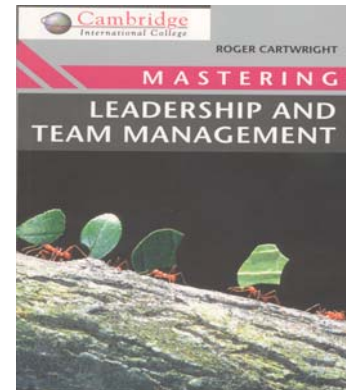


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LEADERSHIP & TEAM MANAGEMENT PROGRAM

The Cambridge International College Publication
'Mastering Leadership & Team Management'
by Roger Cartwright
will be sent to you by registered airmail post as an
integral component of the Program



Introduction

In business, supervision and management the leadership role of supervisors and managers and the importance of teamwork and group dynamics is well recognised. In the commercial world it is also noticeable that more and more advertisements for jobs stress the importance of the applicant understanding the importance of teamwork and the need for the applicant to work as part of a team, and often there is a requirement for the applicant to possess team leadership abilities.

Leading a team requires a distinct set of skills and knowledge. These skills do not just naturally occur, rather they need to be learnt and applied together with a good understanding of the conceptual framework that underlies successful leadership, teamwork and team building. Teams, while formed of individuals, behave differently to those individuals, in effect developing their own behavioural patterns.

This Program aims to explore the nature of leadership, teamwork and team building to equip both those in work and those studying administration, supervision and management with the necessary knowledge to understand and to harness the factors in operation in this important aspect of organizational life. It also aims to assist managers and leaders to gain a better understanding of the leadership role in organizations as they rise in seniority, and to provide the foundation for higher studies.

It is arranged in such a way as to consider the individual and his or her motivation first, then the behaviour of teams followed by a consideration of leadership.

Each Chapter in this Cambridge International College Publication on Leadership and Team Management includes:

- A list of Learning Outcomes
- Descriptive diagrams and/or graphs to assist understanding
- An end of Chapter summary
- Questions for review which are designed to reinforce learning

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Advice on How to Study this Program

Every individual CIC Member approaches his/her study in a different manner, and different people may have a particular study method that they find most effective for them. However, the following is a tested and proven Study Method, suggested to you as a CIC Member in order to assist in making your study and learning easier - and enjoyable - and to assist you to quickly master the contents of this CIC Publication on Leadership and Team Management:

- Step 1:** Set yourself a flexible study schedule, depending on the time you have available and what is best for you. For example, the target set could be to study for 1 or 2 hours a night, or for 8 or 9 hours a week, or to complete one Chapter every 2 weeks. There is no set or compulsory schedule, but simply setting a schedule or goal is often an important action in ensuring that study is undertaken successfully and within the specified timeframe.
- Step 2:** Read the whole of the first Chapter at your normal reading pace, without trying to memorise every topic covered or fact stated, but trying to get “the feel” of what is dealt with in the Chapter as a whole.
- Step 3:** Start reading the Chapter again from the beginning, this time reading more slowly, paragraph by paragraph and section by section. Make brief notes of any points, sentences, paragraphs or sections which you feel need your further study, consideration or thought. You may wish to keep any notes in a separate file or notebook. Try to absorb and memorise all the important topics covered.
- Step 4:** Start reading the Chapter again from its start, this time paying particular attention to - and if necessary studying more thoroughly - those parts on which you earlier wrote notes for further study. It is best that you do not pass on to other parts or topics until you are certain you fully understand and remember those parts you earlier noted as requiring your special attention. Try to fix everything taught firmly in your mind.
- Step 5:** There are self-assessment review questions at the end of the Chapter, and you are strongly advised to try to answer or think about them as best you can - but do **not** send your answers to the College. If these questions/exercises highlight any areas that you feel you need to revise or re-read in the Chapter, then go ahead and do that before moving on to Step 6.
- Step 6:** Once you have completed steps 1 to 5 above, move on to the next Chapter and repeat steps 1 to 5 for each subsequent Chapter.

Supplementary Study

The CIC Examination questions on Leadership & Team Management will be set and should be attempted only after you have completed the relevant study. Questions in the Examination Paper will be based upon the contents of this CIC Publication. |

LEADERSHIP & TEAM MANAGEMENT

MODULE ONE

(based on Chapter 1 of 'Mastering Leadership & Team Management' by Roger Cartwright)

CONTENTS OF MODULE ONE - INTRODUCTION:

Teams
The importance of leadership
The organisation of work
Organisations
Why study teams and leaders?
Summary
Questions

Learning Outcomes

This Module covers a range of important topics, which are summarised above for your ease of reference. Having studied this Module thoroughly in accordance with our "Advice on How to Study this Subject", it is expected that you should be able to utilise the knowledge you have gained in a variety of situations, as well as understanding:

- ◆ The *aims* of the CIC Publication
- ◆ How to define *groups* and *teams*
- ◆ The importance of *leadership*
- ◆ How *human characteristics* are similar to those of other primates
- ◆ Different ideas about *work*
- ◆ What *organisations* are
- ◆ Why it is important to study *teams* and *leaders*
- ◆ The need to put *customers* at the centre of all team activities.

Teams

"... must be a team player." It seems as though nearly every time one looks at a job advertisement, "team work" appears as part of the job requirements. The selected CIC publication ("Mastering Leadership & Team Management" by Roger Cartwright) supplied as an integral component of this Program, is about teams and leaders. The ability to work as an effective member of a team is very important in the modern world of work. However organisations also require people who know their own mind and are able to act on personal initiative. As will become apparent through the pages of this text, it is the balance between the *team* and the *individual* that is the important consideration.

Teams comprise individuals and possess a *structure*. The structure may be clearly defined as in a soccer or netball team, with individuals having clear positions and roles within the team and a clearly defined captain/leader, or may be loosely formed with a less clearly defined structure. Whatever the structure, at any moment in time there is likely to be somebody exercising a *leadership role*.

Organisations and Teams

There is nothing new about the concept of team working. What is a recent development is the way in which the behaviour of people in teams has become a fruitful area of study. Organisations seem to be setting up more and more teams. As Robbins and Finley (2000) have pointed out, while traditional teams tended to be formed on a homogeneous functional basis - e.g. accounts teams and personnel teams - contemporary organisations have adopted multi-functional teams drawing membership from across the organisation. As will be shown in Chapter 10 of the publication, recent developments have included the formation of extra-organisational teams that include members from suppliers and customers in addition to staff from the organisation.

Definition

The CIC Publication centres on a concept known as *group dynamics*. Chapter 3 of the publication considers the derivation of definitions for groups and teams. The definitions that are used in this publication and that are expanded in Chapter 3 are:

★ Group

A group, in the context of occupation or profession, is a collection of individuals operating within the constraints of mutually accepted norms (rules) and values who perceive that, as regards their occupation or profession they are clearly distinct from other collections of individuals even if they belong to the same organisation. (Cartwright *et al.*, 1993)

★ Team

A team is a small group engaged upon a specific task for which group members have a clearly defined role and in which each member has a vested interest in success. Group and team behaviour has its origins in our early history. Human beings have always formed discrete groups and from those groups teams have been formed for *specific tasks* - the hunting band being a well-known example.

During the 1980s and 1990s team work was being hailed as the panacea for all organisational ills. There is no doubt that properly constructed teams can add considerable value to organisational activities. The concept of *synergy* that will be introduced in Chapter 3 allows a well-constructed team of six, to perform as though there were seven members. Unfortunately in life there is always an opposite, and a badly constructed team of six can perform as if it had only five members. Organisations like the positive aspects of synergy - pay six people and 'get one free'. Organisations are less happy about paying for six and receiving the output of only five.

Teams are composed of *people*. People have egos and needs. They need to be nurtured, protected and developed. It is not possible to just set up a team and then fail to look after it. There is a responsibility on those in strategic control of organisations to ensure that their teams are able to grow and means giving them space and allowing them to make mistakes.

The Importance of Leadership

Human beings belong to an animal group known as primates. Primates, a group that contains many of the most advanced land mammals, have certain key characteristics, many of which are related to eating brightly coloured fruits and an arboreal life swinging through trees - the environment in which primates first evolved. These characteristics include:-

- ★ Rotating the two bones of the lower arm, the radius and the ulna over each other and also touching (opposing) the thumb with all the other fingers on the hand. This makes for a very complex joint ideal for grasping branches and twisting rather than pulling fruit off trees. In the case of human beings (and to a lesser extent chimpanzees, gorillas and other great apes and monkeys) the

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complex movement allows for the use of increasing complex *tools* - many of which require such a high degree of dexterity (just look at the wrist and arm movements made when using a screwdriver.)

- ★ *Stereoscopic and colour vision* - important for gauging distance and distinguishing colour - useful if you eat brightly coloured fruits and for using tools as this requires hand-eye coordination and accuracy
- ★ Living in fairly large social groups and thus possessing effective means of *communication* between group members is necessary for co-operation and maintaining group bonds
- ★ High *intelligence*
- ★ Highly structured and hierarchical *social groupings*. Leadership is a fundamental survival requirement for such groups.

Humans have over 90 per cent of their genetic material in common with other higher primates. It is no surprise that the behaviour of chimpanzees and gorillas intrigues so much, as we can often see reflections of our own actions in it. Desmond Morris, the anthropologist, broadcaster, writer and ex-curator of the London Zoo, has shown how the leadership qualities and communication techniques of humans are mirrored by other primate societies. In his book *The Human Zoo* (1969), he compared the 10 most important rules of leadership and dominance in primate societies and argued that they applied equally to all leaders from baboons to modern presidents and prime ministers - work that is covered in detail in Chapter 7.

Whether we like it or not, it would appear that much of our behaviour has its roots in our shared primate ancestry, a point made by Nigel Nicholson in *Managing the Human Animal* (2000), where he points out that despite our technological evolution, behaviourally we have not changed very much in the last few thousand years. One of the reasons we are so intrigued by the way other primates behave is that when watching them we have, perhaps, a greater understanding of what they feel than with any other type of animal, as their expressions and gestures are so like our own.

Leadership is a key function in any social grouping. It does not have to be the same leader all the time, leadership can switch between individuals according to circumstances, as will be explored later in this book. However, direction is important for work activities and leaders are very much concerned with providing direction."

It is not possible to study teams without a consideration of the individuals who make them up and the role of the leader. The publication begins with a consideration of the individual and his or her motivations and why it is advantageous for people to give up part of their individuality to be part of a team (Chapter 2).

Chapters 3 to 6 look at teams in respect of their formation, behaviour and development. This is followed by a consideration of leadership, especially leadership in the contemporary, global business environment (Chapter 7). Chapter 8 looks at power, what it is and how it is used.

Finally the book explores the relationship between teams, leaders and national/organisational culture and the skills that leaders in the twenty-first century are likely to need (Chapters 9 and 10).

Chapter 11 looks at the key thinkers on leadership, and what they have contributed to the debate.

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The Organisation of Work

To comprehend how teams and leadership relate to the world of work, it is necessary to consider how work is *organised*.

The earliest ideas of management were rooted in small, often family-run, businesses. They had to be small as the infrastructure for people to live more than walking distance from their places of work was not in place. Once railways and tramways began to be developed for public use from the 1830s onwards, people were able to live further from work and organisations were able to expand: there is a finite limit to expansion if everybody needs to live near the workplace. In the nineteenth century, industries were labour-intensive and so the bigger the enterprise, the more workers were required, generating a need for accessible and affordable housing.

Prior to the industrial revolution, few people had travelled much beyond their birthplace. Organisations were small and the workforce tended to be homogeneous, with similar backgrounds and a similar culture. The railroads and steamships allowed for large-scale population movements, making labour plentiful but more diverse.

F. W. Taylor, the originator of the concept of 'scientific management', was appointed as a management consultant at the Bethlehem Steel Corporation in the USA in 1898. He proceeded to conduct a series of management experiments on a workforce that was very diverse and contained not only those born in the USA but those who had arrived from nearly every western and eastern European country, each with their own culture and their own language. The results of these experiments led to the ideas of scientific management, piecework and a very structured work pattern based solely on pay as a motivator. Taylor, sometimes called the 'Father of Work Study', believed that jobs should be broken down into small tasks and that a time and performance standard could be calculated for an average worker for each job. The harder people worked, the more they were paid. This type of 'piece-work' (workers were paid for each *piece* manufactured) is still seen today in many low-skill manufacturing and assembly tasks.

The idea that money was the prime motivator and thus the prime management factor held sway well into the twentieth century. Classical management ideas stated that the role of managers was to recruit suitable workers and then calculate work patterns so that the rate for the job equated to the scientifically calculated amount of work that should be achieved. Those who failed to meet their targets received less pay and eventually faced dismissal. Those who over-achieved would receive more. If everybody overachieved then the targets were too low, and would be raised. All workers received the same treatment. This 'Scientific Management', as it came to be called, suited simple manufacturing tasks requiring more brawn than brains.

As the twentieth century progressed, jobs became more technologically complicated and the workforce better educated, as universal education for all became the norm throughout much of the industrialised world. The research by Elton Mayo at the Hawthorne Plant of the General Electric Company in Chicago, Illinois, between 1927 and 1932 began to cast doubts on the universal applicability of Scientific Management. Mayo found that work conditions, social factors and group dynamics were important factors in worker behaviour - a movement towards a more 'Theory Y' approach (see Chapter 2). The Hawthorne studies showed the complexity of *motivation and management*, a subject that is also considered in depth in Chapter 2.

In terms of an overall management concept, the *contingency approach*, in which the methods and tools of management are not fixed but are contingent upon the situation, provides a firm foundation. What works well in one company may fail in another. What is applicable to one group of workers may cause resentments in a different group. The modern manager needs to realise that not all employees will react the same way to similar situations. Modern management theories are based on the idea of a *bank of skills* that the manager can draw upon according to the circumstances.

Think/discussion point

How have different organisations or people dealt with similar problems?
Is there just one way of approaching a management problem, or should the solution be contingent upon a variety of factors?

Organisations

People work for organisations, either large or small. 'Organisation' is a word that be encountered frequently in this publication. Organisation as a term is one that is freely used in general conversation and yet one that is not easy to define in clear terms.

Argyris (1960) defined organisations as:

“intricate human strategies designed to achieve certain objectives.”

A later writer, Pugh (1971), considered that:

“Organisations are systems of inter-dependent human beings.”

Being all-embracing, Pugh's definition covers everything from the UK government, Virgin Group (Sir Richard Branson has been involved with record sales, airline, financial services and even soft drinks), Tesco (the UK supermarket organisation), a corner shop, large and small manufacturers and even a family, all of which depend for their success on people working with and depending on each other.

With a little imagination, even Argyris' definition could encompass the family as an organisation, as the family has developed biologically and socially as an excellent method of ensuring the survival of children to maturity - the covert, biological objective. It should be noted that this is not a way of saying that this concept of the a family is the only acceptable form, as there are my variations of family structure in the world, each suited to a particular culture and way of life and each of equal importance.

Business can be described as the *exchange relationship' between organisations*. All business relationships involve some form of trade or exchange - goods for money, services for money, goods for services. Money, that apparently all important factor in our lives, is nothing more than a convenient common denominator that allows a trade to take place.

Why Study Teams and Leaders?

One of the points that will be made when considering the phenomenon of group think in Chapter 4 is that people in a group or team can behave very differently than they do as individuals. Some of the most disturbing acts of the past 75 years have been carried out by groups. A massacre carried out by an individual can be put down to a single aberrant personality but when carried out by a group must raise the question of how a number of people could behave in that way: Did they all agree? Were they all psychopaths or were they ordinary people caught up in mass hysteria? If the latter, then could it happen to you and me?

It is the fact that group behaviour can be so different to that of the individual that requires it to be studied. It will also be shown that the nature and style of leadership is an important determinate of group behaviour, even more so than the behaviour of an individual. Given that we live in groups, and that work and teams are subject to a number of leader's wishes, a study of the subject is useful for

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anybody. For those wishing to be supervisors and managers however, an understanding of teams and leadership is crucial.

Despite what we might desire, humans are still very much tribal animals. We may call the tribes by new terms such as 'countries', 'regions' or even 'companies', but we still behave very much as our ancestors did. We can be recognised from members of other tribes by such things as language, dress (even corporate uniforms are a form of tribal behaviour), entertainment preferences and the foods we eat. If anybody doubts that tribalism is present even in the most sophisticated of the world's societies they have only to look at the dress and behaviour of sports' supporters. The tribal behaviour of soccer fans has become a problem in many areas of the world.

Summary

- ★ *Leadership and team/group behaviour* are important parts of most primate societies
- ★ Many *human characteristics* are similar to those of other primates
- ★ There have been different ideas about the *relationship* between *people and work*
- ★ Earlier ideas about people and work centred on money being the prime motivator
- ★ Modern ideas about people and work suggest that there are *social aspects* to work that are important motivators
- ★ Modern managers, supervisors and team leaders need a *bank of skills* so that they can deal with individuals contingent upon the situation
- ★ Modern management is less about control and more about *facilitation*
- ★ *Organisations* are the structures humans have devised to carry out tasks involving a number of individuals
- ★ It is important to study teams and leaders because people may behave differently when they are *members* of a team than they do as individuals
- ★ Despite increasing technological sophistication, much human behaviour is *tribal* in character

Questions

No.1. Why is it important for those involved in managing or supervising people to have a knowledge and understanding of teams and leadership?

No.2. What examples can you find in daily life over the past few weeks of tribal behaviour, either in those around you or those you have read about?

WHAT YOU WILL LEARN IN MODULES/CHAPTERS 2 TO 11

2 Motivating the individual

Learning outcomes - What is motivation? - Needs and wants Maslow's hierarchy - Types of need - Herzberg's motivators and hygiene factors - Frictilatory needs - The role of money - Spending patterns and the spending life cycle - Assumptions about people and work - Theory X and Theory Y - The importance of achievement Catching in or catching out? - Schein's typologies - McClelland's needs concept - Ardrey and the territorial imperative - Vroom, Expectancy and the Motivational Calculus - Psychological contracts - Theory Z - Summary - Questions

3 Team behaviour

Learning outcomes - Defining groups and teams - Psychological awareness - Perceptions of membership - Teams - Size and span of control- Types of teams - Membership: core and ancillary - Families as groups and teams - Multiple membership - Summary - Questions

4 Synergy and groupthink

Learning outcomes - Advantages and disadvantages of group membership and team work - Advantages of team work - Synergy Disadvantages of group and team work - 'Groupthink' and unacceptable behaviour - Mitigating against the effects of groupthink - Group dynamics: a summary of the history - The team as an entity - Summary - Questions

5 Team development

Learning outcomes - Team formation - The six factors of a team Means of communication - The team life cycle - The learning curve Team building - The 'invisible team' - Loyalty - High-performance teams - Summary - Questions

6 Teamroles

Learning outcomes - The difference between functional and team roles - Eligibility and suitability - Team-role theory - The team wheel - Belbin's work on team roles - Belbin's eight team roles - The balanced team - An extra role? - Team size - The Apollo Syndrome Team-role sacrifice - Testing for team roles - Is one role better than another? - Team roles and recruitment/selection - The importance of team and work roles in the recruitment/selection process - Summary - Questions - Answers to the team-role pictures

7 The role of the leader

Learning outcomes - What is leadership? - The leadership spectrum and the leadership matrix - Traits of leadership - Becoming a leader - Styles of leadership - The leadership continuum - The Managerial Grid - Linking the Managerial Grid to the Belbin team-role concepts - The work of John Adair - Contingency leadership - Leadership, power and influence - Summary - Questions

8 Power and relationships

Learning outcomes - Power - Power and influence - Why use power - Sources of power - Authority - Responsibility and accountability Delegation and empowerment - Submissiveness, aggression and assertiveness - Power and the team - Conflict - Negotiation skills Summary - Questions

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9 Teams, leadership and culture

Learning outcomes - What is culture? - How culture is developed Transmission of culture - Organisation culture - Culture clashes both within and between teams - Cultural change - National culture Cross-cultural teams - Summary - Questions

10 The twenty-first-century team and its leader

Learning outcomes - The development of ICT - Technological synergy - Virtual teams - Organisational boundaries - Managing the virtual team - Developing the virtual/diverse team - Planning in the twentyfirst-century team - The 'invisible team'- Flexible leadership Understanding the culture - Empowerment - How empowered teams behave - Leaders as empowerers - Leaders as change agents - Trust and support - Conclusion - Summary - Questions

11 Thinkers on teams and leadership

John Adair - Meredith Belbin - Warren Bennis - Ken Blanchard Stephen R. Covey - Charles Handy - Kurt Lewin - Richard Lewis Jessica Lipnack and Jeffrey Stamps - Desmond Morris - Nigel Nicholson - Richard Pascale - Tom Peters - Harvey Robbins Noel M. Tichy - Fons Trompenaars

SOME TIPS ON ACHIEVING HIGH MARKS IN YOUR FINAL EXAMINATION

There is a vast difference between simply “passing” an Examination, and passing it WELL - with high marks, that is. The basic “key”, of course, is always the THOROUGH STUDY of the relevant CIC Study and Training Manuals, materials or selected publications. But from time to time Members might wonder why their marks were not as high as they had expected. Naturally, there is no one single reason for that, and our explanation and advice in each case is based on a review of each individual Member’s Work submitted. However, some of the most common reasons for the **unnecessary** loss of marks include:-

* *Insufficient Study*

A dictionary tells us that “to study” means “to apply the mind **closely** (to books, etc) in order to acquire knowledge and skill”. It does NOT - as fortunately only a very small number of Members appear to think - mean simply a “read through” or a “flick through” the pages of a Publication; what it **does** mean is a **detailed** and **thorough** examination of what is taught therein.

* *Examination Attempted Too Soon*

This follows from the foregoing. Adequate STUDY of the relevant CIC selected Publication - **all Chapters** - **must** be undertaken before the Final Examination set on the Program is attempted. We do sympathise with Members who are anxious to progress rapidly - but **real** progress can only be the result of **adequate study**.

* *Answers Brief and/or Incomplete*

An Examiner wants to be shown that you **really** HAVE learned and understood everything taught in the Materials supplied as part of the Program. That can only be done if you write - when required - **full, detailed** and **explanatory** answers, containing **all** relevant facts and information, with examples when appropriate. If less than a full answer is provided, less than the full mark available to that answer will be awarded!

* *Too Few or Too Many Questions Answered/Attempted*

Sometimes Members answer or attempt **fewer** than the required number of Questions or Exercises than they are instructed to attempt, or they do not answer **all** parts of a Question or Exercise. An Examiner can award marks **only** for Questions answered or for Exercises attempted; so marks for omitted Questions or Exercises - or sections of them - are “lost”. In some cases Members answer/attempt **more** than the required number of Questions or Exercises they are instructed to attempt. That usually results in rushed and brief Work, which loses marks, and an Examiner can only award marks for the **required number** of Questions or Exercises.

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* *Questions/Exercises not Properly Read, or Misunderstood*

It is essential that you understand **exactly** what Questions or Exercises require you to do or to write about. You **must** READ Questions and Exercises **fully** and **carefully** - and **not** just “glance” at them. Without care, an “answer” you give might be quite *irrelevant* to a particular Question or Exercise; it might be about quite a different subject or topic. What you have written might be “excellent” and quite correct, but it will still **not** earn you marks if it does **not** answer the Question or Exercise SET.

* *Standard of English*

Our Examiners DO appreciate that English is not the national or main tongue of many thousands of CIC Members. Nevertheless, our Examiners **need** to be able to read quickly and easily what you have written, in order to assess whether you really **have** learned what has been taught during your Program. So you **must** take CARE with your written English, especially with grammar and spelling. CIC Examiners are busy people and simply do not have time available in which to decipher difficult-to-read handwriting or to interpret English of a low standard. If necessary, you are advised to study our ‘**Secondary English**’ Course or ‘**Professional English**’ Program, at a specially reduced Fee; ask us for details.

* *Presentation of Work*

Our Examiners are most likely to be “pleased” with and attracted by - and, in response, to be more generous in giving marks to - Examination answer papers which are **neat** and **clean** and **tidy**. Then, too, Examiners prefer handwriting which they can **clearly** and **easily read**.

Always take TIME and CARE, and PRIDE in your Work.

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SITTING YOUR CIC EXAMINATION(S)

A CIC Certificate or Diploma will **not** be awarded to a CIC Member unless that Member has attempted and passed a CIC Examination. CIC insists that all its Examinations must be sat under **'approved invigilation'**; which term means **'under the supervision'** of an appointed **'Invigilator'** (who - in different countries - might be called a **'Supervisor'** or **'Mentor'** or **'Proctor'**) and under **'true Examination conditions'**.

You need to secure IN ADVANCE the assistance of a **responsible person** - who we shall call your **'Invigilator'** - to carefully **supervise** you during the time you are attempting the Assigned Work for your CIC Examination. If the Invigilator you designate is acceptable to the College, he or she will be **appointed** by the College to ensure that you attempt the Assigned Work under **'true Examination conditions'**.

To register your proposed Invigilator in good time, you need (1) his or her **full name** and **full address** to be written clearly on the **'Agreement to Invigilate'** Form below, (2) his or her **signature** to be written on the Form, and (3) the **official stamp or seal** of his or her employing organization to be affixed to the Form. You should then **airmail** or **fax** or **scan and email** the completed Form to the College under **registered cover**. The Examination Booklet (in a sealed envelope) together with "Guidance for the Invigilator" information will be airmailed **DIRECT**** from the College to your Invigilator by **registered post**. It is YOUR responsibility to ensure that the **'Agreement to Invigilate'** Form is returned to the College, at least **two months before** you want to sit the Examination(s), and at least **two months before** the "Expiry Date" of your Membership (see your "Confirmation of Membership" particulars).

ACCEPTABLE INVIGILATORS: The following categories of person might be accepted by the College as being "qualified" to Invigilate your Examination(s). Not all categories will necessarily be available in your country, or in the area of it in which you live; if in doubt, ask the College for advice:-

- ★ Executives at CIC Affiliated Organizations.
- ★ Officials of the Examinations Section of your national Department or Ministry of Education in your area.
- ★ Officials of your national Examinations Board, Council or Syndicate.
- ★ An official of the British Council (many offices have an "Examinations Officer").
- ★ A senior official of an Embassy, High Commission, Consulate or other diplomatic or United Nations mission.
- ★ Principals or Vice/Deputy Principals of schools, colleges or universities recognised by CIC.
- ★ Your employer or a person designated by your employer.
- ★ Senior civil servants or senior officers of the police force or the armed forces.
- ★ Qualified professionals, e.g. lawyers, accountants, and doctors; senior clergy of recognised religious orders.

NOTES:

1. Do **not** try to arrange the Examination Date too early; wait until you have completed the thorough study of the Study & Training Manuals or other Publications before arranging the Examination Date with your Invigilator. An **additional charge** will be made to you by the College for new Assigned Work, postage, etc, should you change Invigilators.
2. ******If your Fee has been completed when the "Agreement to Invigilate" Form reaches the College, the Examination Booklet(s) will be posted **at once**; if you are paying by Instalments, despatch will be made when the Fee is completed.
3. Any invigilation or Examination fee charged must be paid **by you**; it is **not** included in your Training Fee.
4. Even if you have enrolled for two or more Courses or Programs under your current Membership, **only one completed** "Agreement to Invigilate" form is required by the College; **all** Examination Booklets will be sent to the **same** Invigilator.
5. The Examination Booklet will be despatched **under registered cover for safety** DIRECTLY to your Invigilator, who will be informed of the **despatch date** and **registration number** by separate post. Please **ensure** that your Invigilator **KNOWS** to expect the **registered packet** containing the Examination Booklet and **does collect** the packet from the post office. The College will **NOT** be responsible should your Invigilator fail to collect the registered packet, and you will have to pay for the preparation and despatch of a new Examination Booklet.

YOU MAY SIT THE EXAMINATION(S) ONLY IF YOU AGREE TO ABIDE BY ALL THE COLLEGE'S EXAMINATION RULES & REGULATIONS

Send for a **FREE** copy of our Prospectus book by airmail, telephone, fax or email, or via our website:
International Headquarters: College House, Leoville, Jersey JE3 2DB, Britain.
Telefax: +44 (0)1534 485485 Email: info@cambridgetraining.com Website: www.cambridgecollege.co.uk

RULES AND REGULATIONS GOVERNING THE INVIGILATION OF CIC EXAMINATION(S)

- ★ When you have completed the **thorough study** of the College's Study & Training Manuals or other Publications supplied to you by the College, arrange with your appointed Invigilator a place, date and time for you to "sit" your Examination(s). Most Examinations require a period of **two hours without any interruptions**.
- ★ You must NOT take into the "Examination room" the College's Manuals or other Publications or any other written or printed notes or other publications, or any form of recording device. Unless otherwise stated attempts at Assigned Work must be handwritten.
- ★ You should be seated at the desk/table provided by the Invigilator at least five minutes before the agreed starting time. When you are ready, the Invigilator will open a sealed envelope and place an Examination Booklet **front page upwards** on the desk/table in front of you. This page includes a section for your full name, address and Membership Number; write or check those details carefully, and mark **fully** and **clearly** any changes needed. There will also be **instructions** regarding the **Assigned Work** to be attempted for the Examination - which you must read carefully, and follow exactly. The **Examination Period - the length of time** you will have in which to complete the Assigned Work - will also be stated; that is usually **two hours** (but **three hours** may be allowed for some Higher or Advanced Examinations).
- ★ Inform the Invigilator when you have completed the foregoing, and at the agreed starting time the Invigilator will tell you to turn the page to the actual **Assigned Work** (Questions and/or Exercises). The **Examination Period allowed** which is usually **two hours** (although **three hours** may be allowed for some Higher or Advanced Examinations) commences immediately you have done that. You may **NOT** have longer than the stated **Examination Period** (number of hours.)
- ★ During the time you are attempting the **Assigned Work**, you are NOT permitted to refer to the College's Training Manuals or to any written or printed notes or other publications - **except** for an English-English dictionary, if necessary. Should you ignore this **very strict rule**, the Invigilator has the College's authority to **terminate** your Examination.
- ★ A few **blank sheets** of writing paper may be available, in case those supplied by the College in the Examination Booklet are insufficient. ALL sheets supplied (by the College or the Invigilator) must be sent to the College.
- ★ At the **end of the designated two-hour Examination Period** the Invigilator will instruct you to **stop writing** - which you must do AT ONCE - and the **entire** Examination Booklet (now containing your written attempts at the **Assigned Work**) must be collected from you.
- ★ **Under NO circumstances may you handle the Examination Booklet after the conclusion of the Examination Period.** The **entire** Examination Booklet*, and any other sheets you used, and a completed and **signed** and **stamped 'Invigilation Certificate'**, must be sent by your Invigilator - by **registered airmail post** (at your expense) - to:-

*The Examinations Director,
Cambridge International College,
College House, Leoville,
Jersey JE3 2DB, Britain.*

Notes: * The College **cannot** accept Examination Work **by fax** or **email**

* The College **cannot** accept Examination Work **without** a **signed and stamped 'Invigilation Certificate'**

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 Telefax: +44 (0)1534 485485 Email: info@cambridgetraining.com Website: www.cambridgecollege.co.uk

AGREEMENT TO INVIGILATE ASSIGNED WORK FOR EXAMINATION(S)

I certify that I agree to invigilate in due course the Examination(s) of the CIC Member whose name and address appear below. A mutually convenient date will in due course be arranged between the Member and me; I note that the Member will need **at least two uninterrupted hours** in which to attempt the Assigned Work for each Examination. I will be able to provide a suitably quiet room, with a writing desk or table and chair. Invigilation will take place under **true Examination conditions**, in strict accordance with Instructions to be supplied by the College. I understand that the Examination Documentation will be sent **DIRECTLY to me from the College under registered cover** (with a separate notification from the College that the packet has been despatched to me) and that I might be required to **collect and sign for** the registered item from my local post office. Inside the packet will be the Examination Booklet(s) - each in a sealed and unopened envelope - which I shall keep **securely** until the Examination time. I note that the College does not pay an Invigilation Fee.

Please complete ALL parts and requirements:

Signed: _____ Date: _____

Position in Organization /Designation: _____

FULL NAME: _____
(capital letters please)

Qualifications: _____ Email address: _____

FULL POSTAL ADDRESS: _____
(capital letters please)

****NOTE:
 AN OFFICIAL
 STAMP
 OR SEAL
 IS ESSENTIAL**

Particulars of the Member:

MEMBERSHIP NUMBER _____

FULL NAME _____

FULL POSTAL ADDRESS _____

STUDYING PROGRAM ON **LEADERSHIP & TEAM MANAGEMENT**

**PHOTO ID -
 MEMBER TO
 ATTACH TWO
 PASSPORT-SIZE
 COLOUR
 PHOTOGRAPHS
 HERE**

**PLEASE SEND THIS COMPLETED FORM TO:
 THE EXAMINATIONS DIRECTOR,
 CAMBRIDGE INTERNATIONAL COLLEGE,
 College House, Leoville, Jersey JE3 2DB, Britain.**

****CIC CANNOT ACCEPT AN 'AGREEMENT TO INVIGILATE' FORM NOT BEARING THE OFFICIAL STAMP OR SEAL OF THE ORGANIZATION BY WHICH THE PROPOSED INVIGILATOR IS EMPLOYED OR MANAGES**