Intermediate Chaplaincy Course (Tri-Service)
Level 5 Certificate in Management and Leadership

Completion Pack October 2024 Version 4
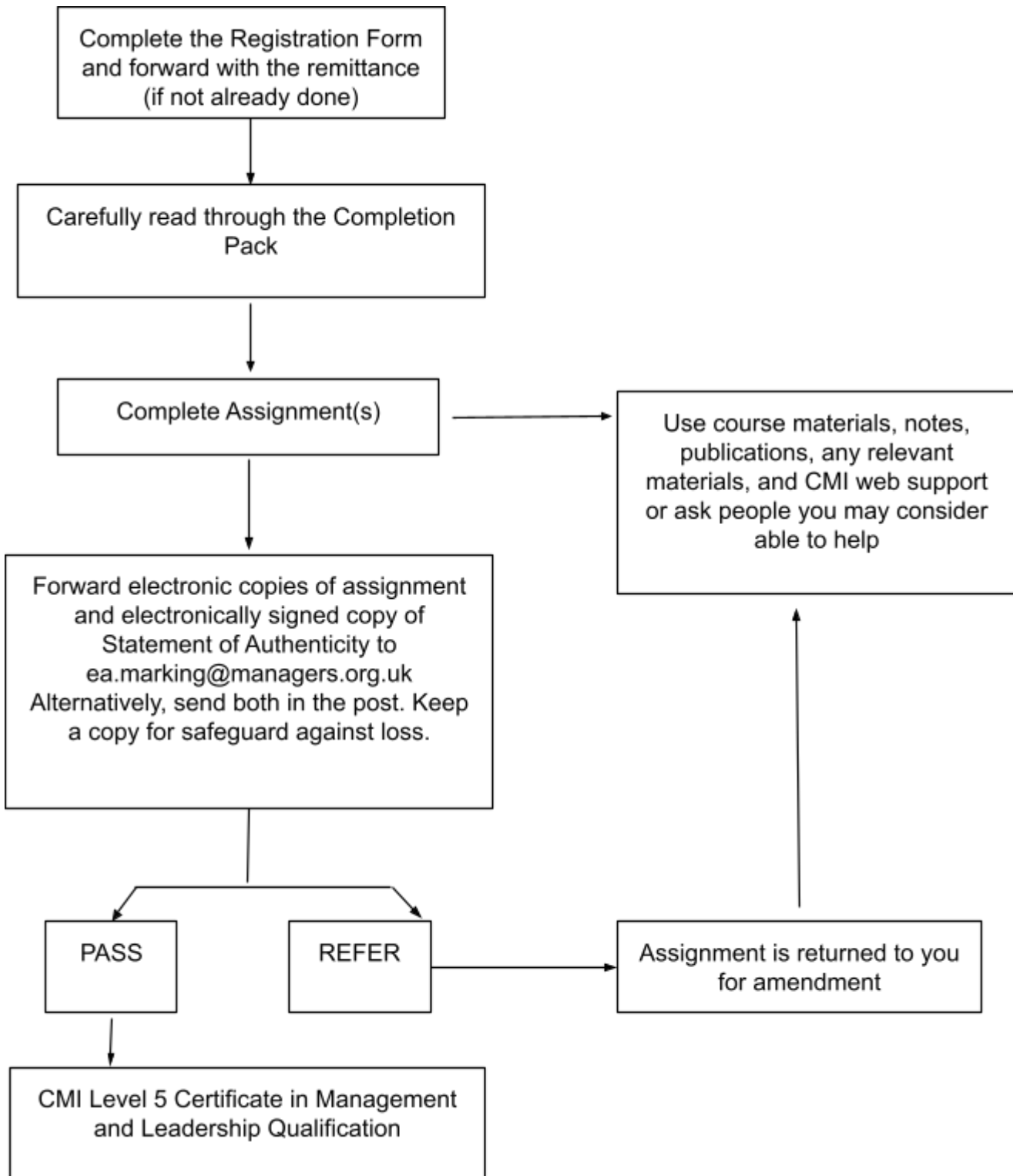
BLANK PAGE

(INSIDE COVER)

CONTENTS

```
┌─────────────────────────────┐
│ Complete the Registration   │
│ Form and forward with the   │
│ remittance                  │
│ (if not already done)       │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐
│ Carefully read through the  │
│ Completion Pack             │
└─────────────────────────────┘
              │
              ▼
┌─────────────────────────────┐        ┌──────────────────────────────┐
│ Complete Assignment(s)      │───────▶│ Use course materials, notes, │
└─────────────────────────────┘        │ publications, any relevant   │
              │                         │ materials, and CMI web       │
              ▼                         │ support or ask people you    │
┌─────────────────────────────┐        │ may consider able to help    │
│ Forward electronic copies   │        └──────────────────────────────┘
│ of assignment and           │                      ▲
│ electronically signed copy  │                      │
│ of Statement of Authenticity│                      │
│ to ea.marking@managers.org.uk│                     │
│ Alternatively, send both in │                      │
│ the post. Keep a copy for   │                      │
│ safeguard against loss.     │                      │
└─────────────────────────────┘                      │
         │          │                                │
         ▼          ▼                                │
    ┌────────┐  ┌────────┐    ┌──────────────────────────────┐
    │ PASS   │  │ REFER  │───▶│ Assignment is returned to    │
    └────────┘  └────────┘    │ you for amendment            │
         │                    └──────────────────────────────┘
         ▼
┌─────────────────────────────┐
│ CMI Level 5 Certificate in  │
│ Management and Leadership   │
│ Qualification               │
└─────────────────────────────┘
```

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising them against regulated professional qualifications. CMI has fully recognised that your course meets some of the requirements for the Level 5 Certificate in Management and Leadership Qualification.

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

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

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

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 507, 510 and 525:

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

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

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

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

UNIT COMPLETION REQUIREMENTS

You are required to complete all three of the following units 507, 510 and 525: unit assignments to obtain the CMI Level 5 Certificate in Management and Leadership.

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

CMI Level 5 Certificate in Management and Leadership (complete 3 units)	Credits	Actions
Unit 507 Principles of Delivering Coaching and Mentoring	5	● Register for the Qualification ● Complete assignment(s) ● Submit electronic copies of assignment(s) including signed copy of Statement of Authenticity ● Keep a copy for safeguard against loss
Unit 510 Managing Conflict	5	
Unit 525 Using Reflective Practice to Inform Personal and Professional Development	5	

QUALIFICATION REGISTRATION

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

SUBMISSION OF ASSIGNMENTS

Submitting your work for:

CMI Level 5 Certificate in Management and Leadership

Submission directly to CMI Marking Services

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

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

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

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

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

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

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

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

ASSESSMENT GUIDANCE FOR LEARNERS

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

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

Learners are required to complete all tasks and Assessment Criteria.

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking

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

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

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

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

PLAGIARISM & COLLUSION

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

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

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

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

APPENDICES

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

CONFIDENTIALITY

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

WORD COUNT POLICY

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

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

REFERENCING & PROFESSIONALISM

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

INSTRUCTIONS & INFORMATION FOR LEARNERS

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

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

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

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

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

Institute.

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

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

UNIT 507

Assignment Brief: Principles of Delivering Coaching and Mentoring

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 507

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

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

ASSESSMENT TASKS AND WORD COUNT

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

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

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

Guideline word count

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

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

Please see the CMI Assessment Guidance Policy for further guidance.

THE ROLE AND PURPOSE OF COACHING AND MENTORING WITHIN AN ORGANISATION

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

TASK 1a

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

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

TASK 1b

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

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

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

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

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

TASK 2a

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

Guidance for completion of Task 2a

- *The account should include sub headings. You may choose to include tables and diagrams (as appropriate).*
- *Your discussion should be underpinned with relevant theoretical principles.*
- *Please refer to the indicative content for each of the assessment criteria (AC) outlined in the unit specification.*

SCENARIO

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

- *supporting their new team to meet demanding targets*
- *working collaboratively with a range of internal and external stakeholders to engage them in a new initiative*

TASK 2b

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

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

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

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

OR

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

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

Guidance for completion of Task 2b

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

OPTION 1: WORK BASED EVIDENCE

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

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

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

OPTION 1: WORK BASED EVIDENCE

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

Mentoring Plan Template

Mentee name:		Mentor name:	

Meeting date:		Session no:	

Goal(s) for the session:

Actions completed from last session:	
1	
2	
3	
4	

Insights/breakthroughs gained:	
1	
2	
3	

4	

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

Date of next meeting:	

Mentee signature:		Date:	
Mentor signature:		Date:	

TASK 2c

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

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

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

TASK 3a

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

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

TASK 3ʙ

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

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

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

TASK 3ᴄ

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

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

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

TASK 3D

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

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

UNIT 510

Assignment Brief: Managing Conflict

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 510

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

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

ASSESSMENT TASKS AND WORD COUNT

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

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

Guideline word count

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

word count of **2500-3000** words within a margin of +/-10%. The excessive use of word count is not grounds for referral, however the CMI reserves the right to return work to the Centre for editing and resubmission by the Learner.

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

THE TYPES, CAUSES, STAGES AND IMPACT OF CONFLICT WITHIN ORGANISATIONS

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

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

TASK 1

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

Using examples, the account must:

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

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

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

Guidance for completion of Task 1

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

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

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

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

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

INVESTIGATING CONFLICT SITUATIONS IN THE WORKPLACE

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

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

TASK 2

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

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

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

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

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

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

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

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

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

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

Guidance for completion of Task 2

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

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

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

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

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

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

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

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

TASK 3

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

Guidance for completion of Task 3

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

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

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

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

Click here to download the Assignment Brief.

INTRODUCING ASSESSMENT BRIEF CMI 525

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

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

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

ASSESSMENT TASKS AND WORD COUNT

Assessment brief **CMI 525** features the following assessment tasks. Further detail is provided against each assessment task within the brief.

ASSESSMENT TASKS AND WORD COUNT

Assessment Task		Learning outcomes covered by assessment method	Assessment criteria	Guideline word count
1	Write a **briefing paper** entitled: *'The use of reflective practice in personal and professional development'*	LO1 Understand the value of reflective practice to inform personal and professional development	1.1 Analyse the importance of **continuous personal** and **professional development** in achieving organisational objectives	Approx. 1000 words
			1.2 Evaluate the use of **reflective practice** in personal and professional development	
			1.3 Evaluate **approaches** to reflective practice	
2a	An **evaluation** of own performance in the workplace	LO2 Know how to apply reflective practice to inform personal and professional development	2.1 Evaluate own **performance** in the workplace using principles of reflection	Approx. 500 words (applies to summary using principles of reflection)

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

Guideline word count

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

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

THE VALUE OF REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

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

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

TASK 1

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

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

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

Guidance for completion of Task 1

- *The briefing paper should include sub headings. You may choose to include tables and diagrams (as appropriate).*
- *Your discussion should be underpinned with relevant theoretical principles.*
- *You may include good practice examples from an organisation you know well or have researched.*
- *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

APPLYING REFLECTIVE PRACTICE TO INFORM PERSONAL AND PROFESSIONAL DEVELOPMENT

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

TASK 2a

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

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

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

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

or

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

Option 2: Complete the skills and competencies assessment form.

Guidance for completion of Task 2a

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

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

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

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

This questionnaire outlines a range of management skills and competencies.

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

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

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

	I am able to…	3	2	1	0
Leading and managing others	Communicate organisational vision and goals effectively to others				
	Lead and manage multiple and remote teams				
	Lead and manage team leaders				
	Adapt leadership style to suit different situations				

		3	2	1	0
	Lead a team to achieve outcomes				
	Support development through coaching and mentoring				
	Motivate individuals in their work role				
	Enable and support high performance working				27
	Recruit and develop people				
	Lead and manage change				
	Recognise diversity and equality				
	Use performance management techniques				
	Delegate effectively to enable delivery through others				
	Apply talent management models in the workplace				

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

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

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

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

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

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

	I am able to…	3	2	1	0
Finance	Manage and monitor budgets				
	Undertake financial forecasting				
	Provide financial reports				
	Consider financial implications of decisions				
Personal effectiveness	Demonstrate emotional intelligence				
	Use time management tools and techniques				
	Manage multiple tasks, pressure and changing priorities				
	Use problem solving and decision making techniques				
	Seek and act on feedback from others				
	Adapt style to meet changing needs				

	Manage own workload effectively				
	Reflect on own performance, working style and its impact on others				
	Undertake critical analysis and evaluation to support decision making				
	Demonstrate resilience and accountability				
	Show determination when managing difficult situations				

EVALUATION OF ASSESSMENT:

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

TASK 2b

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

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

Guidance for completion of Task 2b

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

TASK 2c

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

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

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

Guidance for completion of Task 2c

TASK 2d

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

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

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

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

or

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

Option 2: Create a personal and professional development plan using the CMI template.

Guidance for completion of Task 2d
● *The personal and professional development plan may be presented in a format of your choice, one used by your own organisation or using the CMI template provided.* ● *If required, the CMI template can be adapted or extended.* ● *Please refer to the indicative content for each assessment criteria (AC) outlined in the unit specification.*

OPTION 1: WORK BASED EVIDENCE
ALL EVIDENCE MUST BE PRESENTED IN THE EVIDENCE BOOKLET. COMPLETE THE WORK BASED EVIDENCE TABLE IN THE EVIDENCE BOOKLET. DO NOT PRESENT ANY EVIDENCE IN THIS ASSIGNMENT BRIEF.

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

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

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

OPTION 2: COMPLETE THE TEMPLATE

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

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

Personal and Professional Development Plan

Development Aim	Development Approach/ Method	Time	Ownership	Resource requirements	Outcomes

ASSESSMENT GUIDANCE

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

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 <u>not</u> my own is clearly indicated and referenced using a formal referencing system.	
The work has been reviewed for spelling and grammar.	
Where work has been translated, the accuracy of the translation has been checked.	
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	T/616/3208
RQF level	5
Guided learning hours	19
Total unit time	50
Credits	5
Aims of unit	Coaching and mentoring are proven techniques used to enhance the skills, knowledge, talents and potential of individuals as part of an organisational learning and development strategy. This unit explores the principles and practices of delivering coaching and mentoring, and the impact these techniques can have in the development of a high-performance culture
Keywords	Purpose, impact, models, plan, process, skills, competences, contract, feedback, development, performance, standards, barriers, relationships, empowerment, learning, achievement, develop potential, talent development, coaching culture, coaching and mentoring contract.

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

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

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

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

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

Learning Outcome 2

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Learning Outcome 3

Know how to manage the delivery of effective coaching and mentoring

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

Assessment Criteria

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

Indicative Content

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

CMI 510	MANAGING CONFLICT

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

Learning Outcome 1
Understand the types, causes, stages and impact of conflict within organisations
Assessment Criteria
1.1   Analyse **types** and **causes** of conflict within organisations
Indicative Content
Types may include but are not limited to personal or relational conflict, instrumental conflict, and conflicts of interests, conflicts relating to alleged discrimination, individual or team performance, leadership, disagreements between organisations, employees, volunteers, other stakeholders, pressure groups, trade unions and lobbying organisations, whistle blowing. **Causes** may include but are not limited to poor communication, differences in views, culture, values, ethics and beliefs on an individual and organisational level, competency issues, personal issues (tiredness, ill-health, presenteeism, absenteeism, carer responsibilities) competition (internal and external), resource allocation, flexible working, disparities between worker's rights and benefits, organisational decisions and decision making processes, the introduction, interpretation and application of policies and procedures and legal and regulatory frameworks, management of change
Assessment Criteria
1.2   Analyse the **stages** of conflict
Indicative Content
Stages of conflict may include but are not limited to no conflict, latent conflict, emergence, escalation, stalemate, de-escalation, settlement/resolution, peace building and reconciliation.
Assessment Criteria

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

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

Learning Outcome 2
Understand how to investigate conflict situations in the workplace

Assessment Criteria

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

Indicative Content
Processes may include but are not limited to selecting the process/methodology (formal and informal), data and information gathering, evaluation and reporting within scope of role and in line with organisational and legal frameworks (such as confidentiality, data protection, disclosure, equality and diversity, health and safety, bullying and harassment, whistle blowing).
Conflict situations may include but are not limited to minor conflicts between individuals, groups and teams versus major conflict with organisational leadership, direction and strategy and external stakeholders.

Learning Outcome 3
Understand approaches, techniques, knowledge, skills and behaviours for managing conflict

Assessment Criteria

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

Indicative Content
Knowledge may include but is not limited to the legal and organisational frameworks, operating within limits of authority and knowing when to escalate to management, other departments and stakeholders (e.g. police, Health and Safety Executive and other regulatory bodies).
Skills and behaviours may include but are not limited to self-confidence, impartiality, ability to break the cycle of conflict, Emotional Intelligence (Goleman, 1995) to pre-empt, prevent, or minimise conflict, flexibility to change a course of action, honesty, facilitation skills, encourage collaboration, active listening, proactivity, relationship building, ability to compromise, negotiation, empathy, defuse blame, create win-win situations, deliver bad news.

Assessment Criteria

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

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

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

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

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

professionalism, self-awareness, mental toughness (Lyons, 2015), Emotional Intelligence (Goleman, 1995).

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

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

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

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

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

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

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

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

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

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

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

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