RAF Aviator Command Squadron (ACS) AMLC
Level 5 Certificate

Completion Pack October 2024 Version 3
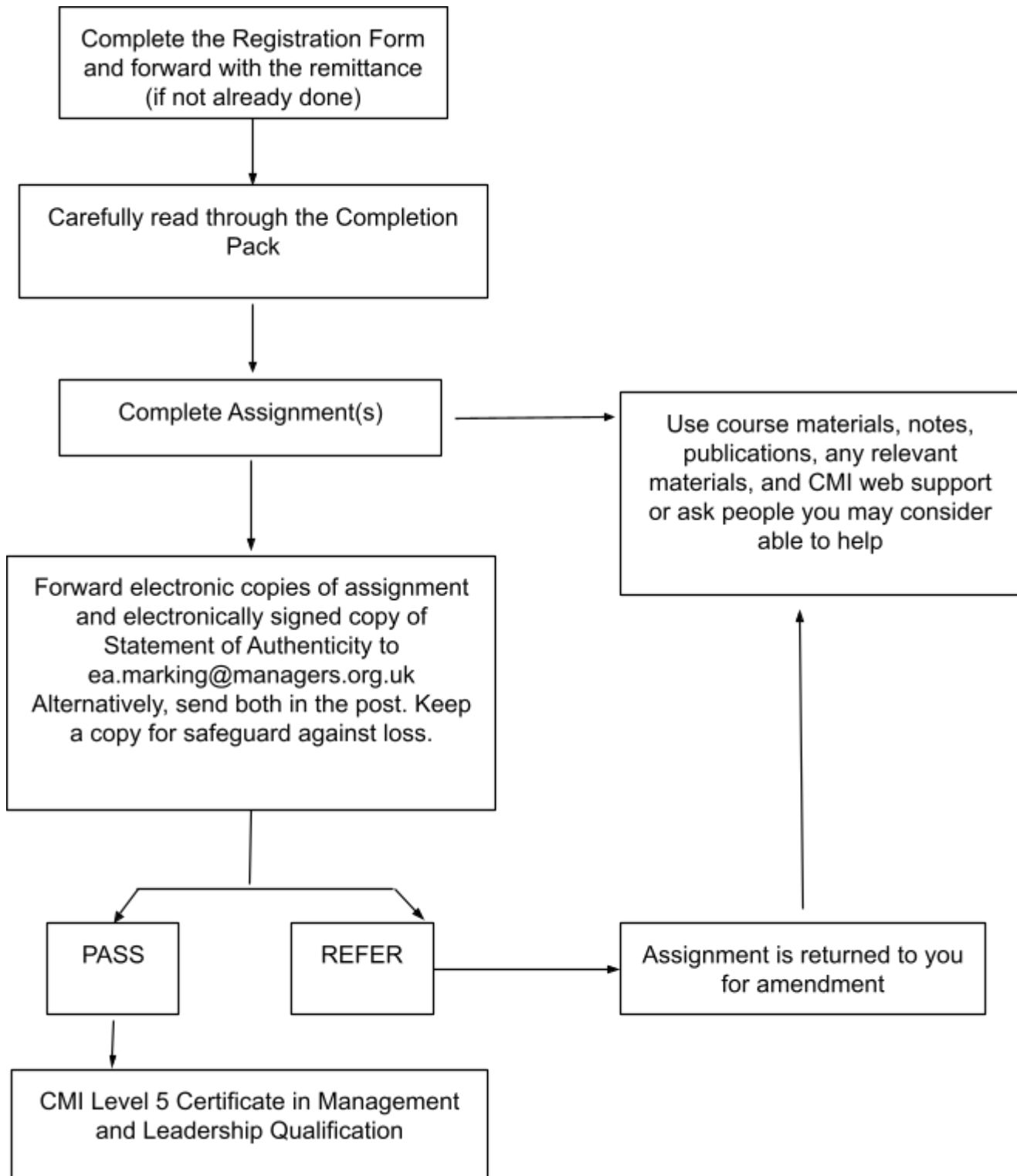
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┌─────────────────────────────┐
│ Complete the Registration   │
│ Form and forward with the   │
│ remittance                  │
│ (if not already done)       │
└─────────────────────────────┘
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┌─────────────────────────────┐
│ Carefully read through the  │
│ Completion Pack             │
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┌─────────────────────────────┐         ┌──────────────────────────────┐
│ Complete Assignment(s)      │────────▶│ Use course materials, notes, │
└─────────────────────────────┘         │ publications, any relevant   │
              │                         │ materials, and CMI web       │
              │                         │ support or ask people you    │
              │                         │ may consider able to help    │
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┌─────────────────────────────┐                        ▲
│ Forward electronic copies   │                        │
│ of assignment and           │                        │
│ electronically signed copy  │                        │
│ of Statement of Authenticity│                        │
│ to ea.marking@managers.org.uk│                       │
│ Alternatively, send both in │                        │
│ the post. Keep a copy for   │                        │
│ safeguard against loss.     │                        │
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│ PASS   │         │ REFER  │─────▶│ Assignment is returned to you│
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│ CMI Level 5 Certificate in  │
│ Management and Leadership   │
│ Qualification               │
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The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the Level 5 Certificate in Management and Leadership Qualification.

- The CMI Level 5 Certificate in Management and Leadership consists of completing three of the following units 503, 507, 508, 510, 514, 518, 525 or 526 that total 130 TQT/minimum of 13 credits.

To acquire the CMI Level 5 Certificate in Management and Leadership, you must complete and submit three of the following assignments (503, 507, 508, 510, 514, 518, 525 or 526), comprising a number of tasks, and contained in this completion pack).

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

Qualification Registration Duration

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

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

There are no refunds for lapsed candidates.

SUPPORT FOR GAINING CMI QUALIFICATIONS

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

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

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

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

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

Once logged in to ManagementDirect, use the following steps to access support for Unit 503, 507, 508, 510, 514, 518, 525 or 526:

Unit 503, 507, 508, 510, 514, 518, 525 or 526:
● Opening Screen - Click on Qualification Support* for CMI Level 5 Certificate in Management and Leadership
● Next Screen - Click View Qualification
● Next Screen - Scroll to find Unit 503, 507, 508, 510, 514, 518, 525 or 526:
● Select 'Mapped Resources to Learning Outcomes (LOs)' or Key Resources

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

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

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

UNIT COMPLETION REQUIREMENTS

You are required to complete three of the following units 503, 507, 508, 510, 514, 518, 525 or 526: unit assignments to obtain the CMI Level 5 Certificate in Management and Leadership.

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

CMI Level 5 Certificate in Management and Leadership (complete 3 units)	Credits	Actions
Unit 503 Principles of Managing and Leading Individuals and Teams to Achieve Success	5	● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 507 Principles of Delivering Coaching and Mentoring	5	
Unit 508 Principles of Developing a Skilled and Talented Workforce	4	
Unit 510 Managing Conflict	5	
Unit 514 Managing Change	5	
Unit 518 Managing Risk	6	
Unit 525 Using Reflective Practice to Inform Personal and Professional Development	5	
Unit 526 Principles of Leadership Practice	8	

QUALIFICATION REGISTRATION

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

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Certificate in Management and Leadership

Submission directly to CMI Marking Services

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

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

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

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

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

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

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

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

ASSESSMENT GUIDANCE FOR LEARNERS

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

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

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

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

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

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

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

PLAGIARISM & COLLUSION

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

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

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

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

APPENDICES

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

CONFIDENTIALITY

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

WORD COUNT POLICY

In total, please refer to the assignment briefs for the assignment word count. Learners must comply with the required word count, within a margin of -/+10%.These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

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

REFERENCING & PROFESSIONALISM

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

INSTRUCTIONS & INFORMATION FOR LEARNERS

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

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

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

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

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

Institute.

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

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

UNIT 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 **good practice guide** entitled: *Approaches to managing and leading teams*	LO1 Understand approaches to managing and leading teams	1.1 Evaluate **theoretical models** used for managing and leading teams	Approx. 1500 words
			1.2 Discuss **practical approaches** for effective team management and leadership	
			1.3 Analyse **strategies** for managing team leaders	
2	Write an **account** 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 **methods** used to monitor and manage individual and team performance	Approx. 1500 words
			3.2 Develop approaches to respond to the **challenges** of managing and leading multi-disciplinary and remote teams	
			3.3 Examine **good practice** for enabling and supporting	

			individuals and teams to achieve success	
3a	rite an **account** 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 **techniques** for assessing current and future team capabilities and requirements	Approx. 500 words
3b	Write a **report** entitled: *Factors which impact on the selection of learning and development activities*		2.2 Assess the **factors** which impact on the selection of **learning and development activities** 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.

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

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

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

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

TASK 1

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

i.   Evaluate **TWO (2) theoretical models** used for managing and leading teams (AC1.1)

ii.   Discuss **practical approaches** for effective team management and leadership (AC1.2)

iii.   Analyse **TWO (2) strategies** for managing team leaders (AC1.3)

Guidance for completion of Task 1

- *Base your response on Scenario A, your own experience of managing and leading teams or use well chosen examples from an organisation you know well or have researched.*

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

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

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

TECHNIQUES FOR MANAGING AND LEADING INDIVIDUALS AND TEAMS TO ACHIEVE SUCCESS

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

TASK 2

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

i.   Examine **TWO (2) methods** that may be used to monitor and manage individual and team performance (AC3.1)

ii.   Develop approaches to respond to **THREE (3) challenges** of managing and leading multi-disciplinary and remote teams (AC3.2)

iii.   Examine **good practice** for enabling and supporting individuals and teams to achieve success (AC3.3)

Guidance for completion of Task 2

● *Base your response on Scenario A, your own experience of managing and leading individuals and teams to achieve success or use well chosen examples from an organisation you know well or have researched.*

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

● *Your discussion should be underpinned with relevant theoretical principles and models.*

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

ACHIEVING A BALANCE OF SKILLS AND EXPERIENCE IN TEAMS

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

TASK 3A

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

Guidance for completion of Task 3a

● *Base your response on Scenario A, your own experience of developing individuals and teams or use well chosen examples from an organisation you know well or have researched.*

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

● *Your discussion should be underpinned with relevant theoretical principles and models.*

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:

Role	Training needs
Team leaders	● *Approaches to managing change* ● *Management training (either accredited or in-house)*
All team members	● *Approaches to delivering a quality service* ● *Health and safety update* ● *Legislative frameworks tailored to the needs of the teams who offer services and support to the UK, Ireland, USA, Canada*
Specific staff	● *IT training (including word processing, spreadsheets and desktop publishing software)* ● *Level 3 Diploma in Business and Administration* ● *Level 2 Diploma in Customer Service*

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 507

Assignment Brief: Principles of Delivering Coaching and Mentoring

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 507

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

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

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 507** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

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

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

Guideline word count

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

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

Please see the CMI Assessment Guidance Policy for further guidance.

THE ROLE AND PURPOSE OF COACHING AND MENTORING WITHIN AN ORGANISATION

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

TASK 1a

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

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

TASK 1b

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

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

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

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

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

TASK 2a

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

- *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.

Description of work based evidence: *Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.*	
Summary: *Please provide a brief summary statement of how this work based evidence meets the requirements of this task.*	

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

OPTION 1: WORK BASED EVIDENCE

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

Mentoring Plan Template

Mentee name:		Mentor name:	

Meeting date:		Session no:	

Goal(s) for the session:

Actions completed from last session:	
1	
2	
3	
4	

Insights/breakthroughs gained:	
1	
2	
3	

4	

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

Date of next meeting:	

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

TASK 2c

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

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

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

TASK 3a

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

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

TASK 3B

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

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

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

TASK 3C

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

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

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

TASK 3D

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

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

UNIT 508

Assignment Brief: Principles of Developing a Skilled and Talented Workforce

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 508

Having a skilled and talented workforce is fundamental if an organisation is to succeed. As responsibility for individual and team development becomes increasingly devolved to managers, it is essential they have the knowledge, skills and capabilities to ensure development needs are successfully met.

Assessment brief **CMI 508** has been designed to enable the learner to understand the role of the manager in workforce development, and the scope and purpose of development activities. They will also have opportunity to explore innovative approaches for delivering workforce development and how well-chosen learning and development activities can contribute to a talent management strategy.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 508** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a **report** entitled: *The benefits of developing a skilled and talented workforce*	LO1 Understand the benefits of developing a skilled and talented workforce	1.1 Assess the **impact** of workforce development on organisations	Approx. 1000 words
			1.2 Examine the impact of	

			workforce development on an organisation's external **stakeholders**	
			1.3 Discuss the **benefits** of workforce development for individuals and teams	
2	Write a **briefing paper** entitled: *Factors which influence workforce development*	LO2 Understand the factors which influence workforce development	2.1 Examine the impact of **legal** and **organisational factors** on workforce development	Approx. 1350 words
			2.2 Analyse the **role** of the manager in workforce development	
			2.3 Analyse the **challenges and barriers** to workforce development	
			2.4 Evaluate **methods** for overcoming challenges and barriers to workforce development	
3	Write a **report** entitled: *The scope of learning and development as part of a workforce development strategy*	LO3 Understand the scope of learning and development as part of a workforce development strategy	3.1 Analyse **factors** which influence the selection of learning and development activities	Approx. 1000 words
			3.2 Assess the scope of **learning and development activities** in workforce development	
			3.3 Evaluate the use of **technology** in delivering workforce development	
4	Write a **good practice guide** entitled: *Methods to measure and sustain the impact of workforce development*	LO4 Know how to measure the impact of workforce development	4.1 Examine **methods** for measuring the impact of workforce development	Approx. 650 words
			4.2 Analyse **methods to sustain** the impact of workforce development	

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 heading, 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.

BENEFITS OF DEVELOPING A SKILLED AND TALENTED WORKFORCE

It is imperative for managers to understand the impact of workforce development on organisations and stakeholders as well as the benefits for individuals and teams.

A manager who has an in-depth understanding of talent development will have the knowledge to develop and retain individuals and teams in a variety of organisational settings.

SCENARIO A

You are a manager with responsibilities for learning and development in an organisation which makes a range of luxury goods.

Currently, the organisation operates as a trade-only supplier, but the new Director has ambitious plans to expand its business. There are plans to launch a new product line which will be sold directly to the general public via retail outlets, a printed catalogue and the company's own website.

The organisation is planning to commit a significant budget to this expansion and the range will be marketed and sold using direct sales, building affiliate partnerships with well known online retailers, as well as building the organisation's profile using social media.

The directorate is open to innovative ideas and is keen to engage the staff fully with this initiative and has stated that a skilled and talented workforce will be required to realise the organisation's ambitions.

You have been asked to lead a programme of new training opportunities for your department. As a minimum, the learning and development must meet the needs of:

- *new staff who will need to be on-boarded*

- *existing staff who will need to develop the technical ability to fulfil new or changing roles*

- *team leaders who will be required to lead their teams through a period of change*

- *all team members who must be trained to comply with legal and regulatory frameworks*

SCENARIO B

You are a manager of a large department in the public sector offering services and support to customers.

Following a detailed internal review and a public consultation to reduce costs, the services and support offered to customers will be streamlined. This will be achieved by working in close partnership with a number of charitable organisations and the implementation of new technology, which will enable customers to access services and support with greater ease and efficiency.

In response to the impending changes, a new department has been formed. The department will consist of a group of existing staff, who will be moving into new roles within the department, as well as two newly appointed staff members and a school leaver who has an apprenticeship contract.

A skilled and talented workforce is required to maintain service standards and achieve ambitious targets set by the senior leadership team.

As a result, you have been asked to lead a programme of new training opportunities for your department. As a minimum, the learning and development must meet the needs of:

- *new staff who will need to be on-boarded*

- *existing staff who will need to develop the technical ability to fulfil new roles*
- *team leaders who will be required to lead their teams through a period of change*
- *team members who must be trained to comply with legal and regulatory frameworks and understand the role of the organisation's partners*

TASK 1

You are required to write a **report** entitled *'The benefits of developing a skilled and talented workforce'.*

The report must be presented in **THREE (3)** sections.

A.   **The impact of workforce development on organisations**

To complete this section of the report, you are required to use examples to assess the **impact** of workforce development on organisations (AC1.1)

B.   **The impact of workforce development on an organisation's external stakeholders**

To complete this section of the report, you are required to examine the impact of workforce development on **TWO (2)** of an organisation's external **stakeholders** (AC1.2)

C.   **The benefits of workforce development for individuals and teams**

To complete this section of the report, you are required to discuss **THREE (3) benefits** of workforce development for individuals and teams (AC1.3).

Guidance for completion of Task 1

- *Within the report you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base your response on either Scenario A or Scenario B on page 3, your own experience of developing a skilled and talent workforce or using good practice examples from an organisation you know well or have researched.*
- *NB: your discussion for AC1.3 must consider benefits of workforce development for individuals and teams.*
- *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.*

FACTORS WHICH INFLUENCE WORKFORCE DEVELOPMENT

It is important that a manager has an understanding of their role in managing workforce development, approaches to identifying and managing challenges and barriers and the impact of legal and organisational factors on workforce development.

TASK 2

As part of the organisation's strategy to develop a talent management programme, you have been asked to produce a **briefing paper** entitled *'Factors which influence workforce development'*.

The briefing paper will be used by managers in the organisation to support the development of their teams and must be presented in **THREE (3)** sections:

A.   **The impact of legal and organisational factors on workforce development**

To complete this section of the briefing paper, you are required to examine the impact of **ONE (1) legal factor** and **TWO (2) organisational factors** on workforce development (AC2.1)

B.   **The role of the manager in workforce development**

To complete this section of the briefing paper, you are required to analyse the **role** of the manager in workforce development (AC2.2)

C.   **Managing challenges and barriers to workforce development**

To complete this section of the briefing paper, you are required to use examples to:

i.   Analyse **TWO (2) challenges and TWO (2) barriers** to workforce development (AC2.3)

ii.   Evaluate **TWO (2) methods** for overcoming challenges and barriers to workforce development (AC2.4)

Guidance for completion of Task 2
The briefing paper should include sub headings. You may choose to use diagrams (as appropriate) to support your discussion.   *You may base your response on either Scenario A or Scenario B on page 3, your own experience of developing a skilled and talent workforce or use good practice examples from an organisation you know well or have researched.*   *You may choose to use a table to support your answer for ACs 2.3 and 2.4.*   *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

THE SCOPE OF LEARNING AND DEVELOPMENT AS PART OF A WORKFORCE DEVELOPMENT STRATEGY

It is important for a manager to understand the scope of learning and development activities in workforce development and the factors which influence their selection.

TASK 3

Basing your response on the scenario, or the development of a skilled and talented workforce in an organisation you know well or have researched:

You are a required to write a **report** entitled *'The scope of learning and development as part of a workforce development strategy'*.

Use examples to:

i.   Analyse **THREE (3) factors** which influence the selection of learning and development activities (AC3.1)

ii.   Assess the scope of **learning and development activities** in workforce development (AC3.2)

iii.   Evaluate the use of **technology** in delivering workforce development (AC3.3)

Guidance for completion of Task 3
● *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.* ● *You may base your response on either Scenario A or Scenario B on page 3, your own experience of developing a skilled and talent workforce or use good practice examples from an organisation you know well or have researched.* ● *Your discussion should be underpinned with relevant models, references and theoretical principles.* ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

MEASURING THE IMPACT OF WORKFORCE DEVELOPMENT

Measuring the impact of any development is as important as the activity itself. Research has shown that effective development always takes account of the desired outcome and the evaluation process before the activity is started. Resources spent without a clear outcome in mind would be a reckless activity. It is therefore essential for managers to have the skills to evaluate any chosen learning and development activity.

TASK 4

As part of the organisation's workforce development strategy you have been asked to contribute to the development of the evaluation strategy.

You have been asked to write a **good practice guide** entitled *'Methods to measure and sustain the impact of workforce development'*.

The proposal should use examples to:

i.   Examine **TWO (2) methods for measuring** the impact of workforce development (AC4.1)

ii.   Analyse **TWO (2) methods to sustain** the impact of workforce development (AC4.2)

Guidance for completion of Task 4
● *The proposal should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.* ● *You may base your response on either Scenario A or Scenario B on page 3, your own experience of developing a skilled and talent workforce or use good practice examples from an organisation you know well or have researched.* ● *You may include reference to relevant theoretical principles/models/frameworks as appropriate.* ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

UNIT 510

Assignment Brief: Managing Conflict

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 510

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

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

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 510** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write an **account** on conflict within organisations	LO1 Understand the types, causes, stages and impact of conflict within organisations	1.1 Analyse **types** and **causes** of conflict within organisations	Approx. 1500 words
			1.2 Analyse the **stages** of conflict	
			1.3 Assess the **impact** of conflict on organisational performance	
2a	Write a **report** entitled: *Managing conflict situations in the workplace*	LO2 Understand how to investigate conflict situations in the workplace	2.1 Discuss **processes** for investigating **conflict situations** in the workplace	Approx. 1000 words
2b		LO3 Understand approaches, techniques, knowledge, skills and behaviours for managing conflict	3.2 Evaluate the use of approaches and **techniques** to resolve conflict	
3	Write an **account** on the knowledge, skills and behaviours for managing conflict	LO3 Understand approaches, techniques, knowledge, skills and behaviours for managing conflict	3.1 Analyse the **knowledge, skills and behaviours** required to manage conflict effectively	Approx. 500 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of 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 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 TYPES, CAUSES, STAGES AND IMPACT OF CONFLICT WITHIN ORGANISATIONS

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

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

TASK 1

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

Using examples, the account must:

i.   Analyse **types** and **causes** of conflict within organisations (AC1.1)

ii.   Analyse the **stages** of conflict (AC1.2)

iii.   Assess the **impact** of conflict on organisational performance (AC1.3)

Guidance for completion of Task 1

- *You may base your response on your own experience of managing conflict in the workplace or use well chosen examples from organisations you know well or have researched.*

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

- *You may base the report on your own experience of managing conflict in the workplace or using well-chosen examples from organisations you know well or have researched.*

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

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

INVESTIGATING CONFLICT SITUATIONS IN THE WORKPLACE

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

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

TASK 2

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

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

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

i.   Discusses **processes** for investigating **TWO (2) conflict situations** in the workplace (AC2.1)

ii.   Evaluates the use of approaches and **techniques** to resolve a minimum of **TWO (2)** conflict situations (AC3.2)

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

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

i.   Discusses **processes** for investigating **TWO (2) conflict situations** in the workplace (AC2.1)

ii.   Evaluates the use of approaches and **techniques** to resolve a minimum of **TWO (2)** conflict situations (AC3.2)

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

Guidance for completion of Task 2

- *There are TWO (2) options for completing this task. You can either base your response on the mini scenarios shown on page 4, your own experience of managing conflict in the workplace or use well-chosen examples of conflict situations in an organisation you know well or have researched.*

- *You must clearly state the **TWO (2) conflict situations** you have based your report on.*

- *Choose the basis of your report. This may be based on conflict within an organisation you know well or have researched.*

- *You may choose to include tables and diagrams (as appropriate) to support your discussion.*

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

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

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

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

TASK 3

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

Guidance for completion of Task 3

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

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

- *You are encouraged to use well chosen examples from an organisation you know well or have researched to support your discussion.*

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

Assignment Brief: Managing Change

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 514

Being equipped with the knowledge, skills and behaviours to manage change in a variety of organisational settings is essential if an individual and their organisation are to succeed. Assessment brief **CMI 514** has been designed to enable learners to evidence their ability to evaluate types and reasons for change within organisations and be able to select and apply change models in different organisational settings. Learners will demonstrate their understanding of not only how to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 514** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a **report** entitled: *The reasons for change in organisations*	LO1 Understand the reasons for change in organisations	1.1 Analyse the **environmental factors** which influence change in organisations	Approx. 850 words
			1.2 Analyse the **internal factors** that drive the need for change in organisations	
			1.3 Examine the **potential impact** of change in organisations	
2	Write a **report** entitled: *An evaluation of change approaches and models*	LO2 Understand approaches to change management	2.1 Evaluate the use of **theoretical models** for managing change	Approx. 850 words
			2.2 Analyse the **role of leadership** in gaining the commitment of others to change	
			2.3 Specify reasons for engaging with **stakeholders** throughout the change management process	
3	Write a **proposal** for: *Initiating change in an organisational setting*	LO3 Understand how to initiate, plan and manage change in an organisation	3.1 Specify the **rationale** for initiating change within an organisation	Approx. 1100 words
			3.2 Develop a **plan for change** within an organisation	

			3.3 Examine **tools** for implementing and monitoring change	
4	Write a **proposal** for: *Developing a communications plan and change strategy for an organisation*	LO3 Understand how to initiate, plan and manage change in an organisation	3.4 Recommend approaches to overcome risks and barriers to change	Approx. 1200 words
			3.5 Develop strategies for **communicating** planned change to stakeholders	
			3.6 Assess **practical methods to support** individuals throughout the change management process	
			3.7 Analyse **methods** for monitoring and measuring the impact of planned change	
			3.8 Discuss **approaches** to embed and sustain planned change in an organisation	

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.

MANAGING CHANGE IN ORGANISATIONS

Understanding the principles of managing change within an organisational context is dependent on many factors. Managers need to have a thorough understanding of the dynamic nature of an organisation's internal environment and drivers, as well as an understanding of the external business drivers that can impact organisations and drive the need for change.

TASK 1

You are required to write a **report** entitled *'The reasons for change in organisations'*. This must be presented in **TWO (2)** sections.

A.   **The factors which influence change in organisations**
To complete this section of the report you are required to:
i.   Analyse the **environmental factors** which influence change in organisations (AC1.1)
ii.   Analyse the **internal factors** that drive the need for change in organisations (AC1.2)

B. Potential impact of change in organisations
To complete this section of the report you are required to:
i.   Use examples to examine the **potential impact** of change in organisations (AC1.3)

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

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

- *You may base your response on your own experience of managing change in organisations or use good practice examples from organisations you know well or have researched.*

- *It is important to note that this task asks you to consider the management of change in organisations (plural).*

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

APPROACHES TO CHANGE MANAGEMENT

Selecting an appropriate approach to managing change in an organisation is a key management and leadership skill, particularly in the 21st century where diversity and international or global operations are commonplace.

TASK 2

You are required to write a **report** entitled *'Approaches to change management'*. This must be presented in **TWO (2)** sections.

A.   Models of change management
To complete this section of the report you are required to evaluate the use of **TWO (2) theoretical models** of change management (AC2.1)

B. An analysis of the role of leadership in gaining commitment to change
To complete this section of the report you are required to:
i.   Use examples to analyse the **role of leadership** in gaining the commitment of others to change (AC2.2)
ii.   Specify reasons for engaging with **stakeholders** throughout the change management process (AC2.3)

Guidance for completion of Task 2

- *In preparation to complete this task, take time to reflect on the organisational context/setting in which organisational change is being planned and conducted*

- *You may base your response on your own experience of managing change in organisations or use good practice examples from organisations you know well or have researched.*

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

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

INITIATING AND PLANNING CHANGE IN AN ORGANISATION

In order to manage change to achieve the intended impact, it is essential that the manager understands the rationale for the change and is able to agree a plan for implementing and monitoring change in an organisation.

DKM&X is a large industrial company that manufactures tools and equipment. The company operates on a shift system and is fully operational six days of the week.

450 staff are based at its UK headquarters. The company has various departments including a design shop, distribution centre, workshop, administrative and management offices, canteen and reception. The site is currently being expanded to increase production and contractors are actively re-developing the offices whilst business continues as usual.

The timeline for completing the expansion of the site is looming and there is a great deal of concern that the deadline for completion will not be met.

You lead a team within the distribution centre which consists of full time and part time staff with different working patterns. A key part of your role is to manage the implementation of new operational safe working practices. This also requires the introduction of new job roles for some of your team.

TASK 3

Basing your response on the above scenario, your own experience of managing change in an organisation or on well-chosen examples of managing change in an organisation you know well or have researched:

Write a **proposal** entitled *'Initiating and managing change in an organisation'*. This must be presented in **TWO (2)** sections:

A.   The rationale and plan for initiating change in an organisation
To complete this section of the proposal you are required to:
i.   Specify the **rationale** for initiating change within an organisation (AC3.1)
ii.   Develop a **plan for change** within an organisation (AC3.2)

B.   Tools and methods for implementing and monitoring change
To complete this section of the proposal you are required to use examples to:
i.   Examine **tools** used by organisations for implementing and monitoring change (AC3.3)

Guidance for completion of Task 3
● *In preparation to complete this task, take time to reflect on the organisational context/setting in which organisational change is being planned and conducted*   ● *You may base your response on your own experience of managing change in organisations or use 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 assessment criteria (AC) outlined in the unit specification.*

MANAGING CHANGE IN AN ORGANISATION

Having an appropriate and effective change communications strategy is an essential part of managing change in an organisation. Essential elements of managing change include knowing how to support people through the change process, approaches to use to embed and sustain the planned change as well as the ability to recognise and respond to risks and barriers to change.

TASK 4

Basing your response on the scenario on page 5, your own experience of managing change in an organisation or on well-chosen examples of managing change in an organisation you know well or have researched:
You are required to write a **proposal** entitled *'Managing change in an organisation'*. This proposal must be presented in **THREE (3)** sections.

A.   Approaches to communicating and sustaining change in an organisation
To complete this section of the report you are required to:
i.   Develop strategies for **communicating** planned change to stakeholders (AC3.5)
ii.   Assess **practical methods to support** individuals throughout the change management process (AC3.6)
iii.   Discuss **approaches** to embed and sustain planned change in an organisation (AC3.8)

B.   Overcoming risks and barriers to change
To complete this section of the report you are required to:
i.   Recommend approaches to overcome **risks and barriers** to change (AC3.4)

C.   Monitoring and measuring the impact of change in an organisation
To complete this section of the report you are required to:
i.   Analyse **methods** used for monitoring and measuring the impact of planned change (AC3.7)

Guidance for completion of Task 4

- *In preparation to complete this task, take time to reflect on the organisational context/setting in which organisational change is being planned and conducted*

- *You may base your response on your own experience of managing change in organisations or use 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 assessment criteria (AC) outlined in the unit specification.*

UNIT 518

Assignment Brief: Managing Risk

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 518

Being equipped with the knowledge, skills and behaviours to manage change in a variety of organisational settings is essential if an individual and their organisation are to succeed. Assessment brief **CMI 518** has been designed to enable learners to evidence their ability to evaluate types and reasons for change within organisations and be able to select and apply change models in different organisational settings. Learners will demonstrate their understanding of not only how to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 518** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a **report** entitled: *The scope of business risk management in organisations*	LO1 Understand the scope of business risk management	1.1 Evaluate **business risks** in relation to the organisation, its customers and suppliers	Approx. 1800 words
			1.2 Analyse the **governance** of risk within organisations	
			1.3 Examine **categories** of risk used within different organisational settings	
			1.4 Analyse organisational **methods** for managing and quantifying risk	
2a	Write a **proposal** to the senior management team which sets out your chosen approach/approaches for managing business risk	LO2 Understand the process for managing business risk	2.1 Analyse the processes for **identifying, assessing** and **ranking** business risk	Approx. 1200 words
			2.2 Analyse the process for **managing** a business risk	
			2.3 Examine approaches for **mitigating** a business risk	
2b	Write a **report** entitled: *Methods for implementing and communicating business risks*	LO2 Understand the process for managing business risk	2.4 Analyse **methods** for implementing business risk management	Approx. 1000 words
			2.5 Assess methods for **reporting** identified risks to **stakeholders**	

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 SCOPE OF BUSINESS RISK MANAGEMENT

Understanding the principles of risk management within an organisational context and setting is dependent on an organisation's internal and external environment. These factors influence how an organisation responds to and manages risk in terms of its governance and management decision making. Managers need to be able to apply relevant risk management theories, principles and models in different contexts and situations. Risk could be managed as a process to be followed and/or a response to one off events.

A manager who has an in-depth understanding of the principles of business risk management will have the know-hows to apply their understanding to a variety of organisational settings and risk contexts.

SCENARIO A

DKM&X is a large industrial company based in the UK that manufactures tools and equipment. Its primary market is in the UK, but it also sells to European based companies and the US.

DKM&X has a wide range of internal and external stakeholders. This includes staff, departments, shareholders, partners, regulators, suppliers and customers such as individuals, companies/manufacturers (in sectors such as automotive, aerospace, general engineering, construction as well as retail outlets).

The company has a number of strategic business units (SBUs) and departments including a design shop, consultancy services, training and support, distribution, workshop, an administrative and management centre and customer service hub.

The governance of risk within DKM&X includes management boards and committees, there are specified lines of authority and accountability, management policies and procedures in relation to risk management and a programme of mandatory staff development.

DKM&X has a committed approach to identifying, quantifying and managing risk. The business risks faced by the organisation could include failures relating to processes, suppliers and customers, events such as accidents and scenario based risk (i.e. political/economic changes),as well as business as usual activities (BAU).

TASK 1

Basing your response on the scenario above, your own experience of managing risk in the workplace or using examples from organisations you know well or have researched:

You are required to write a **report** entitled *'The scope of business risk management in organisations'.*

Using examples, the report must:

i.   Evaluate **business risks** that may occur in relation to an organisation, the organisation's customers and suppliers (AC1.1)

ii.   Analyse the **governance** of risk within organisations (AC1.2)

iii.   Examine a minimum of **THREE (3) categories** of risk used within different organisational settings (AC1.3)

iv.   Analyse **TWO (2) methods** organisations use for managing and quantifying risk (AC1.4)

Guidance for completion of Task 1

- *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 base your response on the scenario or consider the use of good practice examples from an organisation you know well or have researched.*

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

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

THE PROCESS FOR MANAGING BUSINESS RISK

Some organisations manage risks using a set of formalised processes. This is primarily the case for organisations operating in highly regulated industry areas (i.e. oil and gas, health and social care). Alternatively, other organisations manage risk based on the technical and management knowledge and experience of its managers. Regardless of the type of organisation, there needs to be a coherent process for managing business risk.

TASK 2A

Basing your response of the scenario on page 4, your own experience of managing business risk or using well chosen examples from an organisation you know well or have researched:

You are required to write a **proposal** to the senior management team which sets out your chosen approaches for managing business risk for a department, business function or project of your choice.

Using well chosen examples, the proposal must include an:

i.   Analysis of the processes you could use for **identifying, assessing** and **ranking** business risk (AC2.1)

ii.   Analysis of the process you have selected for **managing** a business risk (AC2.2)

iii.   Examination of the different approaches that could be used to **mitigate** an identified business risk (AC2.3)

Guidance for completion of Task 2a

- *You may base your response on the scenario on page 4, your own experience of managing business risk or using well chosen examples from an organisation you know well or have researched.*

- *Your response should set out your chosen approaches for managing business risk for a department, business function or project of your choice.*

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

- *For AC2.2 you may choose to present your answer using your organisation's process or a narrative and/or a flow diagram.*

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

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

TASK 2B

It is essential that there is a coherent plan for implementing business risk management and communicating these risks to its stakeholders.

You are required to write a **report** entitled *'Methods for implementing and communicating business risks'*.

Using examples, the report must:

i.   Analyse **THREE (3) methods** that can be used to implement business risk management (AC2.4)

ii.   Assess **THREE (3)** methods for **reporting** identified risks to stakeholders (AC2.5)

Guidance for completion of Task 2b

- *You may base your response on the scenario on page 4, your own experience of managing business risk or using well chosen examples from an organisation you know well or have researched.*

- *Within the proposal/report you should include sub headings. You may choose to include tables and diagrams (as appropriate.*

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 **briefing paper** entitled: *'The use of reflective practice in personal and professional development'*	LO1 Understand the value of reflective practice to inform personal and professional development	1.1 Analyse the importance of **continuous personal** and **professional development** in achieving organisational objectives	Approx. 1000 words
			1.2 Evaluate the use of **reflective practice** in personal and professional development	
			1.3 Evaluate **approaches** to reflective practice	
2a	An **evaluation** of own performance in the workplace	LO2 Know how to apply reflective practice to inform	2.1 Evaluate own **performance** in the	Approx. 500 words

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

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of accessible work produced by Learners at Level 5. The amount and volume of work for this unit should be broadly comparable to a word count of **2500-3000** words within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserve the right to return work to the Centre for editing and resubmission by the Learner.

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

THE VALUE OF REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

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

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

TASK 1

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

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

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

Guidance for completion of Task 1

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

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

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

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

APPLYING REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

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

TASK 2a

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

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

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

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

or

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

Option 2: Complete the skills and competencies assessment form.

Guidance for completion of Task 2a

- *Select your preferred option for completing the task. If you select Option 1 and plan to include work based evidence please ensure the evidence includes an evaluation of your own performance which is able to meet the requirements of AC2.1.*

- *If required, the CMI template can be adapted or extended.*

- *The assessment may be presented in a format of your choice, one used by your own organisation or using the CMI template provided.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

OPTION 1: WORK BASED EVIDENCE

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

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

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

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

OPTION 2: COMPLETE THE QUESTIONNAIRE

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

This questionnaire outlines a range of management skills and competencies.

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

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

I am able to…	**3 – I am competent and able to do this without any support**	**2 – I am confident but require some support and guidance to do this**	**1 – I am unsure and need support and guidance to do this**	**0 – I cannot do this or it is not applicable to my current role**

	I am able to…	3	2	1	0
Leading and managing others	Communicate organisational vision and goals effectively to others				

	I am able to…	3	2	1	0
	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				

	I am able to…	3	2	1	0
Building relationships	Use approaches to partner, stakeholder and supplier relationship management				
	Use negotiating and influencing skills				
	Network effectively				
	Working collaboratively with others inside and outside of the organisation				
	Identify and share good practice				
	Manage conflict				
	Build trust with others				
	Use specialist advice and support to delivery against plans				

	I am able to…	3	2	1	0

Communication	Use verbal communication to communicate effectively				
	Use non-verbal communication effectively				
	Use digital communication techniques				
	Demonstrate good interpersonal skills				
	Provide management information and reports based on the collation, analysis and interpretation of data				
	Recognise and overcome barriers to communication				
	Chair meetings				
	Present using a range of media				
	Use active listening skills				
	Ability to challenge others and give constructive feedback				

	I am able to…	3	2	1	0
Operational Management	Input into strategic planning				
	Create and deliver operational plans in line with organisational objectives				
	Manage resources effectively				
	Set targets and monitor performance				
	Drive continuous improvement				
	Use contingency planning techniques				
	Develop sales and marketing plans				
	Recognise and overcome barriers to change				
	Demonstrate commercial awareness				
	Identify and shape new opportunities				
	Use operational business planning techniques				
	Monitor progress to deliver against plans				

Project management	Set up and manage a project				
	Use project management tools and techniques				
	Use process management techniques				
	Manage risk				47
	Plan, organise and manage resources to deliver outcomes				
	Monitor progress				

	I am able to…	3	2	1	0
Decision making	Identify challenges and solutions				
	Use problem solving techniques				
	Take corrective actions when faced with problems				
	Know when to escalate issues/problems				
	Apply organisation governance (policies and procedures) to make decisions				
	Understands the impact of organisational values and ethics on decision making				
	Use management systems and technology to support decision making				

	I am able to…	3	2	1	0
Finance	Manage and monitor budgets				
	Undertake financial forecasting				
	Provide financial reports				
	Consider financial implications of decisions				
Personal effectiveness	Demonstrate emotional intelligence				
	Use time management tools and techniques				
	Manage multiple tasks, pressure and changing priorities				

	Use problem solving and decision making techniques				
	Seek and act on feedback from others				
	Adapt style to meet changing needs				
	Manage own workload effectively				
	Reflect on own performance, working style and its impact on others				
	Undertake critical analysis and evaluation to support decision making				
	Demonstrate resilience and accountability				
	Show determination when managing difficult situations				

EVALUATION OF ASSESSMENT:

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

TASK 2b

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

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

Guidance for completion of Task 2b

- *Your own 'work experience' refers to work in paid or unpaid/voluntary employment or working with others at College or University or within an extra-curricular club or team.*

- *Your reflective account should be focused on your own development and not on others.*

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

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

TASK 2c

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

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

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

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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.*

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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.

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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.*

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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.

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Description of work based evidence: *Please briefly describe the type of work based evidence that is being presented to meet the requirements of this task.*	
Summary: *Please provide a brief summary statement of how this work based evidence meets the requirements of this task.*	

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

OPTION 2: COMPLETE THE TEMPLATE

ALL EVIDENCE MUST BE PRESENTED IN THE EVIDENCE BOOKLET. COMPLETE THE TEMPLATE SHOWN IN THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THIS ASSIGNMENT BRIEF.

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

Personal and Professional Development Plan

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes

UNIT 526

Assignment Brief: Principles of Leadership Practice

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 526

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

ASSESSMENT TASKS AND WORD COUNT

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

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

Guideline word count

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

LEADERSHIP PRACTICE IN AN ORGANISATION

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

TASK 1

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

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

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

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

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

LEADERSHIP STYLES

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

SCENARIO

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

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

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

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

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

TASK 2

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

Write an **account** which:

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

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

Guidance for completion of Task 2

- *Within the account you should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You may base the account on the scenario or leadership within an organisation you know well or have researched.*
- *You are required to include reference to relevant theoretical principles or models where appropriate.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

THE IMPACT OF LEADERSHIP WITHIN ORGANISATIONS

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

TASK 3

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

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

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

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

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

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

Guidance for completion of Task 3

- *You may base your response on the scenario on page 4, your own experience of leadership within organisations or use well chosen examples from an organisation you know well or have researched.*
- *The report should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *You are required to include reference to relevant theoretical principles or models where appropriate.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

ASSESSMENT GUIDANCE

Refer	Pass
- The submission is incomplete - Tasks are incomplete - Not all assessment criteria have been met - No examples are used or the examples given do not match the requirements of the assessment criteria - Evidence is - Unclear - Technically incorrect or inaccurate - Biased - Unprofessional language - Poorly structured and presented - Ideas are under-developed - Lacks sufficient detail to show understanding of the topic - The application of different perspectives, approaches or schools of thought is unclear or inappropriate	- All tasks have been completed - All assessment criteria have been met - Examples given are well chosen and match the requirements of the assessment criteria - Evidence is - Well written and presented - Contains a breadth of examples - Accurate - Current (e.g. use of up to date legislation) - Authentic - Inclusive - Coherent - Credible - Technically correct - Evidence shows understanding and application of different perspectives, approaches or schools of thought and the reasoning behind them.

● Little or no evaluation of evidence has taken place ● The ability to make judgments and solve complex problems has not been evidenced ● Evidence is not directly attributable to the learner ● External sources of information are not acknowledged ● Work based evidence or artefacts (e.g. planning documents or presentation slides) do not meet the requirements of the assessment criteria and are not current (within 5 years)	● Evidence shows the learners ability to evaluate evidence and solve problems to achieve set outcomes. ● Evidence used from external sources has been correctly referenced ● Evidence is directly attributable to the learner ● Work based evidence or artefacts (e.g. planning documents or presentation slides) match the requirements of the assessment criteria and are current (within 5 years)

STATEMENT OF AUTHENTICITY

Click here to download the Statement of Authenticity form.

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

I ……………………..…….. confirm that the work submitted is my own and that I am the sole author of this completed assignment and the following has been checked prior to submission

Requirement Prior to Submission	Learner Sign to Confirm
The assessment criteria have been used as headings or I have indicated/sign-posted within my work where I feel each assessment criteria has been demonstrated	
Word count is shown on the front sheet and is within the CMI guidelines and I understand that if this is exceeded, it may be returned, unmarked, for editing	
All answers relating to the Assessment Criteria are contained within the body of the text and appendices have not been used	
The work has been checked for spelling and grammar	
All work that is <u>not</u> my own has been referenced using a formal system of referencing	
Learner name and CMI membership number is identified on each page within the assignment (header or footer) and that each page is numbered	

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

Learning Outcome 1
Understand approaches to managing and leading teams
Assessment Criteria
1.1   Evaluate **theoretical models** used for managing and leading teams
Indicative Content
Theoretical models may include but are not limited to Tannenbaum and Schmidt's Leadership Continuum (1958), Blake and Mouton's Managerial Grid (c.1950s), Drivers of Employee Engagement (Robinson, Perryman and Hayday, 2004), Speed of Trust (Covey, 2008), Conflict Mode Instrument (Thomas and Kilman, 1974), Emotional Intelligence (Goleman, 1995).
Assessment Criteria
1.2   Discuss **practical approaches** for effective team management and leadership
Indicative Content
Practical approaches 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. |

Assessment Criteria
1.3	Analyse **strategies** for managing team leaders

Indicative Content
Strategies may include but are not limited to delegation, monitoring performance, setting targets, support and guidance, supervision and meetings, learning and development.

Learning Outcome 2
Know how to achieve a balance of skills and experience in teams

Assessment Criteria
2.1	Discuss **techniques** for assessing current and future team capabilities and requirements

Indicative Content
Techniques 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.

Assessment Criteria
2.2	Assess the **factors** which impact on the selection of **learning and development** activities for individuals and teams

Indicative Content
Factors 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. **Learning and development** 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.

Learning Outcome 3
Know techniques for managing and leading individuals and teams to achieve success

Assessment Criteria
3.1	Examine **methods** used to monitor and manage individual and team performance

| **Indicative Content** |

Methods 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.

Assessment Criteria	
3.2	Develop approaches to respond to the **challenges** of managing and leading multi-disciplinary and remote teams

Indicative Content
Challenges 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).

Assessment Criteria	
3.3	Examine **good practice** for enabling and supporting individuals and teams to achieve success

Indicative Content
Good practice 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).

CMI 507	PRINCIPLES OF DELIVERING COACHING AND MENTORING

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

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

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

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

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

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

Learning Outcome 2

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

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

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

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

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

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

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

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

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

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Ofqual unit number	M/616/3210
RQF level	5
Guided learning hours	16
Total unit time	40
Credits	4
Aims of unit	Having a skilled and talented workforce is fundamental if an organisation is to succeed. As responsibility for individual and team development becomes increasingly devolved to managers, it is essential they have the knowledge, skills and capabilities to ensure development needs are successfully met. This unit has been designed to enable the learner to understand the role of the manager in workforce development, and the scope and purpose of development activities. They will also have opportunity to explore innovative approaches for delivering workforce development and how well chosen learning and development activities can contribute to a talent management strategy
Keywords	Skills, talent, development, benefits, impact, organisational and legal frameworks, technology, strategy, innovative

Learning Outcome 1
Understand the benefits of developing a skilled and talented workforce
Assessment Criteria

1.1	Assess the **impact** of workforce development on organisations

Indicative Content
Impact may include but are not limited to agility and greater flexibility, improved quality, benchmarking, improved outcomes from inspection audits e.g. BSI and IIP, improved customer satisfaction, positive cost benefit analysis, improved environmental impact, ROI, financial stability.
Assessment Criteria

1.2	Examine the impact of workforce development on an organisation's external **stakeholders**

Indicative Content
Stakeholders may include but are not limited to customers, suppliers and partners, potential employees, customers, suppliers, regulatory organisations, general public, shareholders.
Assessment Criteria

1.3	Discuss the **benefits** of workforce development for individuals and teams

Indicative Content
Benefits may include but are not limited to individual and team growth, enhanced team work, increased productivity, greater levels of engagement, wellbeing, succession planning (Larcker and Scott, 2014), increased motivation, greater risk management and planning for business continuity, greater resilience, flexibility, innovation and ideas generation, learning organisation.

Learning Outcome 2	
Understand the factors which influence workforce development	

Assessment Criteria	
2.1	Examine the impact of **legal** and **organisational factors** on workforce development

Indicative Content
Legal may include but is not limited to Equality Act 2010, Health and Safety Act 1974, General Data Protection Regulation (GDPR) 2018, Working Time Directive 1998, Immigration Act 2016, Trades Union Act 2016, Working Together to Safeguard Children 2013, licence to practice (relevant to specific industry sector requirements). **Organisational factors** may include but are not limited to strategic/business direction and plans, talent management strategy (including succession planning), positive discrimination, response to initiatives (e.g. apprenticeships, internships, traineeships and returnships), corporate social responsibility (CSR) and ethics, conduct and capability, learning and development, induction and on-boarding, business continuity, risk management, compliance, 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	Analyse the **role** of the manager in workforce development

Indicative Content
Role may include but is not limited to leader, coach, mentor, facilitator, budget holder, enabler, skills and behaviours developer, role model, resource provider.

Assessment Criteria	
2.3	Analyse the **challenges and barriers** to workforce development

Indicative Content
Challenges and barriers may include but are not limited to increasing participation, lack of motivation and engagement, maintaining business as usual, economic conditions, trading and operational working patterns, departmental interdependencies, costs versus benefits, political change, legal requirements, licences, culture, financial, time, location including transnational issues, competitive environment, ethical issues.

Assessment Criteria	
2.4	Evaluate **methods** for overcoming challenges and barriers to workforce development

Indicative Content
Methods may include but are not limited to consultation, encouraging involvement, communications, specialist

| | teams, champions and advocates, building on existing systems and procedures, inclusion including working with a range of stakeholders, senior management commitment and leadership, creating ownership. |

Learning Outcome 3
Understand the scope of learning and development as part of a workforce development strategy

Assessment Criteria	
3.1	Analyse **factors** which influence the selection of learning and development activities

Indicative Content
Factors may include but are not limited to workforce development strategy, resource implications, budget, number to be developed, time constraints, supports competency and standards frameworks, performance appraisal, forecasting, benchmarking, workforce and gap analysis, scenario planning.

Assessment Criteria	
3.2	Assess the scope of **learning and development** activities in workforce development

Indicative Content
Learning and development activities may include but are not limited to formal and informal, social and collaborative learning, on and off the job, face to face, blended or online learning, group or individual learning, coaching and mentoring, secondments and temporary promotion/role change, self-directed/distance learning, job shadowing, team building activities, communities of practice, benchmarking against other industry sectors, quality circles.

Assessment Criteria	
3.3	Evaluate the use of **technology** in delivering workforce development

Indicative Content
Technology may include but are not limited to webinars, blogs, social and collaborative platforms, MOOCs, gamification, e-learning and assessment, mobile learning.

Learning Outcome 4
Know how to measure the impact of workforce development

Assessment Criteria	
4.1	Examine **methods for measuring** the impact of workforce development

Indicative Content
Methods for measuring may include but are not limited to customer feedback, line manager and peer feedback, formal measures/metrics (e.g. return on investment (ROI), Kirkpatrick's Four Levels of Training Evaluation (2006), skills assessments including tests and examinations, reduced turnover, improved engagement, employee voice and use of staff satisfaction studies and temperature checks.

Assessment Criteria	
4.2	Analyse **methods to sustain** the impact of workforce development

Indicative Content

Methods to sustain may include but are not limited to future work force plans and estimates, benchmarking, succession planning, reviewing and development policies, line manager involvement and support, incentives and measuring successes, regular validation and evaluation supporting continuous improvement.

CMI 510	MANAGING CONFLICT

Ofqual unit number	L/616/3215
RQF level	5
Guided learning hours	17
Total unit time	50
Credits	5
Aims of unit	Managing conflict takes resilience. It requires the ability to evaluate complex information, make evidence based judgements and act professionally within the bounds of organisational and legal frameworks. This unit is designed to equip the learner with strategies to manage conflict with confidence, find creative solutions and make difficult decisions.
Keywords	Types, causes, impact, evidence based judgement, disagreement, resolution

Learning Outcome 1
Understand the types, causes, stages and impact of conflict within organisations

Assessment Criteria

1.1	Analyse **types** and **causes** of conflict within organisations

Indicative Content

Types may include but are not limited to personal or relational conflict, instrumental conflict, and conflicts of interests, conflicts relating to alleged discrimination, individual or team performance, leadership, disagreements between organisations, employees, volunteers, other stakeholders, pressure groups, trade unions and lobbying organisations, whistle blowing.

Causes may include but are not limited to poor communication, differences in views, culture, values, ethics and beliefs on an individual and organisational level, competency issues, personal issues (tiredness, ill-health, presenteeism, absenteeism, carer responsibilities) competition (internal and external), resource allocation, flexible working, disparities between worker's rights and benefits, organisational decisions and decision making processes, the introduction, interpretation and application of policies and procedures and legal and regulatory frameworks, management of change

Assessment Criteria

1.2	Analyse the **stages** of conflict

Indicative Content

Stages of conflict may include but are not limited to no conflict, latent conflict, emergence, escalation, stalemate, de-escalation, settlement/resolution, peace building and reconciliation.

Assessment Criteria

1.3	Assess the **impact** of conflict on organisational performance

Indicative Content

Impact may include but is not limited to positive outcomes (e.g. business growth/performance, development of individuals and teams, new ideas and innovation, process improvement, improved brand and image, reduction of poor practice, increased engagement, compliance with organisational, regulatory and legal requirements) and negative outcomes (e.g. high staff turnover, damage to image, brand, reputation, failure to meeting targets, reduced quality, decreased staff and customer satisfaction, poor customer experience, litigation and financial cost.

Learning Outcome 2

Understand how to investigate conflict situations in the workplace

Assessment Criteria

2.1	Discuss **processes** for investigating **conflict situations** in the workplace

Indicative Content

Processes may include but are not limited to selecting the process/methodology (formal and informal), data and information gathering, evaluation and reporting within scope of role and in line with organisational and legal frameworks (such as confidentiality, data protection, disclosure, equality and diversity, health and safety, bullying and harassment, whistle blowing).

Conflict situations may include but are not limited to minor conflicts between individuals, groups and teams versus major conflict with organisational leadership, direction and strategy and external stakeholders.

Learning Outcome 3

Understand approaches, techniques, knowledge, skills and behaviours for managing conflict

Assessment Criteria

3.1	Analyse the **knowledge, skills and behaviours** required to manage conflict effectively

Indicative Content

Knowledge may include but is not limited to the legal and organisational frameworks, operating within limits of authority and knowing when to escalate to management, other departments and stakeholders (e.g. police, Health and Safety Executive and other regulatory bodies).

Skills and behaviours may include but are not limited to self-confidence, impartiality, ability to break the cycle of conflict, Emotional Intelligence (Goleman, 1995) to pre-empt, prevent, or minimise conflict, flexibility to change a course of action, honesty, facilitation skills, encourage collaboration, active listening, proactivity, relationship building, ability to compromise, negotiation, empathy, defuse blame, create win-win situations, deliver bad news.

Assessment Criteria

3.2	Evaluate the use of approaches and **techniques** to resolve conflict

Indicative Content

Techniques may include but are not limited to forcing an outcome, win-win/collaborating,

compromising/smoothing, withdrawing/avoiding, mitigating, Transactional Analysis (Eric Berne, c.1950), negotiating, conciliation and arbitration (ACAS, 2017), Conflict Mode Instrument (Thomas-Kilmann, 1974).

Ofqual unit number	K/616/3223
RQF level	5
Guided learning hours	19
Total unit time	50
Credits	5
Aims of unit	Change is inevitable if an organisation is to maintain competitiveness and currency of practice. This unit has been designed to enable the learner to evaluate types and reasons for change within organisations and be able to select and apply theoretical models for its management. The purpose is not only to enable learners to develop the skills to manage change and achieve set objectives, but to do so in a professional manner with open and honest communication throughout the entire process.
Keywords	Change management models, stakeholder engagement and support, plans, tools and techniques, barriers and risks, drivers of change, monitor, evaluation, reporting, embedding and sustaining change.

Learning Outcome 1
Understand the reasons for change in organisations
Assessment Criteria
1.1   Analyse the **environmental factors** which influence change in organisations
Indicative Content
Environmental factors may include but are not limited to political, legal, regulatory, social, economic, technological and innovation, environmental, competition, ethics and regulation.
Assessment Criteria
1.2   Analyse the **internal factors** that drive the need for change in organisations
Indicative Content
Internal factors refers to organisational cultures, diversity and their impact on leading and managing change and may include but is not limited to organisational performance, emerging strategy, governance, feedback, ideas and innovation, attrition, chaos and conversation.
Assessment Criteria
1.3   Examine the **potential impact** of change in organisations
Indicative Content

Potential impact may include but is not limited to achieve objectives, change market positioning, improve efficiency, improve quality, develop best practice, shift culture, develop innovation and creativity, improve performance, systems and processes, change technology.	
Learning Outcome 2	
Understand approaches to change management	
Assessment Criteria	
2.1	Evaluate the use of **theoretical models** for managing change
Indicative Content	
Theoretical models may be selected in relation to appropriateness for type of change and situation, complexity of change and organisation (Oswick, 2015, Radical Change within Traditional Structures; Mayon White, 1993, Change Management Intervention Strategy; Nadler and Tushan, 1985, Organisational Congruence Model; Lewin, 1947, Three Step Change Management Model (Freeze-Change-Refreeze); Kotter, 1996, 8 Steps model; Burke and Litwin, 1992, Model of Organisational Change and Performance; Beckhard-Harris, 1987, Change Equation; Moss Kanter, 1983, The Change Masters; Hailey and Balogun, 2002, The Change Kaleidoscope).	
Assessment Criteria	
2.2	Analyse the **role of leadership** in gaining the commitment of others to change
Indicative Content	
Role of leadership may include but is not limited to leadership styles, Situational Leadership (Hersey and Blanchard, 1977), timescales, negotiating and influencing skills, Having Difficult Conversations (Scott, 2002), Emotional Intelligence (Goleman, 1998), collaborative working techniques, resilience and accountability, openness, positive and adaptable, open to feedback.	
Assessment Criteria	
2.3	Specify reasons for engaging with **stakeholders** throughout the change management process
Indicative Content	
Stakeholders may include but are not limited to internal: team members, line managers, senior managers, board members; external: customers, pressure groups, government agencies; connected: suppliers, partners, contractors.	
Learning Outcome 3	
Understand how to initiate, plan and manage change in an organisation	
Assessment Criteria	
3.1	Specify the **rationale** for initiating change within an organisation
Indicative Content	
Rationale may include but is not limited to benefits, business case, impact, consequences/risks	

Assessment Criteria	
3.2	Develop a **plan for change** within an organisation

Indicative Content
Plan for change may include but is not limited to objectives, actions, stages, milestones, resources, timescales, deadlines, responsibilities, measures (Lewin, c1940s, Force Field Analysis; Hiatt, 2003, ADKAR).

Assessment Criteria	
3.3	Examine **tools** for implementing and monitoring change

Indicative Content
Tools may include but are not limited to roadmaps, flowcharts, cultural mapping, process maps, readiness assessments, Gantt charts, communication and project plans, IT applications.

Assessment Criteria	
3.4	Recommend approaches to overcome **risks and barriers** to change

Indicative Content
Risks and barriers may include but are not limited to organisational (splinter groups, logistical barrier e.g. remote working, shift work, rising costs, changing priorities, delay tactics); personal (Kubler Ross, 1960) (hostility, sense of loss, resistance to change, depression, refusal to engage).

Assessment Criteria	
3.5	Develop strategies for **communicating** planned change to stakeholders

Indicative Content
Communicating refers to chairing meetings and presenting using a range of media and may include but is not limited to internal and external communication, consultation, huddles, meetings and briefings, webinars, podcasts, conference calls, blog posts, presentations, letters and newsletters, articles, case studies.

Assessment Criteria	
3.6	Assess **practical methods to support** individuals throughout the change management process

Indicative Content
Practical methods to support refers to supporting people through coaching and mentoring and may include learning and development, supervision, one-to-one meetings, team meetings, workshops, setting an example, use of specialist advice and support.

Assessment Criteria	
3.7	Analyse **methods** for monitoring and measuring the impact of planned change

Indicative Content
Methods may include but are not limited to periodic reporting, surveys and questionnaires, interviews,

benchmarking activities, mystery shopper, scorecards, data and metrics, audits, targets, workshops, observation, conversations.

Assessment Criteria
3.8	Discuss **approaches** to embed and sustain planned change in an organisation

Indicative Content
Approaches may include but are not limited to overcoming barriers, meeting objectives, achieving planned benefits, periodic monitoring, key performance indicators (KPIs), continuous professional development (CPD) requirements.

Ofqual unit number	F/616/3244
RQF level	5
Guided learning hours	16
Total unit time	50
Credits	5
Aims of unit	Reflective practice is an essential management tool which supports the development of knowledge, skills and behaviours in the work place. By consciously analysing own performance, decision making, leadership and management skills (in different situational contexts); opportunities for on-going development can be identified. The aim of the unit is to equip learners with the understanding of the value of reflective practice, and how reflection can be used as the basis of a meaningful personal and professional development.
Keywords	Professional development, reflection, continuous, performance, working style, opportunities, planning, professional practice, currency of practice, licence to practice, development needs, learning and development.

Learning Outcome 1
Understand the value of reflective practice to inform personal and professional development

Assessment Criteria

1.1	Analyse the importance of **continuous personal** and **professional development** in achieving organisational objectives

Indicative Content

Continuous may include but is not limited to life-long learning, maintain currency of skills and knowledge, effectiveness, impact, achievement. Personal knowledge and skills that may not relate to a current or future work role e.g. learning a language, mindfulness, fitness and sport.

Professional may include but are not limited to knowledge and skills that directly relate to a current or future work role e.g. a job-related qualification, professional membership or status, on job training (Pedler, Burgoyne, Boydell (2007), Mullins (2013), Torrington et al (2008)).

Assessment Criteria

1.2	Evaluate the use of **reflective practice** in personal and professional development

Indicative Content
Reflective practice may include but is not limited to self-management, develop insights, reflexivity, decision making in different situational contexts, critical reflection to assess skills, competencies, behaviours of professionalism, self-awareness, mental toughness (Lyons, 2015), Emotional Intelligence (Goleman, 1995).

Assessment Criteria	
1.3	Evaluate **approaches** to reflective practice

Indicative Content
Approaches may include but are not limited to learning cycle, deep and surface learning, appraisal including self and peer review, 360 degree, methods of setting goals and reviewing progress, group and individual learning, (Model of Structured Reflection, Johns, 1994), Reflective Cycle (Gibbs, 1995), Learning Cycle (Kolb, 1984).

Learning Outcome 2
Know how to apply reflective practice to inform personal and professional development

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

Indicative Content
Own **performance** refers to knowledge, skills/competencies, behaviours including Emotional Intelligence (Goleman, 1995) against short, medium and long term requirements of the role, organisational objectives and professional standards.

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

Indicative Content
Working style may also include but is not limited to Team Roles (Belbin, 1981), Type Indicator (Myers Brigg, 1943), Transactional Analysis (Berne, c.1950), Drivers (Kasozi and Dehaan, 2014), Co-worker relationships (McIntyre, 2011), behavioural profiling and assessments e.g. DISC (Tate, 2014), Team Wheel (Margerison and McCann, 1989).

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

Indicative Content
Development needs refer to knowledge, skills and behaviours.

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

Indicative Content
Development opportunities refer to learning styles and may include but are not limited to formal and informal, social and collaborative learning, on the job and off the job, face to face, blended or online learning, coaching and mentoring.

Assessment Criteria	
2.5	Create a **personal development plan** with measurable objectives

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

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

Learning Outcome 1
Understand leadership practice in an organisation

Assessment Criteria
1.1   Examine leadership **practices** within organisations

Indicative Content
Practices may include but not limited to the differing roles and responsibilities of leaders in organisations, distributed leadership, effective leadership, leadership development

Assessment Criteria
1.2   Evaluate the use of **theoretical approaches** to responsible leadership

Indicative Content
Theoretical approaches may include but are not limited to Responsible Leadership (Maak & Pless 2006), Ethical Leadership (Brown, Treviñob and Harrison, 2005), Value-based Leadership, Value-driven Leadership (Gentile, 2014) and Leading with Integrity (Blanchard, 2011).

Assessment Criteria

1.3	Analyse the impact of **internal and external** factors on leadership practice

Indicative Content

Internal factors may include but are not limited to organisational mission, vision and values, organisational culture (Cultural Web, Johnson and Scholes 1992; Culture and Leadership, Schein 1985), structure, roles, policies and procedures. Cultural Dimensions (Hofstede, 1980, 2001), national cultures, customs and language, organisational resources, such as staff, technology, finances and physical resources (e.g. machinery, equipment).

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

Learning Outcome 2

Understand leadership styles

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

2.2	Evaluate **leadership styles**

Indicative Content

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

Learning Outcome 3

Understand the impact of leadership within organisations

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

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