

**RAF OTA (RAF Officer Training  
Academy)  
MST (Modularised Staff Training)  
Level 5 Certificate**

Completion Pack November 2021 Version 1

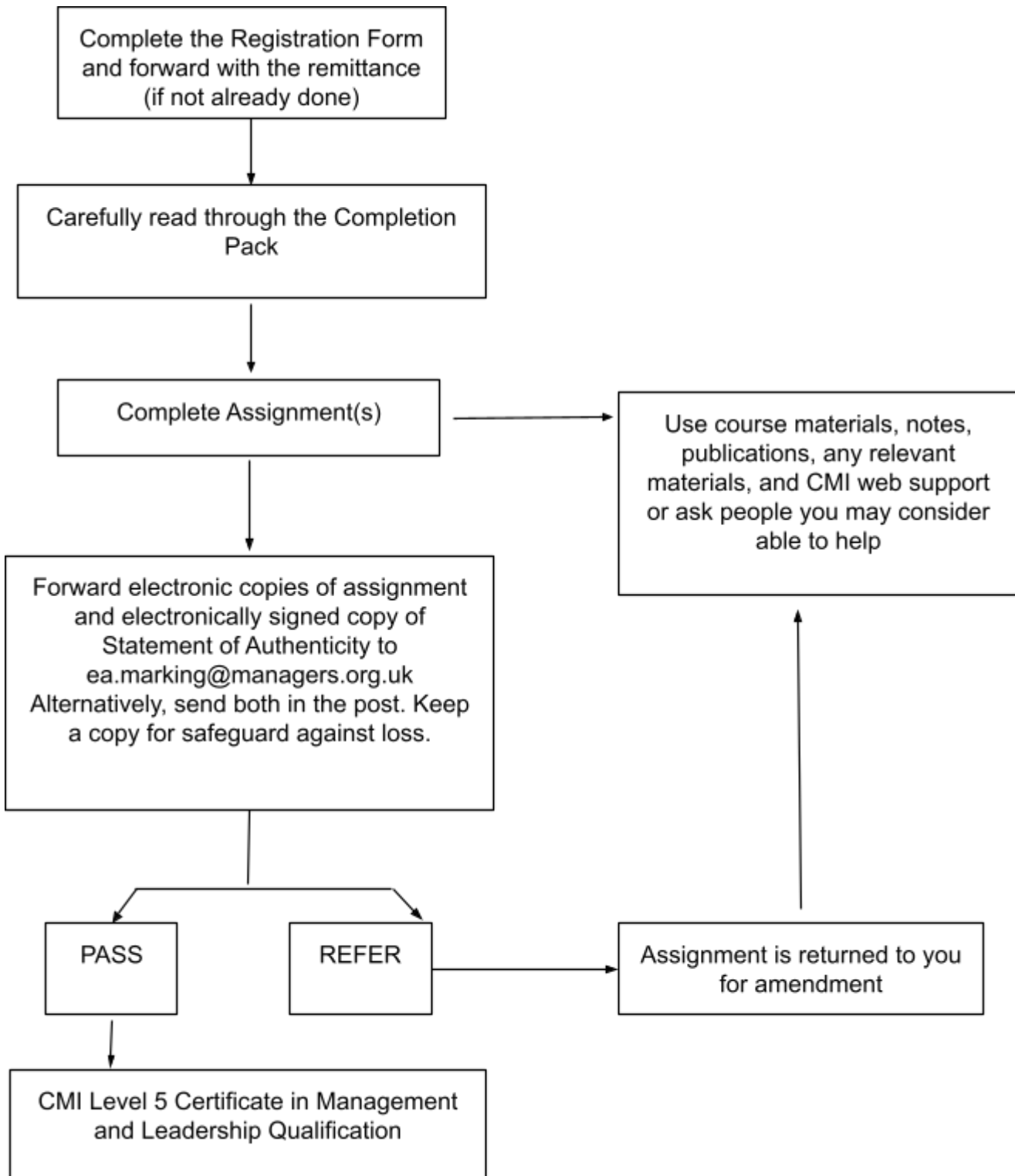
**BLANK PAGE**

**(INSIDE COVER)**

## CONTENTS

Completion Process Overview	03
Introduction	04
Support for Gaining CMI Qualification	05
Unit Completion	06
Qualification Registration	07
Submission of Assignment	07
Assessment Guidance for Learners	08
Assessment Guidance	08
Plagiarism & Collusion	08
Appendices	09
Confidentiality	09
Word Count Policy	09
Reference & Professionalism	09
Instructions & Information for Learners	09
Assignment Briefs	11
Statement of Authenticity	48
Qualification Unit 503, 504, 505, 507, 521 and 525	49

## 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 Level 5 Certificate in Management and Leadership Qualification.

- The CMI Level 5 Certificate in Management and Leadership consists of completing three of the following units 503, 504, 505, 507, 521 or 525 that total 130 TQT/minimum of 13 credits.

**To acquire the CMI Level 5 Certificate in Management and Leadership, you must complete and submit three of the following assignments (503, 504, 505, 507, 521 or 525 , 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 503, 504, 505, 507, 521 or 525 :

Unit 503, 504, 505, 507, 521 or 525:

- 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 503, 504, 505, 507, 521 or 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 of the following units 503, 504, 505, 507, 521 or 525 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.

<b>CMI Level 5 Certificate in Management and Leadership (complete 3 units)</b>	<b>Credits</b>	<b>Actions</b>
Unit 503 Principles of Managing and Leading Individuals and Teams to Achieve Success	5	<ul style="list-style-type: none"> <li>● Register for the Qualification</li> <li>● Complete assignment(s)</li> <li>● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity</li> <li>● Keep a copy for safeguard against loss</li> </ul>
Unit 504 Managing Performance	5	
Unit 505 Forming Successful Teams	4	
Unit 507 Principles of Delivering Coaching and Mentoring	5	
Unit 521 Using Data and Information for Decision Making	5	
Unit 525 Using Reflective Practice to Inform Personal and Professional Development	5	

## QUALIFICATION REGISTRATION

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

## SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 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](mailto:ea.marking@managers.org.uk)

The main body of the email should include the following: full name, P number, unit and submission number i.e Assignment Blogs\_P123456\_Unit\_number\_submission number.

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

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

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

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

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

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



## ASSESSMENT GUIDANCE FOR LEARNERS

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

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

Learners are required to complete all tasks and Assessment Criteria.

## ASSESSMENT GUIDANCE

### *Submission directly to CMI EA Marking*

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

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

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

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

## PLAGIARISM & COLLUSION

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

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

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

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

## APPENDICES

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

## CONFIDENTIALITY

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

## WORD COUNT POLICY

In total, it is required that your assignment should be between 3500-4000 words for unit 503, 3000-3500 words for unit 504 and 3500-4000 words for unit 505, 3500-4000 words for unit 507, 3500-400 for unit 521 and 2500-3000 for unit 525. Learners must comply with the required word count, within a margin of  $\pm 10\%$ . These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

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

## REFERENCING & PROFESSIONALISM

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

## INSTRUCTIONS & INFORMATION FOR LEARNERS

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

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

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

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

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

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

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

## UNIT 503

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

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

## INTRODUCING ASSESSMENT BRIEF CMI 503

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

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

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 503** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a <b>good practice guide</b> entitled: <i>Approaches to managing and leading teams</i>	LO1 Understand approaches to managing and leading teams	1.1 Evaluate <b>theoretical models</b> used for managing and leading teams	Approx. 1500 words
			1.2 Discuss <b>practical approaches</b> for effective team management and leadership	
			1.3 Analyse <b>strategies</b> for managing team leaders	
2	Write an <b>account</b> on techniques for managing and leading individuals and teams to achieve success	LO3 Know techniques for managing and leading individuals and teams to achieve success	3.1 Examine <b>methods</b> used to monitor and manage individual and team performance	Approx. 1500 words
			3.2 Develop approaches to respond to the <b>challenges</b> of managing and leading multi-disciplinary and remote teams	
			3.3 Examine <b>good practice</b> for enabling and supporting	

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

### Guideline word count

The written word, however generated and recorded, is still expected to form the majority of 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 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 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.

## APPROACHES TO MANAGING AND LEADING TEAMS

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

You manage a department in a large organisation, which has clients in the UK, Canada, USA, and Ireland. It is your first experience of managing multiple teams within a department and you are highly committed to making this new role a success.

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

<b>Departmental Structure</b>	<b>Composition of each team</b>
Team 1 – UK	Team leader
Team 2 – Canada	Team administrator
Team 3 – USA	Call handlers
Team 4 – Ireland	Technical experts
	Finance administrator
	Contractors as and when required

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

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

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

## TASK 1

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

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

### Guidance for completion of Task 1

- Base your response on Scenario A, your own experience of managing and leading teams or use well chosen examples from an organisation you know well or have researched.
- The good practice guide should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- Your discussion should be underpinned with relevant theoretical principles and models.
- Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

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

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

### TASK 2

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

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

#### Guidance for completion of Task 2

- *Base your response on Scenario A, your own experience of managing and leading individuals and teams to achieve success or use well chosen examples from an organisation you know well or have researched.*
- *The account should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

## ACHIEVING A BALANCE OF SKILLS AND EXPERIENCE IN TEAMS

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

### TASK 3A

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

#### Guidance for completion of Task 3a

- *Base your response on Scenario A, your own experience of developing individuals and teams or use well chosen examples from an organisation you know well or have researched.*
- *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*

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

## SCENARIO B

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

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

## TASK 3B

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

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

### Guidance for completion of Task 3b

- Base your response on Scenario B, your own experience of selecting learning and development activities for individuals and teams or use well chosen examples from an organisation you know well or have researched.
- The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- Your discussion should be underpinned with relevant theoretical principles and models.
- Your discussion must consider learning and development activities for both individuals and teams.
- Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.



## UNIT 504

### Assignment Brief: Managing Performance

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

#### INTRODUCING ASSESSMENT BRIEF CMI 504

Managing the performance of staff is essential to the smooth running of an organisation.

Assessment brief **CMI 504** has been designed to evaluate the reasons for managing performance and the approaches that can be used. It explores methods of rewarding the performance of individuals who exceed expectations, and analyses ways of managing under performance in a professional and supportive manner. This unit focuses on the way performance management, when used effectively, is able to impact on individual and organisational achievement.

#### ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 504** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count	
1	Write an <b>account</b> which justifies the rationale for managing performance	LO1 Understand the rationale for managing performance within organisations	1.1 Justify the <b>rationale</b> for managing performance within organisations	Approx. 500 words
2	Write a <b>report</b> entitled: <i>Frameworks, diagnostic and evaluation tools used for performance management</i>	LO2 Understand frameworks, diagnostic and evaluation tools used for performance management	2.1 Examine the impact of <b>legal and organisational frameworks</b> on performance management	Approx. 1000 words
			2.2 Evaluate the <b>diagnostic and evaluation tools</b> which support performance management	
3	Write a <b>good practice guide</b> entitled: <i>Practical approaches for managing performance in the workplace</i>	LO3 Know how to manage performance	3.1 Discuss good practice <b>principles</b> for managing performance	Approx. 2000 words
			3.2 Examine the use of <b>formal processes</b> for managing performance	
			3.3 Analyse the relationship between	

			<b>signs and causes</b> of underperformance	
			3.4 Evaluate approaches to respond to <b>challenges</b> when managing underperformance	
			3.5 Recommend <b>techniques</b> for developing and managing individuals who exceed expectations	

### 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 **3000-3500 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 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 RATIONALE FOR MANAGING PERFORMANCE WITHIN ORGANISATIONS

*When implemented effectively, performance management best practices result in a wide range of benefits for the organisation, managers and employees alike.*

### TASK 1

Write a compelling **account** using examples to justify the **rationale** for managing performance within organisations (AC1.1).

<b>Guidance for completion of Task 1</b>
<ul style="list-style-type: none"> <li>• <i>The account must include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.</i></li> <li>• <i>You are encouraged to consider your own experience of managing performance within organisations or the use of good practice examples from an organisation you know well or have researched.</i></li> <li>• <i>Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.</i></li> </ul>

## FRAMEWORKS, DIAGNOSTIC AND EVALUATION TOOLS USED FOR PERFORMANCE MANAGEMENT

*It is essential to understand the impact of legal and organisational frameworks, and the tools that can be used to support performance management in organisations.*

## TASK 2

Using well chosen examples, write a report entitled '*Frameworks, diagnostic and evaluation tools used for performance management*'.

The report must:

- i. Examine the impact of **TWO (2) organisational** and **ONE (1) legal framework** on performance management (AC2.1)
- ii. Evaluate **TWO (2) diagnostic and evaluation tools** which support performance management (AC2.2)

### Guidance for completion of Task 2

- *Base your response on your own experience of using frameworks, diagnostic and evaluation tools to manage performance or use well chosen examples from an organisation you know well or have researched.*
- *The report must include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *Important note: You are **not required** to examine the impact of all legal and organisational frameworks on performance management. You should focus on a minimum of TWO (2) organisational and ONE (1) legal framework which you feel are essential to the task.*
- *Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

## MANAGING PERFORMANCE

*Performance has to be managed if individuals are to develop, maintain or improve their knowledge, skills and behaviours. It is not always an easy task.*

*At one end of the spectrum, individuals who exceed expectations need to be managed effectively so that they are able to maintain their performance and do not lose momentum. In contrast, individuals who consistently fail to achieve their targets or exhibit unsatisfactory behaviour will need to be managed in a structured way to improve their professional practice.*

## SCENARIO

*You work as a manager for an operational department in a large organisation which has ambitions to gain recognition as a 'Top 100 UK Employer'.*

*The organisation has a loyal workforce and a low staff turnover, but there is an increasing rise in performance issues among the staff team.*

*An in-depth review of human resource management practices and results of a staff survey have identified a number of issues*

- a. *The need for managers to consistently apply good practice principles for performance management with special regard to making evidence based judgments, being fair to all (impartial), taking proportionate actions*
- b. *There are increasing incidents of underperformance from some members of the team, for which the causes are not always known or understood*
- c. *Managers have raised concerns over the challenges of managing underperformance of team members, such as: having a lack of knowledge or understanding of the processes for performance management; trying to maintain business continuity when underperformance occurs; dealing with the emotional aspects of performance management (for example, alienation from colleagues, anger from staff who have been told that their performance does not meet the required standard)*
- d. *The need to develop and manage individuals that consistently exceed expectations (especially when opportunities for promotion are limited).*

### TASK 3

Basing your response on the scenario on page 5, your own experience of managing performance in organisations or using well chosen examples from an organisation you know well or have researched:

Create a **good practice guide** entitled '*Practical approaches for managing performance in the workplace*'. The good practice guide will be used to equip other managers with an understanding of how to manage performance in a professional manner and ensure that all staff are managed effectively.

The good practice guide must be presented in **FIVE (5)** sections:

#### **A. Good practice principles for managing performance**

To complete this section of the good practice guide, you are required to use examples to:

- i. Discuss good practice **principles** for managing performance (AC3.1)

#### **B. Formal processes for managing performance**

To complete this section of the good practice guide, you are required to use examples to:

- i. Examine **THREE (3) formal processes** for managing performance (AC3.2)

#### **C. Signs and causes of underperformance**

To complete this section of the good practice guide, you are required to use examples to:

- i. Analyse the relationship between **signs** and **causes** of underperformance (AC3.3)

#### **D. Approaches used to respond to challenges to managing underperformance**

To complete this section of the good practice guide, you are required to use examples to:

- i. Evaluate approaches to respond to **THREE (3) challenges** when managing underperformance (AC3.4)

#### **E. Techniques for developing and managing individuals who exceed expectations**

To complete this section of the good practice guide, you are required to use examples to:

- i. Recommend **TWO (2) techniques** for developing and managing individuals who exceed expectations (AC3.5)

#### **Guidance for completion of Task 3**

- *Base your response on the scenario on page 5, your own experience of managing performance in organisations or use well chosen examples from an organisation you know well or have researched.*
- *The good practice guide must be written using the sections identified within the brief. You may choose to include tables and diagrams (as appropriate) to support your discussion.*

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

## UNIT 505

### Assignment Brief: Forming Successful Teams

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

## INTRODUCING ASSESSMENT BRIEF CMI 505

Assessment brief **CMI 505** has been designed to enable learners to evidence their ability to form successful teams. The assessment focuses on the purpose and characteristics of successful teams, theoretical and practical approaches to team formation, as well as analysis of and response to the challenges of team formation, and approaches to evaluating the performance of a newly formed team.

On successful completion of the assessment, the manager will appreciate the factors to consider when proactively forming a team and will establish a good practice approach to doing so.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 505** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write an <b>account</b> which examines the purpose and characteristics of successful teams	LO1 Understand the purpose and characteristics of successful teams	1.1 Examine the <b>factors</b> to consider when forming a team 1.2 Analyse the characteristics of successful teams using <b>theoretical models</b>	Approx. 700 words
2	Write an <b>account</b> specifying the purpose of different types of teams within organisations	LO1 Understand the purpose and characteristics of successful teams	1.3 Specify the <b>purpose</b> of different <b>types of teams</b> within organisations	Approx. 300 words
3	Write a good practice guide entitled: <i>Approaches to forming a new team</i>	LO2 Understand approaches to team formation LO4 Know how to evaluate	2.1 Evaluate <b>theoretical models used</b> for team formation 2.2 Assess <b>practical approaches</b> to team	Approx. 1500 words

		the performance of a newly formed team	formation	
			4.1 Recommend <b>approaches</b> for measuring the performance of a newly formed team against organisational objectives	
4	Write a <b>report</b> entitled: <i>Approaches to identifying and managing challenges when forming teams</i>	LO3 Know how to analyse and respond to challenges in team formation	3.1 Analyse <b>challenges</b> which occur in team formation	Approx. 1500 words
			3.2 Recommend <b>approaches</b> for responding to challenges when forming teams	

### 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 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 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 PURPOSE AND CHARACTERISTICS OF SUCCESSFUL TEAMS

*In fast-changing work environments, departments must be responsive to new organisational objectives and priorities, and the re-structuring of teams on a permanent or temporary basis. For the manager, it is essential to be proactive when establishing a new team, taking into consideration theories of team formation and practical issues related to the purpose of the team, its characteristics and its contribution to the organisation.*

## TASK 1

You are required to write an **account** on the purpose and characteristics of successful teams.

The account must:

- i. Examine the **factors** to consider when forming a team (AC1.1)
- ii. Analyse the characteristics of successful teams using **theoretical models** (AC1.2)

<b>Guidance for completion of Task 1</b>
<ul style="list-style-type: none"> <li>• <i>Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.</i></li> <li>• <i>Undertake independent research on theoretical principles/models for analysing the characteristics of successful teams.</i></li> </ul>

- You are encouraged to consider the use of 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.

## SCENARIO A

*DKM&X is a large industrial company that manufactures tools and equipment and also offers some consultancy services.*

*450 staff are based at its UK headquarters. The company has various strategic business units (SBUs) and offices located across the UK.*

*You lead a team consisting of full time and part time staff. Some staff are based on site at the UK HQ whilst others are mobile, travelling to customer sites for face to face meetings.*

*Team members also work within project teams, which consist of members from the various strategic business units (SBUs) operating across the organisation.*

## TASK 2

You are required to write an **account** specifying the **purpose** of different **types of teams** within organisations (AC1.3)

### Guidance for completion of Task 2

- *Base your response on Scenario A or well-chosen examples from an organisation you know well or have researched.*
- *Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You are required to undertake independent research on theoretical principles/models related to team formation.*
- *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.*

## APPROACHES TO TEAM FORMATION

*Successfully forming a new team, which can deliver the expected outcomes for the organisation, requires the manager to understand the capabilities and capacity required, the framework within which the team will operate and theoretical approaches to team formation.*

## SCENARIO B

You have been asked to manage a new department responsible for human resources and payroll. This function had previously been outsourced to another organisation.

You estimate that a team of eight people will be required to fulfil administrative and team leader roles.

Team members will include two staff members who have been transferred to your organisation under TUPE arrangements and two will be seconded from the accounts department for six months. With approval from the senior management team, you will also be recruiting four more team members from within or outside the organisation.

You are required to establish the new team and ensure it assumes full responsibility for HR and payroll within three months.

## TASK 3

Write a **good practice guide** entitled 'Approaches to forming a new team'. The good practice guide must be presented in **TWO (2)** sections:

### A. Approaches to team formation

To complete this section of the **proposal** you are required to:

- i. Evaluate **TWO (2) theoretical models used** for team formation (AC2.1)
- ii. Assess **TWO (2) practical approaches** to team formation (AC 2.2)

### B. Evaluating the performance of a newly formed team

- i. From the table shown below, recommend **ONE (1)** quantitative and **ONE (1)** qualitative **approach** for measuring the performance of a newly formed team against organisational objectives (AC4.1).

<b>Quantitative approaches</b>		
SMART Objectives	Key Performance Indicators (KPIs)	Quality standards and audits (internal and external)
Service Level Agreements (SLAs)	Project plans	Target setting
<b>Qualitative approaches</b>		
Observation of knowledge, skills and behaviours	Commitment to mission, vision, values	Collaborative working
Feedback from internal and external stakeholders	Performance reviews	

### Guidance for completion of Task 3

- Base your response on Scenario B or using well chosen examples from an organisation you know well or have researched:



- Within the good practice guide you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.
- You are required to undertake independent research on theoretical principles/models used for team formation.
- Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

## ANALYSING AND RESPONDING TO CHALLENGES IN TEAM FORMATION

It is vital to ensure that the new team operates efficiently and effectively from the beginning, otherwise time will be wasted, relationships will suffer and targets will not be met.

This assessment task will enable managers to anticipate the challenges and difficulties which may occur, and identify ways of responding to these challenges, thus minimising their impact.

### TASK 4

You are required to write a **report** entitled 'Approaches to identifying and managing challenges when forming teams'.

The report must be presented in **TWO (2)** sections:

#### A. Challenges occurring in team formation

From the table shown below, you are required to analyse **THREE (3) challenges** which may occur when forming a new team (AC3.1).

<i>Functional and cultural differences (Culture Model, Schneider, 1994)</i>	<i>Disparity between pay and conditions (e.g. temporary teams, TUPE arrangements)</i>	<i>Professional expectations</i>
<i>Coping with change</i>	<i>Reforming (Tuckman, 1965)</i>	<i>Information sharing</i>
<i>Confidentiality</i>	<i>Priorities and workload</i>	<i>Existing allegiances and priorities</i>

#### B. Approaches for responding to challenges in team formation.

Using the challenges discussed in section A of the **report**, recommend **THREE (3) approaches** for responding to challenges a manager may face when forming teams (AC3.2).

#### Guidance for completion of Tasks 4

- Within the report you should include sub headings. You may choose to include diagrams (as appropriate) to support your diagram.
- You may choose to present your answers to sections A and B in a table.
- Your discussion should be underpinned with relevant theoretical principles.
- Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.

## 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 <b>account</b> 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 <b>similarities and differences</b> 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 <b>purpose</b> of coaching and mentoring for individuals, teams and the organisation	Approx. 400 words

2a	Write an <b>account</b> 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 <b>models</b> used for <b>coaching and mentoring</b> individuals and teams in the workplace	Approx. 350 words
2b	Create a <b>plan</b> to deliver mentoring to an individual in response to an identified business need		2.2 Develop a <b>plan</b> 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 <b>account</b> which recommends a coaching <b>process</b> to support an individual's development needs in the workplace		2.3 Recommend a coaching <b>process</b> to support an individual's development needs in the workplace	Approx. 500 words
3a	Write an <b>account</b> 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 <b>skills and competencies</b> of an effective coach and mentor	Approx. 350 words
3b	Write an <b>account</b> which assesses approaches for responding to challenges faced in the delivery of coaching and mentoring		3.2 Assess approaches for responding to <b>challenges</b> faced in the delivery of coaching and mentoring	Approx. 500 words
3c	Write an <b>account</b> which discusses strategies used to evaluate the impact of coaching and mentoring on individuals and the organisation		3.3 Discuss <b>strategies</b> to evaluate the impact of coaching and mentoring on individuals and the organisation	Approx. 500 words
3d	Write an <b>account</b> which assesses approaches to ensure that coaching and mentoring programmes continue to deliver results		3.4 Assess <b>approaches</b> 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, identify 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).

#### Guidance for completion of Task 2a

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

### 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.

#### Guidance for completion of Task 2b

- This may be based on the scenario given above or on your own experience of mentoring an individual in the workplace.
- The plan may be presented in a format of your choice or using the CMI template provided.
- If required, the CMI template can be adapted or extended.
- Please refer to the indicative content for each of the 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.*

<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>		<p>Document uploaded to the Work Based Evidence section of assessment booklet.</p>
		<p>Documents are provided separately to this assessment booklet. Document name(s):</p> <p>_____</p> <p>–</p>

**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**

<b>Mentee name:</b>		<b>Mentor name:</b>	
---------------------	--	---------------------	--

<b>Meeting date:</b>		<b>Session no:</b>	
----------------------	--	--------------------	--

**Goal(s) for the session:**

**Actions completed from last session:**

1	
---	--

2	
3	
4	

<b>Insights/breakthroughs gained:</b>	
1	
2	
3	
4	

<b>Actions to be taken by next session:</b>	
1	
2	
3	
4	

<b>Date of next meeting:</b>	
------------------------------	--

<b>Mentee signature:</b>		<b>Date:</b>	
<b>Mentor signature:</b>		<b>Date:</b>	

## 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.

<b>Guidance for completion of Task 2c</b>
<ul style="list-style-type: none"> <li>• <i>The account should include sub headings. You may choose to include tables and diagrams (as appropriate).</i></li> <li>• <i>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.</i></li> <li>• <i>Your discussion should be underpinned with relevant theoretical principles.</i></li> <li>• <i>Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.</i></li> </ul>

## 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).

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

### 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).

<i>INDIVIDUAL</i>	<i>ORGANISATIONAL</i>
<i>Personal reflection</i>	<i>Balanced Scorecard (Kaplan and Norton, date)</i>
<i>Appraisal of performance against targets</i>	<i>Return on investment (ROI)</i>
<i>Observed behavioural changes</i>	<i>Succession planning</i>



Colleague and customer feedback	Four Levels of Training Evaluation (Kirkpatrick, 2006)
Career progression	RAM Model of Coaching Evaluation (McGurk, 2011)

<p><b>Guidance for completion of Task 3c</b></p> <ul style="list-style-type: none"> <li>• <i>The account should include sub headings. You may choose to include tables and diagrams (as appropriate).</i></li> <li>• <i>You need to choose one individual and one organisational strategy.</i></li> <li>• <i>Your discussion should be underpinned with relevant theoretical principles.</i></li> <li>• <i>You are encouraged to use good practice examples from an organisation you know well or have researched.</i></li> <li>• <i>Refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.</i></li> </ul>
--

## TASK 3D

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

<p><b>Guidance for completion of Task 2c</b></p> <ul style="list-style-type: none"> <li>• <i>The account should include sub headings. You may choose to include tables and diagrams (as appropriate).</i></li> <li>• <i>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.</i></li> <li>• <i>Your discussion should be underpinned with relevant theoretical principles.</i></li> <li>• <i>Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.</i></li> </ul>
--

## UNIT 521

### Assignment Brief: Using Data and Information for Decision Making

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

## INTRODUCING ASSESSMENT BRIEF CMI 521

The ability to analyse and manage data and information can lead to increased competitiveness, productivity and customer satisfaction and support innovation. With data and information volumes increasing at an unprecedented rate, the ability to interpret, use and harness this can become an organisational and management challenge.

Assessment brief **CMI 521** has been designed to equip learners with an understanding of the purpose and practices of interpreting, managing and presenting business data and information to inform decision making at different levels within an organisation.

## ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 521** 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 <b>account</b> on the use of data and information in decision making	LO1 Understand the use of data and information in decision making	1.1 Analyse the use of <b>data and information</b> in decision making	Approx. 1000 words
			1.2 Examine <b>types</b> of data and information	

			used in decision making	
1b	Write a <b>proposal</b> entitled: <i>The impact of stakeholders, organisational and legal frameworks on the use of data and information</i>		1.3 Analyse the impact of <b>organisational</b> and <b>legal frameworks</b> on the use of data and information in decision making	Approx. 1500 words
			1.4 Discuss the impact of stakeholder <b>needs</b> on the collection, analysis and interpretation of data and information for decision making	
2	Write a <b>good practice guide</b> entitled: <i>Interpreting data and information to meet the decision-making needs of stakeholders</i>	LO2 Be able to interpret data and information to support decision making	2.1 Discuss <b>criteria</b> used for selection of data and information	Approx. 1000 words
			2.2 Evaluate the use of <b>tools and techniques</b> for analysing and interpreting data and information to support decision making	
3	Write an <b>account</b> on presenting data and information to meet the decision-making needs of stakeholders	LO3 Know how to present data and information used for decision making	3.1 Evaluate <b>methods</b> of presenting data and information used for decision making	Approx. 500 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 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 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 USE OF DATA AND INFORMATION IN DECISION MAKING

*Understanding the use of data and information in decision making across the different levels of an organisation is a fundamental skill. An important element is an understanding of the types, sources and uses of data and information.*

*A manager, who has an in-depth understanding of how data and information can be used, will be able to actively participate and lead in decision making at a group, team, department, project and business unit level in a variety of organisational settings.*

## TASK 1A

You are required to write an **account** on the use of data and information in decision making.

Using examples, the account must:

- i. Analyse the use of **data and information** in decision making (AC1.1)
- ii. Examine **THREE (3) types** of data and information used in decision making (AC1.2)

### Guidance for completion of Task 1a

- *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.*
- *In writing your report you might want to clearly define what you mean by data and information in the context of your chosen organisation.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## SCENARIO

*DKM&X is a large industrial company that manufactures tools and equipment and also offers some consultancy services.*

*450 staff are based at its UK headquarters. The company has various strategic business units (SBUs) and offices located across the UK, which make use of both internal and external data and information sources for benchmarking, performance management and reporting for internal use, customers, professional services clients and other stakeholders.*

*You lead a team consisting of full time and part time staff. Some staff are based on site at the UK HQ whilst others are mobile travelling to customer sites for face to face meetings. Within your remit you also liaise with a range of external stakeholders including customers, suppliers and regulatory organisations.*

*A key aspect of your role is to make decisions based on data and information from internal and external sources. On a monthly basis, you are required to present performance and benchmarking data and information to the senior management team. You are also required to regularly provide compliance data and information to regulatory bodies.*

*On a daily basis, your team access data and information on product usage, production and quality, customers and suppliers in line. Managing data and information lawfully and in accordance with organisational and legal requirements is a key aspect of the team's role.*

## TASK 1B

Basing your response on the scenario, your own experience of managing data and information in the workplace or using examples from an organisation you know well or have researched:

You are required to write a **proposal** on 'The impact of stakeholders, organisational and legal frameworks on the use of data and information'.

Your proposal must use examples to:

- i. Analyse the impact of **TWO (2) organisational** and **ONE (1) legal framework** on the use of data and information in decision making (AC1.3)
- ii. Discuss the impact of stakeholder **needs** on the collection, analysis and interpretation of data and information for decision making (AC1.4)

### Guidance for completion of Task 1b

- *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.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## INTERPRETING DATA AND INFORMATION TO SUPPORT DECISION MAKING

*How to interpret data and information sources and types for use in different organisational contexts for decision making is an important skill. This also includes assessing data quality (clean data), currency, accuracy and relevance.*

### TASK 2

You are required to create a **good practice guide** entitled '*Interpreting data and information to support decision making*'. The good practice guide will be used by other managers in the organisation to enable them to get a better understanding of how to interpret data and information to support decision making.

The good practice guide must:

- i. Use examples to discuss **criteria** used for selection of data and information (AC2.1)
- ii. Evaluate the use of **tools and techniques** for analysing and interpreting data and information to support decision making (AC2.2)

### Guidance for completion of Task 2

- *Within the good practice guide 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 not expected to present data and information as part of your response.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

## PRESENTING DATA AND INFORMATION USED FOR DECISION MAKING

Being able to present data and information to support decision making at different levels in an organisation and in different contexts is an important skill. This includes being able to present data and information in different formats to meet stakeholder needs and in different decision action cycles, which could be hourly, daily, monthly or on a yearly basis.

### TASK 3

You are required to write an **account** on methods of presenting data and information to meet the decision-making needs of stakeholders.

Using examples, the report must:

- i. Evaluate **TWO (2) methods** of presenting data and information used for decision making (AC3.1)

#### Guidance for completion of Task 2

- *Within the report 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.*
- *Your discussion should be underpinned with relevant theoretical principles and models.*
- *Please 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.

### 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 <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 account 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 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.

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

<p><b>OPTION 1: WORK BASED EVIDENCE</b></p> <p><i>IF YOU CHOOSE THIS OPTION COPY AND PASTE THIS EVIDENCE TABLE INTO THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THE ASSIGNMENT BRIEF.</i></p>
--

<p><b>Description of work based evidence:</b> <i>Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.</i></p>	
---	--

<p><i>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.</i></p>
---

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

<p><b>OPTION 2: COMPLETE THE QUESTIONNAIRE</b></p> <p><i>IF YOU CHOOSE THIS OPTION COPY AND PASTE THIS EVIDENCE TABLE INTO THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THE ASSIGNMENT BRIEF.</i></p>
---

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.

<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>
------------------------	---	--	---	--

	<b>I am able to...</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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				
	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				

	<b>I am able to...</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
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				

	<b>I am able to...</b>	3	2	1	0
Communication	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				
	Ability to challenge others and give constructive feedback				

	<b>I am able to...</b>	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				
	Manage risk				
	Plan, organise and manage resources to deliver outcomes				
	Monitor progress				

	<b>I am able to...</b>	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

- 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.

### 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.

<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>		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

## ASSESSMENT GUIDANCE

Refer	Pass
<ul style="list-style-type: none"> <li>● The submission is incomplete</li> <li>● Tasks are incomplete</li> <li>● Not all assessment criteria have been met</li> <li>● No examples are used or the examples given do not match the requirements of the assessment criteria</li> <li>● Evidence is               <ul style="list-style-type: none"> <li>● Unclear</li> <li>● Technically incorrect or inaccurate</li> <li>● Biased</li> <li>● Unprofessional language</li> <li>● Poorly structured and presented</li> <li>● Ideas are under-developed</li> <li>● Lacks sufficient detail to show understanding of the topic</li> </ul> </li> <li>● The application of different perspectives, approaches or schools of thought is unclear or inappropriate</li> <li>● Little or no evaluation of evidence has taken place</li> </ul>	<ul style="list-style-type: none"> <li>● All tasks have been completed</li> <li>● All assessment criteria have been met</li> <li>● Examples given are well chosen and match the requirements of the assessment criteria</li> <li>● Evidence is               <ul style="list-style-type: none"> <li>● Well written and presented</li> <li>● Contains a breadth of examples</li> <li>● Accurate</li> <li>● Current (e.g. use of up to date legislation)</li> <li>● Authentic</li> <li>● Inclusive</li> <li>● Coherent</li> <li>● Credible</li> <li>● Technically correct</li> </ul> </li> <li>● Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them.</li> </ul>



<ul style="list-style-type: none"> <li>• The ability to make judgments and solve complex problems has not been evidenced</li> <li>• Evidence is not directly attributable to the learner</li> <li>• External sources of information are not acknowledged</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years)</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes.</li> <li>• Evidence used from external sources has been correctly referenced</li> <li>• Evidence is directly attributable to the learner</li> <li>• Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)</li> </ul>
---	---

## STATEMENT OF AUTHENTICITY

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 (Completing three of the following Units 503, 504, 505, 507, 521 or and 525)	
---	--

<b>Centre:</b>	RAF OTA (RAF Officer Training Academy)	<b>Course Number &amp; Date:</b>	
----------------	--	----------------------------------	--

**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:

**CMI 503**

**PRINCIPLES OF MANAGING AND LEADING  
INDIVIDUALS AND TEAM TO ACHIEVE**

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

**RQF level** 5

**Guided learning hours** 25

**Total unit time** 50

**Credits** 5

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

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

<b>Learning Outcome 1</b>	
<b>Understand approaches to managing and leading teams</b>	
<b>Assessment Criteria</b>	
1.1	Evaluate <b>theoretical models</b> used for managing and leading teams
<b>Indicative Content</b>	
<p><b>Theoretical models</b> may include but are not limited to Tannenbaum and Schmidt's Leadership Continuum (1958), Blake and Mouton's Managerial Grid (c.1950s), Drivers of Employee Engagement (Robinson, Perryman and Hayday, 2004), Speed of Trust (Covey, 2008), Conflict Mode Instrument (Thomas and Kilman, 1974), Emotional Intelligence (Goleman, 1995).</p>	
<b>Assessment Criteria</b>	
1.2	Discuss <b>practical approaches</b> for effective team management and leadership
<b>Indicative Content</b>	
<p><b>Practical approaches</b> may include but are not limited to communicating organisational strategy, vision and mission, setting clear aims and objectives, monitoring of performance, empowerment, delegation, collective ownership, conflict handling, creating a trusting environment, building resilience, taking responsibility versus blame culture, collaboration, fairness and parity, work allocation, cultural awareness, individual and team development.</p>	
<b>Assessment Criteria</b>	
1.3	Analyse <b>strategies</b> for managing team leaders
<b>Indicative Content</b>	
<p><b>Strategies</b> may include but are not limited to delegation, monitoring performance, setting targets, support and guidance, supervision and meetings, learning and development.</p>	
<b>Learning Outcome 2</b>	
<b>Know how to achieve a balance of skills and experience in teams</b>	
<b>Assessment Criteria</b>	
2.1	Discuss <b>techniques</b> for assessing current and future team capabilities and requirements
<b>Indicative Content</b>	
<p><b>Techniques</b> may include but are not limited to analysis of skills and experience (individuals and teams) against current organisational requirements (e.g. aims and objectives), identification of future organisational need (e.g. organisational strategy, projects, plans, production plans), skills matrix, capability assessment, structured performance reviews, identification of skills and experience gaps.</p>	
<b>Assessment Criteria</b>	

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

<b>Ofqual unit number</b>	L/616/3201
<b>RQF level</b>	5
<b>Guided learning hours</b>	25
<b>Total unit time</b>	50
<b>Credits</b>	5
<b>Aims of unit</b>	Managing the performance of staff is essential to the smooth running of an organisation. This unit evaluates the reasons for managing performance and the approaches that can be used. It explores methods of rewarding the performance of individuals who exceed expectations, and analyses ways of managing under performance in a professional and supportive manner. This unit focuses on the way performance management, when used effectively, is able to impact on individual and organisational achievement.
<b>Keywords</b>	Organisational and legal framework, performance management, individual needs, approaches, formal, ethical, organisational and legal frameworks, exceeding expectations, ethical.

<b>Learning Outcome 1</b>	
<b>Understand the rationale for managing performance within organisations</b>	
<b>Assessment Criteria</b>	
1.1	Justify the <b>rationale</b> for managing performance within organisations
<b>Indicative Content</b>	
<b>Rationale</b> may include but is not limited to improving and sustaining organisational performance, productivity, driving quality, high performance working, organisational agility, well-being, work-life balance, identifying talent and potential, individual needs and capabilities, preventing poor performance from escalating, problem resolution.	
<b>Learning Outcome 2</b>	
<b>Understand frameworks, diagnostic and evaluation tools used for performance management</b>	
<b>Assessment Criteria</b>	
2.1	Examine the impact of <b>legal</b> and <b>organisational frameworks</b> on performance management
<b>Indicative Content</b>	

**Legal** may include but is not limited to Equality Act 2010, Health and Safety Act 1974, Working Time Directive 1998, National Minimum Wage Act 1998, National Living Wage Regulations 2016, Immigration Act 2016, Trades Union Act 2016, Working Together to Safeguard Children 2013.

**Organisational frameworks** HR systems and processes including performance management, disciplinary and grievance, conduct and capability, recruitment, learning and development, reward, induction and on-boarding, talent management, dignity at work, absence and time management, workforce planning, payroll, performance management standards. Policies and standards including health, safety, well-being and security, equality and diversity, data protection, communication, procurement, quality, customer service charters and policies, quality standards.

### Assessment Criteria

2.2	Evaluate the <b>diagnostic and evaluation tools</b> which support performance management
-----	--

### Indicative Content

**Diagnostic and evaluation tools** may include but are not limited to personal development review (PDR), performance improvement plan (PIP), 360 o appraisal, peer review and self-review, psychometric profiling, ongoing and periodic review, assessment centres, skills audits, performance data, key performance indicators (KPIs).

### Learning Outcome 3

#### Know how to manage performance

### Assessment Criteria

3.1	Discuss good practice <b>principles</b> for managing performance
-----	--

### Indicative Content

**Principles** may include but are not limited to ethical approaches, evidence based judgements, use of theoretical models (e.g. Appreciative Inquiry, Cooperrider and Srivastva, 1980's), fairness, impartial, rational, listening, confidentiality, maintaining records, employee engagement, application of legal and organisational frameworks, seeking advice and guidance, proportionate response (Armstrong, 2008; ACAS, 2014).

### Assessment Criteria

3.2	Examine the use of <b>formal processes</b> for managing performance
-----	---

### Indicative Content

**Formal processes** may include but are not limited to performance improvement plans (PIP), disciplinary, capability, suspension, redeployment, termination (ACAS Dismissing Employees).

### Assessment Criteria

3.3	Analyse the relationship between <b>signs and causes</b> of underperformance
-----	--

### Indicative Content

**Signs** may include but are not limited to failure to achieve set targets, sickness absence and lateness, behavioural change (e.g. quiet and withdrawn, aggression, conflict, chaotic), loss of enthusiasm, demotivated.  
**Causes** may include but are not limited to work related issues (e.g. capability, lack of agility/resilience,

relationships, change of role, change in strategic direction, bullying, whistle blowing, restructure, changes to management/structure) and/or changes to personal circumstances (physical health, mental health, family care issues, bereavement).

#### Assessment Criteria

3.4 Evaluate approaches to respond to **challenges** when managing underperformance

#### Indicative Content

**Challenges** may include but are not limited to lack of confidence, knowledge of process, time constraints, dealing with denial, managing stress, expectations from senior management, lack of support, targets, maintain business continuity, staff morale, anger, alienation of colleagues, threats of bullying or harassment.

#### Assessment Criteria

3.5 Recommend **techniques** for developing and managing individuals who exceed expectations

#### Indicative Content

**Techniques** may include but are not limited to identify potential, share potential within the organisation, motivate, engage in a breadth of activities, signpost to learning and development, intrinsic and extrinsic reward and recognition, development of work role (e.g. champions or super users, leader or technical experts), job redesign, job enrichment and enhancement, promotion, secondment, talent management

<b>Ofqual unit number</b>	D/616/3204
<b>RQF level</b>	5
<b>Guided learning hours</b>	17
<b>Total unit time</b>	40
<b>Credits</b>	4
<b>Aims of unit</b>	Teams play a vital role in enabling organisations to achieve their goals. This unit focuses on the purpose and characteristics of successful teams. Learners' will review theoretical and practical approaches to team formation; and be able to analyse, and respond to challenges which occur when new teams are formed proactively.
<b>Keywords</b>	Team formation, starting up a team, team structures, team dynamics, team roles, team size, skills, motivation, multi-disciplinary teams, remote teams.

<b>Learning Outcome 1</b>	
<b>Understand the purpose and characteristics of successful teams</b>	
<b>Assessment Criteria</b>	
1.1	Examine the <b>factors</b> to consider when forming a team
<b>Indicative Content</b>	
<b>Factors</b> may include but are not limited to goals, objectives, urgency, duration, organisation structure, existing human resources models (fixed/part-time/permanent/zero hours contracts, internal/external recruitment, salaried/associate/consultancy positions), skills and capabilities of team members, culture and motivation.	
<b>Assessment Criteria</b>	
1.2	Analyse the characteristics of successful teams using <b>theoretical models</b>
<b>Indicative Content</b>	
<b>Theoretical models</b> may include but are not limited to Team Management Profile, (Margerison and McCann, 1995), Interpersonal Communication Skills (Shannon and Weaver, 1949), Emotional Intelligence (Goleman, 1995), Vrooms Expectancy Theory (1964), Likert's Four Management Systems (Likert, 1967).	
1.3	Specify the <b>purpose</b> of different <b>types of teams</b> within organisations
<b>Indicative Content</b>	
<b>Purpose</b> may include but is not limited to short term, discrete piece of work (project, task force, committee, working party) or long term (new department or division, related to new product or service).	



<b>Types of teams</b> may include but are not limited to temporary, permanent, functional/operational, departmental, project, multi-disciplinary, virtual, remote/dispersed, matrix/cross functional, hierarchical, multi-site, self-managed.	
<b>Learning Outcome 2</b>	
<b>Understand approaches to team formation</b>	
<b>Assessment Criteria</b>	
2.1	Evaluate <b>theoretical models</b> used for team formation
<b>Indicative Content</b>	
<b>Theoretical models</b> may include but are not limited to Team Roles (Belbin, 1981), Team Size (Dunbar's Number, 2010), Stages of Team Development (Tuckman, 1965), Shamrock Organisation (Handy, 1989), Speed of Trust (Covey, 2008).	
<b>Assessment Criteria</b>	
2.2	Assess <b>practical approaches</b> to team formation
<b>Indicative Content</b>	
<b>Practical approaches</b> may include but are not limited to creation of team culture, embracing cultural differences, team function and structure, accountability, definition of roles, requirement to be reactive/responsive/flexible, assessment of potential team members' capabilities, skills mix, IT literacy, human resources protocols, competency frameworks, working patterns, pay and conditions, physical location and accommodation, time differences, access to technology, business support, access to training and development, establishing communication strategies and quality standards.	
<b>Learning Outcome 3</b>	
<b>Know how to analyse and respond to the challenges of team formation</b>	
<b>Assessment Criteria</b>	
3.1	Analyse <b>challenges</b> which occur in team formation
<b>Indicative Content</b>	
<b>Challenges</b> may include but are not limited to functional and cultural differences (Culture Model, Schneider, 1999), professional expectations, team purpose, disparity between pay and conditions (e.g. temporary teams, TUPE arrangements), existing allegiances, priorities and workloads, confidentiality, information sharing, coping with change, re-forming (Tuckman, 1965).	
<b>Assessment Criteria</b>	
3.2	Recommend <b>approaches</b> for responding to challenges when forming teams
<b>Indicative Content</b>	
<b>Approaches</b> may include but are not limited to governance, clarifying lines of authority, accountability, roles and expectations, providing technology and resources, leadership style and vision, communication, Conflict Mode	

Instrument (Thomas and Kilmann, 1974).	
<b>Learning Outcome 4</b>	
<b>Know how to evaluate the performance of a newly formed team</b>	
<b>Assessment Criteria</b>	
4.1	Recommend <b>approaches</b> for measuring the performance of a newly formed team against organisational objectives
<b>Indicative Content</b>	
<b>Approaches</b> refer to quantitative (e.g. SMART objectives, strategic objectives, key performance indicators (KPIs), internal and external quality standards, audit, service level agreements, project plans, target setting, quantitative (e.g. observation of knowledge, skills and behaviours and commitment to mission, vision, values).	

<b>Ofqual unit number</b>	T/616/3208
<b>RQF level</b>	5
<b>Guided learning hours</b>	19
<b>Total unit time</b>	50
<b>Credits</b>	5
<b>Aims of unit</b>	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
<b>Keywords</b>	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.

<b>Learning Outcome 1</b>	
<b>Understand the role and purpose of coaching and mentoring within an organisation</b>	
<b>Assessment Criteria</b>	
1.1	Examine the <b>similarities and differences</b> between coaching and mentoring
<b>Indicative Content</b>	
<p><b>Similarities</b> may include but are not limited to support, contractual relationships, confidentiality, mutual consent, formal, informal, honesty, trust, personal development.</p> <p><b>Differences</b> may include but are not limited to duration, relationship to mentee or coachee, focus.</p>	
<b>Assessment Criteria</b>	
1.2	Evaluate the <b>purpose</b> of coaching and mentoring for individuals, teams and the organisation
<b>Indicative Content</b>	
<p><b>Purpose</b> 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.</p>	
<b>Learning Outcome 2</b>	

<b>Understand the use of models and processes used in workplace coaching and mentoring</b>	
<b>Assessment Criteria</b>	
2.1	Examine <b>models</b> used for <b>coaching and mentoring</b> individuals and teams in the workplace
<b>Indicative Content</b>	
<p><b>Coaching and mentoring models</b> 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), STEPSPA (McLeod, 2003), Five Stage Mentoring Structures (Clutterbuck, 2004), Mentoring Structures (Hay, 1999), Alfred &amp; Garvey's Three Stage Process (2006).</p>	
<b>Assessment Criteria</b>	
2.2	Develop a <b>plan</b> to deliver mentoring to an individual in response to an identified business need
<b>Indicative Content</b>	
<p><b>Plan</b> 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.</p>	
<b>Assessment Criteria</b>	
2.3	Recommend a coaching <b>process</b> to support an individual's development needs in the workplace
<b>Indicative Content</b>	
<p><b>Process</b> may include, but is not limited to matching coach and coachee, clarify, open, develop and end the relationship.</p>	
<b>Learning Outcome 3</b>	
<b>Know how to manage the delivery of effective coaching and mentoring</b>	
<b>Assessment Criteria</b>	
3.1	Analyse the <b>skills and competencies</b> of an effective coach and mentor
<b>Indicative Content</b>	
<p><b>Skills and competences</b> 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).</p>	
<b>Assessment Criteria</b>	

3.2	Assess approaches for responding to <b>challenges</b> faced in the delivery of coaching and mentoring
<b>Indicative Content</b>	
<b>Challenges</b> 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.	
<b>Assessment Criteria</b>	
3.3	Discuss <b>strategies</b> to evaluate the impact of coaching and mentoring on individuals and the organisation
<b>Indicative Content</b>	
<b>Strategies</b> 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).	
<b>Assessment Criteria</b>	
3.4	Assess <b>approaches</b> to ensure that coaching and mentoring programmes continue to deliver results
<b>Indicative Content</b>	
<b>Approaches</b> 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.	

<b>Ofqual unit number</b>	D/616/8824
<b>RQF level</b>	5
<b>Guided learning hours</b>	26
<b>Total unit time</b>	50
<b>Credits</b>	5
<b>Aims of unit</b>	The ability to analyse and manage data and information can lead to increased competitiveness, innovation, productivity and customer satisfaction. However, with data and information volumes increasing at unprecedented levels, the ability to interpret, use, and harness 'big data' can become an organisational challenge. The aim of this unit is to equip learners with an understanding of the purpose and practices of interpreting, managing and presenting business data and information to inform decision making.
<b>Keywords</b>	Data, information, types, sources, criteria, organisational frameworks, legal frameworks, General Data Protection Regulation, Freedom of Information Act, risk assessment, Management Information Systems, data analytics, records management, statistical analysis, cost benefit analysis, options appraisal, grid analysis, Decision Model, Rational Decision Making, OODA Loops, communications channels, communications model.

<b>Learning Outcome 1</b>	
<b>Understand the use of data and information in decision making</b>	
<b>Assessment Criteria</b>	
1.1	Analyse the use of <b>data and information</b> in decision making
<b>Indicative Content</b>	
<p><b>Purpose</b> may include but is not limited to knowledge sharing and collaboration, knowledge as a business asset, supporting business activities, business planning, business opportunities and organisational decision making.</p> <p><b>Data and information</b> may include but is not limited to Data, Information, Knowledge, Wisdom (DIKW) model (Ackoff, 1989), tacit and explicit knowledge (Socialisation, Externalisation, Combination, Internalisation (SECI) Model (Nonaka and Takeuchi, 1996), knowledge and know how (Collison and Parcell, 2004).</p>	
<b>Assessment Criteria</b>	
1.2	Examine <b>types</b> of data and information used in decision making
<b>Indicative Content</b>	
<p><b>Types</b> may include but are not limited to tacit, explicit, classifications (e.g. confidential, restricted, top secret), internal and external, primary and secondary, qualitative, quantitative, structured and unstructured.</p>	

<b>Assessment Criteria</b>	
1.3	Analyse the impact of <b>organisational</b> and <b>legal frameworks</b> on the use of data and information in decision making
<b>Indicative Content</b>	
<p><b>Organisational frameworks</b> may include but is not limited communication and knowledge sharing policies, procedures and protocols, safety, security, risk, reporting and audit, approval levels for access to data and information.</p> <p><b>Legal frameworks</b> refers to General Data Protection Regulation (GDPR) 2018, Freedom of Information Act (2000), Digital Economy Act (2017) and any other sector specific regulations.</p>	
<b>Assessment Criteria</b>	
1.4	Discuss the impact of stakeholder <b>needs</b> on the collection, analysis and interpretation of data and information for decision making
<b>Indicative Content</b>	
<b>Needs</b> may include but are not limited to compliance, objectives, feedback, gap fill	
<b>Learning Outcome 2</b>	
<b>Be able to interpret data and information to support decision making</b>	
<b>Assessment Criteria</b>	
2.1	Discuss <b>criteria</b> used for selection of data and information
<b>Indicative Content</b>	
<b>Criteria</b> refers to accuracy, validity, reliability, timeliness, currency, relevance, completeness, authenticity, use of data analytics and statistical analysis methods.	
<b>Assessment Criteria</b>	
2.2	Evaluate the use of <b>tools and techniques</b> for analysing and interpreting data and information to support decision making
<b>Indicative Content</b>	
<p><b>Tools and techniques</b> may include but are not limited to strategic, tactical and operational, Cost Benefit Analysis (CBA), options appraisal, grid analysis, Decision Model (Vroom Yetton, 1973), Rational Decision Making (Kepner Tregoe, 1965), OODA Loops (c. 2000), data mining, Structured Query Language (SQL), excel spreadsheets, charts and graphs.</p>	
<b>Learning Outcome 3</b>	
<b>Know how to present data and information used for decision making</b>	
<b>Assessment Criteria</b>	

3.1	Evaluate <b>methods</b> of presenting data and information used for decision making
<b>Indicative Content</b>	
<b>Methods</b> may include but are not limited to formal, informal, verbal, non-verbal, electronic, written, visual, face to face, briefings, meetings, data visualisation, dashboards, presentations, reports, charts, diagrams, infographics.	



**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.

<b>Learning Outcome 1</b>	
<b>Understand the value of reflective practice to inform personal and professional development</b>	
<b>Assessment Criteria</b>	
1.1	Analyse the importance of <b>continuous personal</b> and <b>professional development</b> in achieving organisational objectives
<b>Indicative Content</b>	
<p><b>Continuous</b> 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.</p> <p><b>Professional</b> 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)).</p>	
<b>Assessment Criteria</b>	
1.2	Evaluate the use of <b>reflective practice</b> in personal and professional development
<b>Indicative Content</b>	
<b>Reflective practice</b> 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).	
<b>Assessment Criteria</b>	
1.3	Evaluate <b>approaches</b> to reflective practice
<b>Indicative Content</b>	
<b>Approaches</b> 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 <b>performance</b> in the workplace using principles of reflection
<b>Indicative Content</b>	
Own <b>performance</b> 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 <b>working style</b> and its impact on others in the workplace
<b>Indicative Content</b>	
<b>Working style</b> may also include but is not limited to Team Roles (Belbin, 1981), Type Indicator (Myers Brigg, 1943), Transactional Analysis (Berne, c.1950), Drivers (Kasozzi 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 <b>development needs</b> for current and future roles
<b>Indicative Content</b>	
<b>Development needs</b> refer to knowledge, skills and behaviours.	
<b>Assessment Criteria</b>	
2.4	Examine <b>development opportunities</b> to meet short, medium and long term objectives
<b>Indicative Content</b>	
<b>Development opportunities</b> 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 <b>personal development plan</b> 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.