

Royal Fleet Auxiliary - Level 3 Certificate in First Line Management and Leadership

Completion Pack
June 2026 Version 1

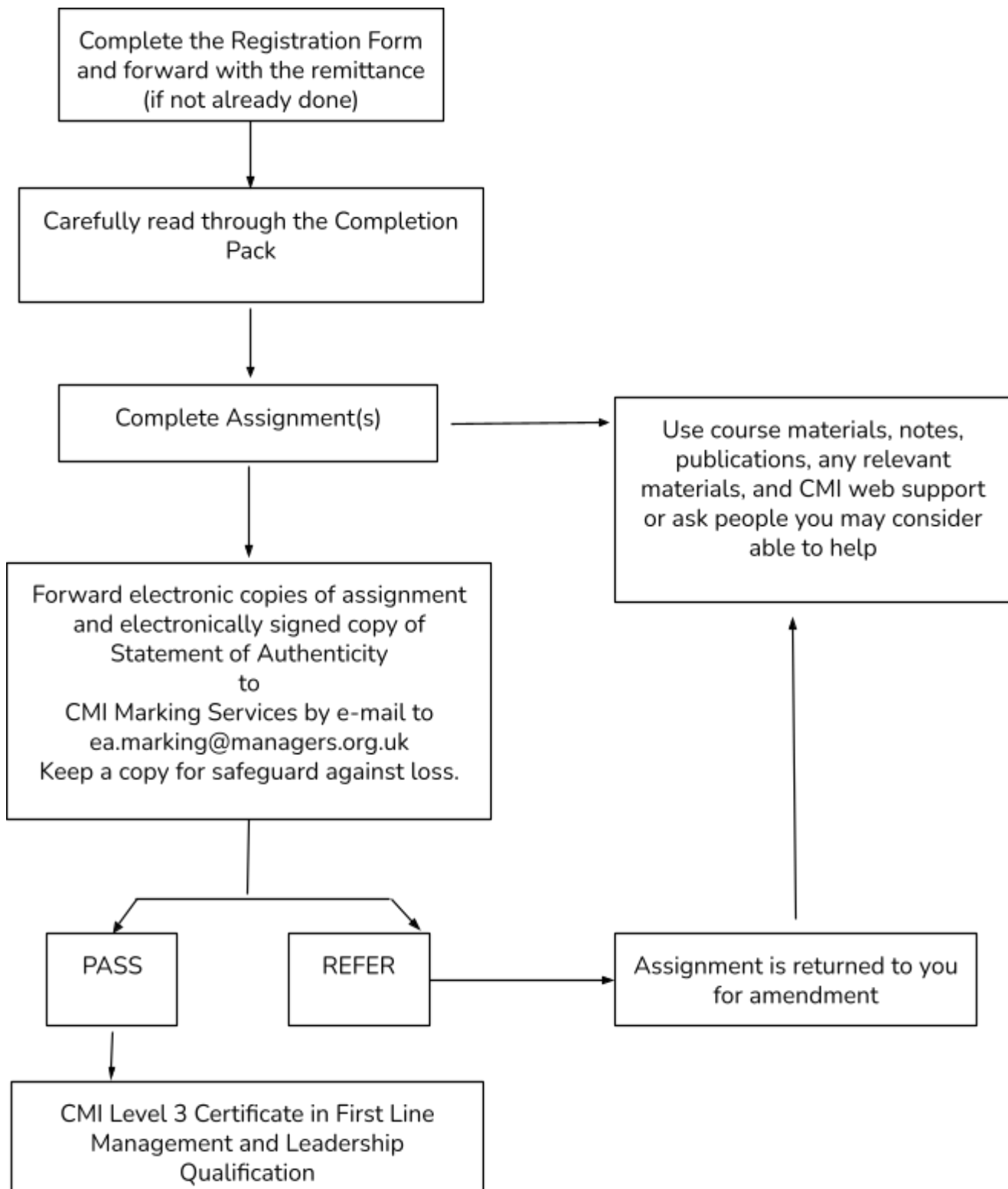
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COMPLETION PROCESS OVERVIEW - QUALIFICATION



INTRODUCTION

The Chartered Management Institute (CMI) has undertaken detailed mapping of your course with a view to recognising this against a regulated professional qualification. CMI has fully recognised that your course meets the requirements for the CMI Level 3 Certificate in First Line Management and Leadership qualification.

- The CMI Level 3 Certificate in First Line Management and Leadership qualification requires you to complete units to a minimum of 130 TQT hours to achieve this qualification. The minimum GLH is 58 hours, Credits 13

To acquire The CMI Level 3 Certificate in First Line Management and Leadership, **you must complete and submit units to a minimum of 130 TQT hours to achieve this qualification. The minimum GLH is 58 hours, Credits 13:**

- Unit 309 Responding to Conflict in the Workplace
- Unit 319 Managing Meetings, 320 Presenting for Success
- Unit 331 Approaches to Managing and Leading People and Teams
- Unit 336 Managing Problems and Decision Making

The completion of the Units is via completing the relevant unit assignments 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 60 Months
Certificate	Up to 60 Months
Diploma	Up to 60 Months
Extended Diploma	Up to 60 Months

It is very important that you contact CMI by telephone: +44 (0) 20 3920 9899. before this time if you are encountering difficulties (see below).

There are no refunds for lapsed candidates (for example, if you have not submitted, or achieved the assignment during the registration period).

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 CMI Thrive. 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. Access the Website - www.managers.org.uk
2. Log in with your email address (as registered with CMI) and select **CMI Thrive** from your MyCMI page
3. You will automatically be logged in. [If you have any problems logging in please contact the CMI Membership team \(\[membership@managers.org.uk\]\(mailto:membership@managers.org.uk\)\) and they will be happy to help.](#)

Once logged in to CMI Thrive, use the following steps to access support for the Units you are completing:

- On the Homepage scroll to '**Your Learning**' where you will have access to learning pathways for all of your units.
- To find the relevant Unit select 'View All' on the right hand side of your screen.
- Select your Unit and work through the sections.

Resources include documents, checklists, video clips and recommended reading. Note that there may be some duplication of resource references as the LOs are interrelated.

Unsure about anything?

- Please contact CMI on: +44 (0) 20 3920 9899 during office hours (0900-1700 hours Monday to Friday), or mod.qualifications@managers.org.uk

UNIT COMPLETION REQUIREMENTS

You are required to complete units to a minimum of 130 TQT hours to achieve this qualification. The minimum GLH is 58 hours, Credits 13 from the list of units below to obtain the CMI Level 3 Certificate in First Line 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 The CMI Level 3 Certificate in First Line Management and Leadership	Credits	Actions
Unit 309 Responding to Conflict in the Workplace	3	• 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 • Send in copy of locally produced certificate
Unit 319 Managing Meetings	4	
Unit 320 Presenting for Success	5	
Unit 331 Approaches to Managing and Leading People and Teams	7	
Unit 336 Managing Problems and 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. locally produced certificate), 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 3 Certificate in First Line 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.

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.

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.

- There is a colour-coded system for marking submissions :
 - First submission: Learner submission is in BLACK – CMI feedback is in BLACK
 - Second submission is in BLUE – CMI feedback is in BLUE
 - Third submission is in RED – CMI feedback is in RED

* colour coding applicable for the amended text for resubmission

Learners are required to submit entire assessments, not just the sections they have altered. Partial submissions will be returned if submitted to CMI for remarking.

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 020 3920 9899.

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.

[CMI Awarding Body Qualification Assessment Policy and Guidelines](#)

ASSESSMENT GUIDANCE

Submission directly to CMI EA Marking Service

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

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 AND ARTIFICIAL INTELLIGENCE (AI)

In submitting the assignment the learner must complete a [learner statement of authenticity](#) 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, collusion AI misuse are treated very seriously, please see here for the [Plagiarism, Collusion and Artificial Intelligence \(AI\) Statement](#). 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 and AI misuse. CMI reserves the right to return assignments if the necessary statements of authenticity have not been completed.

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 the Assessment Booklets for the word count for each individual unit. Learners must comply with the required word count, within a margin of $\pm 10\%$. These rules exclude the index (if used), headings, information contained within references and bibliographies. When an assessment task requires learners to produce presentation slides with supporting notes, the word count applies to the supporting notes only.

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

REFERENCING & PROFESSIONALISM

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

INSTRUCTIONS & INFORMATION FOR LEARNERS

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

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

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

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 020 3920 9899.

Unit 309

Assessment Booklet: Responding to Conflict in the Workplace

Click [here](#) to download the Assessment Booklet.

Unit 319

Assessment Booklet: Managing Meetings

Click [here](#) to download the Assessment Booklet.

Unit 320

Assessment Booklet: Presenting for Success

Click [here](#) to download the Assessment Booklet.

Unit 331

Assessment Booklet: Approaches to Managing and Leading People and Teams

Click [here](#) to download the Assessment Booklet.

Unit 336

Assessment Booklet: Managing Problems and Decision Making

Click [here](#) to download the Assessment Booklet.

LEARNER STATEMENT OF AUTHENTICITY

Learners are required to sign and date a Learner Statement of Authenticity. The learner statement of Authenticity confirms the evidence submitted is all their own work and has not been completed by a third party. Additionally, the Learner Statement of Authenticity confirms the evidence provided has been completed in accordance with CMI approved instructions.

Electronic copies of the Learner Authenticity Form are accepted for further information, please see the [Learner Statement of Authenticity Form](#)

Ofqual unit number M/615/8900

RQF level 3

Guided learning hours 13

Total unit time 30

Credits 3

Aims of unit Conflict and disagreements in the workplace have a detrimental effect on team dynamics, productivity and motivation. The ability to respond effectively to conflict is a fundamental skill for all managers. This unit aims to support managers to understand the types and causes of conflict and how to identify strategies to respond to conflict situations in a timely and professional manner.

Keywords Conflict management, causes of conflict, professional behaviour, trust, leading by example, influencing skills.

Learning Outcome 1	
Understand the nature of conflict in the workplace	
Assessment Criteria	
1.1	Identify reasons for conflict in the workplace
1.2	Define the scope of conflict which may occur in the workplace
1.3	Explain the impact of conflict in the workplace
Indicative content	
1.1 Reasons may include but are not limited to personal, technical, interest, resources, information, communication, values, opinions. 1.2 Scope may include but is not limited to one to one, teams, departments, divisions, customers, staff, and managers, verbal, physical, digital, visible and invisible. 1.3 Impact may include but is not limited to positive or negative, destructive, sickness, attrition, grievance, productivity, engagement, complaints, dissatisfaction, improvements.	
Learning Outcome 2	
Understand the signs and causes of conflict in the workplace	
Assessment Criteria	

2.1	Discuss the signs of conflict in the workplace
2.2	Explain methods used to investigate causes of conflict in the workplace
Indicative content	
2.1 Signs may include but are not limited to arguments, hostility, raised voices, altercations, negativity, aggression, quarrels, withdrawal, isolation, silence. bullying, lack of motivation. 2.2 Methods may include but are not limited to observations, asking questions, listening to concerns, gathering information from others	
Learning Outcome 3	
Know how to respond professionally to conflict in the workplace	
Assessment Criteria	
3.1	Compare formal and informal methods of responding to conflict
3.2	Discuss the skills and knowledge required when responding professionally to conflict in the workplace
3.3	Explain how to repair working relationships following conflict
Indicative content	
3.1 Informal methods may include but are not limited to listening, questioning, influencing, lead by example, consult, negotiate, empower, withdrawing/avoiding (Eric Berne, c.1950, Transactional Analysis). Formal methods may include but are not limited to policies and procedures, legal, ethical, conciliation and arbitration (ACAS, 2017), mediation, advice (Five Steps in the Conflict Management Process, Thomas-Kilmann Conflict Mode Instrument, 1974). 3.2 Skills and knowledge may include but are not limited to acting within limits of authority and knowing when to escalate to management, other departments and stakeholders (for example, police, Health and Safety Executive and other regulatory bodies), safeguarding relationships with others, knowing when to call on specialist advice, maintaining confidentiality, record keeping, reporting, respect, objectivity, communication, Emotional Intelligence (Goleman,1995). 3.3 Repair may include but is not limited to establishing respect, trust, frequent communication, creating cohesiveness, clarifying roles and responsibilities, confirming policies, procedures, expected standards of behaviour and performance, promoting a constructive and empathetic environment.	

Ofqual unit number M/615/8914

RQF level 3

Guided learning hours 19

Total unit time 40

Credits 4

Aims of unit Managers are increasingly faced with days packed full of meetings that leave little time to get things done. Run well, meetings can be a place where issues are discussed, problems resolved, and decisions are made. However, all too often, meetings lack purpose and there is frustration if little has been achieved. The unit content has been designed to challenge traditional thinking. It aims to equip managers with the knowledge and tools to try different approaches when conducting meetings. It also explores good practice for preparing for and leading meetings, which have impact and also delivers results.

Keywords Purposes, types, innovative, factors, prepare, information, resources, good practice, motivate, challenges, set, record, monitor.

Learning Outcome 1	
Understand the purposes and types of meetings	
Assessment Criteria	
1.1	Explain the purposes of meetings
1.2	Compare different types of meetings
1.3	Identify factors which need to be considered when selecting meeting types
Indicative content	
1.1 Purposes may include but are not limited to giving or receiving information, status updates, make decisions, planning, reporting, information sharing, team building, introduce new concepts or ideas, monitoring outcomes. 1.2 Types of meetings may include but are not limited to formal and informal, face to face, seminars, committee, virtual (for example, video conference, web meetings), huddles, collaborative, telephone, one to ones, team or groups, briefings, standing meetings, breakfast meetings, time limited. 1.3 Factors may include but are not limited to meeting aim and objective, time, costs, attendee availability or location, equipment requirements, internal or external attendees, confidentiality, urgency, sensitivity.	
Learning Outcome 2	

Understand how to prepare for meetings	
Assessment Criteria	
2.1	Discuss how to prepare for meetings
2.2	Explain information that needs to be provided to participants in advance of meetings
2.3	Identify resources required to support the delivery of meetings
Indicative content	
2.1 Prepare may include but is not limited to budget, timing, attendees, content and documentation, roles and responsibilities, location, materials and equipment. 2.2 Information may include but is not limited to purpose, participation and input, timings, outputs, instructions, protocols. 2.3 Resources may include but are not limited to people, budget, equipment, materials, technology, accessibility.	
Learning Outcome 3	
Understand how to facilitate and chair meetings	
Assessment Criteria	
3.1	Explain how to chair formal meetings
3.2	Discuss how to respond to challenges when chairing meetings
3.3	Investigate innovative ways to facilitate meetings to achieve outcomes
Indicative content	
3.1 Chair may include but is not limited to objectives, time keeping, documentation, roles and responsibilities, inclusivity, involvement, agreement and consensus, behaviours, opening and closing, actions and accountability. 3.2 Respond may include but is not limited to control, referring to agenda, keeping to time, diffusing conflict. 3.3 Innovative ways may include but are not limited to visual problem solving, open spaces, exercise breaks, physical activities and games, timed responses, free time, creative activities, alternative locations, props, ban technology, paperless, voting tools. Outcomes may include but are not limited to problem solving, decision making, agreement and consensus, developing new ideas and concepts, buy-in.	
Learning Outcome 4	
Understand how to record and monitor meeting outcomes	
Assessment Criteria	

4.1	Outline how to record meeting actions
4.2	Explain how to monitor meeting outcomes
Indicative content	
4.1 Record may include but are not limited to responsibilities, accountability, actions, deliverables, deadlines, assigned and agreed actions, action logs, meeting management software, digital notebooks, collaborative tools, mind mapping, instant messaging, video, audio. 4.2 Monitor may include but not limited to progress, actions, communication, achievement, reminders.	

Ofqual unit number T/615/8915

RQF level 3

Guided learning hours 18

Total unit time 50

Credits 5

Aims of unit Delivering presentations can be very challenging. When done successfully, a presentation can lead to a job offer or a new contract. It also has the potential to engage team members to buy-into new ideas, or embrace new projects and opportunities. The aim of this unit is to equip managers with the knowledge and skills to plan presentations to meet the needs of a target audience. The unit will enable managers to develop the knowledge and tools to deliver great presentations, which engage an audience and motivate them to want to know more.

Keywords Presentations, type, purpose, target audience, styles, techniques, resources, planning, delivering, reviewing, engaging, impact.

Learning Outcome 1	
Know the purpose of presentations and the methods used to meet the needs of a target audience	
Assessment Criteria	
1.1	Explain the purpose of presentations within business settings
1.2	Outline the methods used to deliver presentations to meet the needs of different target audiences
Indicative content	
1.1 Purpose may include but is not limited to sharing information, influencing, persuading, instructing, engaging, handling objections and inspiring. 1.2 Methods may include but are not limited to formal and informal, verbal, written, visual, face to face (for example, briefings, meetings, or events), virtual (for example, webinars, video calls and conferencing, online meeting software, podcasts or video). Target audience may include but is not limited to individuals, managers, teams, departments, office based staff, remote staff, and customers, prospects, suppliers, partners..	
Learning Outcome 2	
Understand what is required to be a successful presenter	
Assessment Criteria	

2.1	Assess the use of different styles for delivering a presentation to meet the needs of a target audience
2.2	Assess the skills and abilities of an effective presenter
2.3	Explain how challenges to delivering presentations can be overcome
2.4	Explain techniques for overcoming fear and anxiety when delivering a presentation
Indicative content	
2.1 Styles may include but are not limited to instructor, educator, coach, freestyle, storyteller, facilitator, expert, subject or technical specialist. 2.2 Skills and abilities may include but are not limited to subject knowledge, confidence, engagement, agility, organisational skills, Emotional Intelligence (Goleman, 1995), effective communication (for example, active listening, responding), diction, tone, pitch and pace, positive body language, inclusive, use of humour, managing nerves, confidence, knowledgeable, engaging, ability to tell a story (Duarte, 2017), professional demeanour/appearance, energy, patience, brave. 2.3 Challenges may include but are not limited to situation (the room, temperature, lighting), people related (disruptive audience, apathetic audience), IT related (failures with technology). 2.4 Techniques may include but are not limited to practising, rehearsing, annotating cue cards, visualisation, mind-set.	
Learning Outcome 3	
Understand how to plan, deliver and review presentations	
Assessment Criteria	
3.1	Outline the activities required when planning a presentation
3.2	Compare methods for reviewing the delivery of a presentation
3.3	Discuss the range of follow-up activities required after a presentation
Indicative content	
3.1 Activities may include but is not limited to identifying the needs and interest of the target audience, method for delivering the presentation, date, time, venue, resource needs, undertake research activities, develop presentation outline/script, designing the visual aids, use of technology, resources and handouts. 3.2 Methods may include but are not limited to qualitative, quantitative tools which are paper based and/or electronic. 3.3 Follow-up activities may include but are not limited to responding to unanswered questions and information requests, collecting evaluation data, sending slides, writing reports, feedback.	
Learning Outcome 4	

Be able to plan and deliver a presentation to a target audience	
Assessment Criteria	
4.1	Produce a plan to deliver a presentation to a target audience
4.2	Deliver a presentation to a target audience
Indicative content	
4.1 Plan may include but is not limited to aims and objectives, structure (including opening and introductions, body of presentation, summary and close), timings, presentation outline, style of delivery, resources/venue, technical support, visual aids. Target audience may include but is not limited to individuals, managers, teams, departments, office based staff, remote staff, and customers, prospects, suppliers, partners. 4.2 Presentation to be delivered formally using the presentation outline according to the presentation plan.	
Learning Outcome 5	
Be able to reflect on the outcomes of the delivery of a presentation	
Assessment Criteria	
5.1	Review own performance in delivering a presentation
5.2	Identify opportunities for developing own presentation skills
5.1 Performance may include but is not limited to audience feedback, personal reflection and evaluation forms and data. 5.2 Opportunities may include but are not limited to coaching, mentoring, practice, learning and development.	

Ofqual unit number M/651/2315

RQF level 3

Guided learning hours 31

Total unit time 70

Credits 7

Aims of unit An effective First Line Manager is equipped with the knowledge skills and behaviours to engage, motivate and inspire people and teams. This is underpinned by an understanding of how to manage and lead people, in a way that not only provides clear direction, but recognises and responds to individual needs and aspirations through the promotion of equity, diversity, inclusion and wellbeing. On successful completion of the unit, First Line Managers will have developed an understanding of management and leadership theory and styles, and the practical methods that can be employed to lead people and teams with impact.

Keywords Management, leadership, styles, application, techniques, needs, aspirations, challenges, approaches, success.

Learning Outcome 1	
Understand approaches to management and leadership	
Assessment Criteria	
1.1	Outline the relationships between management and leadership
1.2	Summarise different management and leadership approaches
1.3	Identify how approaches to management and leadership can be applied to work situations
Indicative content	
1.1 Relationships (for example, the connection and interdependency between management and leadership): - Management: Responsibility for planning activities, allocating tasks and activities (including use of delegation). Managing resources (for example, financial, people, physical, materials, technology). Management and monitoring outcomes of tasks and activities. Recording and reporting. Interpretation, application and monitoring of policy, procedure. - Leadership: Motivates, engages, supports, inspires others (for example, individuals and teams). Builds relationships, promotes equity, diversity, inclusion and wellbeing. 1.2 Approaches:	

Theory of Management/Leadership	Management/Leadership Style
Adair (1979) Action-Centred Leadership Adaptive and agile	Adaptive and agile
Hersey and Blanchard (1969) Situational Leadership	Responsive to the situation and the needs of people
Tannenbaum and Schmidt (1958) Leadership Continuum	Movement between management and leadership behaviours (for example, Autocratic/Directive. Bureaucratic. Democratic. Laissez-Faire).
Mendonca and Kanungo (2007) Ethical Leadership	Focus on the needs and requirements of others (for example, servant, inclusive in management and leadership).
Bass and Riggio (2006) Transactional and Transformational Leadership	Full range of leadership and management approaches (for example, directive transactional, democratic transformative).
Goffee and Jones (2011) Authentic Leadership	Managers/leaders values influence their behaviour

1.3 Management and leadership:

- Leadership and management theory and styles (see A.C 1.2)

Work situations:

- Business as Usual (BAU) activities.
- Responding to a crisis/emergency.
- Briefing people on the use of a policy or procedure.
- Meeting a deadline.
- Working together (for example, one-to-one, remote workers, teams of different sizes).
- Managing a change.
- Developing people.

Learning Outcome 2

Know how to effectively manage and lead people

Assessment Criteria

2.1	Describe methods to understand the needs and aspirations of people
2.2	Outline approaches to effectively manage and lead people

Indicative content

2.1 Methods to understand the needs and aspirations of people:

- Formal and informal methods: One-to-one meetings. Continuous Professional Development (CPD) activities. Performance reviews. 360 feedback. Appraisals. Self Assessment Diagnostics (for example, CMI Management Diagnostics). Career development discussions. Staff engagement, wellbeing, diversity,

equity and inclusion surveys. Learning needs analysis. Skills and strengths assessment. Coaching. Mentoring. New or existing staff declaration of need forms (for example, health, disability).

- Use of communication techniques: Active listening. Effective questioning. Providing feedback.

2.2 Approaches to effectively manage and lead people:

- Support people to understand their role (for example, individual, team, wider organisation, other stakeholders).
- Communicate effectively using a range of techniques (for example, listen, question, provide feedback, negotiate, influence).
- Manage people within the rules. Application of legal, regulatory, organisational policy and procedures.
- Set clear expectations and objectives. Monitor progress, provide guidance and give feedback (continuous improvement).
- Interpret organisational strategy and how this impacts on people and teams.
- Managing problems & making decisions. Use of techniques, being aware of the impact of decision making on others.
- Promote continuous learning and development (for example, training, coaching, mentoring).
- Build relationships, acknowledge and value differences. Implement and apply reasonable workplace adjustments. Promote wellbeing.
- Role model values, behaviours and ethics of the organisation.
- Use emotional intelligence and awareness to meet individual needs.
- Motivate, delegate, empower, encourage people.
- Recognise and reward success

Learning Outcome 3

Understand approaches to effectively manage and lead teams

Assessment Criteria

3.1	Explain the challenges of managing and leading different types of teams
3.2	Identify approaches to respond to the challenges of managing and leading teams
3.3	Describe how a team of people can develop into a high performing team

Indicative content

3.1 Challenges:

- Level of team maturity, size and scope (for example, newly formed/long established team, Local, Regional, International teams).
- Team resourcing (for example, vacancies within a team, different contractual arrangements for team members).
- Levels of productivity, capability and capacity at individual and team level.
- Team cohesion.
- Communication problems and conflict.
- Levels of team member engagement.
- Levels of motivation.
- Resistance to change.
- Team culture and group think (for example, shared attitudes to equity, diversity, inclusion, wellbeing, leadership).

Types of teams:

- Functional teams (for example, sales, customer service, administration). Cross Functional Teams. Distributed teams. Project Teams. Remote teams. Virtual Teams. Hybrid Teams. Innovation Teams.

3.2 Approaches:

- Managing people and teams performance by setting clear measurable objectives.
- Supporting people and teams (for example, continuous learning and development, coaching and mentoring, team building/motivation activities).
- Providing guidance to people and teams.
- Use of effective communication and feedback techniques to promote continuous improvement.
- Challenging attitudes and behaviours.
- Monitoring progress.
- Conflict management.
- Application of human resources policy and procedures (for example, performance management, absence, behaviour, learning and development, Corporate Social Responsibility (CSR), Net carbon zero, and sustainability).

3.3 Teams:

- Ability to work collectively to achieve organisational goals and objectives.
- Clearly defined team and individual roles and responsibilities.
- Shared purpose, values, ethics and behaviours (uphold codes of practice, policy and procedure).
- Commitment to quality.
- Individual and collective accountability for success and failure.
- Diversity of skills, experience and expertise.
- Effective use of communication. Sharing information, good practice and organisational goals.
- Inclusive practice. Understands and promotes equity, diversity, inclusion and wellbeing.
- Collaborative and cohesive working practices. Mutual trust, respect and support. Open and approachable.
- Ability to make effective decisions.
- Ability to resolve conflict.
- Ability to be agile and adaptable to meet challenges (open to change, resourcefulness, innovative, seeks solutions).
- Resilience and determination in completing work tasks.
- Commitment to learning and growing (change/continuous improvement).

Ofqual unit number H/651/2320

RQF level 3

Guided learning hours 28

Total unit time 60

Credits 6

Aims of unit Managing problems and decision making is a fundamental part of the First Line Managers role. Whilst problems may be complex and challenging, the ability to manage these problems contributes to decision making which supports the achievement of organisational goals and the development of relationships with internal and external stakeholders. On successful completion of the unit, First Line Managers will know how to apply approaches, models and techniques, to problem solve and make decisions within an organisational context

Keywords Problem. Decision. Types. Ethics. Values. Behaviours. Stakeholders. Approaches. Methods. Application. Success.

Learning Outcome 1	
Understand the context of problem solving for First Line Managers	
Assessment Criteria	
1.1	Outline the type of problems that can occur in the First Line Managers role
1.2	Explain the factors which impact on problem solving for First Line Managers
Indicative content	
1.1 Type of problems: - Managing and leading people: - People's ethics, values and behaviours. - Attitudes to equity, diversity, inclusion, wellbeing. - Resistance to change. - Compliance with Corporate, Social Responsibility (CSR). Environmental sustainability. - Relationships between people and teams (for example, conflict, team dynamics). - Capability and capacity of people and teams to achieve performance objectives and targets.	

- Commitment to a working role (for example, participation, reliability, timekeeping and attendance).
- Different people and team working).
- Operational problems:
 - Availability, suitability and allocation of resources (for example, people, finance (budgets), physical, materials, technological).
 - Technology, systems (for example, equipment failure, availability, operators competence). Challenges of using new and existing technology (for example, operating systems, (AI) Artificial Intelligence).
 - Compliance with organisational, legal and regulatory requirements (for example, health and safety, working time directives, equity, diversity and inclusion, data and information, environmental sustainability).
 - Customer/stakeholder issues: Responding to need, demand and expectations. Managing complaints.
 - Achievement of Service Level Agreements (SLAs) and organisational targets (for example, production targets, times agreed for providing services and support)

1.2 Factors:

- Type and complexity of the problem: Internal or external problem. Different perceptions of the problem.
- Own level of accountability and authority to manage the problem.
- Organisational structure, culture, policy and procedure.
- Availability and access to resources (people, finance, materials, equipment, technology).
- Time constraints.
- Influence and power of internal and external stakeholders (for example, senior managers, team, colleagues, customers).
- Confidence, capability to manage problems and make decisions.
- Quality and accessibility of data and information to identify the size and scope of the problem.

Learning Outcome 2

Know how to manage a problem and make a decision in an organisational context

Assessment Criteria

2.1	Outline approaches for problem solving and decision making
2.2	Summarise methods to gather data and information for problem solving and decision making
2.3	Explain how a problem can be managed to make a decision in an organisational context

Indicative content

2.1 Approaches (Models, techniques):

- Ethical problem-solving and decision making models. SWOT analysis (Strengths, Weaknesses, Opportunity, Threats). Decision Trees. OODA Loop (Observe, Orient, Decide, Act) (Boyd, 1995). 5 Whys – Root cause analysis (Ohno, 2006). 6 Hat Thinking (De Bono, 1970). Six Sigma Lean (Pyzdek et al, 2018). Communication techniques including negotiation and influencing skills. Fishbone Analysis (Ishikawa, c.1960s).

2.2 Methods

- Data: Surveys, questionnaires, Data reports/presentation which provide numerical results (for example, levels of productivity, performance). Statistics (for example, customer, staff numbers). Resource use (for example, finance, physical, technology, people). Complaints/satisfaction results.
- Information: Interviews, questioning, feedback, listening, observations. Use of mind map/story boarding/vision boards. Surveys. Documents and reports.

2.3 Problem:

- Managing and leading people (Refer to indicative content stated in A.C 1.1)
- Operational problem (Refer to indicative content stated in A.C 1.1)

Managed: To include:

- Definition of the problem: Type of problem. Relevance of the problem to the First Line Manager and the organisation.
- Application of a problem solving approach (for example model or theory) to manage a problem to make a decision (for example providing support through informal coaching and continuous professional development).
- Methods selected to gather data and information to inform problem solving and decision making
- Results of data and information gathered to assess the nature and impact of the problem.
- Outcomes.
- Decision recommended.

Organisational context:

- In an organisation known well or researched. Relevant to the level of accountability of a First Line Manager, working with a more senior manager/leader (for example, a line manager).