Army Cadet Force - Adult Instructions Level 5 Certificate

Completion Pack September 2021 Version 1
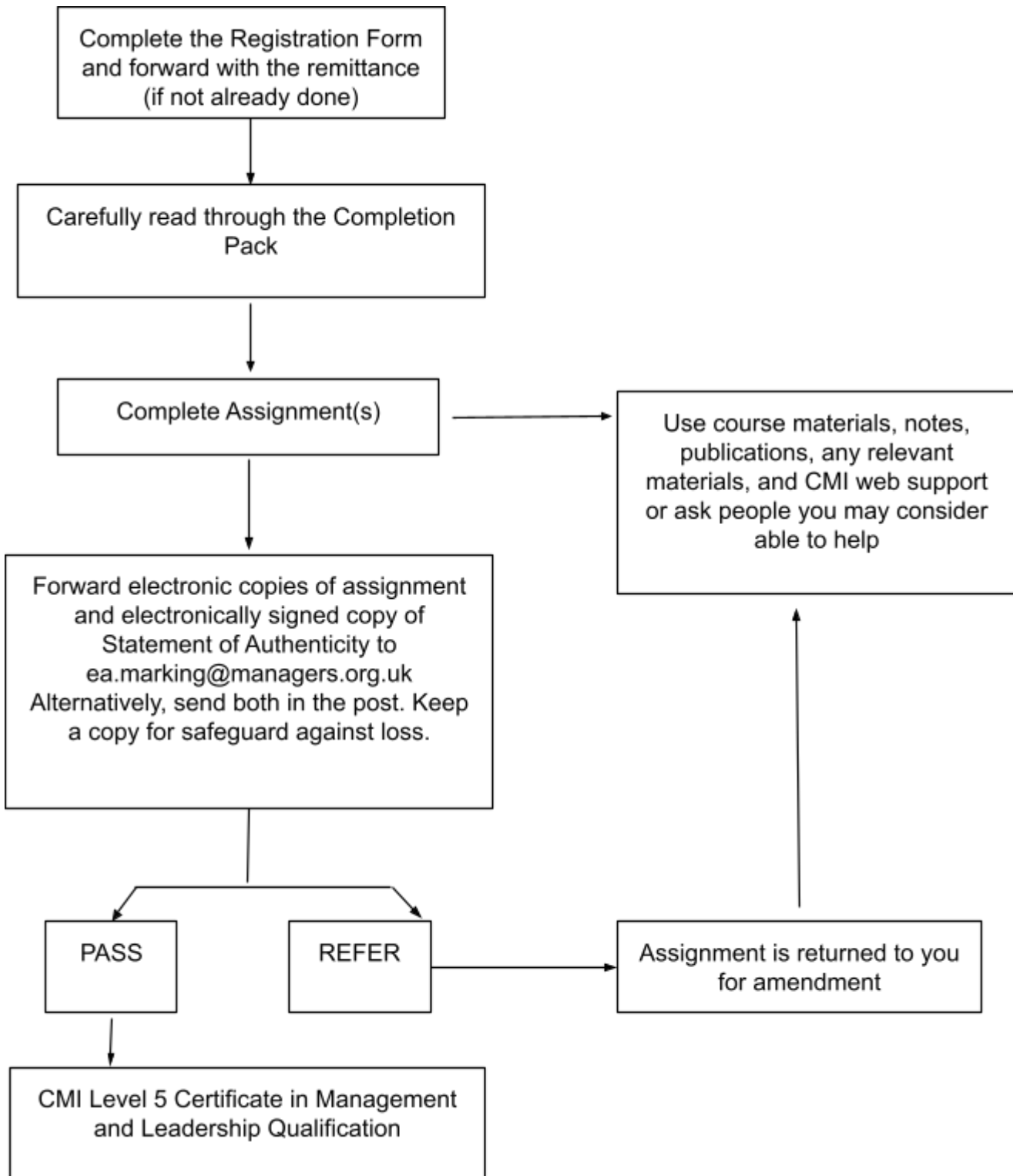
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│ Complete the Registration   │
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│ Complete Assignment(s)      │─────────▶│ Use course materials, notes, │
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│ Forward electronic copies   │          └──────────────────────────────┘
│ of assignment and           │                        ▲
│ electronically signed copy  │                        │
│ of Statement of Authenticity│                        │
│ to ea.marking@managers.org.uk│                       │
│ Alternatively, send both in │                        │
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│ CMI Level 5 Certificate in  │
│ Management and Leadership   │
│ Qualification               │
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The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the Level 5 Certificate in Management and Leadership Qualification.

- The CMI Level 5 Certificate in Management and Leadership consists of completing the following units 507, 525 and 526 that total 130 TQT/minimum of 13 credits.

To acquire the CMI Level 5 Certificate in Management and Leadership, you must complete and submit all of the following assignments (507, 525 & 526), comprising a number of tasks, and contained in this completion pack.

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

Note that you have 12 months to submit your external assignments for marking. It is very important that you contact CMI by telephone: +44 (0) 1536 207496 before this time if you are encountering difficulties (see below).

If there is no contact, CMI will default for you to receive the Recognised Status. 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 507, 525 or 526:

Unit 507, 525 or 526:
- Opening Screen - Click on Qualification Support* for CMI Level 5 Certificate in Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 507, 525 or 526
- Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

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

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

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

UNIT COMPLETION REQUIREMENTS

You are required to complete all of the following units 507, 525 and 526 unit assignments to obtain the CMI Level 5 Certificate in Management and Leadership.

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

CMI Level 5 Certificate in Management and Leadership (all 3 units)	Credits	Actions
Unit 507 Principles of Delivering Coaching and Mentoring	5	● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 525 Using Reflective Practice to Inform Personal and Professional Development	5	
Unit 526 Principles of Leadership Practice	8	

QUALIFICATION REGISTRATION

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

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Certificate in Management and Leadership

Submission directly to CMI Marking Services

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

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

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

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

External Assignments/MOD,
Awarding Body,
Management House,
Cottingham Road,
Corby,
Northamptonshire NN17 1TT.

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

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

Following two Referrals for your assignment, a Resubmission Fee of £15 (+ VAT) will be payable to CMI before work is reassessed. For more information please contact ea.marking@managers.org.uk or call 01536 207496 option 1.

ASSESSMENT GUIDANCE FOR LEARNERS

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

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

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

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

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

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

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

PLAGIARISM & COLLUSION

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

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

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

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

APPENDICES

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

CONFIDENTIALITY

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

WORD COUNT POLICY

In total, it is required that your assignment should be between 3500-4000 words for unit 507, 2500-3000 words for unit 525 and 3500-4000 words for unit 526. 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, P number, and the unit number - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.

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

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

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

UNIT 507

Assignment Brief: Principles of Delivering Coaching and Mentoring

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 507

Coaching and mentoring are proven techniques used to enhance the skills, knowledge, talents and potential of individuals as part of an organisational learning and development strategy.

Assessment brief **CMI 507** has been designed to enable learners to understand the principles and practices of delivering coaching and mentoring and the impact these techniques can have in the development of a high performance culture.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 507** 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
1a	Write an **account** which examines similarities and differences between coaching and mentoring	LO1 Understand the role and purpose of coaching and mentoring within an organisation	1.1 Examine the **similarities and differences** between coaching and mentoring	Approx. 500 words
1b	Write a briefing paper entitled: The purpose of coaching and mentoring for individuals, teams and organisations		1.2 Evaluate the **purpose** of coaching and mentoring for individuals, teams and the organisation	Approx. 400 words
2a	Write an **account** which examines the use of coaching and mentoring models in the workplace	LO2 Understand the use of models and processes used in workplace coaching and mentoring	2.1 Examine **models** used for **coaching and mentoring** individuals and teams in the workplace	Approx. 350 words
2b	Create a **plan** to deliver mentoring to an individual in response to an identified business need		2.2 Develop a **plan** to deliver mentoring to an individual in response to an identified business need	Approx. 500 words If presenting Work Based Evidence it must not exceed SIX (6) A4 pages

2c	Write an **account** which recommends a coaching **process** to support an individual's development needs in the workplace		2.3 Recommend a coaching **process** to support an individual's development needs in the workplace	Approx. 500 words
3a	Write an **account** which analyses the skills and competencies of an effective coach and mentor	LO3 Know how to manage the delivery of effective coaching and mentoring	3.1 Analyse the **skills and competencies** of an effective coach and mentor	Approx. 350 words
3b	Write an **account** which assesses approaches for responding to challenges faced in the delivery of coaching and mentoring		3.2 Assess approaches for responding to **challenges** faced in the delivery of coaching and mentoring	Approx. 500 words
3c	Write an **account** which discusses strategies used to evaluate the impact of coaching and mentoring on individuals and the organisation		3.3 Discuss **strategies** to evaluate the impact of coaching and mentoring on individuals and the organisation	Approx. 500 words
3d	Write an **account** which assesses approaches to ensure that coaching and mentoring programmes continue to deliver results		3.4 Assess **approaches** to ensure that coaching and mentoring programmes continue to deliver results	Approx. 400 words

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

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

Please see the CMI Assessment Guidance Policy for further guidance.

THE ROLE AND PURPOSE OF COACHING AND MENTORING WITHIN AN ORGANISATION

It is important for a manager to understand the similarities and differences between coaching and mentoring and their purpose for individuals, teams and the organisation.

TASK 1a

Using a range of well chosen examples, you are required to write an **account** which examines **THREE (3) similarities and THREE (3) differences** between coaching and mentoring (AC1.1).

Guidance for completion of Task 1a
● *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).* ● *You may include good practice examples from organisations you know well or have researched.* ● *Your discussion should be underpinned with relevant theoretical principles.* ● *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 1b

Using a range of well chosen examples, you are required to write a **briefing paper** entitled: *'The **purpose** of coaching and mentoring for individuals, teams and organisations'* (AC1.2).

The briefing paper will be used by other managers in the organisations.

Guidance for completion of Task 1b
● *The briefing paper should include sub headings. You may choose to include tables and diagrams (as appropriate).* ● *You may include good practice examples from organisations you know well or have researched.* ● *NB: You must ensure you consider individuals, teams and organisations in your discussion for this task.* ● *Your discussion should be underpinned with relevant theoretical principles.* ● *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

THE USE OF MODELS AND PROCESSES TO SUPPORT THE USE OF COACHING AND MENTORING IN THE WORKPLACE

To be an effective coach and mentor, it is important for a manager to understand the models used for coaching and mentoring in the workplace, identity a process for coaching individuals and be able to develop a plan to support mentoring.

TASK 2a

You are required to write an **account** which uses well-chosen examples to examine the use of **coaching and mentoring models** in the workplace (AC2.1).

SCENARIO

You are a manager of a department in a large organisation. You have been approached to mentor a new manager from another department who has recently been promoted into the position. As part of their development as a new manager, they need to develop skills and expertise in two areas:

- *supporting their new team to meet demanding targets*

- *working collaboratively with a range of internal and external stakeholders to engage them in a new initiative*

TASK 2b

You are required to develop a **plan** to deliver mentoring to an individual in response to an identified business need (AC2.2).

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

Option 1: Present a copy of a **plan** you have already created for delivering mentoring to an individual in the workplace.

- Include the document(s) in the Work Based Evidence section of the evidence booklet.

OR

- Provide your documentation 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.

Option 2: Create a **plan** to mentor the individual discussed in the scenario above. The plan should be completed using the CMI template.

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.*	
Summary: *Please provide a brief summary statement of how this work based evidence meets the requirements of this task.*	

Please indicate how you have presented evidence for this task (please tick box):		Document uploaded to the Work Based Evidence section of assessment booklet.
		Documents are provided separately to this assessment booklet. Document name(s): _____ _

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.

Mentoring Plan Template

Mentee name:		Mentor name:	

Meeting date:		Session no:	

Goal(s) for the session:

Actions completed from last session:	
1	
2	
3	
4	

Insights/breakthroughs gained:	
1	
2	
3	

4	

Actions to be taken by next session:	
1	
2	
3	
4	

Date of next meeting:	

Mentee signature:		**Date:**	
Mentor signature:		**Date:**	

TASK 2c

Using examples, write an **account** which recommends a coaching **process** to support an individual's development needs in the workplace (AC2.3).

The good practice guide will be used by managers in your organisation.

Guidance for completion of Task 2c
● *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).*   ● *You may base the account on your own experience of using coaching to support an individual's needs in the workplace or use well chosen examples from an organisation you know well or have researched.*   ● *Your discussion should be underpinned with relevant theoretical principles.*   ● *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 3a

Write an **account** which analyses the **skills and competencies** of an effective coach and mentor (AC3.1).

Guidance for completion of Task 3a
● *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).*   ● *You may base the account on your own experience of coaching and mentoring to support individuals in the workplace or use good practice examples from an organisation you know well or have researched.*   ● *Your discussion should be underpinned with relevant theoretical principles.*   ● *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 3B

From the list below, select **TWO (2) challenges** and write an **account** which assesses approaches which could be used to respond to these when delivering coaching and mentoring (AC3.2).

Ineffective match (mentor to mentee/coach to coachee)	*Workload pressures*	*Breach of confidentiality*
Commitment to the process	*Role conflict*	*Conflict of interest*
Lack of openness and honesty	*Misuse of approach (tell not support)*	*Relationship breakdown*
Organisational barriers	*Expectation of outcome*	

Guidance for completion of Task 3b
● *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).*   ● *Your discussion should be underpinned with relevant theoretical principles.*   ● *You are encouraged to use good practice examples from an organisation you know well or have researched.*   ● *Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

TASK 3C

From the list below, select **ONE (1)** individual and **ONE (1)** organisational **strategy** and write an account to discuss how each strategy can be used to evaluate the impact of coaching and mentoring (AC3.3).

INDIVIDUAL	*ORGANISATIONAL*
Personal reflection	*Balanced Scorecard (Kaplan and Norton, date)*
Appraisal of performance against targets	*Return on investment (ROI)*
Observed behavioural changes	*Succession planning*
Colleague and customer feedback	*Four Levels of Training Evaluation (Kirkpatrick, 2006)*
Career progression	*RAM Model of Coaching Evaluation (McGurk, 2011)*

Guidance for completion of Task 3c
● *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).*   ● *You need to choose one individual and one organisational strategy.*   ● *Your discussion should be underpinned with relevant theoretical principles.*   ● *You are encouraged to use good practice examples from an organisation you know well or have researched.*

TASK 3D

Using examples, write an **account** which assesses **approaches** to ensure that coaching and mentoring programmes continue to deliver results (AC3.4).

Guidance for completion of Task 2c
● *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).* ● *You may base the account on your own experience of coaching and mentoring in the workplace or use good practice examples from an organisation you know well or have researched.* ● *Your discussion should be underpinned with relevant theoretical principles.* ● *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

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

Click here to download the Assignment Brief.

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 TASKS AND WORD COUNT

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a **briefing paper** entitled: *'The use of reflective practice in personal and professional development'*	LO1 Understand the value of reflective practice to inform personal and professional development	1.1 Analyse the importance of **continuous personal** and **professional development** in achieving organisational objectives	Approx. 1000 words
			1.2 Evaluate the use of **reflective practice** in personal and professional development	
			1.3 Evaluate **approaches** to reflective practice	
2a	An **evaluation** of own performance in the workplace	LO2 Know how to apply reflective practice to inform personal and professional development	2.1 Evaluate own **performance** 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 **reflective account** entitled: *'The impact my working style has on others'*	LO2 Know how to apply reflective practice to inform personal and professional development	2.2 Reflect on own **working style** and its impact on others in the workplace	Approx. 500 words
2c	Write an account on own development needs and development opportunities.	LO2 Know how to apply reflective practice to inform personal and professional development	2.3 Analyse **development needs** for current and future roles	Approx. 1000 words
			2.4 Examine **development opportunities** to meet short, medium and long term objectives	
2d	Create a **personal and professional development plan** with measurable objectives	LO2 Know how to apply reflective practice to inform personal and professional development	2.5 Create a **personal development plan** 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 accessible 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):		Document uploaded to Work Based Evidence section of the evidence booklet
		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.

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**

	I am able to…	3	2	1	0
Leading and managing others	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				

		3	2	1	0
	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				
	Apply talent management models in the workplace				

	I am able to…	3	2	1	0
Building relationships	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				

	I am able to…	3	2	1	0
Communication	Use verbal communication to communicate effectively				
	Use non-verbal communication effectively				
	Use digital communication techniques				

		3	2	1	0
	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				
	Ability to challenge others and give constructive feedback				

	I am able to…	3	2	1	0
Operational Management	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				
Project management	Set up and manage a project				
	Use project management tools and techniques				
	Use process management techniques				

		3	2	1	0
	Manage risk				
	Plan, organise and manage resources to deliver outcomes				
	Monitor progress				

	I am able to…	3	2	1	0
Decision making	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				

	I am able to…	3	2	1	0
Finance	Manage and monitor budgets				
	Undertake financial forecasting				
	Provide financial reports				
	Consider financial implications of decisions				
Personal effectiveness	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).

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)

Guidance for completion of Task 2c

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.

Guidance for completion of Task 2d
● *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.*   ● *If required, the CMI template can be adapted or extended.*   ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

OPTION 1: WORK BASED EVIDENCE
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.

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.*	
Summary: *Please provide a brief summary statement of how this work based evidence meets the requirements of this task.*	

Please indicate how you have presented evidence for this task (please tick box):		Document uploaded to Work Based Evidence section of the evidence booklet

		Documents are provided separately to the evidence booklet. Document name(s): _____

OPTION 2: COMPLETE THE TEMPLATE

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

UNIT 526

Assignment Brief: Principles of Leadership Practice

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 526

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

ASSESSMENT TASKS AND WORD COUNT

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

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

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 5. The amount and volume of work for this unit should be broadly comparable to a

word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserve the right to return work to the Centre for editing and resubmission by the Learner.

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

Please see the CMI Assessment Guidance Policy for further guidance.

LEADERSHIP PRACTICE IN AN ORGANISATION

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

TASK 1

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

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

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

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

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

LEADERSHIP STYLES

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

SCENARIO

You manage a department in a medium sized organisation. Following a successful year that has seen significant growth in sales, the organisation has ambitious plans to re-locate to a new business park (40 miles away from its current location).   *A number of staff within your department have chosen not to re-locate with the organisation so there will be vacancies in your team.*   *The team members that have decided to move with the company are concerned about the re-location and how the new team will gel in time to achieve challenging targets.*

> *You are responsible for the recruitment and selection of new staff and leading team members to be effective in their roles.*
>
> *The objectives are for all departments to meet new operational targets within 3 months of the move.*

TASK 2

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

Write an **account** which:

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

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

Guidance for completion of Task 2

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

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

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

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

THE IMPACT OF LEADERSHIP WITHIN ORGANISATIONS

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

TASK 3

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

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

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

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

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

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

Guidance for completion of Task 3:

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

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

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

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

ASSESSMENT GUIDANCE

Refer	Pass
- The submission is incomplete - Tasks are incomplete - Not all assessment criteria have been met - No examples are used or the examples given do not match the requirements of the assessment criteria - Evidence is - Unclear - Technically incorrect or inaccurate - Biased - Unprofessional language - Poorly structured and presented - Ideas are under-developed - Lacks sufficient detail to show understanding of the topic - The application of different perspectives, approaches or schools of thought is unclear or inappropriate - Little or no evaluation of evidence has taken place - The ability to make judgments and solve complex problems has not been evidenced - Evidence is not directly attributable to the learner - External sources of information are not acknowledged - Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years)	- All tasks have been completed - All assessment criteria have been met - Examples given are well chosen and match the requirements of the assessment criteria - Evidence is - Well written and presented - Contains a breadth of examples - Accurate - Current (e.g. use of up to date legislation) - Authentic - Inclusive - Coherent - Credible - Technically correct - Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them. - Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes. - Evidence used from external sources has been correctly referenced - Evidence is directly attributable to the learner - Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)

THIS STATEMENT MUST BE COMPLETED AND ELECTRONICALLY SIGNED BY YOU AND ATTACHED TO (EACH ONE OF) YOUR COMPLETED ASSIGNMENT(S) (ie. one for each assignment if submitting more than one) WHEN SUBMITTED FOR ASSESSMENT.

Qualification:

CMI Level 5 Certificate in Management and Leadership (Units 507, 525 and 526)	

Centre:	Army Cadet Force	**Course Number & Date:**	

Candidate Statement: Confirmation of Authenticity:

Name	Learner Number (if known)	Learners E-mail address

I confirm that:

- I am registered on this programme with the Chartered Management Institute
- I am, to the best of my knowledge, the sole author of the completed assignment submitted.
- The attached completed assignment is all my own work, and does not include any work completed by anyone other than myself.
- I have completed the assignment in accordance with CMI's instructions and within the time limits set as given on my CMI Registration Form.

Address	Details	Note (in the Details column)
Name		If using a military address then enter the address clearly given: Name. Sub Unit Unit. Any other relevant details e.g. BFPO Number.
Street Number		
Street / Road Name		
Town Name		
Post Code		
County		

By signing my name below I am agreeing that I have read and understood the Learner Statement of Authenticity

Signature: Date:

Ofqual unit number	T/616/3208
RQF level	5
Guided learning hours	19
Total unit time	50
Credits	5
Aims of unit	Coaching and mentoring are proven techniques used to enhance the skills, knowledge, talents and potential of individuals as part of an organisational learning and development strategy. This unit explores the principles and practices of delivering coaching and mentoring, and the impact these techniques can have in the development of a high-performance culture
Keywords	Purpose, impact, models, plan, process, skills, competences, contract, feedback, development, performance, standards, barriers, relationships, empowerment, learning, achievement, develop potential, talent development, coaching culture, coaching and mentoring contract.

Learning Outcome 1
Understand the role and purpose of coaching and mentoring within an organisation

Assessment Criteria	
1.1	Examine the **similarities and differences** between coaching and mentoring

Indicative Content
Similarities may include but are not limited to support, contractual relationships, confidentiality, mutual consent, formal, informal, honesty, trust, personal development. **Differences** may include but are not limited to duration, relationship to mentee or coachee, focus.

Assessment Criteria	
1.2	Evaluate the **purpose** of coaching and mentoring for individuals, teams and the organisation

Indicative Content
Purpose refers to coachee/mentee, coach/mentor, team, individual and may include but is not limited to organisational goals and objectives, skill and talent development, supporting learning and development, building organisational capability, performance, career development, retention and succession planning, engagement and empowerment, job satisfaction, develop and share good practice, communication and relationships, reflective practice, self-management, create a coaching culture.

Learning Outcome 2

Understand the use of models and processes used in workplace coaching and mentoring

Assessment Criteria	
2.1	Examine **models** used for **coaching and mentoring** individuals and teams in the workplace

Indicative Content
Coaching and mentoring models may include, but are not limited to ACHIEVE (Eldridge and Dembkowski, 2003), ARROW (Somers, 2006), CLEAR (Hawkins, 2012), Cognitive Behavioural Coaching (CBC), GROW (Whitmore, 1992), Six Categories of Intervention (Heron, 1999), OSCAR (Gilbert and Whittleworth, 2002), OSKAR (Jackson and McKergow, 2000), STEPPPA (McLeod, 2003), Five Stage Mentoring Structures (Clutterbuck, 2004), Mentoring Structures (Hay, 1999), Alfred & Garvey's Three Stage Process (2006).

Assessment Criteria	
2.2	Develop a **plan** to deliver mentoring to an individual in response to an identified business need

Indicative Content
Plan may include but is not limited to clarifying the business case including expected impact and benefits, diagnosis and exploration, goal setting, choice of mentoring method(s), develop a mentoring contract, implementation, follow up, review.

Assessment Criteria	
2.3	Recommend a coaching **process** to support an individual's development needs in the workplace

Indicative Content
Process may include, but is not limited to matching coach and coachee, clarify, open, develop and end the relationship.

Learning Outcome 3
Know how to manage the delivery of effective coaching and mentoring

Assessment Criteria	
3.1	Analyse the **skills and competencies** of an effective coach and mentor

Indicative Content
Skills and competences refer to shared skills and competencies (e.g. communication and interpersonal skills, credibility, patience, trustworthy, motivator, ethical, questioning skills, ability to challenge, Emotional Intelligence (Goleman, 1998), ability to respect confidentiality and challenge thinking/beliefs, empowering, tact, diplomacy) and specific skills (e.g. coaching: ability to reflect back, non-judgemental); mentoring (e.g. functional and organisational experience, subject/technical knowledge, empathy, objectivity, professional/role model, ability to reflect, set high standards, inspirational).

Assessment Criteria

3.2	Assess approaches for responding to **challenges** faced in the delivery of coaching and mentoring

Indicative Content
Challenges may include but are not limited to ineffective match (mentor to mentee/coach to coachee), workload pressures, breach of confidentiality, commitment to the process, role conflict, conflict of interest, lack of openness and honesty, misuse of approach (tell not support), relationship breakdown, organisational barriers, expectation of outcome.

Assessment Criteria	
3.3	Discuss **strategies** to evaluate the impact of coaching and mentoring on individuals and the organisation

Indicative Content
Strategies may include but are not limited to Individual (e.g. personal reflection, appraisal of performance against targets, observed behavioural changes, colleague and customer feedback, career progression), organisation (e.g. Balanced Scorecard (Kaplan and Norton, 1992), return on investment (ROI), succession planning, Four Levels of Training Evaluation (Kirkpatrick, 2006), RAM Model of Evaluation (McGurk, 2010).

Assessment Criteria	
3.4	Assess **approaches** to ensure that coaching and mentoring programmes continue to deliver results

Indicative Content
Approaches may include but are not limited to planned review of policies and procedures, identify and address organisational barriers, develop skills of coaches and mentors, commit resources (time, finance), buy-in from senior leadership, establishment of good practice principles.

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
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
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

Indicative Content

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).

Learning Outcome 2

Know how to apply reflective practice to inform personal and professional development

Assessment Criteria

2.1	Evaluate own **performance** in the workplace using principles of reflection

Indicative Content

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.

Assessment Criteria

2.2	Reflect on own **working style** and its impact on others in the workplace

Indicative Content

Working style may also include but is not limited to Team Roles (Belbin, 1981), Type Indicator (Myers Brigg, 1943), Transactional Analysis (Berne, c.1950), 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).

Assessment Criteria

2.3	Analyse **development needs** for current and future roles

Indicative Content

Development needs refer to knowledge, skills and behaviours.

Assessment Criteria

2.4	Examine **development opportunities** to meet short, medium and long term objectives

Indicative Content

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.	
Assessment Criteria	
2.5	Create a **personal development plan** with measurable objectives
Indicative Content	
Personal development plan refers to short, medium and long term time bound objectives, development needs, resources, support, development opportunities, review and evaluation methods.	

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

Learning Outcome 1
Understand leadership practice in an organisation
Assessment Criteria
1.1   Examine leadership **practices** within organisations
Indicative Content
Practices may include but not limited to the differing roles and responsibilities of leaders in organisations, distributed leadership, effective leadership, leadership development.
Assessment Criteria
1.2   Evaluate the use of **theoretical approaches** to responsible leadership
Indicative Content
Theoretical approaches may include but are not limited to Responsible Leadership (Maak & Pless 2006), Ethical Leadership (Brown, Treviñob and Harrison, 2005), Value-based Leadership, Value-driven Leadership (Gentile, 2014) and Leading with Integrity (Blanchard, 2011).
Assessment Criteria
1.3   Analyse the impact of **internal** and **external factors** on leadership practice
Indicative Content

Internal factors may include but are not limited to organisational mission, vision and values, organisational culture (Cultural Web, Johnson and Scholes 1992; Culture and Leadership, Schein 1985), structure, roles, policies and procedures. Cultural Dimensions (Hofstede, 1980, 2001), national cultures, customs and language, organisational resources, such as staff, technology, finances and physical resources (e.g. machinery, equipment).	
External factors may include but are not limited to legal, regulatory and ethical requirements, market expectations/demands (buyers, suppliers, customers), competition, economic stability, customer, partner and supply chain relationships, demographic factors, skills and educational attainment of labour pool, reputation of organisation.	

Learning Outcome 2
Understand leadership styles

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

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

Assessment Criteria	
2.2	Evaluate **leadership styles**

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

Learning Outcome 3
Understand the impact of leadership within organisations

Assessment Criteria	
3.1	Evaluate how leadership **supports** the achievement of organisational objectives

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

Assessment Criteria	
3.2	Analyse the concept of **empowerment and trust** in leading others

Indicative Content

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

Assessment Criteria	
3.3	Examine **techniques** for creating a cohesive team

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

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

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