conflict	5	

## 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](mailto: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](mailto: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](mailto: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 for unit 501 and 503, however unit 510 is 2500-3000 words. Learners must comply with the required word count, within a margin of  $\pm 10\%$ . 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.

## INSTRUCTIONS & INFORMATION FOR LEARNERS

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, P number, and the unit number - 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.

## ASSIGNMENT BRIEFS

### 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.

### 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 TASKS AND WORD COUNT

Assessment brief 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 <b>report</b> entitled: <i>The principles of management and leadership within an organisational context</i>	LO1 Understand factors which impact on an organisation's internal environment	1.1 Examine the <b>impact</b> of <b>legal status</b> on the governance of an organisation	Approx. 2800 words
			1.2 Analyse the <b>purpose</b> of an organisation's mission and vision statements	
			1.3 Examine the impact of <b>organisational structures</b> on <b>management roles</b>	
			1.4 Discuss the impact of organisational values and ethics on management <b>decision making</b>	

		LO2 Understand the application of management and leadership theories	2.1 Evaluate the <b>relationship</b> between management and leadership	
			2.2 Analyse the impact of <b>management and leadership styles</b> on individuals and teams	
			2.3 Discuss the influence of <b>culture and values</b> on management and leadership styles	
			2.4 Examine how management and leadership styles are adapted in <b>different situations</b>	
2	Create a <b>profile</b> 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 <b>knowledge</b> and <b>skills</b> required for a management and leadership role	Approx. 750 words
			3.2 Evaluate the <b>factors</b> that impact on the selection of <b>communication techniques</b> required to be effective in a management and leadership role	
			3.3 Analyse the <b>behaviours</b> required to be effective in a management and leadership role	
3	Write a <b>proposal</b> for: <i>Building a culture of mutual trust, respect and support with teams and individuals.</i>	LO3 Understand the knowledge, skills and behaviours to be effective in a management and leadership role	3.4 Develop an approach for building a <b>culture of mutual trust, respect and support</b> 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 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 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:

- Examine how the **legal status** of an organisation **impacts** on the way it is governed (AC1.1)
- Examine how different **organisational structures** impact on **management roles** (AC1.3)
- Analyse the **purpose** of an organisation's mission and vision statements (AC1.2)
- 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:

- Evaluate the **relationship** between management and leadership (AC2.1)
- Analyse how the use of different **management and leadership styles** impact on individuals and teams (AC2.2)
- Discuss the influence of **culture and values** on the selection of management and leadership styles (AC2.3)
- 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
<ul style="list-style-type: none"> <li>• The submission is incomplete</li> <li>• Tasks are incomplete</li> <li>• Not all assessment criteria have been met</li> <li>• No examples are used or the examples given do not match the requirements of the assessment criteria</li> <li>• Evidence is               <ul style="list-style-type: none"> <li>• Unclear</li> <li>• Technically incorrect or inaccurate</li> <li>• Biased</li> <li>• Unprofessional language</li> <li>• Poorly structured and presented</li> <li>• Ideas are under-developed</li> <li>• Lacks sufficient detail to show understanding of the topic</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• All tasks have been completed</li> <li>• All assessment criteria have been met</li> <li>• Examples given are well chosen and match the requirements of the assessment criteria</li> <li>• Evidence is               <ul style="list-style-type: none"> <li>• Well written and presented</li> <li>• Contains a breadth of examples</li> <li>• Accurate</li> <li>• Current (e.g. use of up to date legislation)</li> <li>• Authentic</li> <li>• Inclusive</li> <li>• Coherent</li> <li>• Credible</li> <li>• Technically correct</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>• The application of different perspectives, approaches or schools of thought is unclear or inappropriate</li> <li>• Little or no evaluation of evidence has taken place</li> <li>• The ability to make judgments and solve complex problems has not been evidenced</li> <li>• Evidence is not directly attributable to the learner</li> <li>• External sources of information are not acknowledged</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them.</li> <li>• Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes.</li> <li>• Evidence used from external sources has been correctly referenced</li> <li>• Evidence is directly attributable to the learner</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)</li> </ul>
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## UNIT 503

### Assignment Brief: Principles of Managing and Leading Individuals and Teams to Achieve Success

Click [here](#) to download the Assignment Brief.  
Click [here](#) to download the Evidence Booklet.

## INTRODUCING ASSESSMENT BRIEF CMI 503

When individuals and teams are managed well, organisations thrive and staff satisfaction increases.

Assessment brief **CMI 503** has been designed to equip managers with an in-depth understanding of the theoretical and practical approaches to leading and managing teams effectively. Managers will identify the techniques used to monitor and manage individual and team performance, assess current and future capabilities and adopt approaches to respond to these. On successful completion of the unit, managers will not only understand how to meet the challenge of leading individuals and teams, they will know how to support, motivate and inspire them to exceed expectations.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief 503 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 <b>good practice guide</b> entitled: <i>Approaches to managing and leading teams</i>	LO1 Understand approaches to managing and leading teams	1.1 Evaluate <b>theoretical models</b> used for managing and leading teams	Approx. 1500 words
			1.2 Discuss <b>practical approaches</b> for effective team management and leadership	
			1.3 Analyse <b>strategies</b> for managing team leaders	
2	Write an <b>account</b> on techniques for managing and leading individuals and teams to achieve success	LO3 Know techniques for managing and leading individuals and teams to achieve success	3.1 Examine <b>methods</b> used to monitor and manage individual and team performance	Approx. 1500 words
			3.2 Develop approaches to respond to the <b>challenges</b> of managing and leading	

			multi-disciplinary and remote teams	
			3.3 Examine <b>good practice</b> for enabling and supporting individuals and teams to achieve success	
3a	Write an <b>account</b> on techniques used for assessing current and future team capabilities and requirements	LO2 Know how to achieve a balance of skills and experience in teams	2.1 Discuss <b>techniques</b> for assessing current and future team capabilities and requirements	Approx. 500 words
3b	Write a <b>report</b> entitled: <i>Factors which impact on the selection of learning and development activities</i>		2.2 Assess the <b>factors</b> which impact on the selection of <b>learning and development activities</b> for individuals and teams	Approx. 500 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.

## APPROACHES TO MANAGING AND LEADING TEAMS

*An understanding of the theoretical and practical approaches to managing teams and individuals is a critical skill for any manager.*

### SCENARIO A

*You manage a department in a large organisation, which has clients in the UK, Canada, USA, and Ireland.*

*It is your first experience of managing multiple teams within a department and you are highly committed to making this new role a success.*

*The department comprises of 4 teams and provides a range of services and support to its customers.*

<b>Departmental Structure</b>	<b>Composition of each team</b>
Team 1 – UK	Team leader

Team 2 – Canada

Team 3 – USA

Team 4 – Ireland

Team administrator

Call handlers

Technical experts

Finance administrator

Contractors as and when required

*Within each region, the team leader is responsible for managing day to day activities such as work allocation and administration activities such as staff holidays, absence etc.*

*Because of the difference in time zones across the four countries, there are a number of additional challenges involved in managing each team effectively.*

*The teams are under pressure to meet demanding deadlines and mistakes have been made. It is unclear whether these have arisen from work pressures or the capability of some team members.*

## TASK 1

Write a **good practice guide** entitled 'Approaches to managing and leading teams'. The good practice guide will be used by other managers in the organisation and must:

- i. Evaluate **TWO (2) theoretical models** used for managing and leading teams (AC1.1)
- ii. Discuss **practical approaches** for effective team management and leadership (AC1.2)
- iii. Analyse **TWO (2) strategies** for managing team leaders (AC1.3)

### Guidance for completion of Task 1

- *Base your response on Scenario A, your own experience of managing and leading teams or use well chosen examples from an organisation you know well or have researched.*
- *The good practice guide 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 and models.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

## TECHNIQUES FOR MANAGING AND LEADING INDIVIDUALS AND TEAMS TO ACHIEVE SUCCESS

*An important responsibility of any manager is to be able to monitor and manage individual and team performance, develop approaches to respond to the challenges of managing and leading multi-disciplinary and remote teams and recognise good practice in leading individuals and teams to success.*

## TASK 2

Write an **account** on techniques for managing and leading individuals and teams to achieve success. The account must:

- i. Examine **TWO (2) methods** that may be used to monitor and manage individual and team performance (AC3.1)
- ii. Develop approaches to respond to **THREE (3) challenges** of managing and leading multi-disciplinary and remote teams (AC3.2)
- iii. Examine **good practice** for enabling and supporting individuals and teams to achieve success (AC3.3)

### Guidance for completion of Task 2

- *Base your response on Scenario A, your own experience of managing and leading individuals and teams to achieve success or use well chosen examples from an organisation you know well or have researched.*
- *The account 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 and models.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

## ACHIEVING A BALANCE OF SKILLS AND EXPERIENCE IN TEAMS

*The success of a team is optimised when the individuals within it have a balance of skills and experience. A manager can support this by knowing how to use techniques to assess current and future team capabilities and requirements and understanding the role of learning and development to achieve individual and team aims.*

### TASK 3A

Write an **account** and discuss **TWO (2) techniques** used for assessing current and future team capabilities and requirements (AC2.1)

### Guidance for completion of Task 3a

- *Base your response on Scenario A, your own experience of developing individuals and teams 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.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

## SCENARIO B

*Following a review of the capabilities and requirements of the individuals and teams you manage in a large organisation in the UK, Canada, USA and Ireland, the following training needs have been identified:*

<b>Role</b>	<b>Training needs</b>
<b>Team leaders</b>	<ul style="list-style-type: none"> <li>Approaches to managing change</li> <li>Management training (either accredited or in-house)</li> </ul>
<b>All team members</b>	<ul style="list-style-type: none"> <li>Approaches to delivering a quality service</li> <li>Health and safety update</li> <li>Legislative frameworks tailored to the needs of the teams who offer services and support to the UK, Ireland, USA, Canada</li> </ul>
<b>Specific staff</b>	<ul style="list-style-type: none"> <li>IT training (including word processing, spreadsheets and desktop publishing software)</li> <li>Level 3 Diploma in Business and Administration</li> <li>Level 2 Diploma in Customer Service</li> </ul>

### TASK 3B

Write a **report** entitled 'Factors which impact on the selection of learning and development activities'.

The report must assess the **factors** which impact on the selection of **learning and development activities** for individuals and teams (AC2.2).

#### Guidance for completion of Task 3b

- Base your response on Scenario B, your own experience of selecting learning and development activities for individuals and teams 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.
- Your discussion should be underpinned with relevant theoretical principles and models.
- Your discussion must consider learning and development activities for both individuals and teams.
- Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

### ASSESSMENT GUIDANCE

<b>Refer</b>	<b>Pass</b>
<ul style="list-style-type: none"> <li>The submission is incomplete</li> <li>Tasks are incomplete</li> </ul>	<ul style="list-style-type: none"> <li>All tasks have been completed</li> <li>All assessment criteria have been met</li> </ul>

<ul style="list-style-type: none"> <li>• Not all assessment criteria have been met</li> <li>• No examples are used or the examples given do not match the requirements of the assessment criteria</li> <li>• Evidence is <ul style="list-style-type: none"> <li>• Unclear</li> <li>• Technically incorrect or inaccurate</li> <li>• Biased</li> <li>• Unprofessional language</li> <li>• Poorly structured and presented</li> <li>• Ideas are under-developed</li> <li>• Lacks sufficient detail to show understanding of the topic</li> </ul> </li> <li>• The application of different perspectives, approaches or schools of thought is unclear or inappropriate</li> <li>• Little or no evaluation of evidence has taken place</li> <li>• The ability to make judgments and solve complex problems has not been evidenced</li> <li>• Evidence is not directly attributable to the learner</li> <li>• External sources of information are not acknowledged</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Examples given are well chosen and match the requirements of the assessment criteria</li> <li>• Evidence is <ul style="list-style-type: none"> <li>• Well written and presented</li> <li>• Contains a breadth of examples</li> <li>• Accurate</li> <li>• Current (e.g. use of up to date legislation)</li> <li>• Authentic</li> <li>• Inclusive</li> <li>• Coherent</li> <li>• Credible</li> <li>• Technically correct</li> </ul> </li> <li>• Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them.</li> <li>• Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes.</li> <li>• Evidence used from external sources has been correctly referenced</li> <li>• Evidence is directly attributable to the learner</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)</li> </ul>
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## UNIT 510

### Assignment Brief: Managing Conflict

Click [here](#) to download the Assignment Brief.

Click [here](#) to download the Evidence Booklet.

## INTRODUCING ASSESSMENT BRIEF CMI 510

Managing conflict takes resilience. It requires the ability to evaluate complex information, make evidence-based judgements and act professionally within the bounds of organisational and legal frameworks.

Assessment brief **CMI 510** is designed to equip the learner with strategies to manage conflict with confidence, find creative solutions and make difficult decisions.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief 510 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 <b>account</b> on conflict within organisations	LO1 Understand the types, causes, stages and impact of conflict within organisations	1.1 Analyse <b>types</b> and <b>causes</b> of conflict within organisations	Approx. 1500 words
			1.2 Analyse the <b>stages</b> of conflict	
			1.3 Assess the <b>impact</b> of conflict on organisational performance	
2a	Write a <b>report</b> entitled: <i>Managing conflict situations in the workplace</i>	LO2 Understand how to investigate conflict situations in the workplace	2.1 Discuss <b>processes</b> for investigating <b>conflict situations</b> in the workplace	Approx. 1000 words

2b		LO3 Understand approaches, techniques, knowledge, skills and behaviours for managing conflict	3.2 Evaluate the use of approaches and <b>techniques</b> to resolve conflict	
3	Write an <b>account</b> on the knowledge, skills and behaviours for managing conflict	LO3 Understand approaches, techniques, knowledge, skills and behaviours for managing conflict	3.1 Analyse the <b>knowledge, skills and behaviours</b> required to manage conflict effectively	Approx. 500 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 **2500-3000 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 TYPES, CAUSES, STAGES AND IMPACT OF CONFLICT WITHIN ORGANISATIONS

*Understanding the types, causes, stages and impact of conflict is an essential management skill.*

*To manage conflict effectively, a manager needs an in-depth understanding of types and causes of conflict in organisations and their impact.*

### TASK 1

You are required to write an **account** on the types, causes, stages and impact of conflict within organisations.

Using examples, the account must:

- Analyse **types** and **causes** of conflict within organisations (AC1.1)
- Analyse the **stages** of conflict (AC1.2)
- Assess the **impact** of conflict on organisational performance (AC1.3)

#### Guidance for completion of Task 1

- You may base your response on your own experience of managing conflict in the workplace or use well chosen examples from organisations you know well or have researched.*
- Your account should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- You may base the report on your own experience of managing conflict in the workplace or using well-chosen examples from organisations you know well or have researched.*



- You may include reference to relevant theoretical principles/models/frameworks as appropriate.
- Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

## INVESTIGATING CONFLICT SITUATIONS IN THE WORKPLACE

Conflict within the workplace needs to be investigated professionally and in a timely manner so that issues can be addressed with the minimum disruption to services.

### MINI SCENARIOS

<b>Mini scenario 1</b>	<i>Conflict has occurred between an operational manager and members of the directorate over timescales set for the launch of a new product line. The manager feels the timescales are unrealistic.</i>
<b>Mini scenario 2</b>	<i>A manager repeatedly experiences conflict with her team when allocating work activities or giving feedback on performance. Certain team members use email to challenge all the decisions she makes.</i>
<b>Mini scenario 3</b>	<i>Two members of staff have a very angry exchange in an open plan office over a temporary move of staff to a new office. Offensive language is used by one team member.</i>
<b>Mini scenario 4</b>	<i>External stakeholders feel very angry about the company's proposed changes to services for customers. They feel they have been deceived by the senior management about the level of planned change.</i>
<b>Mini scenario 5</b>	<i>A meeting is brought to a close because of a serious conflict of opinions between team members. One has threatened to involve their trade union in the dispute. The purpose of the meeting was to discuss changes to work duties during the redevelopment of the organisation's offices.</i>
<b>Mini scenario 6</b>	<i>The management team needs to decide who to promote into a new position created to manage a new administrative centre. The choice is between two candidates. One is a long term employee with a proven track record, who is working reduced hours, having recently returned from maternity leave. The other is an enthusiastic graduate who has been working for the organisation for six months.</i>
<b>Mini scenario 7</b>	<i>A popular senior leader, respected for their inclusive/collaborative management approach, has been made redundant as part of a restructuring exercise. The team have been moved to a new directorate. The 'top down' approach taken by the team's new leader is in stark contrast. The managers are angry that their opinions 'no longer count' and their feelings are becoming widely known by the staff they manage.</i>

### TASK 2

There are **TWO (2)** options for answering this task. You only need to select **ONE (1)** option.

**Option 1:** Choose **TWO (2)** conflict situations from the mini scenarios on page 4.

Write a **report** entitled 'Managing conflict situations in the workplace' which:

- i. Discusses **processes** for investigating **TWO (2) conflict situations** in the workplace (AC2.1)
- ii. Evaluates the use of approaches and **techniques** to resolve a minimum of **TWO (2)** conflict situations (AC3.2)

OR

**Option 2:** Base your response on **TWO (2) conflict situations** from an organisation you know well or have researched.

Use examples, to write a **report** entitled 'Managing conflict situations in the workplace' which:

- i. Discusses **processes** for investigating **TWO (2) conflict situations** in the workplace (AC2.1)
- ii. Evaluates the use of approaches and **techniques** to resolve a minimum of **TWO (2)** conflict situations (AC3.2)

*Please Note: For option 2, you must identify TWO (2) conflict situations which are different in nature as this will enable you to discuss processes in different contexts.*

### Guidance for completion of Task 2

- There are TWO (2) options for completing this task. You can either base your response on the mini scenarios shown on page 4, your own experience of managing conflict in the workplace or use well-chosen examples of conflict situations in an organisation you know well or have researched.
- You must clearly state the **TWO (2) conflict situations** you have based your report on.
  - Choose the basis of your report. This may be based on conflict within an organisation you know well or have researched.
- You may choose to include tables and diagrams (as appropriate) to support your discussion.
- You may include reference to relevant theoretical principles/models/frameworks as appropriate.
- Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

## APPROACHES, TECHNIQUES, KNOWLEDGE, SKILLS AND BEHAVIOURS FOR MANAGING CONFLICT

*When conflict is managed poorly, this can result in poor outcomes for those involved and even an escalation of the conflict being managed. Managers must be equipped with the knowledge, skills and behaviours to manage conflict effectively. In addition, managers must also understand the approaches and techniques to resolve conflict in a professional manner.*

### TASK 3

Write an **account** which analyses the **knowledge, skills and behaviours** required to manage conflict effectively (AC3.1)

### Guidance for completion of Task 3

- You are **not required** to include every **knowledge, skill, and behaviours** required to manage conflict effectively. You should focus on those you feel are essential to the role.

- *The account should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You are encouraged to use well chosen examples from an organisation you know well or have researched to support your discussion.*
- *You may include reference to relevant theoretical principles/models/frameworks as appropriate.*

## ASSESSMENT GUIDANCE

Refer	Pass
<ul style="list-style-type: none"> <li>• The submission is incomplete</li> <li>• Tasks are incomplete</li> <li>• Not all assessment criteria have been met</li> <li>• No examples are used or the examples given do not match the requirements of the assessment criteria</li> <li>• Evidence is <ul style="list-style-type: none"> <li>• Unclear</li> <li>• Technically incorrect or inaccurate</li> <li>• Biased</li> <li>• Unprofessional language</li> <li>• Poorly structured and presented</li> <li>• Ideas are under-developed</li> <li>• Lacks sufficient detail to show understanding of the topic</li> </ul> </li> <li>• The application of different perspectives, approaches or schools of thought is unclear or inappropriate</li> <li>• Little or no evaluation of evidence has taken place</li> <li>• The ability to make judgments and solve complex problems has not been evidenced</li> <li>• Evidence is not directly attributable to the learner</li> <li>• External sources of information are not acknowledged</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years)</li> </ul>	<ul style="list-style-type: none"> <li>• All tasks have been completed</li> <li>• All assessment criteria have been met</li> <li>• Examples given are well chosen and match the requirements of the assessment criteria</li> <li>• Evidence is <ul style="list-style-type: none"> <li>• Well written and presented</li> <li>• Contains a breadth of examples</li> <li>• Accurate</li> <li>• Current (e.g. use of up to date legislation)</li> <li>• Authentic</li> <li>• Inclusive</li> <li>• Coherent</li> <li>• Credible</li> <li>• Technically correct</li> </ul> </li> <li>• Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them.</li> <li>• Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes.</li> <li>• Evidence used from external sources has been correctly referenced</li> <li>• Evidence is directly attributable to the learner</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)</li> </ul>

## 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 <a href="#">Data Privacy Policy</a>	Tick here to opt-out	
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### 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.	
<b>I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.</b>	

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

<b>Learner Signature*</b>	
<b>Date (DD/MM/YYYY)</b>	

*\*Please note electronic signatures are accepted*

## CMI 501      PRINCIPLES OF MANAGEMENT AND LEADERSHIP IN AN ORGANISATIONAL CONTEXT

**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	
<b>Understand factors which impact on an organisation's internal environment</b>	
Assessment Criteria	
1.1	Examine the <b>impact of legal status</b> on the governance of an organisation
Indicative Content	
1.1 <b>Legal status</b> 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).	

<b>Impact</b> refers to type and purpose of business, ownership (e.g. shareholders, investors), processes for ensuring authority, decision making and accountability.	
<b>Assessment Criteria</b>	
1.2	Analyse the <b>purpose</b> of an organisation's mission and vision statements
<b>Indicative Content</b>	
<b>Purpose</b> 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.	
<b>Assessment Criteria</b>	
1.3	Examine the impact of <b>organisational structures</b> on <b>management roles</b>
<b>Indicative Content</b>	
<b>Organisational structures</b> may include but are not limited to formal, informal, functional, matrix, mechanistic, organic, centralised, decentralised, flat, tall, virtual, dispersed.	
<b>Management roles</b> 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.	
<b>Assessment Criteria</b>	
1.4	Discuss the impact of organisational values and ethics on management <b>decision making</b>
<b>Indicative Content</b>	
<b>Decision making</b> 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).	
<b>Learning Outcome 2</b>	
<b>Understand the application of management and leadership theories</b>	
<b>Assessment Criteria</b>	
2.1	Evaluate the <b>relationship</b> between management and leadership
<b>Indicative Content</b>	
<b>Relationship</b> refers to the balance between the demands of management and the demands of leadership.	
<b>Assessment Criteria</b>	

2.2	Analyse the impact of <b>management and leadership styles</b> on individuals and teams
<b>Indicative Content</b>	
<b>Management and leadership styles</b> 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).	
<b>Assessment Criteria</b>	
2.3	Discuss the influence of <b>culture and values</b> on management and leadership styles
<b>Indicative Content</b>	
<b>Culture and values</b> 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)	
<b>Assessment Criteria</b>	
2.4	Examine how management and leadership styles can be adapted in <b>different situations</b>
<b>Indicative Content</b>	
<b>Different situations</b> 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).	
<b>Learning Outcome 3</b>	
Understand the knowledge, skills and behaviours to be effective in a management and leadership role	
<b>Assessment Criteria</b>	
3.1	Assess the <b>knowledge</b> and <b>skills</b> required for a management and leadership role
<b>Indicative Content</b>	
<b>Knowledge</b> 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. <b>Skills</b> 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.	
<b>Assessment Criteria</b>	
3.2	Evaluate the <b>factors</b> that impact on the selection of <b>communication techniques</b> required to be effective in a management and leadership role
<b>Indicative Content</b>	

**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 <b>behaviours</b> required to be effective in a management and leadership role
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#### 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 <b>culture of mutual trust, respect and support</b> with teams and individuals
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#### 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).



**CMI 503****PRINCIPLES OF MANAGING AND LEADING  
INDIVIDUALS AND TEAMS TO ACHIEVE SUCCESS**

**Ofqual unit number** D/616/3199

**RQF level** 5

**Guided learning hours** 25

**Total unit time** 50

**Credits** 5

**Aims of unit** When individuals and teams are managed well, organisations thrive and staff satisfaction increases. The aim of this unit is to equip managers with an in-depth understanding of the theoretical and practical approaches to leading and managing teams effectively. Managers will identify the techniques used to monitor and manage individual and team performance, assess current and future capabilities and adopt approaches to respond to these. On successful completion of the unit, managers will not only understand how to meet the challenge of leading individuals and teams, they will know how to support, motivate and inspire them to exceed expectations.

**Keywords** Theoretical models, teams, practical approaches, team leadership, team management, strategies, effectiveness, challenges, remote teams, capabilities, current requirements, future requirements, learning and development, high performing teams, motivation.

Learning Outcome 1	
Understand approaches to managing and leading teams	
Assessment Criteria	
1.1	Evaluate <b>theoretical</b> models used for managing and leading teams
Indicative Content	

<b>Theoretical</b> models may include but are not limited to Tannenbaum and Schmidt's Leadership Continuum (1958), Blake and Mouton's Managerial Grid (c.1950s), Drivers of Employee Engagement (Robinson, Perryman and Hayday, 2004), Speed of Trust (Covey, 2008), Conflict Mode Instrument (Thomas and Kilman, 1974), Emotional Intelligence (Goleman, 1995).	
<b>Assessment Criteria</b>	
1.2	Discuss <b>practical approaches</b> for effective team management and leadership
<b>Indicative Content</b>	
<b>Practical approaches</b> may include but are not limited to communicating organisational strategy, vision and mission, setting clear aims and objectives, monitoring of performance, empowerment, delegation, collective ownership, conflict handling, creating a trusting environment, building resilience, taking responsibility versus blame culture, collaboration, fairness and parity, work allocation, cultural awareness, individual and team development.	
<b>Assessment Criteria</b>	
1.3	Analyse <b>strategies</b> for managing team leaders
<b>Indicative Content</b>	
<b>Strategies</b> may include but are not limited to delegation, monitoring performance, setting targets, support and guidance, supervision and meetings, learning and development	
<b>Learning Outcome 2</b>	
<b>Know how to achieve a balance of skills and experience in teams</b>	
<b>Assessment Criteria</b>	
2.1	Discuss <b>techniques</b> for assessing current and future team capabilities and requirements
<b>Indicative Content</b>	
<b>Techniques</b> may include but are not limited to analysis of skills and experience (individuals and teams) against current organisational requirements (e.g. aims and objectives), identification of future organisational need (e.g. organisational strategy, projects, plans, production plans), skills matrix, capability assessment, structured performance reviews, identification of skills and experience gaps.	
<b>Assessment Criteria</b>	
2.2	Assess the <b>factors</b> which impact on the selection of <b>learning and development activities</b> for individual and teams
<b>Indicative Content</b>	
<b>Factors</b> may include but are not limited to budget/funding, shift patterns, physical location of team members, time, availability of suitable provider, compliance (including legal and industry specific regulation relating to the sector in which the organisation operates), return on investment, strategic objectives and priorities, learning styles, range of training needs.	
<b>Learning and development activities</b> may include but are not limited to formal and informal, social and collaborative learning, on the job and off the job, face to face, blended or online learning, group or individual	

learning, coaching and mentoring, secondments and temporary promotion/role change, talent development programmes, self-directed/distance learning, job shadowing, team building activities, communities of practice.	
<b>Learning Outcome 3</b>	
<b>Know techniques for managing and leading individuals and teams to achieve success</b>	
<b>Assessment Criteria</b>	
3.1	Examine <b>methods</b> used to monitor and manage individual and team performance
<b>Indicative Content</b>	
<b>Methods</b> may include but are not limited to HR systems and processes, internal and external quality standards, audit, qualitative measures (e.g. customer feedback, opinions, views, reviews) and quantitative measures (e.g. SMART objectives, key performance indicators (KPIs), scorecards (e.g. Balanced Scorecard, Kaplan and Norton, 1992), error rates, output, benchmarks and targets), service level agreements (SLAs), speed of response, structured performance reviews, 180o /360o feedback, disciplinary procedures.	
<b>Assessment Criteria</b>	
3.2	Develop approaches to respond to the <b>challenges</b> of managing and leading multi-disciplinary and remote teams
<b>Indicative Content</b>	
<b>Challenges</b> may include but are not limited to use of communication (methods, types, times, frequency of contact, availability, interpretation of communication used), access to business support, building and developing relationships, performance review, workload, conflict handling, quality and productivity, currency of working practice, time management, lack of trust, morale, accountability, authority and autonomy, Five Dysfunctions of a Team (Lencioni, 2005).	
<b>Assessment Criteria</b>	
3.3	Examine <b>good practice</b> for enabling and supporting individuals and teams to achieve success
<b>Indicative Content</b>	
<b>Good practice</b> may include but is not limited to communicating shared purpose, vision and direction, setting stretch goals and objectives, feedback, constructive criticism, action planning including PIPS (performance improvement plans), rewards and incentives, recognition and praise, creating energy and enthusiasm, inspiring others, increased cooperation, incentives and rewards, Vrooms Expectancy Theory (1964), Motivation and Management Systems (Likert, 1999), Psychological Contract (Rousseau, 1989).	

**Ofqual unit number** L/616/3215

**RQF level** 5

**Guided learning hours** 17

**Total unit time** 50

**Credits** 5

**Aims of unit** Managing conflict takes resilience. It requires the ability to evaluate complex information, make evidence based judgements and act professionally within the bounds of organisational and legal frameworks. This unit is designed to equip the learner with strategies to manage conflict with confidence, find creative solutions and make difficult decisions.

**Keywords** Types, causes, impact, evidence based judgement, disagreement, resolution

Learning Outcome 1	
Understand the types, causes, stages and impact of conflict within organisations	
Assessment Criteria	
1.1	Analyse <b>types</b> and <b>causes</b> of conflict within organisations
Indicative Content	
<p><b>Types</b> may include but are not limited to personal or relational conflict, instrumental conflict, and conflicts of interests, conflicts relating to alleged discrimination, individual or team performance, leadership, disagreements between organisations, employees, volunteers, other stakeholders, pressure groups, trade unions and lobbying organisations, whistle blowing.</p>	

<p><b>Causes</b> may include but are not limited to poor communication, differences in views, culture, values, ethics and beliefs on an individual and organisational level, competency issues, personal issues (tiredness, illhealth, presenteeism, absenteeism, carer responsibilities) competition (internal and external), resource allocation, flexible working, disparities between worker's rights and benefits, organisational decisions and decision making processes, the introduction, interpretation and application of policies and procedures and legal and regulatory frameworks, management of change.</p>	
<b>Assessment Criteria</b>	
1.2	Analyse the <b>stages</b> of conflict
<b>Indicative Content</b>	
<p><b>Stages</b> of conflict may include but are not limited to no conflict, latent conflict, emergence, escalation, stalemate, de-escalation, settlement/resolution, peace building and reconciliation.</p>	
<b>Assessment Criteria</b>	
1.3	Assess the <b>impact</b> of conflict on organisational performance
<b>Indicative Content</b>	
<p><b>Impact</b> may include but is not limited to positive outcomes (e.g. business growth/performance, development of individuals and teams, new ideas and innovation, process improvement, improved brand and image, reduction of poor practice, increased engagement, compliance with organisational, regulatory and legal requirements) and negative outcomes (e.g. high staff turnover, damage to image, brand, reputation, failure to meeting targets, reduced quality, decreased staff and customer satisfaction, poor customer experience, litigation and financial cost.</p>	
<b>Learning Outcome 2</b>	
<b>Understand how to investigate conflict situations in the workplace</b>	
<b>Assessment Criteria</b>	
2.1	Discuss <b>processes</b> for investigating <b>conflict situations</b> in the workplace
<b>Indicative Content</b>	
<p><b>Processes</b> may include but are not limited to selecting the process/methodology (formal and informal), data and information gathering, evaluation and reporting within scope of role and in line with organisational and legal frameworks (such as confidentiality, data protection, disclosure, equality and diversity, health and safety, bullying and harassment, whistle blowing).</p> <p><b>Conflict situations</b> may include but are not limited to minor conflicts between individuals, groups and teams versus major conflict with organisational leadership, direction and strategy and external stakeholders.</p>	
<b>Learning Outcome 3</b>	
<b>Understand approaches, techniques, knowledge, skills and behaviours for managing conflict</b>	
<b>Assessment Criteria</b>	
3.1	Analyse the <b>knowledge, skills and behaviours</b> required to manage conflict effectively

Indicative Content	
<p><b>Knowledge</b> may include but is not limited to the legal and organisational frameworks, operating within limits of authority and knowing when to escalate to management, other departments and stakeholders (e.g. police, Health and Safety Executive and other regulatory bodies).</p> <p><b>Skills and behaviours</b> may include but are not limited to self-confidence, impartiality, ability to break the cycle of conflict, Emotional Intelligence (Goleman, 1995) to pre-empt, prevent, or minimise conflict, flexibility to change a course of action, honesty, facilitation skills, encourage collaboration, active listening, proactivity, relationship building</p>	
Assessment Criteria	
3.2	Evaluate the use of approaches and <b>techniques</b> to resolve conflict
Indicative Content	
<p><b>Techniques</b> may include but are not limited to forcing an outcome, win-win/collaborating, compromising/smoothing, withdrawing/avoiding, mitigating, Transactional Analysis (Eric Berne, c.1950), negotiating, conciliation and arbitration (ACAS, 2017), Conflict Mode Instrument (Thomas-Kilmann, 1974).</p>	