RAF Aviator Command Squadron (ACS) HMLC Level 6 Diploma

Completion Pack October 2024
Version 4
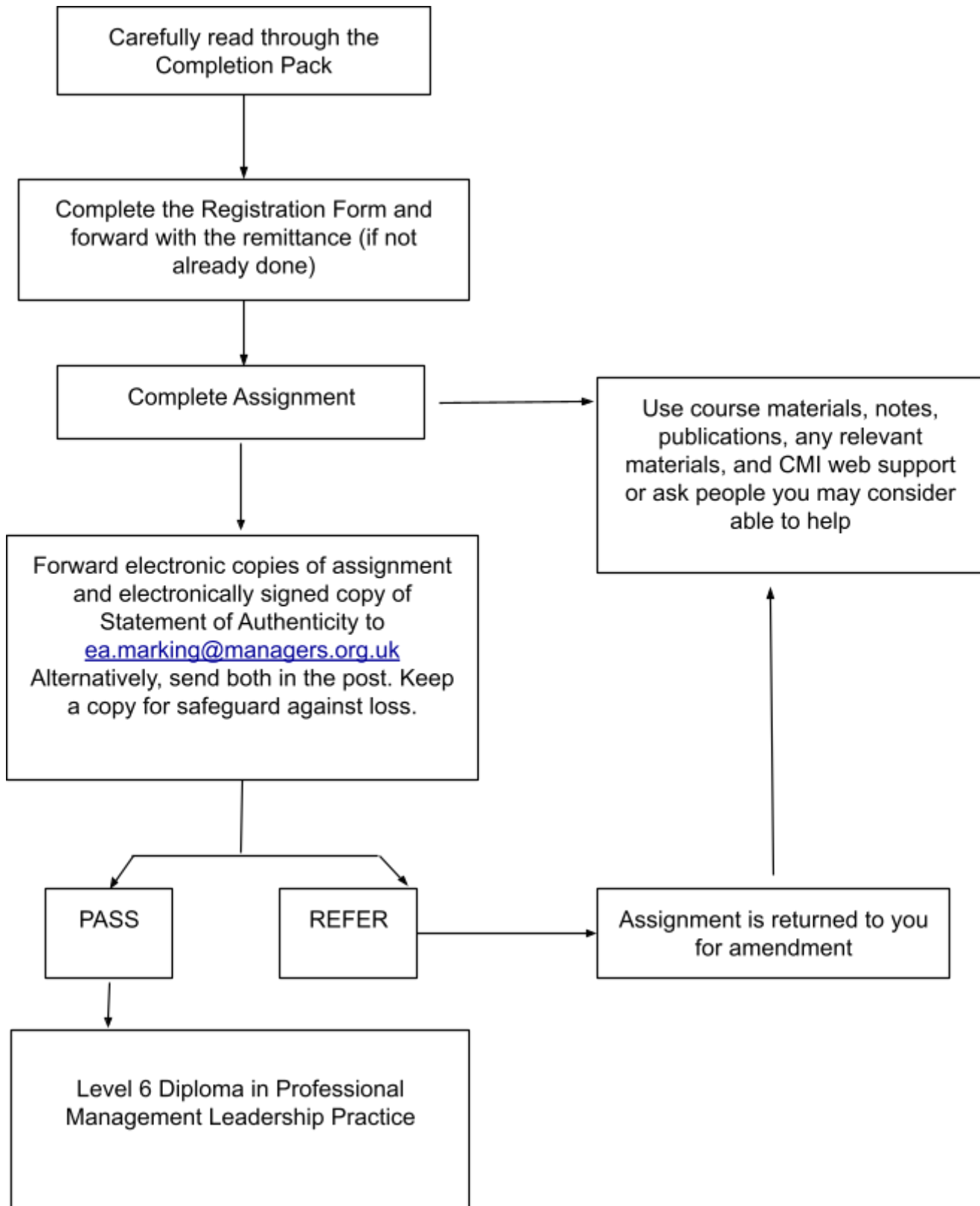
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│  Carefully read through  │
│   the Completion Pack    │
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┌─────────────────────────┐
│ Complete the Registration│
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            │                      │ materials, and CMI web support│
            │                      │ or ask people you may consider│
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│ of assignment and        │                      │
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│ copy of Statement of     │                      │
│ Authenticity to          │                      │
│ ea.marking@managers.org.uk                      │
│ Alternatively, send both │                      │
│ in the post. Keep a copy │                      │
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│ Level 6 Diploma in       │
│ Professional Management  │
│ Leadership Practice      │
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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 CMI Level 6 Diploma in Professional Management and Leadership.

- The CMI Level 6 Diploma in Professional Management and Leadership can be achieved by completing and submitting the following assignments (601, 602, 603, 605, 612 and 614) that meet the required total 370 TQT/**minimum of 37 credits**.

To acquire the CMI Level 6 Diploma in Professional Management and Leadership, you must complete and submit the following assignments (601, 602, 603, 605, 612 and 614 comprising a number of tasks, as contained in this completion pack).

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

Qualification Registration Duration

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

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

There are no refunds for lapsed candidates.

SUPPORT FOR GAINING CMI QUALIFICATIONS

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

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

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

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

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

Once logged in to ManagementDirect, use the following steps to access support for:

Unit 601, 602, 603, 605, 612, 614
- Opening Screen - Click on Qualification Support* for Level 6 Diploma in Professional Management and Leadership
- Next Screen - Click View Qualification
- Next Screen - Scroll to find Unit 601, 602, 603, 605, 612, 614
- 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 the following assignments to obtain the 'standalone' CMI Level 6 Diploma in Professional Management and Leadership.

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

CMI Level 6 Diploma in Professional Management and Leadership	Credits	Actions
Unit 601 - Professional Management and Leadership Practice	6	● 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 602 - Developing, Managing and Leading Individuals and Teams	6	
Unit 603 - Organisational Culture	5	
Unit 605 - Innovation and Change	7	
Unit 612 - Coaching Skills for Leaders	7	
Unit 614 - Principles and Practices of Ethical Decision Making	6	

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

CMI Level 6 Diploma in Professional Management and Leadership

Once you have completed an assignment, you must forward it, along with a signed copy of the Statement of Authenticity (as a single file with your completed Statement of Authenticity as the first page) by e-mail to ea.marking@managers.org.uk The assignment must not exceed a file size of 5MB. File name should include the following: name, P number, unit and submission number i.e. Assignment Blogs_P123456_Unit_number_submission number.

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

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

External Assignments/MOD,
Awarding Body,

Management House,
Cottingham Road,
Corby,
Northamptonshire NN17 1TT.

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

REFERRAL: If your assignment does not meet the pass standard, it will be returned to you with guidance notes for completion. You must meet the additional requirements before re-submitting the assignment. You will be allowed one further re-submission (i.e. 2 in total).

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

Please refer to assignment briefs for each unit 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.

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

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

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

You must submit your work as a single electronic word document (.doc file). You should mark the assignment with your name, learner number, the unit number, your Centre name – Britannia Royal Naval College - and a brief description of the context in which the assignment was undertaken. You may include a title page if you wish. You must show a total word count on the front page of your assignment. You are strongly advised to keep a copy of your completed assignment before you submit it for assessment – the copy you submit will not be returned to you. Your assignment may be kept by the CMI for quality assurance purposes. Any assignment not kept for quality assurance will be securely destroyed.
CMI will assess your assignment, and the result will be sent to you, normally within 6 weeks of receipt by the Institute.

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

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

UNIT 601

Assignment Brief: Professional Management and Leadership Practice

Click here to download the Assignment Brief.

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 601: Professional Management and Leadership Practice**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 601** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 601** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

Completing the assessment booklet

- The assessment booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the assignment booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The assessment booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The assessment booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 6 in Professional Management and Leadership Practice syllabus.

INTRODUCING ASSESSMENT BRIEF CMI 601

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

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

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 601** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	A written **report** entitled: "The influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking."	LO1 Understand the influence of an organisation's context on management and leadership practice	1.1 Discuss the influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking	Approx. 1500 words
2	Learners will complete either option 1 or option 2 *Option 1:* Write a **reflective account** on the practices of professional management and leadership *Option 2:* Develop a **profile** for a professional manager and leader	LO2 Understand the practice of professional management and leadership	2.1 Critically reflect on values and behaviours which underpin professional management and leadership practice	Approx. 2000 words
			2.2 Discuss the knowledge and skills required for a professional manager and leader to deliver successful outcomes for an organisation	
			2.3 Critically appraise the use of communication to lead others with impact	

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

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

Please see the CMI Assessment Guidance Policy for further guidance.

THE INFLUENCE OF ORGANISATIONAL CONTEXT ON MANAGEMENT AND LEADERSHIP PRACTICE

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

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

TASK 1

You are required to write a report entitled:

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

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

● a minimum of **THREE (3)** traditional theoretical concepts for management and leadership

● a minimum of **THREE (3)** contemporary thinking of management and leadership (AC1.1)

Guidance for completion of Task 1
● *The report must be based on an organisation you know well or have researched.*   ● *The report must include well-chosen examples which illustrate the influence of organisational context on management and leadership practice.*   ● *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your report.*   ● *Your report must be underpinned with relevant examples or theoretical concepts and contemporary thinking.*   ● *Please refer to the indicative content for the assessment criteria (AC) outlined in the unit specification.*

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

SCENARIO

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

TASK 2

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

Option 1

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

'The practices of professional management and leadership'

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

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

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

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

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

iii. The use of communication to lead others with impact

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

OR

Option 2:

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

'The role of a professional manager and leader'

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

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

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

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

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

iii. The use of communication to lead others with impact

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

Guidance for completion of Task 2
The definition of 'professional managers' as stated in the Chartered Manager Degree Apprenticeship: *'Professional managers who take lead responsibility for people, projects, operations and/or services to deliver long term organisational success. It is applicable to professional managers from all sectors - the private, public or third sector - and all sizes of organisation'.*   *Please select **ONE (1)** option for completion of Task 2.*   *Consider how to present the reflective account. This may be presented as an extract from a reflective journal or written as a narrative or report.*   *Consider how the profile of the professional manager and leader will be presented. You may present the profile in a format of your choice (e.g. an article, narrative, report, editorial or PowerPoint presentation with accompanying presentation notes).*   *The completed assessment must include subheadings.*   *In preparation to complete this task, take time to reflect on the knowledge, skills and behaviours that are the hallmark of an effective professional manager and leader. Consider your own management and leadership experience or the experience of being managed and led by others.*   *Undertake independent research on the knowledge and skills required for managers and leaders operating at this level within different occupational areas or types of organisation.*   *You are **not required** to include every knowledge, skill, and behaviour and communication technique in the profile of a manager and leader you develop. You should focus on those you feel are essential to the role.*   *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

UNIT 602

Assignment Brief: Developing, Managing and Leading People

Click here to download the Assignment Brief.

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 602: Developing, Managing and Leading People**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 602** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 602** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

Completing the assessment booklet

- The assessment booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the assignment booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The assessment booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The assessment booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 6 in Professional Management and Leadership Practice syllabus.

AIM OF THE ASSESSMENT BOOKLET

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

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

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 602** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	A **report** entitled: *'The principles for developing, managing and leading individuals and teams.'*	LO1 Understand the principles for developing, managing and leading individuals and teams	1.1 Critically examine the factors which influence the way individuals and teams are developed and led	Approx. 1750 words
			1.2 Examine how organisational frameworks support the management and development of individuals and teams	
2	A **proposal** entitled: *'Developing, managing and leading individuals and teams to achieve results'*	LO2 Know how to develop, manage and lead individuals and teams to achieve results	2.1 Critically assess approaches to team development	Approx. 2250 words
			2.2 Evaluate approaches to the management and development of individuals	
			2.3 Critique the skills required to lead and develop individuals and teams to achieve results	

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

The following are excluded from inclusion in word count, if used and not required by the assessment brief an introduction to a job role, organisation or department, index or contents pages, headings and subheadings,

diagrams, charts and graphs, reference list or bibliography, reflective statement drawn from undertaking the assignment and how this has impacted on the learner's work.

Please see the CMI Assessment Guidance Policy for further guidance.

THE PRINCIPLES FOR DEVELOPING, MANAGING AND LEADING INDIVIDUALS AND TEAMS

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

TASK 1

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

'The principles for developing, managing and leading individuals and teams'

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

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

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

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

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

Guidance for completion of Task 1
● *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*   ● *The report should be underpinned with relevant theoretical principles.*   ● *You may include examples from an organisation you know well or have researched.*   ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

DEVELOP, MANAGE AND LEAD INDIVIDUALS AND TEAMS TO ACHIEVE RESULTS

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

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

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

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

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

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

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

TASK 2

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

'Developing, managing and leading individuals and teams to achieve results'

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

2a. Approaches to team development

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

2b. Approaches to manage and develop individuals

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

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

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

Guidance for completion of Task 2

- *Choose the basis for your proposal. This may be based on the Scenario or how you would develop, manage and lead individuals and teams from an organisation you know well or have researched.*

- *The proposal may be presented in a format of your choice (i.e. narrative, report, table).*

- *You are encouraged to consider the use of good practice examples from an organisation you know well or have researched.*

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

Click here to download the Assignment Brief.

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 603: Organisational Culture**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 603** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 603** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

Completing the assessment booklet

- The assessment booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the assignment booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The assessment booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The assessment booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 6 in Professional Management and Leadership Practice syllabus.

INTRODUCING ASSESSMENT BRIEF CMI 603

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

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

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 603** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a **report** entitled: *'The role of culture within organisational contexts'.*	LO1 Understand the role of culture within organisational contexts	1.1 Consider the impact of culture within different organisational contexts	Approx. 1500 words
			1.2 Critically examine the factors which influence organisational culture	
			1.3 Critique the inter-relationship between culture and leadership	
2	Write a **proposal** entitled: *'A proposal to make and sustain cultural change'*	LO2 Understand approaches required to make and sustain cultural change	2.1 Discuss the approaches to make and sustain cultural change	Approx. 2000 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

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

Please see the CMI Assessment Guidance Policy for further guidance.

THE ROLE OF CULTURE WITHIN ORGANISATIONAL CONTEXTS

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

TASK 1

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

The role of culture within organisational contexts'

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

1a. The impact of culture within different organisational contexts

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

1b. The factors which influence organisational culture

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

1c. The inter-relationship between culture and leadership

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

Guidance for completion of Task 1
● *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.* ● *The report must include relevant theoretical principles.* ● *You must include examples from an organisation you know well or have researched.* ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

APPROACHES REQUIRED TO MAKE AND SUSTAIN CULTURAL CHANGE

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

SCENARIO

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

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

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

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

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

TASK 2

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

'A proposal to make and sustain cultural change'

The proposal must include:

● The vision for cultural change and evaluation of current position

● An implementation plan to make and sustain cultural change

● Strategies which will support cultural change

● Strategies to monitor and evaluate outcomes

● Strategies to sustain cultural change (AC2.1)

Guidance for completion of Task 2

● *Choose the basis your proposal. This may be based on the scenario given above or a cultural change in an organisation you know well or have researched.*

● *The proposal may be presented in a format of your choice (i.e. narrative, report, table).*

● *You are encouraged to consider the use of good practice examples from an organisation you know well or have researched.*

● *You must include reference to relevant theoretical principles/models/frameworks as appropriate.*

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

Assignment Brief: Innovation and Change

Click here to download the Assignment Brief.

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 605: Innovation and Change**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 605** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 605** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

Completing the assessment booklet

- The assessment booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the assignment booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The assessment booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The assessment booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

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INTRODUCING ASSESSMENT BRIEF CMI 605

Being equipped with the knowledge, skills and behaviours to manage and lead in a variety of organisational settings is essential if an individual and their organisation are to succeed.

Assessment brief **CMI 605** has been designed to enable learners to understand innovation and change within organisational contexts. It explores the rationale for innovation and change, such as the impact of technology and digitalisation. Most importantly it focuses on the know how's, values and behaviours that will ultimately equip the professional leader and manager to drive innovation and change successfully.

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 605** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	A **written report** or **reflective account** entitled: *'Innovation and change within an organisational context'*	LO1 Understand innovation and change within an organisational context	1.1 Explore the rationale for innovation and change within an organisational context	Approx. 2000 words
			1.2 Investigate the leadership and management approaches, behaviours and values required to drive innovation and change	
			1.3 Critically appraise approaches to change with reference to traditional and contemporary thinking	
			1.4 Critically appraise approaches to innovation with reference to theoretical concepts	
2	**Learners will complete either option 1 or option 2** **Option 1 -** A **management report** entitled: *'Innovation and change within an organisational context'* **Option 2 -** A **proposal** entitled: *'A proposal for innovation and change'*	LO2 Know how to drive innovation and change	2.1 Research and evaluate an opportunity for innovation and change	Approx. 2000 words
			2.2 Formulate an implementation strategy and plan to manage the innovation and change process	
			2.3 Recommend approaches to review the impact of innovation and change	

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

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

Please see the CMI Assessment Guidance Policy for further guidance.

INNOVATION AND CHANGE

Understanding innovation and change within organisational contexts is an essential requirement for the professional manager and leader. The key to this understanding is having an appreciation of the reasons for innovation and change within different organisational contexts and the types of management approaches, behaviours and values which support its delivery.

Task 1 has been developed to enable learners to evidence their understanding of innovation and change within an organisational context.

TASK 1

There are **TWO (2)** options for completing Task 1. You may write a report **OR** a reflective account entitled:

'Innovation and change within an organisational context'

The report or reflective account should focus on well-chosen examples of innovation and change within an organisation you know well or have researched. The report or reflective account must include reference to theories and models. It must be presented in **THREE (3)** sections.

1a. The rationale for innovation and change

To complete this section, you are required to **explore** the rationale for innovation and change within an organisation you know well or have researched. (AC1.1)

1b. Management and leadership approaches, behaviours and values required to drive innovation and change

To completed this section, you are required to **investigate** the management and leadership approaches, behaviours and values required to drive the innovation and change as outlined in 1a. (AC1.2)

Your response must include:

● A minimum of **THREE (3)** management and leadership approaches to drive innovation and change

● A minimum of **FOUR (4)** behaviours and values essential for a manger and leader to drive innovation and change.

1c. Approaches to change and innovation

To complete this section of the report, you are required to critically appraise:

i. A minimum of **THREE (3)** approaches to change with reference to traditional and contemporary thinking. (AC1.3)

ii. A minimum of **TWO (2)** approaches to innovation with reference to theoretical concepts. (AC1.4)

*Important note: Your response **must** include reference to tradition and contemporary models. The models should be contextualised and should not simply described or replicated.*

Guidance for completion of Task 1
● *The report or reflective account should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.* ● *Your report or reflective account should be underpinned with relevant theoretical concepts* ● *You may include well-chosen examples from an organisation you know well or have researched.* ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

THE ABILITY TO DRIVE INNOVATION AND CHANGE

The professional manager and leader must have the capability to research and evaluate opportunities for innovation and change. They must also have the ability to formulate an implementation strategy and plan to manage the innovation and change process.

This task has been designed to enable the learner to evidence their ability to research and evaluate an opportunity for innovation and change, formulate an implementation strategy and plan to manage the innovation and change process and recommend approaches for reviewing its impact.

SCENARIO

ABX is an international consultancy company which specialises in organisational design, innovation and change management. You lead a team which specialises in supporting public, private, and third sector organisations through innovation and change. The current projects* are listed below:

The public sector

A government department wishes to digitalise their services for customers who apply for financial assistance. Traditionally customers have completed paper-based or face-to-face applications. To make this project a success, creative ideas need to be developed which will ensure that the process is easy to use and that all customers will be able to apply for financial assistance whether they are IT literate or not.

The private sector

● *A company wishes to introduce an innovative new piece of technology which will alter existing ways of working.*

● *A large organisation wishes to create a new strategy for engaging young adults with their products.*

The third sector

● *A client is working to introduce new decision-making models to support innovation and change.*

● *A large housing provider wants to explore new frameworks for multi-agency working which will improve and streamline communication channels between stakeholders.*

*****Please note:*** *You may customise the scenario by selecting the type of organisation referred to. This will enable you to contextualise your response to meet the requirements of the tasks below.*

TASK 2

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

Option 1

You are required to produce a **management report** entitled:

'Innovation and change within an organisational context'

The management report must be based on a programme of innovation and change within an organisation you know well or have researched. It must be presented in **THREE (3)** sections.

2a. The opportunity for innovation and change

You are required to research and evaluate an opportunity for innovation and change. (AC2.1)

2b. Implementation strategy and plan to manage the innovation and change process

You are required to **formulate** an implementation strategy and plan to manage the innovation and change process. (AC2.2)

2c. Approaches to review the impact of innovation and change

To complete this section of the report, you are required to **recommend** a minimum of **FOUR (4)** approaches to reviewing the impact of innovation and change (AC2.3).

Please Note: It is not sufficient just to describe a model, tool or technique. Some critical reflection on the relevance of a model, tool or technique in an organisational context is required.

Option 2

You are required to produce a **proposal** for a client of your choice outlined in the scenario above entitled:

'A proposal for innovation and change'

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

2a. The opportunity for innovation and change

You are required to research and evaluate an opportunity for innovation and change. (AC2.1)

2b. Implementation strategy and plan to manage the innovation and change process

You are required to **formulate** an implementation strategy and plan to manage the innovation and change process. (AC2.2)

2c. Approaches to review the impact of innovation and change

To complete this section of the report, you are required to **recommend** a minimum of **FOUR (4)** approaches to reviewing the impact of innovation and change (AC2.3).

Guidance for completion of Task 2

- *You must outline the context for the management report or proposal completed.*
- *The report or proposal should include sub headings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *The report or proposal should be underpinned with relevant theoretical concepts and models*
- *You may include good practice examples from an organisation you know well or have researched.*
- *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

UNIT 612

Assignment Brief: Coaching Skills for Leaders

Click here to download the Assignment Brief.

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 612: Coaching Skills for Leaders**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 612** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 612** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

Completing the assessment booklet

- The assessment booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the assignment booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The assessment booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The assessment booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

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INTRODUCING ASSESSMENT BRIEF CMI 612

Professional managers and leaders are increasingly required to use coaching to support individuals to achieve their potential and to be equipped to respond effectively to organisational requirements.

Assessment brief **CMI 612** has been designed to enable learners to focus on the specific coaching skills required by leaders to empower staff members to become more resourceful to create a culture of self-empowerment within their organisations thereby reaping the resultant business and relational benefits.

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 612** 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** or develop a **presentation** entitled: *'The benefits, types and application of coaching used by leaders'*	LO1 Understand the benefits, types and application of coaching used by leaders	1.1 Critique the types and forms of coaching used to empower individuals and teams to achieve success	Approx. 1400 words
			1.2 Research the benefits of coaching for individuals, teams and organisations	
			1.3 Critically assess how coaching can be applied by leaders in different contexts	
2	Write an **account** entitled: *'The skills, techniques and approaches required by leaders to coach'*	LO2 Know the skills, techniques and approaches required by leaders to coach	2.1 Discuss how leaders can coach individuals using a structured approach	Approx. 1500 words
			2.2 Critically reflect on how coaching may be adapted to respond to individual need	
			2.3 Recommend strategies to overcome challenges and barriers which impact on coaching	
3	Write a **reflective account** entitled: *'A reflection of my ability to coach individuals and identify opportunities for improvement'*		2.4 Critically reflect on own ability to coach individuals and identify opportunities for improvement	Approx. 1100 words

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3500-4000 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

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

Please see the CMI Assessment Guidance Policy for further guidance.

BENEFITS, TYPES AND APPLICATION OF COACHING USED BY LEADERS

The aim of Task 1 is to enable the professional manager and leader to evidence their ability to critique: the types and forms of coaching used to empower individuals and teams to achieve success; the benefits of coaching for individuals, teams and organisations; and how coaching skills can be applied by leaders in different contexts.

TASK 1

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

You are required to **write a report or create a presentation** entitled:

'The benefits, types and application of coaching used by leaders'

The presentation or report must be presented in **THREE (3)** sections:

1a. The types and forms of coaching used to empower individuals and teams to achieve success

You are required to critique the types and forms of coaching used to empower individuals and teams to achieve success. (AC1.1)

1b. The benefits of coaching for individuals, teams and organisations

You are required to research a minimum of **THREE (3)** benefits of coaching for individuals, teams and organisations. (AC1.2)

1c. How coaching can be applied by leaders in different contexts.

You are required to critically assess how coaching can be applied by leaders in different contexts. (AC1.3)

Guidance for completion of Task 1
● *The report should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
● *The presentation may be a series of PowerPoint slides or a poster accompanied by presentation notes which amplify the key messages given.*
● *Application to relevant theoretical principles should be given.*
● *The report or presentation must include well chosen examples from an organisation you know well or have researched.*
● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

THE SKILLS, TECHNIQUES AND APPROACHES REQUIRED BY LEADERS TO COACH

Professional managers and leaders enhance their skills to coach individuals with success when they are able to apply well-chosen tools and techniques that are tailored to the individual and the context in which the coaching intervention occurs.

The aim of Task 2 is to enable professional managers and leaders to evidence their knowledge of how leaders can use a structured approach to coach individuals. They will reflect on the way coaching can be adapted to respond to individual needs and strategies to overcome challenges and barriers which impact on coaching. Finally, there will be opportunity for the professional manager and leader to critically reflect on their own ability to coach from which they will identify opportunities for improvement.

SCENARIO

You manage and lead a large multi-disciplinary team of which you feel a number of its members would benefit from coaching to enable them to achieve the set goals. This will be a new initiative as previous attempts to deliver effective coaching did not succeed given a number of challenges and barriers which impacted on the success of the programme (e.g. lack of organisational support and resources, time constraints, lack of understanding and/or commitment to coaching).

The individuals highlighted for the support include:

- *A graduate entrant on an accelerated management development programme who needs to develop resilience in their role.*
- *A middle manager who has been operating in the same role at the same level for a number of years yet aspires to develop their management and leadership skills.*
- *A manager who is new to their role with a high level of technical knowledge but little experience in managing a diverse team which they are finding difficult to manage / lead within an unique and critical area of the organisations IT infrastructure.*
- *An individual from an under-represented group wishing to gain promotion in the organisation.*

TASK 2

Base your response on one of the scenarios outlined above or draw from your own experience of delivering or receiving a coaching intervention.

You are required to **write an account** entitled:

'The skills, techniques and approaches required by leaders to coach'

The account must be presented in **THREE (3)** sections:

i. How leaders can coach individuals using a structured approach

You are required to discuss how leaders can coach individuals using a structured approach. (AC2.1)

ii. How a coaching intervention may be adapted to respond to individual need

You are required to critically reflect on how coaching may be adapted to respond to individual need. (AC2.2)

iii. Strategies to overcome challenges and barriers which impact on coaching

You are required to recommend strategies to overcome a minimum of **THREE (3)** challenges and barriers which impact on coaching. (AC2.3)

TASK 3

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

'A reflection of my ability to coach individuals and identify opportunities for improvement.'

To complete this task, you are required to critically reflect on your own ability to coach individuals and identify opportunities for improvement. (AC2.4)

Guidance for completion of Task 2 and 3
● *Undertake independent research on the knowledge and skills required for managers and leaders to coach effectively in their work role.*   ● *Choose the basis of your written account for Task 2 which may be based on your chosen scenario or your own experience of delivering or receiving a coaching intervention. The written account should include sub-headings. You may include tables and diagrams (as appropriate) to support your discussion.*   ● *In preparation to complete Task 3, take time to reflect on the knowledge, skills and behaviours that are the hallmark of an effective coach. Consider your own coaching experience or the experience of being coached by others.*   ● *Consider how you will present Task 3. This may be presented as a narrative or in tabular format or using a personal development plan.*   ● *Task 3 must be underpinned with relevant theoretical principles.*   ● *You must include well-chosen examples of coaching practice from an organisation you know well or have researched.*   ● *Refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

Assignment Brief: Principles and Practices of Ethical Decision Making

Click here to download the Assignment Brief.

Each task in this assessment brief has been developed to enable you to evidence achievement of the learning outcomes and assessment criteria for **CMI 614: Principles and Practices of Ethical Decision Making**. Each of the assessment criteria must gain a pass outcome for you to successfully achieve the unit.

Preparation for the assessment

- Before you begin the assessment booklet please read the **CMI 614** unit specification thoroughly as only the content related to the achievement of the assessment criteria will be assessed.
- Research the topics being assessed. Suggested reading/web resources are provided on the **CMI 614** unit specification. Your tutor may signpost you to relevant resources. Additionally you may access excellent online resources at ManagementDirect https://members.md.cmi.org.uk Please note that if you have a customised site the link will differ, please contact your Centre for clarification.
- If you are enrolled on the Trailblazer Apprenticeship programme you are encouraged to review the Apprenticeship Standard for the Chartered Manager Degree Apprenticeship.

Completing the assessment booklet

- The assessment booklet contains a series of tasks which are clearly referenced to the relevant assessment criteria and indicative content.
- Refer to the Assessment Guidance table at the end of the assessment booklet which outlines the requirements for a Pass or Refer.
- Evidence must be provided in the main body of the assignment booklet. Additional work based evidence such as plans or documentation (which has been referred to within the main text) should be included at the end of the booklet marked 'Work Based Evidence'. Appendices are not a requirement of this assessment brief. If appendices are included these will not be marked or moderated by the CMI.
- Work based evidence must be accompanied by a supporting statement in the learner evidence box, to explain the link to the assessment criteria. Work based evidence (where required by the task) must not exceed SIX (6) pages. Files embedded in the booklet must not exceed 10MB.
- The assessment booklet must be completed in a professional manner (e.g. applying business conventions for writing formal reports) and by using Microsoft Word, Rich Text Format or another compatible software programme.
- The assessment booklet must be saved as a word document (.doc or .docx) and not in a PDF format.
- An appropriate referencing system (such as Harvard Referencing) must be used to ensure the original source(s) of quotations or models can be verified.
- Finally, you must sign the Learner Authenticity statement (an electronic signature is accepted).

Learner support

For information regarding policies and procedures for assessment (e.g. special assessment arrangements, learner support, appeals, complaints, certification, confidentiality, plagiarism) you should contact your tutor or Centre manager and refer to the CMI Level 6 in Professional Management and Leadership Practice syllabus.

INTRODUCING ASSESSMENT BRIEF CMI 614

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

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

ASSESSMENT TASK AND WORD COUNT

Assessment brief **CMI 614** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

	Assessment Task	Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Produce a **report** or **reflective account** entitled: *'Ethical decision making within organisational contexts'*	LO1 Understand ethical decision making within organisational contexts	1.1 Critically assess the influence of organisational context on decision making	Approx. 1500 words
			1.2 Critically appraise personal values and behaviours required to make ethical decisions	
			1.3 Evaluate the challenges of ethical decision making	
2	Write a **report** or a **reflective account** entitled*: 'Ethical decision making'*	LO2 Know how to make an ethical decision	2.1 Critically appraise the types and sources of data and information available to inform ethical decision making	Approx. 2000 words
			2.2 Recommend tools and techniques for ethical decision making	
			2.3 Present the justification for the ethical decision made	

Guideline word count

The written word, however generated and recorded, is still expected to form the majority of assessable work produced by Learners at Level 6. The amount and volume of work for this unit should be broadly comparable to a word count of **3000-3500 words** within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

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

Please see the CMI Assessment Guidance Policy for further guidance.

ETHICAL DECISION MAKING WITHIN ORGANISATIONAL CONTEXTS

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

TASK 1

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

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

'Ethical decision making within organisational contexts'

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

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

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

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

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

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

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

Guidance for completion of Task 1

- *The report or reflective account should include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*
- *Your report or reflective account should be underpinned with relevant theoretical principles.*
- *You must include well-chosen examples from an organisation you know well or have researched.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

MAKING AN ETHICAL DECISION

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

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

SCENARIO

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

- *Selecting an internal applicant for a promotion. Applicant A is a long-term work colleague. Applicant B is new to the department and has a protected characteristic (Equality Act 2010).*

- *Introducing more flexible employment conditions (e.g. 9-day fortnight, annualised hours, 4-day week, 7-day week).*

- *Considering whether to out-source or off-shore existing services and functions.*

- *Prohibiting personal business in company time.*

- *Closing part of the business to ensure the overall security and viability of the whole business.*

- *Procuring resources (e.g. consideration of cost versus corporate social responsibility and sustainability, levels of profitability).*

- *Entering business/sales agreements with organisations in countries which have a poor record in human rights.*

TASK 2

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

'Ethical decision making'

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

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

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

2b. Tools and techniques for ethical decision making

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

2c. The justification for the ethical decision made

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

Guidance for completion of Task 2

- *In preparation to complete this task, take time to reflect on ethical decision making within different organisational contexts.*

- *Select the basis of the ethical decision you will make (e.g. use of a scenario given above or ethical decision making in an organisation you know well or have researched).*

- *You must outline the ethical decision which forms the basis of Task 2.*

- *The report or reflective account must include subheadings. You may choose to include tables and diagrams (as appropriate) to support your discussion.*

- *You must include reference to models of decision making and tools and techniques which support decisions made.*

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

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 underdeveloped
 	
   ● Lacks sufficient detail to show understanding of the topic
 	
● The application of concepts, models and theories to the management and leadership role or workplace is unclear
 	
● 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 is not current (within 5 years)
	● All tasks have been completed
	
	● All assessment criteria have been met
	
	● Examples given are well chosen and match the requirements of the assessment criteria
	
	● Evidence is
	
	   ● Well written and presented
	
	   ● Contains a breadth of examples
	
	   ● Accurate
	
	   ● Current (e.g. use of up to date legislation)
	
	   ● Authentic
	
	   ● Inclusive
	
	   ● Coherent
	
	   ● Credible
	
	   ● Technically correct
	
	● Evidence shows an understanding of different perspectives
	
	● Concepts, models and approaches and have been applied correctly in context of the management and leadership role or workplace
	
	● 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 is current (within 5 years)

STATEMENT OF AUTHENTICITY

Click here to download the Statement of Authenticity form.

This statement must be completed and electronically attached to the completed assessment submitted to CMI. Any pieces of work that do not have this signed statement/declaration are inadmissible and will be returned to the Centre.

Section 1 -

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

I _____ confirm that the work submitted is my own and that I am the sole author of this completed assessment and Sections 1 & 2 of this form have been checked and completed before submission. I have referenced/acknowledged any sources of information and Artificial Intelligence (AI) tools used in the submission; in line with the Qualification Handbook, CMI's Assessment Guidance Policy and CMI's Plagiarism, Collusion and Artificial Intelligence (AI) Statement.

I consent to this assessment, or any extract from it, to be anonymised following which it may be used for assessment standardisation and, where appropriate, for the dissemination of good practice. The assessment will be kept in accordance with GDPR, if you have any concerns regarding this, please refer to our **Data Privacy Policy**	**Tick here to opt-out**	

Section 2 -

Requirement prior to submission	Learner Signature / Initial to confirm
The Assessment Criteria (AC) have been used as headings or I have indicated or sign-posted within my work where each AC has been met.	
Word count is shown on the front sheet and is within the CMI guidelines for the unit.	
All answers relating to the Assessment Criteria (AC) are contained within the body of the text.	
Learner name and CMI membership number are identified on each page within the assessment (header or footer) and each page is numbered.	
All work that is not my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
I understand that CMI may use plagiarism software in the detection of plagiarism, collusion and AI misuse for this submission.	

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

Learner Signature*	
Date (DD/MM/YYYY)	

*Please note electronic signatures are accepted

Ofqual unit number	K/617/4450
RQF level	6
Guided learning hours	20
Total unit time	60
Credits	6
Aims of unit	An outstanding professional manager and leader is typified by someone who has the ability to select and apply knowledge, skills, values and behaviours effectively in their working role. Whilst many of these attributes can be developed through experiential learning, these can be sharpened and amplified through an in-depth exploration of the topic. The aim of this unit is to enable the professional manager and leader to consider the influence of an organisation's context on how individuals are managed and led. They will reflect on the values, behaviours, knowledge and skills required, not only to deliver successful organisational outcomes, but to lead individuals with confidence.
Keywords	Management, leadership, influence, organisational context, reflection, personal values, drivers, skills, communication, collaboration, impact.

Learning Outcome 1
Understand the influence of organisational context on management and leadership practice

Assessment Criteria	
1.1	Discuss the influence of organisational context on management and leadership practice with reference to theoretical concepts and contemporary thinking

Indicative Content
1.1 Organisational context: Purpose, governance (e.g. public, private, third sector). Legal status of the organisation. Organisational structure. Organisational culture. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990). External environment. Stakeholder expectations. Theoretical concepts: Values-driven Leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible Leadership (Maak & Pless, 2006). Leadership as a Phenomenon (Lawler, 2005). Resonant Leadership (McKee, Boyatzis, & Goleman 2003). Five Practices of Exemplary Leadership (Kouzes & Posner, 1987). Situational Leadership (Hersey & Blanchard, 1969). Traditional Management Competencies (McBer & Boyatzis, 1996). Theory of Hierarchies (Maslow, 1943; 1987). Corporate Culture (Jacques, 1951). Ethical Leadership (Mendonca & Kanungo, 2007). Leadership Styles (Goleman, 1995). Charismatic Leadership (House, 1997). Contemporary thinking: Entrepreneurial Leadership (Roebuck, 2014). Authentic Leadership (Goffee & Jones, 2011). The Servant Leader (Greenleaf, 1977). Distributed leadership (Gronn, 2000). Cross Cultural Leadership (Hofstede, 1991). Followership (Kelley, 1988). Transformational Leadership (Bass & Riggio, 2006).

Learning Outcome 2
Understand the practice of professional management and leadership

Assessment Criteria	
2.1	Critically reflect on values and behaviours which underpin professional management and leadership practice

Indicative Content
Values and behaviours: Interplay between organisational values and behaviours (e.g. formally published standards) and personal values and behaviours. Values: Integrity. Honesty. Objectivity. Impartiality. Inclusivity/openness. Authenticity. Ethical. Behaviours: change and improve, making effective decisions, leading and communicating, collaborating and partnering, building capability for all, managing a quality service, delivering at pace. Motivation. Taking responsibility. Building trust with others. Seeks the views of others. Values diversity internally and externally. Resilience. Determination. Seeks new opportunities. Agile (flexible to the needs of the organisation). Creative. Innovative. Enterprising. Solution focussed. Responsive to business needs. Positive. Adaptable. Responsive to feedback and need to change. Open to new ways of working. Professional (e.g. sets an example, ethical, fair, consistent and impartial). Operates within organisational values and adheres to codes of conduct and ethics

Assessment Criteria	
2.2	Discuss the knowledge and skills required for a professional manager and leader to deliver successful outcomes for an organisation

Indicative Content
Knowledge requirements (tailored to the needs of the professional manager and leader): Ethics and responsibility. Governance and regulatory requirements. Knowledge management. Change management. Project and programme management. Corporate Social Responsibility. Financial management. Leadership. Strategy. Human resources (developing people and capabilities). Marketing. Quality Management. Supply chain management. Uses knowledge to make complex decisions (within limits of authority and in relation to the needs of business). Maintains currency of knowledge.
Skills requirements: Support the creation of an inclusive, high performance work culture. Delegates to others. Provides clear guidance, purpose and monitors progress. Able to manage stress and personal well-being. Able to manage time, set priorities, achieve results. Manages and chairs meetings. Promotes and enables learning. Experiential Learning Cycle (Kolb, 1984). Single and Double Loop Learning (Argyris, 1991).
Develops collaborative relationships. Approaches to stakeholder and supplier management. Contributes within a team environment. Builds rapport and trust. Develops networks and maintain relationships with people from a range of cultures, backgrounds and levels. Effectively influences and negotiates.

Assessment Criteria	
2.3	Critically appraise the use of communication to lead others with impact

Indicative Content
Communication:
● Values and behaviours for communicating: Uses active listening and open questioning to structure conversations and discussions. Able to manage challenging conversations. Gives effective/constructive feedback. Interpersonal skills, awareness of others. Effective listening skills, influencing techniques, negotiating and persuasion. Uses storytelling to articulate, translate and reinforce mission, vision, strategic aims and objectives. Builds rapport and trust, develop networks and maintain relationships with people from a range of cultures, backgrounds and levels. Communicates clearly, effectively and regularly.
● Communications channels: Use and application of different forms of communication (oral, non-verbal - written and digital channels and platforms for communication such as workshops, team meetings, away-days, conferences, formal presentations, formal and informal reporting, 360 feedback).

● Theory and strategy: Communication within a broader change strategy (Kotter, 1995). Auditing the communication strategy (Hargie & Tourish, 2000). Organisational 'silence 'why organisations don't communicate' (Morrison & Milliken, 2000). Different organisational communication strategies (Clampitt et al., 2000). Organisational gossip (Michelson & Mouly, 2000).

Ofqual unit number	A/617/4453
RQF level	6
Guided learning hours	19
Total unit time	60
Credits	6
Aims of unit	Individuals and teams are a highly prized resource which, if developed, managed and led effectively, can transform an organisation's reputation, productivity and success. The aim of this unit is for the professional manager and leader to understand the principles for developing, managing and leading individuals and teams. On completion of the unit, learners will understand the multi-dimensional factors which influence the way individuals and teams are developed and led. They will examine the role of organisational structures for managing human resources and be given the opportunity to research classic and contemporary approaches to the management and development of individuals and teams. Ultimately, this unit will culminate in an assessment of the skills required to lead and develop individuals and teams in a manner that not only achieves results but is ethical, fair, empowering and collaborative.
Keywords	Development, management, leadership, structure, human resources, theoretical approaches, policy, procedure, regulatory, legal requirements, learning, skills, success.

Learning Outcome 1
Understand the principles for developing, managing and leading individuals and teams
Assessment Criteria
1.1   Critically examine the factors which influence the way individuals and teams are developed and led
Indicative Content
1.1 Factors which influence the way individuals and teams are developed and led: Internal factors: An organisation's vision, purpose, values and culture. Organisational culture (Schein, 1994). Myths, stories, systems, processes, structure (Johnson et al., 2011) Internal politics. Psychological Contract (Rousseau, 1989). Demographic of the workforce. Governance of organisation (e.g. public, private, third sector). Legal status of the organisation. Type (operational, local, international, global, project/programme based, departmental and strategic business unit). Hierarchy of organisational learning (Burgoyne & James, 2006). External factors: Business environment, market, national characteristics of population (Hofstede, 2001). Culture of stakeholders, partners, competitors (Porter's Five Forces, 1979). Political, economic, social, technological, legal, environment, ethical (PESTLE/PESTLEE/PESTLED). Leadership: Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Situational Leadership (Hersey and Blanchard, 1969). Ethical Leadership (Mendonca & Kanungo, 2007). Cross Cultural leadership (Hofstede, 1991).
Assessment Criteria

1.2	Examine how organisational frameworks support the management and development of individuals and teams

Indicative Content

Organisational frameworks: Human Resource Development (Ulrich & Brockbank, 2005). Policies and procedures for recruitment and selection, staff development, well-being, succession and pipeline planning, talent development. Regulatory and legislative requirements (e.g. Equality Act 2010, Health and Safety Act 1974, industry specific regulations - inclusive of subsequent changes, deletions and replacements).

Learning Outcome 2

Know how to develop, manage and lead individuals and teams to achieve results

Assessment Criteria

2.1	Critically assess approaches to team development

Indicative Content

Approaches to team development: Model of Team Development (Tuckman, 1965). Team Size (Dunbar's Number, 2010). Team Management Wheel (Margerison and McCann, 1995). Group and team difference (Katzenbach & Smith, 1993). Team Roles (Belbin, 1993). The Four T Model, (Roe, 2017).

Assessment Criteria

2.2	Evaluate approaches to the management and development of individuals

Indicative Content

Management of individuals: Goal setting including links to organisational objectives, key performance indicators (KPIs). Use of SMART. Performance Management such as the use of diagnostic and evaluation tools, personal development review (PDR), performance improvement plan (PIP), Personal Development Plan (PDP), 360° appraisal, peer review and self-review. Diversity Management. Development of individuals: Formal and informal development activities (e.g. training courses, secondments, job shadowing, temporary promotion/role change). Approaches to development such as self-directed/distance learning. Social and collaborative learning. Face to face, blended or online learning. Group or individual learning. Coaching and/or mentoring. The OSCAR Coaching Model (Gilbert & Whittleworth, 2009). GROW Coaching Model (Whitmore, 2002). Use of technology as a learning tool (e.g. webinars, blogs, social and collaborative platforms, MOOCs, gamification, e-learning, assessment and feedback, mobile learning).

Assessment Criteria

2.3	Critique the skills required to lead and develop individuals and teams to achieve results

Indicative Content

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

Ofqual unit number	F/617/4454
RQF level	6
Guided learning hours	17
Total unit time	50
Credits	5
Aims of unit	Culture matters. Beliefs, principles, ideologies, behaviours and values have the power to influence an organisation's success. Culture is emergent, it develops over time and is influenced by the cultural identity of staff and stakeholders and the approaches taken to lead and manage others. It is also influenced by an organisation's history, purpose, activities, vision, mission and values. The aim of this unit is to equip professional managers and leaders with an understanding of the role and impact of culture within organisations and the approaches to make and sustain cultural change.
Keywords	Culture, identity, influence, impact, theory, inter-relationships, leadership, barriers, vision, position, planning, change.

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

(Deal and Kennedy, 1982). Internal influences (Hofstede, 1980). Toxic cultures (e.g. bullying, sexism, me first attitudes, hostility, infighting). Performance targets. Organisational climate e.g. short-term peaks and troughs in operational activity, seasonality. Change e.g. projects, innovation, restructuring, new ways of working. Leadership change.

External factors: Business environment, market, national characteristics of population (Hofstede, 2001), demographics of the labour market, culture of stakeholders and partners, competitors. Political/legal and regulatory change. Economic factors. Emerging social, environmental, ethical concerns. Emerging technology, technological trends, and digitalisation.

Assessment Criteria	
1.3	Critique the inter-relationship between culture and leadership

Indicative Content

Leadership: Value based leadership, Value-driven leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible leadership (Maak and Pless, 2006). Transformational Leadership (Bass & Riggio, 2006). Ethical Leadership (Mendonca & Kanungo, 2007). Leadership Styles (Goleman, 1995). Distributed leadership (Gronn, 2000). Cross cultural leadership (Hofstede, 1991).

Learning Outcome 2
Understand approaches required to make and sustain cultural change

Assessment Criteria	
2.1	Discuss the approaches to make and sustain cultural change

Indicative Content

Approaches to making cultural change:

Create vision: Define. Stakeholder engagement. Establish roles and responsibilities.

Evaluate current position: Research, observation, analysis of organisational cultural drivers and barriers.

Articulate vision: Communication, engender support, persuasion, challenge perceptions.

Develop a plan for implementation: Select change management models and philosophy e.g. Three Stage Model of Change and Force Field Analysis (Lewin, 1947 & 1943). Transition Curve (Kubler-Ross, 1969). Eight Step Change Model (Kotter, 1996). The Change Masters (Hailey and Balogun, 2002). Change Equation (Gleicher, Beckhard and Harris, 1987). Radical Change within Traditional Structures (Oswick, 2015). Appreciative Inquiry (Bushe, 2011).

Develop strategies: policies, programmes, systems such as HRM and HRD systems, learning and development, reward and recognition.

Implement plan: Role modelling. Behaviours and personal example. Develop cultural awareness and support individuals and teams through transition.

Strategies to monitor and evaluate outcomes: Selection of relevant tools and techniques. Qualitative techniques to measure attitudes, knowledge, skills, behaviour; outcome evaluations; impact evaluations. Culture assessment instrument (e.g. Mannion et al., 2009, Jung et al., 2009).

Strategies to sustain cultural change: Effective feedback structures to assess the practicality and success of cultural change. Ongoing internal promotion and communication of success. Publish results of organisational change. Leadership commitment. Persistence. Provision of time and space to allow the cultural change to take place. Lessons learned. Adjustments and improvements to be made.

CMI 605	INNOVATION AND CHANGE

Ofqual unit number	R/617/4460
RQF level	6
Guided learning hours	22
Total unit time	70
Credits	7
Aims of unit	The ability to drive innovation and change is an essential skill for a professional manager and leader. Innovation, defined simply as 'doing something new or different,' is a powerful catalyst for change. It can revolutionise an organisation's operational activities, create dynamic new opportunities, and contribute to the achievement of strategic goals. Change occurs in many forms and leaders must be able to respond to changes which are radical, incremental or evolutionary.
	This unit has been designed to enable the professional manager and leader to understand innovation and change within organisational contexts. It explores the rationale for innovation and change, such as the impact of technology and digitalisation. Most importantly it focuses on the knowledge, values and behaviours that ultimately will equip the professional managers and leaders to successfully drive innovation and change.
Keywords	Innovation, change, organisational contexts, theory, contemporary thinking, leadership, behaviours, values, planning, process, impact, evaluation, investigation.

Learning Outcome 1
Understand innovation and change within an organisational context
Assessment Criteria

1.1	Explore the rationale for innovation and change within an organisational context

Indicative Content

Innovation and change: Innovation is the activity of doing something new or different (e.g. a bright idea/serendipity). This creates interrelationships with change in terms of processes, people, organisational structures, the management of performance and use of technologies.

The rationale for innovation and change: Achievement of objectives, environmental, internal and situational factors, changing market positioning, entry to new markets products and services. New operational processes and procedures. Customer demands. Impact of data, information, knowledge capital and creativity. Stakeholder involvement (individuals, pressure groups, interest groups, media). Competitiveness, reputation, good practice, ethics, CSR, shifting cultures, diversity, emerging strategy, governance. Feedback, attrition, chaos and conversation. Improving organisational performance, systems, quality and efficiency, service delivery, processes. Organisational survival, consolidation. Response to digitalisation/technological change/disruptive technologies (Christensen, 1997; Zeleny, 2009; World Bank, 2019). Finance and resourcing, legal/regulatory and organisational requirements.

Organisational contexts: Type and purpose of the organisation (operational, local, international, global, project/programme management, departmental and strategic business unit), Levels of organisational maturity (Carnegie Mellon Maturity Index 'CMMI', 1990).	

Assessment Criteria

1.2	Investigate the leadership and management approaches, behaviours and values required to drive innovation and change

Indicative Content

Leadership and management approaches:

Leadership approaches and management models: Authentic Leadership (Goffee and Jones, 2011). Entrepreneurial Leadership (Roebuck, 2014). Transformational Leadership (Bass & Riggio, 2006). Situational Leadership (Hersey and Blanchard, 1969). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Leadership Styles (Goleman, 1995). Charismatic Leadership (House, 1997). The Servant Leader (Greenleaf, 1977).

Behaviours and values: Inclusive, takes responsibility agile, flexible, creative (Amabile, 2012), innovative, enterprising, seeks solutions, positive and adaptable, responds well to feedback, open to new ways of working. Understands challenges and barriers which impede innovation and change, supports others through coaching and mentoring, personal energy, commitment, trust. Negotiation, influencing and communications skills (confidence to present actions and outcomes, chair meetings, ability to have difficult conversations). Use emotional intelligence (Goleman, 1998). Is collaborative.

Assessment Criteria

1.3	Critically appraise approaches to change with reference to traditional and contemporary thinking

Indicative Content

Approaches to change:

Traditional approaches to change: Leadership-driven (top down) tried and tested, experience based, transactional, change agents. Focus on the past to act in the present, cultural change. Power through hierarchy, mission and vision, making sense through rationale argument.

Traditional Models: Three Stage Model of Change (Lewin, 1947). Force Field analysis (Lewin, 1948). Transition curve (Kubler-Ross, 1969). The Prosci change model 'ADKAR' (Hiatt, 2003). Eight Step Change Model (Kotter, 1996). The change equation (Beckhard-Harris, 1969). Navigating the transitions of change (Bridges, 1991). The four stages of major change (Longaker, 1993). Managing at the speed of change (Conner, 1992). The Change Masters (Hailey and Balogun, 2002).

Contemporary and emerging approaches to change: Acting in the present to impact the future: Top down and bottom up leadership, emergent, tropic, rhizomatic and spontaneous, power through connections and networks, shared purpose (Oswick, 2010). Purpose of a system is what it does 'POSIWID' (Beer, 2002). Making sense through emotional connections. Open approaches, sharing ideas, co-creating change. Relationships and networks. Riding the Waves of Change (Morgan, 1988). Outcomes driven. Co-creation. Open and closed systems. Inter and intra relations (Ulrich, 1983). Multiple perspectives analysis (Linstone, 1976). Boundary critique (Ulrich, 2002). Divergent and convergent thinking.

Contemporary Models: Radical Change within Traditional Structures (Oswick, 2015). Organisational congruence model (Nadler and Tushman, 1997). Managing change 'Systems Intervention Strategy (Mayon-White, 1993). Appreciative Inquiry (Bushe et al., 1985).

Assessment Criteria

1.4	Critically appraise approaches to innovation with reference to theoretical concepts

Indicative Content
Approaches to innovation: TRIZ 'inventive problem solving' (Altshuller, 1960). Open and closed innovation (Chesbrough, 2003). Commercialisation and viability of the process/idea/opportunity. Assessing the competition, using research to drive ideas. Ideas-driven innovation. Market/customer driven innovation. Analysis driven innovation. Continuous product and process improvement. Service design (Shostack et al., 1982). Design thinking, IDEO (Stefan & Nimgade, 2000, revised 2017). Synectics – creativity and problem solving (Arthur. D Little Invention Design Unit, 1950s; Gordon, 1961; Boland Jr. et al., 2008). Upgrading the business model (e.g. offer complementary services or products). Recruitment and employment of innovators. Networking and Communities of Practice (CoPs). Value proposition design (Osterwalder et al., 2010). The entrepreneur as a disruptor. The use of disruptive technologies and digital technologies (Christensen, 1985).

Learning Outcome 2
Know how to drive innovation and change

Assessment Criteria	
2.1	Research and evaluate an opportunity for innovation and change

Indicative Content
Opportunity for innovation and change: Response to digitalisation, new/disruptive technologies (Brand, 2005). Markets, customer expectations. External and internal business drivers. Legal and regulatory requirements. Environmental factors. Corporate social responsibility CSR and sustainability. Economic opportunities. Availability of funding. ● Research: Evidence based research, use of primary, secondary, tertiary evidence. Mixed methods/use of qualitative, quantitative data and information. Sampling methodology, surveys, interviews, desk research. Observation and focus groups (Saunders, Thornhill and Lewis, 2012, Gill and Johnson, 2010). Generation and evaluation of options. Risk, impact and benefit analysis. Literature reviews. Comparative studies across organisations, countries, cultures. Analysis of legislation, policy, industry standards and the environment. ● Evaluation: Application of quantitative techniques, statistical analysis and qualitative techniques e.g. Framework Analysis (Pope et al., 2000). Thematic Network Analysis (Attride-Stirling, 2001). Systematic/systemic triangulation (Urich, 1983). ● Decision making tools, techniques and models for research and evaluation: The Combat Estimate (7 Questions) (Ministry of Defence). Attribute trade off models (MRD/ARM Analysis). Use of Logframes (U.S. Agency for International Development, 1969). The Pugh matrix (Pugh, 1980). Quality Function Deployment 'QFD' (Akao, 1966). Pareto analysis. Decision trees. Sensitivity and what if analysis. OODA loops (Boyd, 1985). Monte Carlo Simulation Method (Ulam, 1947). Six Thinking Hats (De Bono, 1986). Multi Voting/ Delphi Technique (Rand Corporation, Helmer at al., c1960). ● Develop and evaluate options refers to the use of tools such as: Cost Benefit Analysis. Options appraisal. Key Performance Indicators (KPI). Grid Analysis. Rational Decision Making (Kepner and Tregoe, 1965). Balanced Scorecard (Nolan and Norton, 1992) Benchmarking. Net Social Cost Benefit Analysis. Trade Off Analysis. Cross Impact Models (Gordon et al., 1996). ● Presentation of results: Reports, graphs, trends and averages, Pareto analysis, Regression Analysis – single and multiple. Spatial data (presented in pattern format). Use of tele-visual formats. Use of informatics and information science. Structured, Unstructured and Self Organising Maps 'SOMS'

Assessment Criteria	
2.2	Formulate an implementation strategy and plan to manage the innovation and change process

Indicative Content
Implementation strategy: Big bang strategy (out with the old and in with the new). Prototyping, developing a pilot, parallel operations (run the new and old together). ● An implementation plan to manage the change process: Key features (e.g. scope, objectives, actions, stages, milestones, resource requirements, learning and development). Establish roles and responsibilities. Set KPI's. Risk management. Quality assurance. Communication strategy and plan (internal and external communications,

i.e. presentations, meetings and briefings, use of media, consultations, huddles, webinars, podcasts, conference calls, blog posts, letters, articles, case studies).

Assessment and response to barriers and challenges (e.g. logistical barriers, working patterns such as remote/virtual working, shift working, finance, changing priorities, levels of commitment/motivation, delay tactics). Cultural dimensions of innovation (diversity, ethnicity and gender divide to entrepreneurial practice). Group Think (Janis, 1982).

Use of standard project management approaches (e.g. PRINCE2, PMI (Project Management Institute). APM (Association of Project Managers). PMBOK (Project Management Body of Knowledge).

Assessment Criteria	
2.3	Recommend approaches to review the impact of innovation and change

Indicative Content
Approaches to review the impact of innovation and change: Periodic reporting, surveys and questionnaires, interviews, benchmarking activities, mystery shopper, scorecards, data and metrics, audits, targets, workshops, observation, conversations. Post implementation reviews. Walk troughs.

Ofqual unit number	J/617/4469
RQF level	6
Guided learning hours	15
Total unit time	70
Credits	7
Aims of unit	Coaching is a powerful learning and development tool. Used effectively, it is able to optimise individual and team performance and the achievement of organisational goals. Coaching has rapidly become an essential leadership tool. It enables the professional manager and leader to support, motivate and empower individuals and teams in a conversational and insightful way. This contrasts with and complements the use of traditional directive leadership approaches.
	This unit focuses on these specific coaching skills, techniques and approaches that are required by leaders to develop the knowledge, skills and resourcefulness of individuals. It focuses on the benefits and types of coaching used by leaders in different contexts and how the application of coaching impacts in the organisational environment.
	A key part of this unit is for leaders to critically reflect on their own ability to coach individuals and identify opportunities for improvement. In order to achieve this, learners will need to use coaching skills in their leadership practice.
Keywords	Types, forms, individual, team, culture, benefits, coaching models, application, leadership styles, approaches, challenges, improvements.

Learning Outcome 1
Understand the benefits, types and application of coaching used by leaders
Assessment Criteria

1.1	Critique the types and forms of coaching used to empower individuals and teams to achieve success

Indicative Content
Types and forms: Performance coaching, leadership/executive coaching, career and developmental coaching. Formal (e.g. setting up a coaching engagement over a time-period) versus informal approaches (e.g. via a short conversation or delivered in response to a spontaneous need). Employing coaching models for a coaching conversation (e.g. GROW, OSCAR, CREATE). Virtual coaching, coaching as a development tool, coaching as a leadership skill. Coaching via mobile apps, microlearning. External coaches, coaching industry v internal coaches. ● Coaching definitions: 'Unlocking a person's potential to maximise their own performance, helping them to learn rather than teaching them' (Whitmore, 2009). The 'art of facilitating the development, learning and enhanced performance of another' (Hill, 2004).

Assessment Criteria	
1.2	Research the benefits of coaching for individuals, teams and organisations

Indicative Content
Benefits of coaching: Potential improvements to business performance, competitiveness, improving knowledge capital, staff retention, creativity, development and dissemination of good practice, quality, efficiency, innovation, improved service delivery, enhanced relationships, productive and reflective conversations, individual and team development, succession planning, empowerment, resourceful staff, improved team and individual flexibility, adaptability, participation and responsiveness to change. Coaching versus mentoring and other development approaches, flexibility, and financial costs/savings. Responding to individual learning styles. Improvement of self-confidence, team engagement encourages reflective practice.

Assessment Criteria	
1.3	Critically assess how coaching can be applied by leaders in different contexts

Indicative Content
Application of coaching: empower individuals to become more resourceful, improve performance, resolve conflict (Thomas and Kilmann). Build relationships, share knowledge, communication. Motivation. Skills and knowledge development, career development, enhanced thinking, problem solving, emotional regulation. Formal and informal use of coaching. Ability of the leader to use coaching approach (Rogers et al. 2012). Readiness of the followers to be coached (Haden, 2013). The Coaching Spectrum (Downey, 2003). Inter-relationship between coaching and leadership styles: Values-driven leadership (Gentile, 2014). Leading with integrity (Blanchard, 2011). Responsible leadership (Maak and Pless, 2006). Five Practices of Exemplary Leadership (Kouzes and Posner, 1987). Situational Leadership (Hersey and Blanchard, 1969). Ethical Leadership (Mendonca & Kanungo, 2007). Emotional intelligence (Goleman, 1995). Authentic Leadership (Goffee and Jones, 2011). Servant Leadership (Greenleaf, 1977). Distributed leadership (Gronn, 2000). Cross Cultural leadership (Hofstede, 1991). Transformational Leadership (Bass & Riggio, 2006). Coaching contexts: individual coaching. Group and team coaching (Britton, 2013). Virtual, face-face, telephone, blended. Coaching Across Cultures (Rosinski, 2003). Organisational culture. (Handy, 1993).

Learning Outcome 2
Know the skills, techniques and approaches required by leaders to coach

Assessment Criteria	
2.1	Discuss how leaders can coach individuals using a structured approach

Indicative Content
Structured approach (leader's planning and preparation for coaching): ● Appraise the need for coaching (as opposed to training, counselling, mentoring, more direction). Identify needs and expectations of coachee. Establish confidentiality and trust, empathy and rapport (agreement and boundaries). Identify themes to cover within coaching, goals and objectives. ● Create a conducive environment for coaching ● Select and review coaching model/models to meet the needs of the coachee ● Application of skills and techniques for coaching: communication skills, active listening. Questioning skills (open, closed, probing, facilitative, incisive questions, reflective, clarifying, solutions-based). Use of positive body language (interpret/ infer from the body language of others). Effective feedback. Use of acknowledgements. Use

of silence to create space for coachee to think and determine own solutions. Non-judgmental. Reflection by coachee and coach.

Assessment Criteria

2.2	Critically reflect on how coaching may be adapted to respond to individual need

Indicative Content

Respond: Adapt style of coaching (proactively or reactively). Individual need: Unique situation such as a crisis, problem solving, dilemmas, lack of knowledge, confidence. Identified by the leader or coachee.

Assessment Criteria

2.3	Recommend strategies to overcome challenges and barriers which impact on coaching

Indicative Content

Strategies: leadership styles, communication strategy (celebration of success/key message), role modelling, coaching champions, engagement, planning, skills development (leader and coachee), evidence of results. Winning hearts and minds, challenging assumptions and beliefs, supporting team leadership, team work and development. Coaching culture.

Challenges and barriers:
● Organisational: Organisational top-level support. Culture and governance. Provision of time and space to allow the coaching to take place, value of activity.
● Operational: lack of resources (e.g. money availability, difficulty in proving ROI/ making a business case). Time constraints (e.g. parameters, workload, time allocation, protecting time and space). Coaching supervision.
● Individual (leader and coachee): Perceived or actual skill deficit - confidence to coach. Willingness of the coachee. Lack of understanding and/or commitment to the process (coach and coachee). Lack of clarity of coaching role. Mis-matched expectations. Ineffective match between coach and coachee. Levels of openness, trust and honesty. Breach of confidentiality. Lack of progress. Appropriateness of coaching (e.g. would training, mentoring, counselling, therapy and/or formal/informal disciplinary measures be more relevant?).

Assessment Criteria

2.4	Critically reflect on own ability to coach individuals and identify opportunities for improvement

Indicative Content

Reflect on own ability to coach: Ability to apply a selected coaching model (reference to A.C. 1.1). Achievement of aims and objectives. Adjustments and improvements to practice, learning and development (formal and informal). Engagement with coaching supervision (e.g. peer, group, one-to-one). Skills (e.g. ability to communicate, actively listen, question, build rapport and trust). Competencies (e.g. preparation, techniques and approaches). Behaviours, values, beliefs, motivation. Mental toughness (Lyons, 2015). Emotional Intelligence (Goleman, 1995). Deep and surface learning. Use of feedback from coachee. Application of reflective learning tools. Reflective Cycle (Gibbs, 1995), Learning Cycle (Kolb, 1984).

Ofqual unit number	J/617/4472
RQF level	6
Guided learning hours	18
Total unit time	60
Credits	6
Aims of unit	The ability to make ethical decisions under pressure is a fundamental requirement of a professional manager and leader. Ethical decision making is not easy, especially when decisions are under the spotlight of stakeholder opinion, constrained by organisational, legal and regulatory requirements, where ambiguity exists, where risks are high or where the outcome of decisions will be unpopular. All decisions involve some form of value-based judgement and could involve ethical considerations. Whilst mechanistic decision making is the ability to select an action from different alternatives, ethical decision making focuses on value-based judgements and a wider range of issues that are typically more complicated in nature. The aim of this unit is to equip professional managers and leaders with the understanding of how to make ethical decisions in different organisational contexts.
Keywords	Decisions, ethics, skills, values, behaviours, tools, techniques, models, integrity, fairness, consistency, impartiality, objective, moral courage, understanding.

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

1.2	Critically appraise personal values and behaviours required to make ethical decisions

Indicative Content

Personal values and behaviours: Emotional intelligence. Cognitive skills. Clear thinking. Mental agility. Data recall. Information management. Reflective practice. Dealing with uncertainty and ambiguity. Risk appetite. Ability to make and manage difficult or unpopular decisions. Accommodating. Collaborating. Avoiding. Competing. Compromising. Conflict Handling (Thomas and Kilmann, 1974; Borisoff and Victor, 1989). Dealing with Complexity (Kaufman et al., 2000).

Ethical Decisions: Moral, right, true. Integrity, fairness, consistency, impartiality, objective, moral courage, understanding, empathy, ethics, resilience, dealing with diversity, recognises corporate social responsibility (CSR). Risks, rewards, fracture lines/market break points (Morgan G, 1985). Insightful/understands the impact of decisions made. Ability to determine/apply conflict management, negotiation and conflict resolution, communicate decisions to others (i.e. design and use of communication channels). Dealing with communications noise, feedback (Shannon and Weaver, 1947). Social amplification and attenuation mechanisms (Ashby R, c1950).

Assessment Criteria

1.3	Evaluate the challenges of ethical decision making

Indicative Content

Challenges: Decision making under pressure. Internal and external constraints (e.g. Resources, politics and stakeholders, legal and regulatory frameworks, availability of relevant data and information, finance and budgets, reputation, risk). Understanding different perspectives and courses of action (Linstone and Mitroff, 2000). An understanding of the strategic context/ bigger picture, recognising fracture lines and market breakpoints and taking a holistic 'helicopter view' (Morgan G, 1985). Multi-dimensional issues such as but are not limited to the influence and power of stakeholders, different perspectives, Cognitive Limits and Bias (Kahneman, 2016), Bounded Rationality (Simon, 1982), the challenge of impartiality (e.g. The observer and the observed phenomena (Mahoney, 1998). Situations when data or information may be incomplete, corrupted or lacks currency.

Learning Outcome 2

Know how to make an ethical decision

Assessment Criteria

2.1	Critically appraise the types and sources of data and information available to inform ethical decision making

Indicative Content

Types of data and information: Qualitative, quantitative, structured, unstructured, spatial and non-spatial, meta data. Classes, groups, segments and domains.

Sources of data and information: Internal and external sources of data and information. Current and/or future sources of primary or secondary data and information (e.g. quantitative and qualitative methods).

Assessment Criteria

2.2	Recommend tools and techniques for ethical decision making

Indicative Content

Tools and techniques (Strategic):

● Management Information Systems. The estimate process 'The 7 Questions' (Ministry of Defence). Game theory (The prisoners' dilemma: The Rand Corporation). Cross impact analysis/ models (Gordon and Helmer, 1966). The Pugh Matrix (1980). Attribute trade off models Availability, Reliability, Maintainability (ARM Analysis) and Maintainability, Reliability, Dependability (MRD/ARM Analysis).

Tools and techniques (Operational):
● Decision trees. Sensitivity and what if analysis. National Decision Model (College of Policing, 2013). OODA loops (Boyd J, 1985). Decision action cycles. Ishikawa diagrams (before and after, Ishikawa, 1960). Monte Carlo Simulation (Stanislaw U, c.1940). 5 Whys (Taiichi Ohno, 1960s). Blue Sky Thinking. Weighted pros and cons. 6 Hat Thinking (De Bono, 1970). Root Cause Analysis. Critical Examination (BS 3138: 34004). Multi Voting/ Delphi Technique (Rand Corporation, Helmer et al., c1960). Pareto analysis.
● Models of decision making: The rational model and the model of bounded rationality (Simon, 1982). The Incrementalist view (Lindblom, 1959). The organisational procedures view (March, 1988). The political view. The Garbage Can Model (Cohen et al., 1972). The individual differences perspective (Keen and Morton, 1978). Naturalistic decision making (Klein, 1998). The multiple perspectives approach (Mitroff and Linstone, 1993).

Assessment Criteria	
2.3	Present the justification for the ethical decision made

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