

# **WO (Warrant Officer) ALDP Course**

Completion Pack October 2024  
Version 6

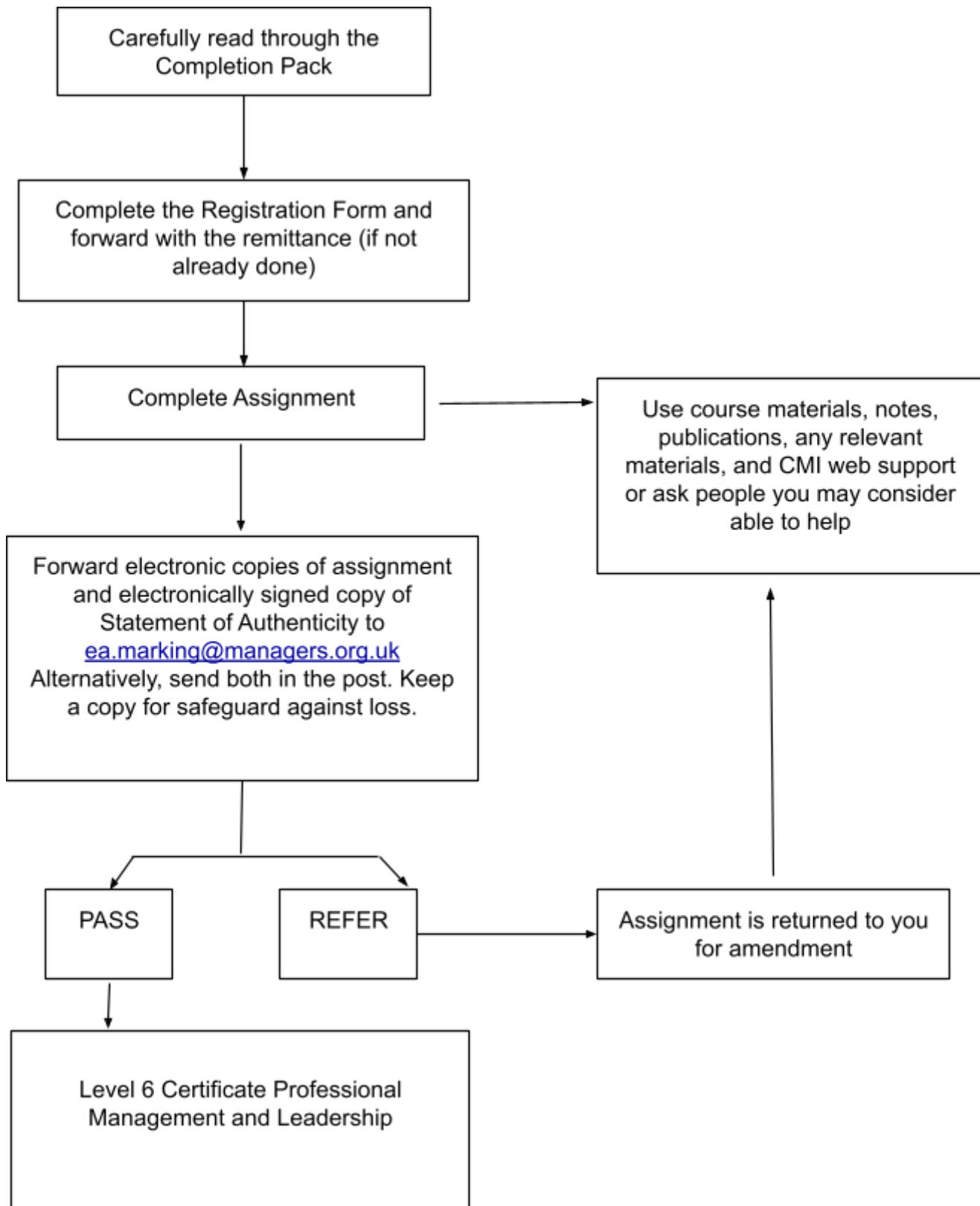
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## COMPLETION PROCESS OVERVIEW - Qualification



## 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 6 Certificate in Professional Management and Leadership.

- The CMI Level 6 Certificate in Professional Management and Leadership can be achieved by completing and submitting the following assignments three of the following assignments (601, 602, 603, 614 or 525), that total 130 TQT.

**To acquire the CMI Level 6 Certificate in Professional Management and Leadership, you must complete and submit three of the following assignments (601, 602, 603, 614 or 525, comprising a number of tasks, as 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 team leading 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 601 / 602 / 603 / 614 / 525

- Opening Screen - Click on Qualification Support\* for Level 6 Certificate in Professional Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 601 / 602 / 603 / 614 / 525
- 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 three unit assignments to obtain the 'standalone' CMI Level 6 Certificate in Professional Management and Leadership. Units 601, 602, 603, 614 or 525.

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 6 Certificate in Professional Management and Leadership</b>	<b>Credits</b>	<b>Actions</b>
Unit 601 - Professional Management and Leadership Practice	6	Register and pass additional assignment
Unit 602 - Developing, Managing and Leading Individuals and Teams	6	Register and pass additional assignment
Unit 603 - Organisational Culture	5	Register and pass additional assignment
Unit 614 - Principles and Practices of Ethical Decision Making	6	Register and pass additional assignment
Unit 525 - Using Reflective Practice to Inform Personal and Professional Development	5	Register and pass additional assignment

## 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 either:

CMI Level 6 Certificate in Professional Management and Leadership

Once you have completed an assignment, you must forward it, 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 assignment must not exceed a file size of 5MB. File name should include the following: 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 one further re-submission (i.e. 2 in total).

**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 Unit 601 3000-3500 words / Unit 602 3500-4000 words / Unit 603 3000-3500 words / Unit 614 3000-3500 words and Unit 525 2500-3000 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.

## 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, learner number, the unit number, your Centre name – Britannia Royal Naval College - 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 601

#### Assignment Brief: Professional Management and Leadership Practice

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

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 601: Professional Management and 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 601** 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 601** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

##### Completing the assessment booklet

- The assessment 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 assignment 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 assessment 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 assessment 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 6 in Professional Management and Leadership Practice syllabus.

## INTRODUCING ASSESSMENT BRIEF CMI 601

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 601** has been designed to enable learners to evidence their understanding of how organisational context influences management and leadership practice. They will reflect on theoretical concepts and contemporary thinking which can be used to inform approaches to working practice. Vitally, they will consider the knowledge, skills, values and beliefs which can transform management and leadership practice.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 601** 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	A written <b>report</b> entitled: “The influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking.”	LO1 Understand the influence of an organisation's context on management and leadership practice	1.1 Discuss the influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking	Approx. 1500 words
2	Learners will complete either option 1 or option 2 <i>Option 1:</i> Write a <b>reflective account</b> on the practices of professional management and leadership <i>Option 2:</i> Develop a <b>profile</b> for a professional manager and leader	LO2 Understand the practice of professional management and leadership	2.1 Critically reflect on values and behaviours which underpin professional management and leadership practice  2.2 Discuss the knowledge and skills required for a professional manager and leader to deliver successful outcomes for an organisation  2.3 Critically appraise the use of communication to lead others with impact	Approx. 2000 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 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 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.

## THE INFLUENCE OF ORGANISATIONAL CONTEXT ON MANAGEMENT AND LEADERSHIP PRACTICE

*An application of relevant theoretical concepts and contemporary thinking is vital if managers and leaders are to not only achieve their aims and objectives, but to drive organisational strategy. The selection of management and leadership approaches, which have a positive impact in the workplace requires not only an understanding of the individuals and teams being managed, but an in-depth knowledge and understanding of the organisational context in which the individuals and teams operate within.*

*The aim of Task 1 is to evidence the learners understanding of how an organisations context influences management and leadership practice.*

### TASK 1

You are required to write a report entitled:

***'The influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking'***

The report must discuss the influence of organisational context on management and leadership practice with reference to:

- a minimum of **THREE (3)** traditional theoretical concepts for management and leadership
- a minimum of **THREE (3)** contemporary thinking of management and leadership (AC1.1)

#### Guidance for completion of Task 1

- *The report must be based on an organisation you know well or have researched.*
- *The report must include well-chosen examples which illustrate the influence of organisational context on management and leadership practice.*
- *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your report.*
- *Your report must be underpinned with relevant examples or theoretical concepts and contemporary thinking.*
- *Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.*

# THE PRACTICE OF PROFESSIONAL MANAGEMENT AND LEADERSHIP

*Professional management and leadership practice is dependent on a high level of skill and expertise which can be learnt and developed over time. To develop this successfully, professional managers and leaders need to critically reflect on the values and behaviours which underpin their practice. They must also focus on the knowledge and skills required to deliver successful organisational outcomes as well as understanding the strategies to communicate and lead others with impact.*

## SCENARIO A

*The organisation you work for has a commitment to professional development and is spearheading the introduction of a leadership development programme. As part of the programme's launch, you have been asked to develop a detailed profile for the professional manager and leader role which will introduce the apprentice to the requirements of the role in an engaging and compelling way.*

## TASK 2

There are **TWO (2)** options for completing Task 2.

### Option 1

You are required to write a **reflective account** entitled:

***'The practices of professional management and leadership'***

The reflective account must be based on your own professional practice and observed practice in an organisational context. It must be presented in **THREE (3)** sections.

#### **i. The values and behaviours which underpin professional management and leadership practice**

You are required to critically reflect on a minimum of **THREE (3)** values and **FIVE (5)** behaviours which underpin professional management and leadership practice. (AC2.1)

#### **ii. The essential knowledge and skills required for a professional manager and leader to deliver successful organisational outcomes**

You are required to discuss the essential knowledge and skills required for a professional manager and leader to deliver successful outcomes for an organisation. (AC2.2)

#### **iii. The use of communication to lead others with impact**

You are required to critically appraise the use of communication to lead others with impact. (AC2.3)

**OR**

### Option 2:

Basing your response on Scenario A, you are required to create a **profile** entitled:

***'The role of a professional manager and leader'***

The profile must include well-chosen examples from an organisation you know well or have researched. It must be presented in **THREE (3)** sections.

#### **i. The values and behaviours which underpin professional management and leadership practice**

You are required to critically reflect on a minimum of **THREE (3)** values and **FIVE (5)** behaviours which underpin professional management and leadership practice. (AC2.1)

#### **ii. The essential knowledge and skills required for a professional manager and leader to deliver successful organisational outcomes**

You are required to discuss the essential knowledge and skills required for a professional manager and leader to deliver successful organisational outcomes. (AC2.2)

### iii. The use of communication to lead others with impact

You are required to critically appraise the use of communication to lead others with impact. (AC2.3)

#### Guidance for completion of Task 2

- *The definition of 'professional managers' as stated in the Chartered Manager Degree Apprenticeship: 'Professional managers who take lead responsibility for people, projects, operations and/or services to deliver long term organisational success. It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation'.*
- *Please select **ONE (1)** option for completion of Task 2.*
- *Consider how to present the reflective account. This may be presented as an extract from a reflective journal or written as a narrative or report.*
- *Consider how the profile of the professional manager and leader will be presented. You may present the profile in a format of your choice (e.g. an article, narrative, report, editorial or PowerPoint presentation with accompanying presentation notes).*
- *The completed assessment must include subheadings.*
- *In preparation to complete this task, take time to reflect on the knowledge, skills and behaviours that are the hallmark of an effective professional manager and leader. Consider your own management and leadership experience or the experience of being managed and led 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 and leader you develop. You should focus on those you feel are essential to the role.*
- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*



**Assignment Brief: Developing, Managing and Leading People**

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

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 602: Developing, Managing and Leading People**. 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 602** 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 602** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

**Completing the assessment booklet**

- The assessment 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 assignment 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 assessment 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 assessment 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 6 in Professional Management and Leadership Practice syllabus.

**AIM OF THE ASSESSMENT BOOKLET**



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 602** has been designed to enable learners to understand the principles for developing, managing and leading individuals and teams. On completion of the unit learners will understand the multi-dimensional factors which influence the way individuals and teams are developed and led. They will examine the role of organisational structures for managing human resources and be given the opportunity to research classic and contemporary approaches to the management and development of individuals and teams. Ultimately this unit will culminate in a critique of the skills required to lead and develop individuals and teams in a manner that not only achieves results but is ethical, fair, empowering and collaborative.

## ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 602** 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	Assessment Task
1	A <b>report</b> entitled: <i>'The principles for developing, managing and leading individuals and teams.'</i>	LO1 Understand the principles for developing, managing and leading individuals and teams	1.1 Critically examine the factors which influence the way individuals and teams are developed and led		Approx. 1750 words
			1.2 Examine how organisational frameworks support the management and development of individuals and teams		
2	A <b>proposal</b> entitled: <i>'Developing, managing and leading individuals and teams to achieve results'</i>	LO2 Know how to develop, manage and lead individuals and teams to achieve results	2.1 Critically assess approaches to team development		Approx. 2250 words
			2.2 Evaluate approaches to the management and development of individuals		
			2.3 Critique the skills required to lead and develop individuals and teams to achieve results		

### Guideline word count

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 6. 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.

## THE PRINCIPLES FOR DEVELOPING, MANAGING AND LEADING INDIVIDUALS AND TEAMS

*An effective professional manager and leader must have an in-depth understanding of the principles for developing, managing and leading individuals and teams. This assessment task has been developed to enable learners to critically assess approaches to team development. Learners will evaluate approaches to managing and developing individuals and crucially, they will be given the opportunity to critique the skills required to lead and develop individuals and teams to achieve results.*

### TASK 1

You are required to write a **report** entitled:

***‘The principles for developing, managing and leading individuals and teams’***

The report must be presented in **TWO (2)** sections. It must include well-chosen work-based examples and reference to theory.

#### **1a. The factors which influence the way individuals and teams are developed and led**

You are required to critically reflect on a minimum of **FOUR (4)** internal factors and **FOUR (4)** external factors which influence the way individuals and teams are developed and led. (AC1.1)

#### **1b. Organisational frameworks which support the management and development of individuals and teams**

You are required to examine how organisational frameworks support the management and development of individuals and teams. (AC1.2)

#### **Guidance for completion of Task 1**

- *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *The report should be underpinned with relevant theoretical principles.*
- *You may include 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.*

## DEVELOP, MANAGE AND LEAD INDIVIDUALS AND TEAMS TO ACHIEVE RESULTS

*Organisational success is realised when individuals and teams are supported to achieve their objectives. This assessment task has been written to enable managers and leaders to evidence their understanding of approaches to individual and team development and the skills required by them to lead and develop individuals and teams with impact.*

### SCENARIO

You are working for XYZ\*, a rapidly expanding organisation which has recently relocated some of its staff to a new site in a neighbouring town, Hamborough, and is 15 miles away. The new open-plan premises are designed to accommodate more flexible and efficient ways of working, with an emphasis on maximising the use of different and new technologies.

Due to the relocation, there has been a radical change in the workforce as a number of permanent members of staff chose to take redundancy rather than relocate and/or change their methods of working. XYZ. has active members of two different trade unions.

The new Hamborough site has a diverse staff team. The new staffing mix is about 50% staff who have relocated having been with the company for a number of years, and 50% newly appointed staff. Many of the staff who have relocated are in senior or middle management positions; many of the new staff are younger, including a proportion of recent university graduates.

Some of the senior management are nearing the end of their careers and find the change in organisational culture challenging. Some also find the changes in technologies difficult to assimilate; conversely, others are very keen to embrace all new technologies to achieve revised organisational objectives.

Many of the staff who have relocated to Hamborough had their own individual offices at the original site, and are used to working on their own. The new open-plan premises place an emphasis on collaborative working, including with teams in newly opened markets overseas.

**\*Please note:** You may customise the scenario by selecting the type of organisation referred to (e.g. manufacturing and production, services, education, finance). This will enable you to contextualise your response to meet the requirements of the tasks below.

## TASK 2

Basing your response on the Scenario above or an organisation you know well or have researched you are required to write a **proposal** entitled:

**‘Developing, managing and leading individuals and teams to achieve results’**

The proposal must include reference to theoretical concepts and well-chosen examples to support the information presented. It must be presented in **THREE (3)** sections:

### 2a. Approaches to team development

You are required to critically assess approaches to team development. (AC2.1)

### 2b. Approaches to manage and develop individuals

You are required to evaluate approaches to manage and develop individuals. (AC2.2)

### 2c. Skills required to lead and develop individuals and teams to achieve results

You are required to critique the skills required to lead and develop individuals and teams to achieve results. (AC2.3)

## Guidance for completion of Task 2

- Choose the basis for your proposal. This may be based on the Scenario or how you would develop, manage and lead individuals and teams 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 **must** 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.

## Assignment Brief: Organisational Culture

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

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 603: Organisational Culture**. 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 603** 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 603** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

### Completing the assessment booklet

- The assessment 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 assignment 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 assessment 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 assessment 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 6 in Professional Management and Leadership Practice syllabus.

## INTRODUCING ASSESSMENT BRIEF CMI 603

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 603** has been designed to enable learners to evidence their understanding of culture and the beliefs, principles, ideologies, behaviours and values which have the power to influence an organisation's success. Learners will be equipped with an understanding of the role and impact of culture within different organisational contexts and the approaches to make and sustain cultural change.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 603** 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 role of culture within organisational contexts'</i>	LO1 Understand the role of culture within organisational contexts	1.1 Consider the impact of culture within different organisational contexts	Approx. 1500 words
			1.2 Critically examine the factors which influence organisational culture	
			1.3 Critique the inter-relationship between culture and leadership	
2	Write a <b>proposal</b> entitled: <i>'A proposal to make and sustain cultural change'</i>	LO2 Understand approaches required to make and sustain cultural change	2.1 Discuss the approaches to make and sustain cultural change	Approx. 2000 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 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 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.

## THE ROLE OF CULTURE WITHIN ORGANISATIONAL CONTEXTS

Recognised definitions for culture define it as a 'deep set of unconscious unwritten assumptions, shared throughout an organisation which are handed down over time and serve to sustain its identity' (Schein, 1988, Johnson et al., 2011). Another definition for culture is simply, 'The way we do things around here' (Deal & Kennedy, 2000). This assessment task has been designed to enable managers and leaders to understand the role culture plays in different organisational contexts, what influences it, and the inter-relationship between culture and leadership.

### TASK 1

You are required to write a **report** entitled:

***The role of culture within organisational contexts'***

The report must include reference to theoretical concepts and examples of culture within different organisational contexts. The report must be presented in **THREE (3)** sections.

**1a. The impact of culture within different organisational contexts**

You are required to consider the impact of culture within different organisational contexts. (AC1.1)

**1b. The factors which influence organisational culture**

You are required to critically examine the factors which influence organisational culture. (AC1.2)

**1c. The inter-relationship between culture and leadership**

You are required to critique the inter-relationship between culture and leadership (AC1.3)

#### Guidance for completion of Task 1

- *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *The report must include relevant theoretical principles.*
- *You must include 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.*

## APPROACHES REQUIRED TO MAKE AND SUSTAIN CULTURAL CHANGE

There will be times within a professional manager and leaders' career when they will be required to work with an organisation to make and sustain cultural change. This assessment task has been designed for the professional manager and leader to take an in-depth look at approaches to making and sustaining cultural change and the theoretical concepts and frameworks which underpin this activity.

## SCENARIO

ABX was an organisation founded in 1920 by a family who owned and managed it through the generations. Three months ago, ABX was bought out by a large public limited company called CAPITAL@ and the family ties to the business were cut.

CAPITAL@ are well known for innovative approaches in using technology, managing staff and stakeholder relationships. They have recently been in the press as they are anticipating large profits for the coming financial year which will result in an increase in the dividends paid to its shareholders.

There was a dedicated staff team at ABX, many of whom had worked in the organisation for decades. An audit showed working practices and the use of technology was dated, however knowledge capital was significant and the reputation of those who worked for ABX was high. There is apathy towards any change (processes, procedures, new organisational vision). There is a perception that CAPITAL@ is driven by the use of aggressive outcomes.

Existing staff are fearful of the future, and are not enthused by the prospect of being led by a new management and leadership team and are wary of working collaboratively with new colleagues etc. There is a feeling of tension and distrust between the new recruits and existing staff.

There is an urgent need to bring together the divergent staff teams, unite them in a common purpose and ensure that this is maintained over time. You have been challenged to develop a proposal to make this happen.

## TASK 2

Basing your response on the Scenario, or a cultural change within an organisation you know well or have researched, write a **proposal** entitled:

**‘A proposal to make and sustain cultural change’**

The proposal must include:

- The vision for cultural change and evaluation of current position
- An implementation plan to make and sustain cultural change
- Strategies which will support cultural change
- Strategies to monitor and evaluate outcomes
- Strategies to sustain cultural change (AC2.1)

### Guidance for completion of Task 2

- Choose the basis your proposal. This may be based on the scenario given above or a cultural change in 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 must 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.



## UNIT 614

### Assignment Brief: Principles and Practices of Ethical Decision Making

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

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 614: Principles and Practices of Ethical Decision Making**. 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 614** 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 614** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

#### Completing the assessment booklet

- The assessment 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 assignment 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 assessment 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 assessment 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 6 in Professional Management and Leadership Practice syllabus.



## INTRODUCING ASSESSMENT BRIEF CMI 614

The ability to make ethical decisions under pressure is a fundamental requirement of a professional leader and manager. Ethical decision making is not easy, especially when decisions are under the spotlight of stakeholder opinion, constrained by organisational, legal and regulatory requirements, where ambiguity exists, where risks are high or where the outcome of decisions will be unpopular.

Assessment brief **CMI 614** has been designed to enable professional managers and leaders to evidence their understanding of how to make ethical decisions in different organisational contexts.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 614** 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	Produce a <b>report</b> or <b>reflective account</b> entitled: <i>'Ethical decision making within organisational contexts'</i>	LO1 Understand ethical decision making within organisational contexts	1.1 Critically assess the influence of organisational context on decision making	Approx. 1500 words
			1.2 Critically appraise personal values and behaviours required to make ethical decisions	
			1.3 Evaluate the challenges of ethical decision making	
2	Write a <b>report</b> or a <b>reflective account</b> entitled: <i>'Ethical decision making'</i>	LO2 Know how to make an ethical decision	2.1 Critically appraise the types and sources of data and information available to inform ethical decision making	Approx. 2000 words
			2.2 Recommend tools and techniques for ethical decision making	
			2.3 Present the justification for the ethical decision made	

### 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 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 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.

## ETHICAL DECISION MAKING WITHIN ORGANISATIONAL CONTEXTS

*Task 1 has been designed to enable the professional manager and leader to critically assess the organisational context in which decisions are made. They will have the opportunity to critique the personal values and behaviours required to make ethical decisions and evaluate challenges which impact on decisions made.*

### TASK 1

There are **TWO (2)** options for completing Task 1.

You are required to produce a **report** or **reflective account** entitled:

***'Ethical decision making within organisational contexts'***

The report or reflective account must include well-chosen examples from an organisation you know well or have researched. The report or reflective account must be presented in **THREE (3)** sections:

**1a. The organisational context in which decisions are made (AC1.1)**

To complete this section, you are required to critically assess the influence of organisational context on decision making.

**1b. Personal values and behaviours required to make ethical decisions (AC1.2)**

To complete this section, you are required to critically appraise a minimum of **FOUR (4)** personal values and behaviours required to make ethical decisions.

**1c. Challenges of ethical decision making (AC1.3)**

To complete this section, you are required to evaluate a minimum of **THREE (3)** challenges of ethical decision making.

#### Guidance for completion of Task 1

- *The report or reflective account should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *Your report or reflective account should be underpinned with relevant theoretical principles.*
- *You must include well-chosen 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.*

## MAKING AN ETHICAL DECISION

*The ability to make an ethical decision relies on an in-depth understanding of the issues and contexts which impact on decision making. This is undoubtedly one of the most complex tasks required by a professional manager and leader.*

Task 2 has been designed to enable the professional manager and leader to make an ethical decision. To do this they will critically appraise the types and sources of data and information, tools and techniques to inform the ethical decision they will make. They will present a justification for the ethical decision made.

## SCENARIO

The following scenarios are examples of ethical decisions faced by professional managers and leaders in different organisational contexts. This list is not exhaustive and it is appropriate to choose an alternative scenario for the purpose of completing Task 2.

- Selecting an internal applicant for a promotion. Applicant A is a long-term work colleague. Applicant B is new to the department and has a protected characteristic (Equality Act 2010).
- Introducing more flexible employment conditions (e.g. 9-day fortnight, annualised hours, 4-day week, 7-day week).
- Considering whether to out-source or off-shore existing services and functions.
- Prohibiting personal business in company time.
- Closing part of the business to ensure the overall security and viability of the whole business.
- Procuring resources (e.g. consideration of cost versus corporate social responsibility and sustainability, levels of profitability).
- Entering business/sales agreements with organisations in countries which have a poor record in human rights.

## TASK 2

Basing your response on one of the scenarios given above or an ethical decision in an organisation you know well or have researched you are required to write a report or a reflective account entitled:

### ***‘Ethical decision making’***

The report or reflective account must evidence how an ethical decision has been made. It must be presented in **THREE (3)** sections:

#### **2a. Types and sources of data and information available to inform ethical decision making**

To complete this section, you are required to critically appraise the types and sources of data and information available to inform ethical decision making. (AC2.1)

#### **2b. Tools and techniques for ethical decision making**

To complete this section, you are required to recommend tools and techniques for ethical decision making. (AC2.2)

#### **2c. The justification for the ethical decision made**

To complete this section, you are required to present the justification for the ethical decision made. (AC2.3)

### **Guidance for completion of Task 2**

- In preparation to complete this task, take time to reflect on ethical decision making within different organisational contexts.
- Select the basis of the ethical decision you will make (e.g. use of a scenario given above or ethical decision making in an organisation you know well or have researched).
- You must outline the ethical decision which forms the basis of Task 2.

- *The report or reflective account must include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You must include reference to models of decision making and tools and techniques which support decisions made.*
- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## UNIT 525

### Assignment Brief: Using Reflective Practice to Inform Personal and Professional Development

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

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 525: Using Reflective Practice to Inform Personal and Professional Development**. 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 525** 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 525** 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.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

#### Completing the assessment booklet

- The assessment 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 assignment 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 assessment 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 assessment 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 6 in Professional Management and Leadership Practice syllabus.

## INTRODUCING ASSESSMENT BRIEF CMI 525

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.

Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the work place. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified.

Assessment brief **CMI 525** has been designed to enable learners to evidence their ability to understand the value of reflective practice, and how reflection can be used as the basis of a meaningful personal and professional development.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 525** 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>briefing paper</b> entitled: <i>'The use of reflective practice in personal and professional development'</i>	LO1 Understand the value of reflective practice to inform personal and professional development	1.1 Analyse the importance of <b>continuous personal and professional development</b> in achieving organisational objectives	Approx. 1000 words
			1.2 Evaluate the use of <b>reflective practice</b> in personal and professional development	
			1.3 Evaluate <b>approaches</b> to reflective practice	
2a	An <b>evaluation</b> of own performance in the workplace	LO2 Know how to apply reflective practice to inform personal and professional development	2.1 Evaluate own <b>performance</b> in the workplace using principles of reflection	Approx. 500 words  (applies to summary using principles of reflection)  If presenting, Work Based Evidence it must not

				exceed SIX (6) A4 pages
2b	Complete a <b>reflective account</b> entitled: <i>'The impact my working style has on others'</i>	LO2 Know how to apply reflective practice to inform personal and professional development	2.2 Reflect on own <b>working style</b> and its impact on others in the workplace	Approx. 500 words
2c	Write an <b>account</b> on own development needs and development opportunities.	LO2 Know how to apply reflective practice to inform personal and professional development	2.3 Analyse <b>development needs</b> for current and future roles	Approx. 1000 words
			2.4 Examine <b>development opportunities</b> to meet short, medium and long term objectives	
2d	Create a <b>personal and professional development plan</b> with measurable objectives	LO2 Know how to apply reflective practice to inform personal and professional development	2.5 Create a <b>personal development plan</b> with measurable objectives	Work Based Evidence must not exceed SIX (6) A4 pages

### 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 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.

## THE VALUE OF REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

*Reflective practice is an essential management tool that supports the development of a manager's knowledge, skills and behaviours in the workplace and delivers benefits to both the individual and the organisation. Learning through doing and reflecting on the outcome of any activity is at the heart of continuous self-improvement and development.*

*Although it can often be difficult to find time to reflect, the process is an invaluable skill which if carried out with an open mind and a willingness to learn can reap benefits throughout an individual's career.*

### TASK 1

For an organisation you know well or have researched, you are required to create a **briefing paper** to be shared with other managers as part of the launch of a talent development programme.

The briefing paper is entitled '*The use of reflective practice in personal and professional development*' and must use examples to:

- i. Analyse the importance of **continuous personal** and **professional development** in achieving organisational objectives (AC1.1)
- ii. Evaluate the use of **reflective practice** in personal and professional development (AC1.2)
- iii. Evaluate **approaches** to reflective practice (AC1.3)

### Guidance for completion of Task 1

- *The briefing paper should include sub headings. You may choose to include tables and diagrams (as appropriate).*
- *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.*

## APPLYING REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

*Being able to reflect on your own practice is a skill which may not come easily, but can be developed. As you progress reflection becomes an integral part of how you work and develop throughout your career.*

### TASK 2a

Using the principles of reflection, evaluate your own **performance** in the workplace (AC2.1).

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

**Option 1:** If you have already completed a documented activity in the workplace to evaluate your performance against the requirements of your role as a manager (i.e. a skill scan or a preparatory document in readiness for a performance review) you may submit this documentation as work based evidence for Task 2a.

- Include the document(s) in the Work Based Evidence section of the evidence booklet for this unit (separate document). Evidence must not exceed SIX (6) A4 PAGES.

or

- Provide your evidence as separate document(s) outside of this assessment booklet.  
*NB: Where separate documents are provided they must not exceed 10MB in size and must be saved as PDF documents and must not exceed SIX (6) A4 pages.*

**Option 2:** Complete the skills and competencies assessment form

### Guidance for completion of Task 2a



- Select your preferred option for completing the task. If you select Option 1 and plan to include work based evidence please ensure the evidence includes an evaluation of your own performance which is able to meet the requirements of AC2.1.
- If required, the CMI template can be adapted or extended.
- The assessment may be presented in a format of your choice, one used by your own organisation or using the CMI template provided.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

### OPTION 1: WORK BASED EVIDENCE

IF YOU CHOOSE THIS OPTION COPY AND PASTE THIS EVIDENCE TABLE INTO THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THE ASSIGNMENT BRIEF.

**Description of work based evidence:**  
Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.

Provide a brief statement which summarises the outcomes of the questionnaire. The statement must use principles of reflection to evaluate your own performance in the workplace to meet the requirements of AC 2.1.

Please indicate how you have presented evidence for this task (please tick box):	<input type="checkbox"/>	Document uploaded to Work Based Evidence section of the evidence booklet
	<input type="checkbox"/>	Documents are provided separately to the evidence booklet. Document name(s):

### OPTION 2: COMPLETE THE QUESTIONNAIRE

IF YOU CHOOSE THIS OPTION COPY AND PASTE THIS EVIDENCE TABLE INTO THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THE ASSIGNMENT BRIEF.

This questionnaire outlines a range of management skills and competencies.

Complete the questionnaire and decide on your level of competence in each area, giving yourself a score from 0-3 (3 – able to do this without any support through to 0 – you cannot do this or it is not applicable to your current role). Each line should only contain one score.

When you have completed your assessment, write a summary of your top THREE (3) strengths and areas for development.

Leading and	I am able to...	3 – I am competent and able to do	2 – I am confident but require some support and	1 – I am unsure and need support and	0 – I cannot do this or it is not applicable to
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managing others		this without any support	guidance to do this	guidance to do this	my current role
	Communicate organisational vision and goals effectively to others				
	Lead and manage multiple and remote teams				
	Lead and manage team leaders				
	Adapt leadership style to suit different situations				
	Lead a team to achieve outcomes				
	Support development through coaching and mentoring				
	Motivate individuals in their work role				
	Enable and support high performance working				
	Recruit and develop people				
	Lead and manage change				
	Recognise diversity and equality				
	Use performance management techniques				
	Delegate effectively to enable delivery through others				

Building relationships	I am able to...	3 – I am competent and able to do this without any support	2 – I am confident but require some support and guidance to do this	1 – I am unsure and need support and guidance to do this	0 – I cannot do this or it is not applicable to my current role
	Use approaches to partner, stakeholder and supplier relationship management				
	Use negotiating and influencing skills				

	Network effectively				
	Working collaboratively with others inside and outside of the organisation				
	Identify and share good practice				
	Manage conflict				
	Build trust with others				
	Use specialist advice and support to delivery against plans				

Communic ation	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	Use verbal communication to communicate effectively				
	Use non-verbal communication effectively				
	Use digital communication techniques				
	Demonstrate good interpersonal skills				
	Provide management information and reports based on the collation, analysis and interpretation of data				
	Recognise and overcome barriers to communication				
	Chair meetings				
	Present using a range of media				
	Use active listening skills				

Operatio nal	<b>I am able to...</b>	<b>3 – I am competent and able to do this</b>	<b>2 – I am confident but require some</b>	<b>1 – I am unsure and need</b>	<b>0 – I cannot do this or it is not</b>
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manage ment		without any support	support and guidance to do this	support and guidance to do this	applicable to my current role
	Input into strategic planning				
	Create and deliver operational plans in line with organisational objectives				
	Manage resources effectively				
	Set targets and monitor performance				
	Drive continuous improvement				
	Use contingency planning techniques				
	Develop sales and marketing plans				
	Recognise and overcome barriers to change				
	Demonstrate commercial awareness				
	Identify and shape new opportunities				
	Use operational business planning techniques				
	Monitor progress to deliver against plans				

	I am able to...	3 – I am competent and able to do this without any support	2 – I am confident but require some support and guidance to do this	1 – I am unsure and need support and guidance to do this	0 – I cannot do this or it is not applicable to my current role
	Set up and manage a project				
	Use project management tools and techniques				
	Use process management techniques				

	Manage risk				
	Plan, organise and manage resources to deliver outcomes				
	Monitor progress				

Decision making	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	Identify challenges and solutions				
	Use problem solving techniques				
	Take corrective actions when faced with problems				
	Know when to escalate issues/problems				
	Apply organisation governance (policies and procedures) to make decisions				
	Understands the impact of organisational values and ethics on decision making				
	Use management systems and technology to support decision making				

Finance	<b>I am able to...</b>	<b>3 – I am competent and able to do this without any support</b>	<b>2 – I am confident but require some support and guidance to do this</b>	<b>1 – I am unsure and need support and guidance to do this</b>	<b>0 – I cannot do this or it is not applicable to my current role</b>
	Manage and monitor budgets				
	Undertake financial forecasting				
	Provide financial reports				
	Consider financial implications of decisions				

Personal effective ness	I am able to...	3 – I am competent and able to do this without any support	2 – I am confident but require some support and guidance to do this	1 – I am unsure and need support and guidance to do this	0 – I cannot do this or it is not applicable to my current role
	Demonstrate emotional intelligence				
	Use time management tools and techniques				
	Manage multiple tasks, pressure and changing priorities				
	Use problem solving and decision making techniques				
	Seek and act on feedback from others				
	Adapt style to meet changing needs				
	Manage own workload effectively				
	Reflect on own performance, working style and its impact on others				
	Undertake critical analysis and evaluation to support decision making				
	Demonstrate resilience and accountability				
	Show determination when managing difficult situations				

#### EVALUATION OF ASSESSMENT:

*Provide a brief statement which summarises the outcomes of the questionnaire. The statement must use principles of reflection to evaluate your own performance in the workplace to meet the requirements of AC 2.1.*

## TASK 2B

Basing your response on your own work experience, you are required to write a **reflective account** entitled 'The impact my working style has on others in the workplace' (AC2.2)

The reflective account must include reference to a minimum of **ONE (1)** recognised **working style** and include examples of how the working style has impacted on others (i.e. individuals or teams).

**Guideline word count:**

Approx 500 words

### Guidance for completion of Task 2b

- Your own 'work experience' refers to work in paid or unpaid/voluntary employment or working with others at College or University or within an extra-curricular club or team.
- Your reflective account should be focused on your own development and not on others.
- Your discussion should be underpinned with relevant theoretical principles.
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

## TASK 2c

Having assessed your current skills and competencies, you are now in a position to consider your development needs and development opportunities available to meet personal and professional objectives.

You are required to write an **account** on your own development needs and development opportunities. The account must include an:

- i. Analysis of your **development needs** for current and future roles (AC2.3)
- ii. Examination of **development opportunities** to meet personal and professional objectives (AC2.4)

**Guideline word count:**

Approx 1000 words

### Guidance for completion of Task 2c

- Your written account should be focused on your own development and not on others.
- You may include application to research
- Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.

## TASK 2d

Create a **personal and professional development plan**, with a minimum of **THREE (3)** and a maximum of **SIX (6)**, measurable objectives. (AC2.5)

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

**Option 1:** If you have already completed a personal and professional development plan in the workplace, you may present a copy of the findings to address this task.

- Include the document(s) in the Work Based Evidence section of the evidence booklet for this unit (separate document)

or

- Provide your evidence as separate document(s) outside of this assessment booklet.  
NB: Where separate documents are provided they must not exceed 10MB in size and must be saved as PDF documents and must not exceed SIX (6) A4 pages.

**Option 2:** Create a personal and professional development plan using the CMI template on page 15.

**Work Based Evidence must not exceed SIX (6) A4 pages**

Guidance for completion of Task 2d
<ul style="list-style-type: none"> <li>• The personal and professional development plan may be presented in a format of your choice, one used by your own organisation or using the CMI template provided.</li> <li>• If required, the CMI template can be adapted or extended.</li> <li>• Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.</li> </ul>

<p><b>OPTION 1: WORK BASED EVIDENCE</b></p> <p>ALL EVIDENCE MUST BE PRESENTED IN THE EVIDENCE BOOKLET. COMPLETE THE WORK BASED EVIDENCE TABLE IN THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THIS ASSIGNMENT BRIEF.</p>
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<p><b>Description of work based evidence:</b> Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.</p>	
<p><b>Summary:</b> Please provide a brief summary statement of how this work based evidence meets the requirements of this task.</p>	

<p><b>Please indicate how you have presented evidence for this task (please tick box):</b></p>	<input type="checkbox"/>	Document uploaded to Work Based Evidence section of the evidence booklet
	<input type="checkbox"/>	Documents are provided separately to the evidence booklet. Document name(s):

<p><b>OPTION 2: COMPLETE THE TEMPLATE</b></p>
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**ALL EVIDENCE MUST BE PRESENTED IN THE EVIDENCE BOOKLET. COMPLETE THE TEMPLATE SHOWN IN THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THIS ASSIGNMENT BRIEF.**

Using the details from your personal reflections you can now start to develop a personal and professional development plan. You should develop a plan with a minimum of 3 and a maximum of 6 Development Aims. You should aim to have a minimum of 1 short term aim e.g. up to one month, 1 medium term aim, e.g. up to 6 months and 1 longer term aim e.g. 12 months or more from the start of the plan.

### Personal and Professional Development Plan

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes

## 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 underdeveloped</li> <li>Lacks sufficient detail to show understanding of the topic</li> </ul> </li> <li>The application of concepts, models and theories to the management and leadership role or workplace is unclear</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 an understanding of different perspectives</li> <li>Concepts, models and approaches and have been applied correctly in context of the</li> </ul>

<ul style="list-style-type: none"> <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 is not current (within 5 years)</li> </ul>	<ul style="list-style-type: none"> <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 is current (within 5 years)</li> </ul>
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## 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 -

<b>Qualification Title</b>	
<b>Unit Number and Title</b>	
<b>Centre Name</b>	
<b>Learner Name</b>	
<b>Learner CMI Number</b>	

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>	<b>Tick here to opt-out</b>	
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### Section 2 -

<b>Requirement prior to submission</b>	<b>Learner Signature / Initial to confirm</b>
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 601 PROFESSIONAL MANAGEMENT AND LEADERSHIP PRACTICE

**Ofqual unit number** K/617/4450

**RQF level** 6

**Guided learning hours** 20

**Total unit time** 60

**Credits** 6

**Aims of unit** An outstanding professional manager and leader is typified by someone who has the ability to select and apply knowledge, skills, values and behaviours effectively in their working role. Whilst many of these attributes can be developed through experiential learning, these can be sharpened and amplified through an in-depth exploration of the topic.

The aim of this unit is to enable the professional manager and leader to consider the influence of an organisation's context on how individuals are managed and led. They will reflect on the values, behaviours, knowledge and skills required, not only to deliver successful organisational outcomes, but to lead individuals with confidence.

**Keywords** Management, leadership, influence, organisational context, reflection, personal values, drivers, skills, communication, collaboration, impact.

Learning Outcome 1	
Understand the influence of organisational context on management and leadership practice	
Assessment Criteria	
1.1	Discuss the influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking
Indicative Content	

<p>1.1 Organisational context: Purpose, governance (e.g. public, private, third sector). Legal status of the organisation. Organisational structure. Organisational culture. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990). External environment. Stakeholder expectations. Theoretical concepts: Values-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible Leadership (Maak &amp; Pless, 2006). Leadership as a Phenomenon (Lawler, 2005). Resonant Leadership (McKee, Boyatzis, &amp; Goleman 2003). Five Practices of Exemplary Leadership (Kouzes &amp; Posner, 1987). Situational Leadership (Hersey &amp; Blanchard, 1969). Traditional Management Competencies (McBer &amp; Boyatzis, 1996). Theory of Hierarchies (Maslow, 1943; 1987). Corporate Culture (Jacques, 1951). Ethical Leadership (Mendonca &amp; Kanungo, 2007). Leadership Styles (Goleman, 1995). Charismatic Leadership (House, 1997). Contemporary thinking: Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee &amp; Jones, 2011). The Servant Leader (Greenleaf, 1977). Distributed leadership (Gronn, 2000). Cross Cultural Leadership (Hofstede, 1991). Followership (Kelley, 1988). Transformational Leadership (Bass &amp; Riggio, 2006).</p>	
<b>Learning Outcome 2</b>	
<b>Understand the practice of professional management and leadership</b>	
<b>Assessment Criteria</b>	
2.1	Critically reflect on values and behaviours which underpin professional management and leadership practice
<b>Indicative Content</b>	
<p>2.1 Values and behaviours: Interplay between organisational values and behaviours (e.g. formally published standards) and personal values and behaviours. Values: Integrity. Honesty. Objectivity. Impartiality. Inclusivity/openness. Authenticity. Ethical. Behaviours: change and improve, making effective decisions, leading and communicating, collaborating and partnering, building capability for all, managing a quality service, delivering at pace. Motivation. Taking responsibility. Building trust with others. Seeks the views of others. Values diversity internally and externally. Resilience. Determination. Seeks new opportunities. Agile (flexible to the needs of the organisation). Creative. Innovative. Enterprising. Solution focussed. Responsive to business needs. Positive. Adaptable. Responsive to feedback and need to change. Open to new ways of working. Professional (e.g. sets an example, ethical, fair, consistent and impartial). Operates within organisational values and adheres to codes of conduct and ethics.</p>	
<b>Assessment Criteria</b>	
2.2	Discuss the knowledge and skills required for a professional manager and leader to deliver successful outcomes for an organisation
<b>Indicative Content</b>	
<p>2.2 Knowledge requirements (tailored to the needs of the professional manager and leader): Ethics and responsibility. Governance and regulatory requirements. Knowledge management. Change management. Project and programme management. Corporate Social Responsibility. Financial management. Leadership. Strategy. Human resources (developing people and capabilities). Marketing. Quality Management. Supply chain management. Uses knowledge to make complex decisions (within limits of authority and in relation to the needs of business). Maintains currency of knowledge. Skills requirements: Support the creation of an inclusive, high performance work culture. Delegates to others. Provides clear guidance, purpose and monitors progress. Able to manage stress and personal well-being. Able to manage time, set priorities, achieve results. Manages and chairs meetings. Promotes and enables learning. Experiential Learning Cycle (Kolb, 1984). Single and Double Loop Learning (Argyris, 1991). Develops collaborative relationships. Approaches to stakeholder and supplier management. Contributes within a team environment. Builds rapport and trust. Develops networks and maintain relationships with people from a range of cultures, backgrounds and levels. Effectively influences and negotiates.</p>	
<b>Assessment Criteria</b>	

2.3	Critically appraise the use of communication to lead others with impact
<b>Indicative Content</b>	
<p>2.3 Communication:</p> <ul style="list-style-type: none"> <li>• Values and behaviours for communicating: Uses active listening and open questioning to structure conversations and discussions. Able to manage challenging conversations. Gives effective/constructive feedback. Interpersonal skills, awareness of others. Effective listening skills, influencing techniques, negotiating and persuasion. Uses storytelling to articulate, translate and reinforce mission, vision, strategic aims and objectives. Builds rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels. Communicates clearly, effectively and regularly.</li> <li>• Communications channels: Use and application of different forms of communication (oral, non-verbal - written and digital channels and platforms for communication such as workshops, team meetings, away-days, conferences, formal presentations, formal and informal reporting, 360 feedback).</li> <li>• Theory and strategy: Communication within a broader change strategy (Kotter, 1995). Auditing the communication strategy (Hargie &amp; Tourish, 2000). Organisational 'silence' 'why organisations don't communicate' (Morrison &amp; Milliken, 2000). Different organisational communication strategies (Clampitt et al., 2000). Organisational gossip (Michelson &amp; Mouly, 2000).</li> </ul>	

**CMI 602****DEVELOPING, MANAGING AND LEADING  
INDIVIDUALS AND TEAMS**

**Ofqual unit number** A/617/4453

**RQF level** 6

**Guided learning hours** 19

**Total unit time** 60

**Aims of unit** Individuals and teams are a highly prized resource which, if developed, managed and led effectively, can transform an organisation's reputation, productivity and success. The aim of this unit is for the professional manager and leader to understand the principles for developing, managing and leading individuals and teams. On completion of the unit, learners will understand the multi-dimensional factors which influence the way individuals and teams are developed and led. They will examine the role of organisational structures for managing human resources and be given the opportunity to research classic and contemporary approaches to the management and development of individuals and teams. Ultimately, this unit will culminate in an assessment of the skills required to lead and develop individuals and teams in a manner that not only achieves results but is ethical, fair, empowering and collaborative.

**Keywords** Development, management, leadership, structure, human resources, theoretical approaches, policy, procedure, regulatory, legal requirements, learning, skills, success.

Learning Outcome 1	
Understand the principles for developing, managing and leading individuals and teams	
Assessment Criteria	
1.1	Critically examine the factors which influence the way individuals and teams are developed and led
Indicative Content	

<p>1.1 Factors which influence the way individuals and teams are developed and led: Internal factors: An organisation's vision, purpose, values and culture. Organisational culture (Schein, 1994). Myths, stories, systems, processes, structure (Johnson et al., 2011) Internal politics. Psychological Contract (Rousseau, 1989). Demographic of the workforce. Governance of organisation (e.g. public, private, third sector). Legal status of the organisation. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Hierarchy of organisational learning (Burgoyne &amp; James, 2006). External factors: Business environment, market, national characteristics of population (Hofstede, 2001). Culture of stakeholders, partners, competitors (Porter's Five Forces, 1979). Political, economic, social, technological, legal, environment, ethical (PESTLE/PESTLEE/PESTLED). Leadership: Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Situational Leadership (Hersey and Blanchard, 1969). Ethical Leadership (Mendonca &amp; Kanungo, 2007). Cross Cultural leadership (Hofstede, 1991).</p>	
<b>Assessment Criteria</b>	
1.2	Examine how organisational frameworks support the management and development of individuals and teams
<b>Indicative Content</b>	
<p>Organisational frameworks: Human Resource Development (Ulrich &amp; Brockbank, 2005). Policies and procedures for recruitment and selection, staff development, well-being, succession and pipeline planning, talent development. Regulatory and legislative requirements (e.g. Equality Act 2010, Health and Safety Act 1974, industry specific regulations - inclusive of subsequent changes, deletions and replacements).</p>	
<b>Learning Outcome 2</b>	
<b>Know how to develop, manage and lead individuals and teams to achieve results</b>	
<b>Assessment Criteria</b>	
2.1	Critically assess approaches to team development
<b>Indicative Content</b>	
<p>Approaches to team development: Model of Team Development (Tuckman, 1965). Team Size (Dunbar's Number, 2010). Team Management Wheel (Margerison and McCann, 1995). Group and team difference (Katzenbach &amp; Smith, 1993). Team Roles (Belbin, 1993). The Four T Model, (Roe, 2017).</p>	
<b>Assessment Criteria</b>	
2.2	Evaluate approaches to the management and development of individuals
<b>Indicative Content</b>	
<p>Management of individuals: Goal setting including links to organisational objectives, key performance indicators (KPIs). Use of SMART. Performance Management such as the use of diagnostic and evaluation tools, personal development review (PDR), performance improvement plan (PIP), Personal Development Plan (PDP), 360° appraisal, peer review and self-review. Diversity Management. Development of individuals: Formal and informal development activities (e.g. training courses, secondments, job shadowing, temporary promotion/role change). Approaches to development such as self-directed/distance learning. Social and collaborative learning. Face to face, blended or online learning. Group or individual learning. Coaching and/or mentoring. The OSCAR Coaching Model (Gilbert &amp; Whittleworth, 2009). GROW Coaching Model (Whitmore, 2002). Use of technology as a learning tool (e.g. webinars, blogs, social and collaborative platforms, MOOCs, gamification, e-learning, assessment and feedback, mobile learning).</p>	
<b>Assessment Criteria</b>	

2.3	Critique the skills required to lead and develop individuals and teams to achieve results
<b>Indicative Content</b>	
<p>Skills required to lead and develop individuals and teams to achieve results: Ability to inform, communicate and articulate organisational vision and goals. Empowers/motivates others. Delegates, manages conflict, builds trust, resilience, takes responsibility (uses a solution focussed approach). Works collaboratively, is ethical, fair and impartial (e.g. Development opportunities). Culturally, socially aware. Supportive, encouraging. Rewards and recognises performance. Uses emotional Intelligence (Goleman, 1995). Application of formal HRM/HRD processes (e.g. Performance Improvement Plans (PIP), procedures (e.g. capability and development).</p>	



**Ofqual unit number** F/617/4454

**RQF level** 6

**Guided learning hours** 17

**Total unit time** 50

**Credits** 5

**Aims of unit** Culture matters. Beliefs, principles, ideologies, behaviours and values have the power to influence an organisation's success. Culture is emergent, it develops over time and is influenced by the cultural identity of staff and stakeholders and the approaches taken to lead and manage others. It is also influenced by an organisation's history, purpose, activities, vision, mission and values.  
The aim of this unit is to equip professional managers and leaders with an understanding of the role and impact of culture within organisations and the approaches to make and sustain cultural change.

**Keywords** Culture, identity, influence, impact, theory, inter-relationships, leadership, barriers, vision, position, planning, change.

Learning Outcome 1	
Understand the role of culture within organisational contexts	
Assessment Criteria	
1.1	Consider the impact of culture within different organisational contexts
Indicative Content	
1.1 Impact: Individual, team behaviour. Organisational vision, values and mission. Reputation. Attitudes to risk and blame. Organisational performance. Organisational strategy. Gods of Management (Handy, 1978). Competing Values Framework (Quinn and Cameron, 2011). Culture: Recognised definitions such as culture as a deep set of unconscious unwritten assumptions, shared throughout an organisation which are handed down over time and serve to sustain its identity (Schein, 1986, Johnson et al., 2011). 'The way we do things around here' (Deal and Kennedy, 2000). Organisational context: Purpose, governance (e.g. public, private, third sector). Legal status of the organisation. Organisational structure. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990).	
Assessment Criteria	
1.2	Critically examine the factors which influence organisational culture
Indicative Content	
1.2 Factors which influence organisational culture: Internal factors: Myths, stories, systems, processes, structure, internal politics, structure and demographic of the workforce (Cultural Web Johnson et al., 2011). The Three Levels of Culture (E Schein, 1992). Internal factors. (Deal and Kennedy, 1982). Internal influences (Hofstede, 1980). Toxic cultures (e.g. bullying, sexism, me first attitudes, hostility, infighting). Performance targets. Organisational climate e.g. short-term 38 CMI SYLLABUS   LEVEL 6 PROFESSIONAL MANAGEMENT AND	

LEADERSHIP PRACTICE V4 peaks and troughs in operational activity, seasonality. Change e.g. projects, innovation, restructuring, new ways of working. Leadership change. External factors: Business environment, market, national characteristics of population (Hofstede, 2001), demographics of the labour market, culture of stakeholders and partners, competitors. Political/legal and regulatory change. Economic factors. Emerging social, environmental, ethical concerns. Emerging technology, technological trends, and digitalisation.	
<b>Assessment Criteria</b>	
1.3 Critique the inter-relationship between culture and leadership	
<b>Indicative Content</b>	
1.3 Leadership: Value based leadership, Value-driven leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible leadership (Maak and Pless, 2006). Transformational Leadership (Bass & Riggio, 2006). Ethical Leadership (Mendonca & Kanungo, 2007). Leadership Styles (Goleman, 1995). Distributed leadership (Gronn, 2000). Cross cultural leadership (Hofstede, 1991).	
<b>Learning Outcome 2</b>	
Understand approaches required to make and sustain cultural change	
<b>Assessment Criteria</b>	
2.1	Discuss the approaches to make and sustain cultural change
<b>Indicative Content</b>	
<p>2.1 Approaches to making cultural change: Create vision: Define. Stakeholder engagement. Establish roles and responsibilities. Evaluate current position: Research, observation, analysis of organisational cultural drivers and barriers. Articulate vision: Communication, engender support, persuasion, challenge perceptions.</p> <p>Develop a plan for implementation: Select change management models and philosophy e.g. Three Stage Model of Change and Force Field Analysis (Lewin, 1947 &amp; 1943). Transition Curve (Kubler-Ross, 1969). Eight Step Change Model (Kotter, 1996). The Change Masters (Hailey and Balogun, 2002). Change Equation (Gleicher, Beckhard and Harris, 1987). Radical Change within Traditional Structures (Oswick, 2015). Appreciative Inquiry (Bushe, 2011).</p> <p>Develop strategies: policies, programmes, systems such as HRM and HRD systems, learning and development, reward and recognition.</p> <p>Implement plan: Role modelling. Behaviours and personal example. Develop cultural awareness and support individuals and teams through transition.</p> <p>Strategies to monitor and evaluate outcomes: Selection of relevant tools and techniques. Qualitative techniques to measure attitudes, knowledge, skills, behaviour; outcome evaluations; impact evaluations. Culture assessment instrument (e.g. Mannion et al., 2009, Jung et al., 2009).</p> <p>Strategies to sustain cultural change: Effective feedback structures to assess the practicality and success of cultural change. Ongoing internal promotion and communication of success. Publish results of organisational change. Leadership commitment. Persistence. Provision of time and space to allow the cultural change to take place. Lessons learned. Adjustments and improvements to be made.</p>	

**Ofqual unit number** J/617/4472

**RQF level** 6

**Guided learning hours** 18

**Total unit time** 60

**Credits** 6

**Aims of unit**

The ability to make ethical decisions under pressure is a fundamental requirement of a professional manager and leader. Ethical decision making is not easy, especially when decisions are under the spotlight of stakeholder opinion, constrained by organisational, legal and regulatory requirements, where ambiguity exists, where risks are high or where the outcome of decisions will be unpopular.

All decisions involve some form of value-based judgement and could involve ethical considerations. Whilst mechanistic decision making is the ability to select an action from different alternatives, ethical decision making focuses on value-based judgements and a wider range of issues that are typically more complicated in nature.

The aim of this unit is to equip professional managers and leaders with the understanding of how to make ethical decisions in different organisational contexts.

**Keywords**

Decisions, ethics, skills, values, behaviours, tools, techniques, models, integrity, fairness, consistency, impartiality, objective, moral courage, understanding.

Learning Outcome 1	
Understand ethical decision making within organisational contexts	
Assessment Criteria	
1.1	Critically assess the influence of organisational context on decision making
Indicative Content	
1.1 Organisational context: Purpose, governance (e.g. public, private, third sector). Legal status of the organisation. Organisational structure. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity (e.g. Carnegie Mellon Maturity Index 'CMMI', 1990). Internal and external organisational drivers. Role and influence of customers, suppliers, partners, competitors and buyers. Approach to organisational strategies such as: Deliberate and Emergent Strategies (Mintzberg, 1985), Resource Based View of the Firm (Penrose et al., 1959; Spender et al., 2009), Scenario Planning (Ringland J, 1998). Data and information access (e.g. public or private domains) and/or classifications (e.g. restricted or unrestricted).	
Assessment Criteria	
1.2	Critically appraise personal values and behaviours required to make ethical decisions
Indicative Content	

1.2 Personal values and behaviours: Emotional intelligence. Cognitive skills. Clear thinking. Mental agility. Data recall. Information management. Reflective practice. Dealing with uncertainty and ambiguity. Risk appetite. Ability to make and manage difficult or unpopular decisions. Accommodating. Collaborating. Avoiding. Competing. Compromising. Conflict Handling (Thomas and Kilmann, 1974; Borisoff and Victor, 1989). Dealing with Complexity (Kaufman et al., 2000). Ethical Decisions: Moral, right, true. Integrity, fairness, consistency, impartiality, objective, moral courage, understanding, empathy, ethics, resilience, dealing with diversity, recognises corporate social responsibility (CSR). Risks, rewards, fracture lines/market break points (Morgan G, 1985). Insightful/understands the impact of decisions made. Ability to determine/apply conflict management, negotiation and conflict resolution, communicate decisions to others (i.e. design and use of communication channels). Dealing with communications noise, feedback (Shannon and Weaver, 1947). Social amplification and attenuation mechanisms (Ashby R, c1950).	
<b>Assessment Criteria</b>	
1.3 Evaluate the challenges of ethical decision making	
<b>Indicative Content</b>	
1.3 Challenges: Decision making under pressure. Internal and external constraints (e.g. Resources, politics and stakeholders, legal and regulatory frameworks, availability of relevant data and information, finance and budgets, reputation, risk). Understanding different perspectives and courses of action (Linstone and Mitroff, 2000). An understanding of the strategic context/ bigger picture, recognising fracture lines and market breakpoints and taking a holistic 'helicopter view' (Morgan G, 1985). Multi-dimensional issues such as but are not limited to the influence and power of stakeholders, different perspectives, Cognitive Limits and Bias (Kahneman, 2016), Bounded Rationality (Simon, 1982), the challenge of impartiality (e.g. The observer and the observed phenomena (Mahoney, 1998). Situations when data or information may be incomplete, corrupted or lacks currency.	
<b>Learning Outcome 2</b>	
Know how to make an ethical decision	
<b>Assessment Criteria</b>	
2.1	Critically appraise the types and sources of data and information available to inform ethical decision making
<b>Indicative Content</b>	
2.1 Types of data and information: Qualitative, quantitative, structured, unstructured, spatial and non-spatial, meta data. Classes, groups, segments and domains. Sources of data and information: Internal and external sources of data and information. Current and/or future sources of primary or secondary data and information (e.g. quantitative and qualitative methods).	
<b>Assessment Criteria</b>	
2.2	Recommend tools and techniques for ethical decision making
<b>Indicative Content</b>	
2.2 Tools and techniques (Strategic): <ul style="list-style-type: none"> <li>• Management Information Systems. The estimate process 'The 7 Questions' (Ministry of Defence). Game theory (The prisoners' dilemma: The Rand Corporation). Cross impact analysis/ models (Gordon and Helmer, 1966). The Pugh Matrix (1980). Attribute trade off models Availability, Reliability, Maintainability (ARM Analysis) and Maintainability, Reliability, Dependability (MRD/ARM Analysis). Tools and techniques (Operational):</li> <li>• Decision trees. Sensitivity and what if analysis. National Decision Model (College of Policing, 2013). OODA loops (Boyd J, 1985). Decision action cycles. Ishikawa diagrams (before and after, Ishikawa, 1960). Monte Carlo Simulation (Stanislaw U, c.1940). 5 Whys (Taiichi Ohno, 1960s). Blue Sky Thinking. Weighted pros and cons. 6 Hat Thinking (De Bono, 1970). Root Cause Analysis. Critical Examination (BS 3138: 34004). Multi Voting/ Delphi</li> </ul>	

Technique (Rand Corporation, Helmer et al., c1960). Pareto analysis.

- Models of decision making: The rational model and the model of bounded rationality (Simon, 1982). The Incrementalist view (Lindblom, 1959). The organisational procedures view (March, 1988). The political view. The Garbage Can Model (Cohen et al., 1972). The individual differences perspective (Keen and Morton, 1978). Naturalistic decision making (Klein, 1998). The multiple perspectives approach (Mitroff and Linstone, 1993)

### Assessment Criteria

2.3	Present the justification for the ethical decision made
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### Indicative Content

2.3 Justification: Rationale for selecting approach. Criteria for selecting data and information for decision making (e.g. relevance, currency, adequacy, reliably, timeliness, cost-effective, maintainability and robustness required to support different decision action cycles required by the organisation). Alternative approaches considered. Response to challenges faced (e.g. dilemma's, constraints, risk, impact likely or intended impact of decision made). Reflection in respects to lessons identified/learned. Presentation of justification: Traditional/classical methods (i.e. narrative, thematic analysis, pie charts, histograms, trends and averages, regression analysis – single/multiple). Emerging methods. Use of informatics and information science to present data and information. Presenting spatial data and information, tele-visual, animated (data and information is presented in terms of patterns). Other forms include structured, unstructured and self-organising maps (SOMs).

**Ofqual unit number** F/616/3244

**RQF level** 5

**Guided learning hours** 16

**Total unit time** 50

**Credits** 5

**Aims of unit** Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the work place. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified. The aim of the unit is to equip learners with the understanding of the value of reflective practice, and how reflection can be used as the basis of a meaningful personal and professional development.

**Keywords** Professional development, reflection, continuous, performance, working style, opportunities, planning, professional practice, currency of practice, licence to practice, development needs, learning and development.

Learning Outcome 1	
Understand the value of reflective practice to inform personal and professional development	
Assessment Criteria	
1.1	Analyse the importance of continuous personal and professional development in achieving organisational objectives
Indicative Content	
1.1 Continuous may include but is not limited to life-long learning, maintain currency of skills and knowledge, effectiveness, impact, achievement. Personal knowledge and skills that may not relate to a current or future work role e.g. learning a language, mindfulness, fitness and sport. Professional may include but are not limited to knowledge and skills that directly relate to a current or future work role e.g. a job-related qualification, professional membership or status, on job training (Pedler, Burgoyne, Boydell (2007), Mullins (2013), Torrington et al (2008)).	
Assessment Criteria	
1.2	Evaluate the use of reflective practice in personal and professional development
Indicative Content	
1.2 Reflective practice may include but is not limited to self-management, develop insights, reflexivity, decision making in different situational contexts, critical reflection to assess skills, competencies, behaviours of professionalism, self-awareness, mental toughness (Lyons, 2015), Emotional Intelligence (Goleman, 1995).	
Assessment Criteria	

1.3 Evaluate approaches to reflective practice	
<b>Indicative Content</b>	
1.3 Approaches may include but are not limited to learning cycle, deep and surface learning, appraisal including self and peer review, 360 degree, methods of setting goals and reviewing progress, group and individual learning, (Model of Structured Reflection, Johns, 1994), Reflective Cycle (Gibbs, 1995), Learning Cycle (Kolb, 1984).	
<b>Learning Outcome 2</b>	
<b>Know how to apply reflective practice to inform personal and professional development</b>	
<b>Assessment Criteria</b>	
2.1	Evaluate own performance in the workplace using principles of reflection
<b>Indicative Content</b>	
2.1 Own performance refers to knowledge, skills/competencies, behaviours including Emotional Intelligence (Goleman, 1995) against short, medium and long term requirements of the role, organisational objectives and professional standards.	
<b>Assessment Criteria</b>	
2.2	Reflect on own working style and its impact on others in the workplace
<b>Indicative Content</b>	
2.2 Working style may also include but is not limited to Team Roles (Belbin, 1981), Type Indicator (Myers Brigg, 1944), Transactional Analysis (Berne, 1961: 1964), Drivers (Kasozi and Dehaan, 2014), Co-worker relationships (McIntyre, 2011), behavioural profiling and assessments e.g. DISC (Tate, 2014), Team Wheel (Margerison and McCann, 1989).	
<b>Assessment Criteria</b>	
2.3	Analyse development needs for current and future roles
<b>Indicative Content</b>	
2.3 Development needs refer to knowledge, skills and behaviours.	
<b>Assessment Criteria</b>	
2.4	Examine development opportunities to meet short, medium and long term objectives
<b>Indicative Content</b>	
2.4 Development opportunities refer to learning styles and 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, coaching and mentoring.	
<b>Assessment Criteria</b>	
2.5	Create a personal development plan with measurable objectives
<b>Indicative Content</b>	

2.5 Personal development plan refers to short, medium and long term time bound objectives, development needs, resources, support, development opportunities, review and evaluation methods.