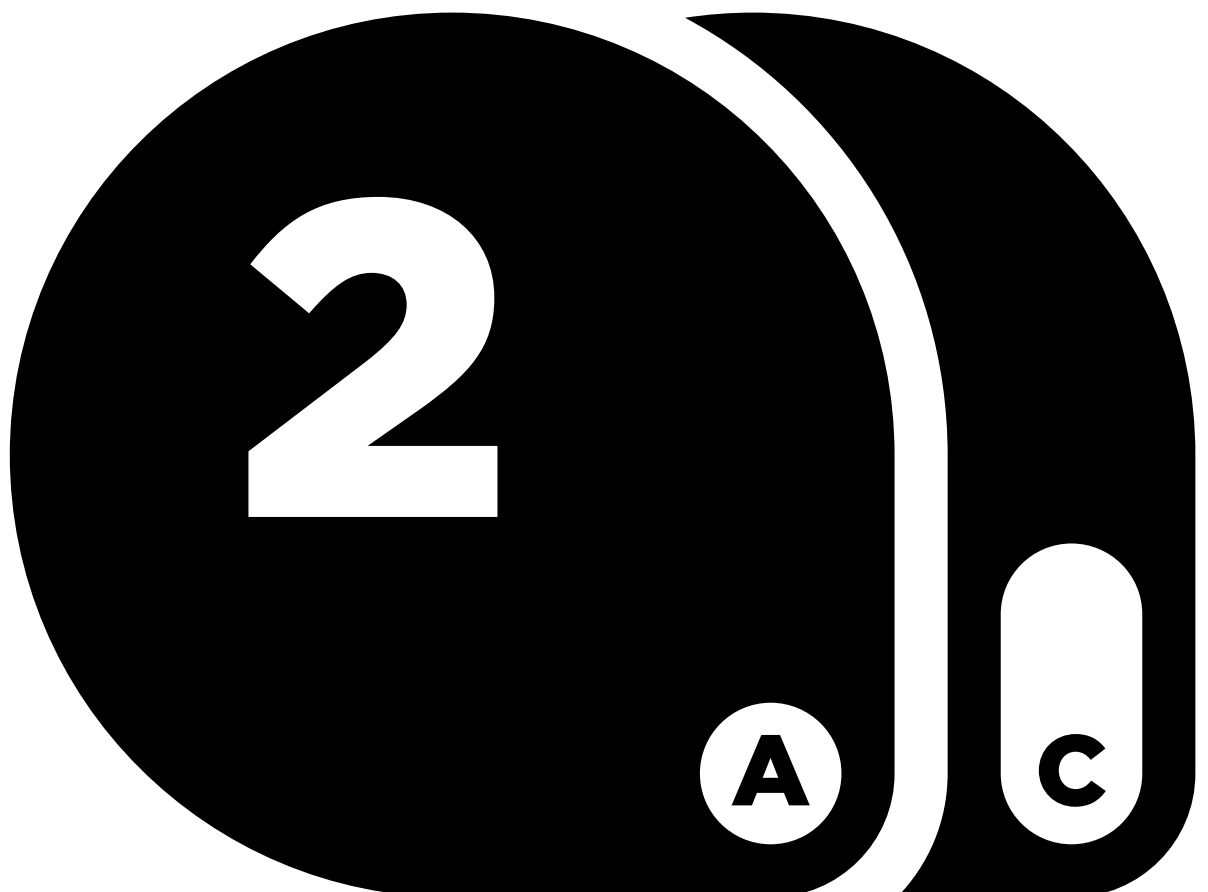


**ILM LEVEL 2
AWARDS IN PERSONAL
DEVELOPMENT, CUSTOMER
AWARENESS, BUSINESS
ENTERPRISE AND
LEVEL 2 CERTIFICATE
IN TEAM LEADING**



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Institute of Leadership & Management (ILM)

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ILM Centres

T +44 (0)1543 266867
F +44 (0)1543 266893
E customer@i-l-m.com

ILM Membership

T +44 (0)1543 266886
F +44 (0)1543 266811
E membership@i-l-m.com

ILM LEVEL 2 AWARDS IN PERSONAL DEVELOPMENT, CUSTOMER AWARENESS, ENTERPRISE AWARENESS AND LEVEL 2 CERTIFICATE IN TEAM LEADING (QCF)

Note: This qualification specification should always be read in conjunction with the “Supporting Notes for ILM VRQs” document which is downloadable from ILM website or it can be accessed via your Quality Manager/External Verifier or from the ILM Customer Services Team by emailing at customer@i-l-m.com

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QUALIFICATIONS OVERVIEW:

ILM Level 2 Award in Personal Development		
Purpose of the qualification	Aims to allow practicing and potential team leaders to develop knowledge and skills that will assist their personal development and allow them to become more effective in their workplace.	
Progression routes	ILM Level 2 Certificate in Team Leading ILM Level 3 Award in Managing Operations ILM Level 3 Award in Business Awareness ILM Level 3 Award, Certificate or Diploma in First Line Management	
Credit Value	5	
Induction	1 hour	
Tutorial Support	At least 1 hour	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	26 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M2.05 Induction and Coaching in the Workplace	2 credits
	M2.12 Diversity in the Workplace	1 credit
	M2.16 Workplace Communication	1 credit
	M2.20 Managing Yourself	1 credit

ILM Level 2 Award in Customer Awareness		
Purpose of the qualification	Aims to allow practicing and potential team leaders to develop knowledge and skills that will enable them to have a greater customer awareness and knowledge of fulfilling customer requirements.	
Progression routes	ILM Level 2 Certificate in Team Leading ILM Level 3 Award in Managing Operations ILM Level 3 Award in Business Awareness ILM Level 3 Award, Certificate or Diploma in First Line Management	
Credit Value	4	
Induction	1 hour	
Tutorial Support	At least 1 hour	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	21 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M2.07 Fulfilling Customer Requirements	2 credits
	M2.08 Providing Quality to Customers	1 credit
	M2.22 Dealing with Customers Lawfully	1 credit

ILM Level 2 Award in Enterprise Awareness		
Purpose of the qualification	Aims to allow practicing and potential team leaders to develop knowledge and skills that will enable them to have a greater awareness of enterprise.	
Progression routes	ILM Level 2 Certificate in Team Leading ILM Level 2 Award or Certificate in Preparing for Business Enterprise ILM Level 3 Award, Certificate or Diploma in First Line Management	
Credit Value	3	
Induction	1 hour	
Tutorial Support	At least 1 hour	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	26 hours	
To be completed within	3 Years	
Structure	Mandatory Unit	Credit Value
	M2.21 Enterprise Awareness	3 credits

ILM Level 2 Certificate in Team Leading (Cogent)		
Purpose of the qualification	Aims to give practising or potential team leaders the foundation for their formal development in this role. The qualification does this by developing a wide range of team leading skills and assisting participants in gaining the comprehensive knowledge required by a team leader.	
Progression routes	ILM Level 2 S/NVQ in Team Leading ILM Level 3 Award, Certificate or Diploma in First Line Management ILM Level 3 S/NVQ in Management ILM Level 4 Award in Management	
Credit Value	13	
Induction	2 hours	
Tutorial Support	At least 2 hours	
Guided Learning Hours (this includes time for induction, tutorial support and the units guided learning hours)	66 hours	
To be completed within	3 years	
Structure	Mandatory Units	Credit Value
	M2.01 Developing Yourself as a Team Leader	1 credit
	M2.02 Motivating the Work Team to Perform	1 credit
	M2.03 Planning and Monitoring Work	2 credits
	Mandatory Units for Cogent Qualification	Credit Value
	M2.04 Developing the Work Team	1 credit
	M2.05 Induction and Coaching in the Workplace	2 credits
	M2.10 Dealing with Change in the Workplace	2 credits
	M2.14 Communicating with People Outside the Work Team	1 credit
	M2.15 Briefing the Work Team	1 credit
	M2.19 Leading Your Work Team	2 credits

OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 2 AWARDS IN PERSONAL DEVELOPMENT, CUSTOMER AWARENESS, ENTERPRISE AWARENESS AND LEVEL 2 CERTIFICATE IN TEAM LEADING

It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

The table below shows the occupational competence requirements of tutors, internal quality assurers and/or assessors. Given that occupational competence requirements will vary greatly between lower and higher level qualifications, this table will highlight if there is an additional requirement of any qualification specific occupational competency.

Tutors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the qualification(s).	<ul style="list-style-type: none"> Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification. Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> Training, development and experience as a tutor, adviser and/or assessor in the team leading or managerial area. Be able to prove that they have current experience of delivering training appropriate to the level and subject area of these qualifications
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> Ideally hold a valid and recognised teaching/training qualification.

Internal Quality Assurers and/or Centre Assessors Occupational Competence Requirements	Evidence Indicators
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification. Show evidence of carrying out CPD in order to familiarise themselves with current standards for assessment/verification in the subject area of this qualification.
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> Demonstrate clear evidence of current experience in quality assurance and/or assessment appropriate to the level and subject area of these qualifications
A qualification in support of assessment and/or internal quality assurance.	<ul style="list-style-type: none"> Ideally hold an assessment qualification (e.g. TAQA or equivalent)
Experience and a working knowledge of the operational and assessment processes for the relevant qualification.	<ul style="list-style-type: none"> Demonstrate an understanding of the organisation's management centric policies, procedures and practices. Demonstrate knowledge and understanding of ILM's quality assurance policy, procedures and requirements.

ASSESSMENT GUIDANCE FOR THE LEVEL 2 AWARDS IN PERSONAL DEVELOPMENT, CUSTOMER AWARENESS, ENTERPRISE AWARENESS AND LEVEL 2 CERTIFICATE IN TEAM LEADING

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at customer@i-l-m.com or refer to the Centre Manual (www.i-l-m.com/centres.aspx). This segment gives you specific guidance around assessments for the Level 2 Award and Certificate in Team Leading Qualifications.

Appendices B, C, D and E in this document outline the assessments and mark sheets for the units in these qualifications. Centres should use the prescribed assessments. However some flexibility is permitted. In exceptional circumstances and to meet a specific need a centre may deviate from the prescribed assessment subject to prior written approval from ILM. Equal opportunities issues are relevant to all units of study and these aspects should be explicitly addressed in the delivery and assessment of this programme. The table below gives a brief overview of the units and assessment(s):

Appendix B – Mandatory Assessments for the Level 2 Award in Personal Development

Unit	Assessment
M2.05 Induction and Coaching in the Workplace	Reflective Review
M2.12 Diversity in the Workplace	
M2.16 Workplace Communication	Reflective Review
M2.20 Managing Yourself	

Appendix C – Mandatory Assessments for the Level 2 Award in Customer Awareness

Unit	Assessment
M2.07 Fulfilling Customer Requirements	Work-Based Assignment
M2.08 Providing Quality to Customers	Work-Based Assignment
M2.22 Dealing with Customers Lawfully	Work-Based Assignment

Appendix D – Mandatory Assessments for the Level 2 Award in Enterprise Awareness

Unit	Assessment
M2.21 Enterprise Awareness	Work-Based Assignment

Appendix E – Mandatory Assessments for the Level 2 Award in Team Leading (Cogent)

Unit	Assessment
M2.01 Developing Yourself as a Team Leader	Reflective Review
M2.02 Motivating the Work Team to Perform	Mini Project
M2.03 Planning and Monitoring Work	
M2.04 Developing the Work Team	Work-Based Assignment
M2.05 Induction and Coaching in the Workplace	
M2.19 Leading Your Work Team	
M2.10 Dealing with Change in the Workplace	Reflective Review and Team Briefing
M2.15 Briefing the Work Team	
M2.14 Communicating with People Outside the Work Team	Reflective Review

Learners are likely to come from a variety of backgrounds, in that they will have had different training and work experiences, differing ambitions and opportunities, centres therefore can encourage learners to select topics for assessment in their own organisation and/or area of work, (or within another organisation if they are currently unemployed or self-employed). They should ensure learners are able to present their work as simple and clearly as possible. An approximate word count is given for each assessment. This should only be seen as a guide to help achieve a balanced piece of work.

Centres must ensure that learners adequately complete all sections of the assessment. To ensure all learning outcomes are assessed, section passes have been provided in the assessments. To assist this practice, ILM normally applies a pass mark of 50% in each section as reflecting a minimum pass. Centres must note that compensation between learning outcomes is not allowed in any QCF unit.

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A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 2 AWARDS IN PERSONAL DEVELOPMENT, CUSTOMER AWARENESS AND ENTERPRISE AWARENESS, AND LEVEL 2 CERTIFICATE IN TEAM LEADING

Title:	Developing yourself as a team leader (M2.01)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1	Understand the roles, functions and responsibilities of the team leader; and the limits of his/her authority and accountability	1.1 Describe <u>four</u> responsibilities of a team leader 1.2 Give <u>two</u> examples of problems they would need to refer to someone with more authority
2	Know how to seek, accept and respond positively to feedback on personal performance to improve workplace performance	2.1 Use feedback on own performance to identify <u>one</u> strength and <u>one</u> area for improvement 2.2 Describe <u>one</u> thing that can be done to establish and maintain trust within the team 2.3 Prepare a simple action plan to address areas needing improvement in own performance
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of developing yourself as required by an effective practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: A1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The various roles, functions and responsibilities of a team leader – depending on workplace • Limits of authority and accountability, and how these are defined
2	<ul style="list-style-type: none"> • Personal skills and abilities for effective team leading • Using reflective learning skills to improve performance • Areas of strength and possible improvement • Ways of obtaining feedback from others • Receiving and responding positively to feedback

Title:	Motivating the work team to perform (M2.02)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the organisation's requirements in relation to individual performance		1.1 Explain <u>one</u> example of an organisation's performance requirements in relation to individual employees
2. Understand how to address under-performance		2.1 Describe <u>two</u> indicators of under-performance that relate to own team 2.2 Explain the possible causes and action that could be taken to rectify <u>one</u> of these areas of under-performance
3 Understand what motivates people		3.1 Briefly describe <u>one</u> recognised theory of motivation 3.2 Describe <u>two</u> things they could do to motivate own team to improve performance using a theory of motivation of your choice
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of motivating teams to perform as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B5, D1, D5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> Organisational employment policies, eg relating to time-keeping, absenteeism, conduct, level of performance, attitude and behaviour in relation to team member performance at work
2	<ul style="list-style-type: none"> Ways to identify areas of concern or under-performance Extent of team leader's authority to address performance problems within organisation's policies and procedures Interpersonal behaviour and its impact
3	<ul style="list-style-type: none"> Simple motivation models at work Blending personal objectives with organisational objectives Using rewards (behavioural) and positive feedback to optimise performance

Title:	Planning and monitoring work (M2.03)	
Level:	2	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand how to work within the organisation's policies, procedures and priorities		1.1 Identify <u>one</u> organisational policy that is relevant to the work of the team 1.2 Give <u>one</u> example of a target or objective that the team is working to achieve 1.3 Give <u>one</u> example of conflict or incompatibility between different targets or objectives in the workplace
2. Understand how to plan and allocate work		2.1 Explain how work is planned or allocated to meet the target or objective selected in 1.2 above 2.2 Describe <u>one</u> way of checking that team members understand what work is required of them
3. Understand how to monitor a team's work		3.1 List <u>two</u> ways to monitor the team's work 3.2 Describe <u>one</u> action the team leader could take to rectify performance that does not meet the required standard
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of effective planning and monitoring of work as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Role and purpose of objectives and targets • Setting SMART work targets to meet customer specifications and organisational requirements • Causes of conflict and incompatibility between targets/objectives in the workplace • Distinction between policies and procedures • Working according to organisation's objectives, policies, procedures, and priorities
2	<ul style="list-style-type: none"> • The roles people play in a team • The importance of knowing individual team members' strengths in their work roles • Simple techniques for scheduling work, eg rotas/shifts • Effective methods of communication to give instructions and achieve performance standards • Supervised practice or simulation to develop the ability to communicate instructions effectively
3	<ul style="list-style-type: none"> • Methods to monitor actual performance against production targets and time-scales, and identify variances • Ways to ensure team members understand monitoring systems • Recording outputs/variances/actions • Types of quality standards and their purpose • Quality checks/inspections vs standards • Taking remedial/corrective action • Progress chasing • Effective reporting back to manager

Title:	Developing the work team (M2.04)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the nature of teams and the features of team roles and responsibilities including the advantages and disadvantages		1.1 Explain how teams differ from groups in the workplace 1.2 Describe <u>two</u> team roles and responsibilities 1.3 Briefly describe the stages in team development using a recognised model 1.4 Explain <u>two</u> advantages and <u>two</u> disadvantages of teams
2. Know how to identify training needs of a group or team and how those needs may be met		2.1 Conduct a basic training needs analysis of a group or team in the workplace 2.2 Suggest possible training opportunities to meet identified needs
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of developing the team as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Definition of a workplace team and how it differs from a group • Advantages and disadvantages of teams in the workplace • Examples of typical team structures • Tuckman's model of team development – forming, storming, norming and performing • An outline of team roles and responsibilities and how to use this in leading the team
2	<ul style="list-style-type: none"> • Impact of change upon the team • Basic training needs analysis for group and individuals • How to identify practical opportunities for training and resource requirements • Simple job instruction techniques

Title:	Induction and coaching in the workplace (M2.05)	
Level:	2	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand how to integrate new members in the team		1.1 Describe the benefits of induction 1.2 Briefly describe the organisation's procedure for induction 1.3 Briefly describe any <u>two</u> ways that new members in the organisation could be supported
2. Know how to coach individuals in the team		2.1 Explain <u>one</u> recognised coaching technique they could use to build confidence and performance in the workplace 2.2 Prepare an outline plan for a short coaching session in a task or activity in the workplace 2.3 Explain the importance of constructive feedback in the coaching relationship
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of induction and coaching as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	8
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Advantages of having new members in the team • The purpose of induction for effective integration and performance • Company procedures for induction • Support systems (eg mentoring/buddy system) and their effectiveness
2	<ul style="list-style-type: none"> • Differences between coaching and training and when each is appropriate • Coaching techniques to build confidence and performance in the workplace • Techniques for stretching individuals to fulfil their potential • Methods to avoid and overcome failure in coaching • Use of constructive feedback and techniques to promote positive attitudes • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Fulfilling customer requirements (M2.07)	
Level:	2	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Know how to fulfil customer requirements		1.1 Identify any <u>two</u> internal and/or external customer groups and explain their differing expectations 1.2 List <u>two</u> established standards of service in the organisation 1.3 Explain how performance is measured against <u>one</u> of these established standards of service 1.4 Briefly describe <u>one</u> technique they could use to improve customer service or satisfaction 1.5 Briefly explain why it is important to exceed customer expectations
2. Understand the importance of collecting and analysing customer feedback		2.1 Explain the importance of customer feedback 2.2 Briefly describe <u>two</u> different methods of collecting formal and informal feedback 2.3 Collect and analyse simple feedback from customers 2.4 Depict customer feedback using a chart, graph or pictogram 2.5 Briefly describe the Data Protection Act and its implications for collecting, storing and using customer feedback
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of fulfilling customer requirements as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: F5, F7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	9
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Own internal and external customers • How to recognise different types of customers, their expectations and needs • Nature and purpose of service standards • Awareness of service standards in own organisation • Simple performance indicators • Techniques for performance improvement to exceed customer expectations • Supervised practice or simulation to develop the ability to apply knowledge and skills in performance improvement
2	<ul style="list-style-type: none"> • Simple ways of initiating and obtaining customer feedback • Separating facts and opinions • Tabulating and analysing information • Creating and using visual presentations to enhance understanding <ul style="list-style-type: none"> ▪ Charts ▪ Graphs ▪ Pictograms • The Data Protection Act and its implications for collecting, storing and using customer feedback

Title:	Providing quality to customers (M2.08)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the importance of quality within the organisation		1.1 Explain the importance of quality to the customer 1.2 Explain the difference between quality assurance and quality control 1.3 Briefly describe one quality system relevant to the organisation
2. Know how to deliver quality within the organisation		2.1 Briefly describe <u>one</u> method of monitoring the quality of the team's work 2.2 Briefly describe <u>two</u> things the team could do to improve quality 2.3 Describe <u>one</u> way that the team could measure an improvement in quality
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of providing quality to customers as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: F5, F7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008

Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Quality and its importance to customers; difference between quality assurance and quality control • Simple quality systems relevant to own organisation • The use of quality standards • The costs of quality (prevention, inspection and failure) • Total Quality Management • Practical steps to quality – team approaches
2	<ul style="list-style-type: none"> • Practical steps to quality – team approaches • Simple tools for quality relevant to the organisation • Records for maintaining quality

Title:	Dealing with change in the workplace (M2.10)	
Level:	2	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand change in the workplace		1.1 Briefly describe <u>two</u> potential reasons or drivers for change in the workplace 1.2 Briefly describe people's possible attitudes and responses to change at work 1.3 Identify <u>two</u> potential barriers to change in the team and state how these barriers could be overcome
2. Know how to support and implement change in the team		2.1 Explain <u>one</u> way that a team leader could support and implement change in the team 2.2 Explain <u>one</u> thing they could do to develop and maintain group cohesion within a team during change
3. Know how to deal with conflict in the team		3.1 List <u>two</u> potential causes of conflict in the workplace 3.2 Briefly discuss <u>one</u> method of preventing conflict 3.3 Explain <u>one</u> method of effectively handling conflict if it arises
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of dealing effectively with change as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: C1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management

Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		8
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> • Potential reasons for change – internal and external to the organisation • People's attitudes and responses to change at work • Barriers to change and how to overcome them 	
2	<ul style="list-style-type: none"> • Team leader's role in supporting and implementing change • Developing and maintaining group cohesion • Group identity and culture, value systems, individual personalities • Congruence of change with organisation's culture, values and goals 	
3	<ul style="list-style-type: none"> • Potential causes of conflict • The impact of conflict on team effectiveness • Ways of preventing conflict • Ways of handling conflict effectively if it arises 	

Title:	Diversity in the workplace (M2.12)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Contribute to the creation of a positive environment in the workplace		1.1 Explain <u>one</u> thing that a team leader could do to encourage the team to value diversity and respect differences 1.2 Give <u>one</u> example of inappropriate behaviour in the workplace 1.3 Describe what actions should be taken if the inappropriate behaviour is outside the team leader's realm of authority
2. Know how to deal with difficulties that may arise as a result of conflicting individual values and organisational expectations		2.1 Give <u>one</u> example of a situation where an individual's views and opinions could clash with organisational expectations 2.2 Explain the possible implications for a team leader in dealing with a clash between individual values and organisational expectations
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of managing diversity and acting ethically in the workplace as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Basics of legislation relating to diversity • Types of diversity; e.g. culture, ethnicity, disability, age, sexual orientation, gender • Concepts of values, ethics and diversity and their relevance to the Team Leader role • The range of cultures, beliefs and value systems • Ways to communicate the organisation's expectations values • Importance of respecting differences • Tolerance and inclusiveness; ways to prevent harassment and bullying
2	<ul style="list-style-type: none"> • Individual values and organisational expectations • Personal ethics vs business ethics – potential for both conflict and synergy • How internal “politics” arise within organisations, and their effects • Whistle blowing legislation

Title:	Communicating with people outside the work team (M2.14)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the importance of effective communication with people outside the team		1.1 Briefly describe <u>one</u> way that they could build effective working relationships with people outside the team
2. Understand how to present a positive impression to those outside the team		2.1 Explain why product/service knowledge is important in presenting a positive impression to those outside the team 2.2 Explain why it is important to observe legal, organisational and ethical rules when providing information to customers of own organisation 2.3 Briefly describe <u>two</u> communication skills that could improve the relationship with people outside the team 2.4 Give <u>one</u> example of a decision that they would refer to someone with more authority in the organisation
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of communicating with people outside the team as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the		Institute of Leadership & Management

unit		
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		6
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> • Building and maintaining effective working relationships with those outside the team 	
2	<ul style="list-style-type: none"> • When to refer outside the team • How to create a positive impression • Promoting positive relationships with customers • Importance of product/service knowledge • Communication skills, including: <ul style="list-style-type: none"> ▪ Questioning ▪ Active listening ▪ Informing ▪ Negotiating • Importance of observing legal, organisational and ethical rules on providing information to customers 	

Title:	Briefing the work team (M2.15)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Plan, deliver and report back on a team briefing		1.1 State the aim(s) of the team briefing 1.2 Anticipate the needs/expectations of the team prior to the briefing 1.3 Define the briefing objectives and plan the structure and content of the briefing 1.4 Prepare the location prior to the briefing 1.5 Conduct a team briefing 1.6 Promote and handle questions during/after the team briefing 1.7 Explain how they will check the team's understanding 1.8 State any <u>two</u> methods they could use to report the outcomes of the briefing back to management
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of briefing the team as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B5
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		6

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Size, knowledge, needs and expectations of audiences • Purpose of the briefing/presentation – tell, sell, impel, entertain • SMART objectives • Selecting relevant information • Logical structure of the briefing • Planning and preparation for briefings • Presentation skills • Venue considerations • Visual aids • Barriers to the communication • Overcoming nerves • Summarising • Promoting and handling questions • Checking understanding • Reporting back to management

Title:	Workplace communication (M2.16)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the communication process		1.1 Illustrate the key stages in the communication process 1.2 List <u>two</u> barriers to communication and explain how these could be overcome
2. Understand methods of communication		2.1 Explain <u>two</u> methods of communicating with the team and state when each method would be appropriate 2.2 Explain <u>one</u> method of communicating with people outside own area of responsibility and state when this method would be appropriate
3. Understand the importance of maintaining accurate records of one-to-one communication		3.1 Briefly describe two methods of maintaining accurate records of one-to-one oral communication
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of communication as required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B5, C1, D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	5
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Stages in the communication process • Consideration of the recipient's needs • Barriers to communication and how to overcome them
2	<ul style="list-style-type: none"> • A range of direct communication methods relevant to the team and their relative advantages and disadvantages • A range of direct communication methods relevant to people outside own area of responsibility, including written, telephone, e-mail and face-to-face discussions • Aspects of face-to-face communication, including appearance, impact, body language
3	<ul style="list-style-type: none"> • The importance of succinct and accurate records of one-to-one oral communication • Reasons for maintaining records of one-to-one communication (eg potential disciplinary or legal issues)

Title:	Leading your work team (M2.19)	
Level:	2	
Credit value:	2	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the difference between leadership and management		1.1 Explain the difference between leadership and management
2. Understand a range of leadership styles, their use and potential impact on individuals and outputs		2.1 Briefly describe any <u>three</u> leadership styles 2.2 Identify the leadership style or combination of styles most commonly used within the organisation 2.3 Explain the likely effect of this style or combination of styles on people and their work performance 2.4 Briefly review own leadership style and its impact on people and their work performance
3. Understand self-managed teams		3.1 Explain what is meant by a self managed team 3.2 Explain the benefits to an organisation of developing self managed teams 3.3 Identify <u>two</u> techniques they could use as a team leader to empower others in the team
Additional information about the unit		
Unit purpose and aim(s)	To develop an understanding of leading your team required by a practising or potential team or cell leader.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to Management & Leadership 2008 NOS: B5, D1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	

Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		8
Additional Guidance about the Unit		
Indicative Content:		
1	<ul style="list-style-type: none"> • Difference between leadership and management, and the need for each of them • Characteristics of a leader, and how these are developed 	
2	<ul style="list-style-type: none"> • Range of leadership styles – their uses, associated behaviours and potential impacts on individuals and outputs/performance • Identification, development and appropriate use of personal leadership styles • Supervised practice or simulation to develop the ability to apply knowledge and skills of leadership styles 	
3	<ul style="list-style-type: none"> • Characteristics of a team and how it differs from a work group • Benefits to the organisation and the team members of team working • Simple techniques for building an effective team • Characteristics of a self managed team and how it differs from a managed team • Benefits of a self managed team to organisations • Team ownership of problems and decision making • Co-operation and communication within self-managed teams • Techniques to develop self managed teams (eg empowerment and job enrichment) 	

Title:	Managing yourself (M2.20)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Know how to manage yourself and your time in line with team and organisational goals		1.1 Identify <u>three</u> strengths they have as a team leader and briefly justify their answer 1.2 Set personal SMART objectives to achieve team and organisational goals 1.3 List own SMART objectives in order of priority 1.4 Explain a simple time management technique they could use to assist themselves in achieving their objectives
2. Know how to manage own stress		2.1 Identify <u>two</u> causes of stress and state their impact on the workplace 2.2 List any <u>two</u> symptoms of stress in the workplace 2.3 Explain <u>one</u> simple stress management technique that could help to reduce stress or its effects 2.4 Identify <u>one</u> source of support available in the workplace or elsewhere
Additional information about the unit		
Unit purpose and aim(s)		To develop an understanding of managing yourself required by a practising or potential team or cell leader.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: A1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	5
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Setting SMART objectives and using them to prioritise own actions • Simple time management techniques • Awareness of own skills and abilities • Personal objectives in relation to team objectives • Developing flexibility, responding to changing circumstances at a daily level
2	<ul style="list-style-type: none"> • Causes and impacts of stress at work • Symptoms of stress in self • Implications of stress for workplace and non-work activities/relationships • Simple stress management techniques • Available sources of support • Action planning and review techniques

Title:	Enterprise awareness (M2.21)	
Level:	2	
Credit value:	3	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the enterprise environment		1.1 Identify an organisation 1.2 Briefly describe the type of organisation, its size and what it does 1.3 Briefly explain the significant external influences (such as competitive and legal factors) on their chosen enterprise
2. Understand finance and enterprise		2.1 Briefly explain what is meant by cash flow and why it is important for their chosen enterprise to control its cash flow
3. Understand resources within enterprise		3.1 Choose <u>one</u> physical resource and explain why it is important for their chosen enterprise to manage the use of this particular resource effectively 3.2 Briefly explain <u>one</u> of the organisation's main legal responsibilities to its people
4. Understand customer focus		4.1 Describe their chosen enterprise's main product or service 4.2 State the main customer or market for this service/product 4.3 Briefly describe how the organisation promotes its products and services
5. Understand internal and external communication methods		5.1 Explain methods that could be used for internal communication and methods that could be used for external communication and state why they would use these methods
Additional information about the unit		
Unit purpose and aim(s)	To provide practising or potential team or cell leaders with the opportunity to demonstrate their awareness of the world of enterprise.	
Unit review date	31/12/2014	
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)	Links to SFEDI 2006 NOS: UE3/7, LG1, MN1/4, BS1/2, BD2, LG3/4, OP3, WB1/2/3/4/10	

Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)	
Support for the unit from a sector skills council or other appropriate body (if required)	SFEDI (Business Enterprise) Council for Administration (CfA) for Team Leading
Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	24

Additional Guidance about the Unit

Indicative Content:

1	<ul style="list-style-type: none"> An outline of enterprise structures including franchises and those in the public and voluntary sectors Stakeholders Operational functions and structures such as marketing, finance, production, etc Simple outline of the impact of competitors and the law on enterprise Support services for enterprise (such as business links, local council and regional development agency)
2	<ul style="list-style-type: none"> Difference between income and expenditure Significance of cash and credit Simple treatment of the concepts of cash flow and cash flow forecasting The importance of controlling credit and creditors to ensure the survival of the organisation The importance of keeping financial and other records (and monitoring the financial status)
3	<ul style="list-style-type: none"> Acquisition, maintenance and protection of premises, tools and equipment Effective use and control of materials and energy within an enterprise Legal responsibilities of enterprise to employees (including health and safety, and diversity)
4	<ul style="list-style-type: none"> Customer as the focus for enterprise and the importance of meeting customer requirements Basic outline of market research, customer service, quality management Basic concepts of sales and promotion Cost calculation and price determination
5	<ul style="list-style-type: none"> Need for information in the organisation

	<ul style="list-style-type: none">• Alternative means of communication, both external and internal to the enterprise• Information systems; manual and computer-based
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Title:	Dealing with customers lawfully (M2.22)	
Level:	2	
Credit value:	1	
Learning outcomes (the learner <u>will</u>)		Assessment criteria (the learner <u>can</u>)
1. Understand the customer's rights and your team's responsibilities		1.1 List <u>two</u> rights of a customer in a contract with a supplier 1.2 Describe an organisation's responsibilities in collecting and storing information about customers 1.3 Briefly explain why it is important to maintain confidentiality 1.4 Briefly describe the organisation's procedures for dealing with complaints or problems 1.5 Give <u>one</u> example of a customer complaint or problem they would need to refer to someone with more authority
Additional information about the unit		
Unit purpose and aim(s)		To provide practising or potential team or cell leaders with the ability to deal with customers lawfully.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: F5, F7
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		4

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Customer rights arising from the law relating to contracts for the sale of goods and services • Warranties and codes of practice • Data Protection Act • Importance of maintaining confidentiality • Own organisation's procedures for dealing with complaints or problems • Limits of own authority and when to refer

A P P E N D I X - B

ASSESSMENTS FOR THE ILM LEVEL 2 AWARD IN PERSONAL DEVELOPMENT

REFLECTIVE REVIEW: INDUCTION AND COACHING IN THE WORKPLACE (M2.05), DIVERSITY IN THE WORKPLACE (M2.12)

TASK

This assignment is designed to enable you to understand workplace diversity. It will also help you in building your knowledge and understanding of induction and coaching in the workplace. It looks at the following:

- Understanding diversity in the workplace and building a positive environment.
- Inducting new members into the team.
- Knowing how to coach individuals in a team.

You should, where possible, use your own workplace as the basis for this assignment, but if this is not possible you should use an organisation with which you are familiar.

You might expect to complete this task within 500 to 1000 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria

Understanding diversity in your workplace

Many organisations across the world consist of culturally diverse workforces. To be a successful team leader it is important that diversity is respected and problems and issues arising due to differences in individual values are dealt with in an appropriate manner. To help you better understand diversity in the workplace answer the following:

- Explain what you could do to encourage your team to value diversity and respect differences (you could use an example to explain this).
- Give an example of inappropriate behaviour within your team or your organisation, and describe what action you as a team leader (or potential team leader) should take if this were not within the scope of your authority.

It can happen that the views and opinions of an individual in an organisation could at times clash with that of the organisation. Think of an example of where this may have happened or could potentially happen and then answer the following questions:

- Give an example of a situation that may involve a clash or disagreement between an individual's views and opinions and that of the organisation.
- In the event of a potential clash or disagreement between an individual's values with that of the organisation explain what the possible implications could be for you as a team leader (or potential team leader) in dealing with this.

(min 25 marks required from 50 available)

- One thing that a team leader could do to encourage the team to value diversity and respect differences was explained
- One example of inappropriate behaviour in the workplace was given
- What actions should be taken if the inappropriate behaviour is outside the team leader's realm of authority was described
- One example of a situation where an individual's views and opinions could clash with organisational expectations was given
- Possible implications for a team leader in dealing with a clash between individual values and organisational expectations was explained

Integrating new members into the team

It is very important to integrate new members into the team as this will ensure that they become part of the team and this in turn will enable the team to function successfully. The questions below will assist you in understanding how to do this:

- Start by briefly describing your organisations procedure

- Organisation's procedure for induction was briefly described
- Benefits of induction were described
- Any two ways that new members in the organisation could be supported was briefly described

<p>for induction; and then describe the benefits to your team of successfully inducting new members.</p> <ul style="list-style-type: none"> • Briefly describe any two ways that new members could be supported. <p><i>(min 10 marks required from 20 available)</i></p>	
<p>Knowing how to coach individuals in the team</p> <p>Coaching new members can help build their confidence and improve their performance in the workplace. To help you better understand how to coach individuals answer the following questions:</p> <ul style="list-style-type: none"> • Explain one recognised coaching technique that you could use to build confidence and performance in your team or workplace. • Prepare an outline plan for a short coaching session in your workplace related to a task or activity. This outline plan should include specific performance objectives that are achievable and measurable. You should also include resources. • Explain why constructive feedback is so important in a coaching relationship. <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • <u>One</u> recognised coaching technique that could be used to build confidence and performance in the workplace was explained • An outline plan for a short coaching session in a task or activity in the workplace was prepared • The importance of constructive feedback in the coaching relationship was explained
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET: REFLECTIVE REVIEW: INDUCTION AND COACHING IN THE WORKPLACE (M2.05), DIVERSITY IN THE WORKPLACE (M2.12)

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Understanding diversity in your workplace <ul style="list-style-type: none"> One thing that a team leader could do to encourage the team to value diversity and respect differences was explained <u>One</u> example of inappropriate behaviour in the workplace was given <u>What</u> actions should be taken if the inappropriate behaviour is outside the team leader's realm of authority was described <u>One</u> example of a situation where an individual's views and opinions could clash with organisational expectations was given Possible implications for a team leader in dealing with a clash between individual values and organisational expectations was explained 			/50 marks (min 25)	
Integrating new members into the team <ul style="list-style-type: none"> Organisation's procedure for induction was briefly described Benefits of induction were described Any <u>two</u> ways that new members in the organisation could be supported was briefly described 			/20 marks (min 10)	
Knowing how to coach individuals in the team <ul style="list-style-type: none"> <u>One</u> recognised coaching technique that could be used to build confidence and performance in the workplace was explained An outline plan for a short coaching session in a task or activity in the workplace was prepared The importance of constructive feedback in the coaching relationship was explained 			/30 marks (min 10)	

				15)		
Assessor's decision			Quality assurance use			
Total marks	Outcome (circle as applicable)		Total marks	Outcome (circle as applicable)		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL		Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:			Date of IQA check:			
Name of assessor:			Name of IQA:			
Assessor signature and date:			IQA signature:			
ILM EV signature:			Date externally verified (where applicable):			

REFLECTIVE REVIEW: WORKPLACE COMMUNICATION (M2.16), MANAGING YOURSELF (M2.20)

TASK

This assignment requires you to think about your ability to communicate with others and how you manage your workload and stress.

You should, where possible, use your own workplace as the basis for this assignment, but if this is not possible you should use an organisation with which you are familiar.

You might expect to complete this task in around 600 words; expected range 500 to 1000 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria

Background

Very briefly identify your organisation (or the organisation you have selected) state what it does, and your role within it.

- This aspect is not assessed, but is designed to help the assessor understand the context of the information you provide.

Understanding how to communicate effectively in the workplace

Organisations and teams will struggle to thrive without good communication. This involves communicating both with those within your team and with those outside your area of responsibility.

- Start this section by illustrating the key stages in the communication process. You could use a diagram to help you do this.

Now consider how you would communicate with others and the methods you would use. Explain the following:

- Two methods you could use to communicate with those within your team and state when each of the two methods you have explained would be appropriate (you could use an example to help you explain this).
- One method you could use to communicate with those outside your team and state when the method you have explained would be appropriate (you can use an example to help you explain this).

Good record keeping is essential to accurately record discussion and one-to-one communication. Reflect on this and then:

- Briefly describe two methods you could use to accurately record one-to-one oral communication.

Often there are barriers to communication (things that make communication difficult).

- List two barriers to communication that you have encountered when dealing with others (this could be with those inside or outside your team).

(min 23 marks required from 46 available)

- The key stages in the communication process are illustrated
- Two methods of communicating within the team are explained and when each method would be appropriate is stated
- One method of communicating with people outside own area of responsibility is explained and when this will be appropriate is stated
- Two methods of maintaining accurate records of one-to-one oral communication are briefly described
- Two barriers to communication are listed and how these could be overcome is explained

<p>Knowing how to manage stress</p> <p>Whilst work can be both rewarding and satisfying, at times you may find yourself in a tough or stressful situation. In answering the questions below reflect on your workplace:</p> <ul style="list-style-type: none"> • Identify two causes of stress and list two symptoms that maybe displayed as a result of this; and state what the impact could be on your team or organisation. • Explain a simple technique you could use to help you reduce stress. • Identify one source of support that could be available to help you manage your stress. <p><i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> • <u>Two</u> causes of stress were <u>identified</u> and their impact on the workplace stated • Any <u>two</u> symptoms of <u>stress</u> in the workplace were listed • One simple stress management technique that could help to <u>reduce</u> stress or its effects was explained • One source of support available in the workplace or elsewhere was identified
<p>Knowing how to manage yourself and your time</p> <p>Efficient time management ensures that jobs are done in a timely manner and in the correct order of priority. As a team leader (or potential team leader) it is important that you know your strengths and know how to manage yourself and your time. In answering the questions below reflect on these issues in your workplace:</p> <ul style="list-style-type: none"> • Identify three of your strengths as a team leader (or potential team leader). Why do you feel that these are your strengths (for example what feedback have you had from others about these)? • Set smart objectives for yourself and your team. Smart objectives are Specific, Measurable, Acceptable, Realistic and Time-bound. These should be listed in their order of priority. • Explain a simple time management technique you could use that could help you to achieve your objectives. <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> • <u>Three</u> strengths they have as a team leader are identified and briefly justified their answer • Personal SMART <u>objectives</u> were set to achieve team and organisational goals • <u>Own</u> SMART objectives in order of priority were listed • A simple time <u>management</u> technique they could use to assist themselves in achieving their objectives was explained
<p>By submitting this assessment you confirm that it is your own work</p>	

**MARK SHEET: REFLECTIVE REVIEW: WORKPLACE COMMUNICATION (M2.16),
MANAGING YOURSELF (M2.20)**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Understanding how to communicate effectively in the workplace <ul style="list-style-type: none"> The key stages in the communication process are illustrated Two methods of communicating within the team are explained and when each method would be appropriate is stated One method of communicating with people outside own area of responsibility is explained and when this will be appropriate is stated Two methods of maintaining accurate records of one-to-one oral communication are briefly described Two barriers to communication are listed and how these could be overcome is explained 			/46 marks (min 23)	
Knowing how to manage stress <ul style="list-style-type: none"> <u>Two</u> causes of stress were <u>identified</u> and their impact on the workplace stated Any <u>two</u> symptoms of <u>stress</u> in the workplace were listed One simple stress management technique that could help to <u>reduce</u> stress or its effects was explained One source of support available in the workplace or elsewhere was identified 			/24 marks (min 12)	
Knowing how to manage yourself and your time <ul style="list-style-type: none"> <u>Three</u> strengths they have as a team leader are identified and briefly justified their answer Personal SMART <u>objectives</u> were set to achieve team and organisational goals <u>Own</u> SMART objectives in order of 				

priority were listed • A simple time management technique they could use to assist themselves in achieving their objectives was explained			/30 marks (min 15)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

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A P P E N D I X - C

ASSESSMENT FOR THE ILM LEVEL 2 AWARD IN CUSTOMER AWARENESS

WORK-BASED ASSIGNMENT: FULFILLING CUSTOMER REQUIREMENTS (M2.07), PROVIDING QUALITY TO CUSTOMERS (M2.08), DEALING WITH CUSTOMERS LAWFULLY (M2.22)

TASK

Customers are the life-blood of any organisation. They are people who buy or rent goods or services. Fulfilling customer requirements is all about meeting customer expectations by delivering goods or services in a timely manner. This assignment is designed to help you develop your knowledge and understanding of the following:

- Knowing how to deal with customers lawfully
- Providing quality to customers
- Fulfilling customer requirements

The three areas will allow you to explore your knowledge about customers and explore ways to improve your customers' satisfaction.

You should, where possible, use your own workplace as the basis for this assignment, but you may use another team within the organisation or another organisation as your focus if you have relevant experience elsewhere.

The approximate word range for this assessment is between 650 to 1100 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria

Dealing with customers lawfully

To have a greater awareness of customers it is important to understand what the legal requirements are when dealing with them. To assist in creating this understanding:

- List two rights of your customers.
- Briefly describe the Data Protection Act and describe what your organisation's responsibilities are in terms of collecting and storing information about your customers; and briefly explain why it is so important to maintain their confidentiality.
- Briefly describe how your organisation deals with customer complaints or problems.
- Give an example of the type of complaint that you would need to refer to your line manager.

(min 13 marks required from 26 available)

- Listed two rights of a customer in a contract with a supplier
- Briefly described the Data Protection Act and its implications for collecting, storing and using customer feedback
- Described an organisation's responsibilities in collecting and storing information about customers
- Briefly explained why it is important to maintain confidentiality
- Briefly described the organisation's procedures for dealing with complaints or problems
- Gave one example of a customer complaint or problem they would need to refer to someone with more authority

Providing quality to customers

Customers mostly return to do business with an organisation because they are satisfied with the quality of a product or service they received. This section of the assignment is about helping you better understand the importance of providing quality to customers. To assist in creating this understanding:

- Explain why quality is so important to your customers; and what the difference is between quality assurance and quality control (you could use an example to help you explain this).

Most organisations use a quality system to monitor and assist in improving quality in both the organisation and within teams. Briefly describe:

- The system that your organisation uses to monitor the quality of your team's work.
- Two things your team could do to improve quality.
- How your team could measure an improvement in quality.

- Explained the importance of quality to the customer
- Explained the difference between quality assurance and quality control
- Briefly described one quality system relevant to the organisation
- Briefly described one method of monitoring the quality of the team's work
- Briefly described two things the team could do to improve quality
- Described one way that the team could measure an improvement in quality

(min 15 marks required from 30 available)	
<p>Fulfilling customer requirements</p> <p>Organisations that fulfil their customers' requirements have a better chance of financial success than those who do not pay much attention to this. To create a better understanding of your customers and their requirements:</p> <ul style="list-style-type: none"> • Identify any two of your customers (these could be internal or external customers). • List two standards of service required by your organisation and explain how performance is measured against any one of these standards. • Explain why it is so important to meet and exceed your customers' expectations. <p>Getting feedback from customers is vital in order to improve performance. To explore getting and analysing customer feedback further:</p> <ul style="list-style-type: none"> • Briefly describe two ways that you could get feedback from your customers (this could be formal or informal feedback). • Collect feedback from customers and analyse this more closely to see what you are doing well and what could be improved (briefly summarise your findings and also depict this on a simple chart, graph or pictogram which you should attach to your assignment). • Briefly describe one thing you or your team could do to improve customer service or satisfaction. <p>(min 22 marks required from 44 available)</p>	<ul style="list-style-type: none"> • Identified any <u>two</u> internal and/or external customer groups and explain their differing expectations • Listed <u>two</u> established standards of service in the organisation • Explained how performance is measured against <u>one</u> of these established standards of service • Explained the importance of customer feedback • Briefly explained why it is important to exceed customer expectations • Briefly described <u>two</u> different methods of collecting formal and informal feedback • Collected and analysed simple feedback from customers • Depicted customer feedback using a chart, graph or pictogram • Briefly described <u>one</u> technique they could use to improve customer service or satisfaction
By submitting this assessment you confirm that it is your own work	

MARK SHEET: WORK-BASED ASSIGNMENT: FULFILLING CUSTOMER REQUIREMENTS (M2.07), PROVIDING QUALITY TO CUSTOMERS (M2.08), DEALING WITH CUSTOMERS LAWFULLY (M2.22)

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Dealing with customers lawfully <ul style="list-style-type: none"> Listed <u>two</u> rights of a customer in a contract with a supplier Briefly described the Data Protection Act and its implications for collecting, storing and using customer feedback Described an organisation's responsibilities in collecting and storing information about customers Briefly explained why it is important to maintain confidentiality Briefly described the organisation's procedures for dealing with complaints or problems Gave <u>one</u> example of a customer complaint or problem they would need to refer to someone with more authority 			/26 marks (min 13)	
Providing quality to customers <ul style="list-style-type: none"> Explained the importance of quality to the customer Explained the difference between quality assurance and quality control Briefly described one quality system relevant to the organisation Briefly described <u>one</u> method of monitoring the quality of the team's work Briefly described <u>two</u> things the team could do to improve quality Described <u>one</u> way that the team could measure an improvement in quality 			/30 marks (min 15)	
Fulfilling customer requirements <ul style="list-style-type: none"> Identified any <u>two</u> internal and/or external customer groups and explain their differing expectations Listed <u>two</u> established standards 				
ILM Level 2 Qualifications in Personal Development, Customer Awareness, Enterprise Awareness and Team Leading Qualification Specification		© Institute of Leadership & Management		Version: October 2011

of service in the organisation <ul style="list-style-type: none"> • Explained how performance is measured against <u>one</u> of these established standards of service • Explained the importance of customer feedback • Briefly explained why it is important to exceed customer expectations • Briefly described <u>two</u> different methods of collecting formal and informal feedback • Collected and analysed simple feedback from customers • Depicted customer feedback using a chart, graph or pictogram • Briefly described <u>one</u> technique they could use to improve customer service or satisfaction 				/44 marks (min 22)
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

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A P P E N D I X - D

ASSESSMENT FOR THE ILM LEVEL 2 AWARD IN ENTERPRISE AWARENESS

WORK-BASED ASSIGNMENT: M2.21 ENTERPRISE AWARENESS

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK <p>To complete this assignment you need to demonstrate your knowledge of an organisation with which you are familiar. The organisation may be the organisation in which you are employed or it could be an organisation where you act as a volunteer either on a waged or unwaged basis. To complete this assignment you will need to describe the organisation in terms of its size, how it controls its cash flow, how it manages its resources, its legal responsibilities, its product/services and how the organisation promotes that product or service, and the communication methods that could be used.</p> <p>In completing this assignment think about</p> <ul style="list-style-type: none"> • How what you do in your job affects your organisation. • How having an appreciation of other people's roles can help you better understand your organisation. • The importance of good linkages and working relationships between various teams. <p>You might expect to complete this assignment in around 800 words, expected range 750 to 1000 words</p>	
<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
Understand the Enterprise Environment <ul style="list-style-type: none"> • Identify by name the organisation you have chosen to describe. • Briefly describe what type of organisation it is. • Briefly describe the size of the organisation and what it does. • Briefly explain the significant external influences (competitive and legal factors) that may affect the organisation. <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> • An organisation is identified • The type of organisation, its size, and what it does is briefly described • Significant external influences (such as competitive and legal factors) are briefly explained
Understand Finance and Enterprise <ul style="list-style-type: none"> • Briefly explain what is meant by cash flow. • Briefly explain why it is important for your chosen organisation to control its cash flow. <p><i>(min 7 marks required from 14 available)</i></p>	<ul style="list-style-type: none"> • Cash flow is briefly explained • The importance of controlling cash flow is briefly explained
Understand Resources within the Enterprise <ul style="list-style-type: none"> • Choose <u>one</u> physical resource and briefly explain why it is important that your chosen organisation effectively manages the physical resource you have chosen. • Briefly explain <u>one</u> of the organisation's main legal responsibilities to its people. <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • <u>One</u> physical resource is chosen and the importance of managing this resource effectively is briefly explained • <u>One</u> of the organisation's main legal responsibilities to its people is briefly explained

<p>Understand Customer Focus</p> <ul style="list-style-type: none"> • Briefly describe the main product or service of your chosen organisation. • State the main customer or market for this product or service. • Briefly describe how the organisation promotes its product or service. <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • The enterprise's main product or service is described • The main customer or market for the product or service is stated • The way in which the organisation promotes its product or service is briefly described
<p>Understand Internal and External Communication Methods</p> <ul style="list-style-type: none"> • Briefly explain one method of external communication that the organisation could use and state why the organisation would use this method. • Briefly explain one method of internal communication that the organisation could use and state why the organisation would use this method. <p><i>(min 10 marks required from 20 available)</i></p>	<ul style="list-style-type: none"> • Methods of external and internal communication that can be used are explained • Why these methods of external and internal communication are used is stated
<p>By submitting I confirm that this assessment is my own work</p>	

MARK SHEET – WORK-BASED ASSIGNMENT: M2.21 ENTERPRISE AWARENESS

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
Understand the Enterprise Environment <ul style="list-style-type: none"> • An organisation is identified • The type of organisation, its size, and what it does is briefly described • Significant external influences (such as competitive and legal factors) are briefly explained 			/26 marks (min 13)	

Understand Finance and Enterprise <ul style="list-style-type: none"> Cash flow is briefly explained The importance of controlling cash flow is briefly explained 				/14 marks (min 7)	
Understand Resources within the Enterprise <ul style="list-style-type: none"> One physical resource is chosen and the importance of managing this resource effectively is briefly explained One of the organisation's main legal responsibilities to its people is briefly explained 				/20 marks (min 10)	
Understand Customer Focus <ul style="list-style-type: none"> The enterprise's main product or service is described The main customer or market for the product or service is stated The way in which the organisation promotes its product or service is briefly described 				/20 marks (min 10)	
Understand Internal and External Communication Methods <ul style="list-style-type: none"> Methods of external and internal communication that can be used are explained Why these methods of external and internal communication are used is stated 				/20 marks (min 10)	
Assessor's decision		Quality assurance use			
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:		Date of IQA check:			
Name of assessor:		Name of IQA:			
Assessor signature and date:		IQA signature:			
ILM EV signature:		Date externally verified (where applicable):			

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A P P E N D I X - E

ASSESSMENTS FOR THE ILM LEVEL 2 CERTIFICATE IN TEAM LEADING

REFLECTIVE REVIEW: DEVELOPING YOURSELF AS A TEAM LEADER (M2.01)**TASK**

Effective Team Leaders understand their roles, functions and responsibilities; and the limits of their authority and accountability. They also know how to seek, accept and respond positively to feedback on personal performance to improve their workplace performance.

You do not need to be leading a team in order to complete this Reflective Review.

You should, where possible, use your own workplace as the basis for this Reflective Review; but you may use another team within the organisation or another organisation as your focus if you have experience elsewhere that is relevant.

If you are not currently in employment, then you should try to undertake this Reflective Review in relation to a team in an organisation of which you have some knowledge. In exceptional circumstance, and where this is not possible, the tutor should contact the ILM External Verifier for further advice.

You might expect to complete this task in around 300 words; expected range 250 to 500 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria**Background**

Very briefly identify your organisation, (or the organisation you have selected,) state what it does, and your role within it (or the team leader role you plan to use for the purpose of this Reflective Review).

- This aspect is not assessed, but is designed to help the assessor understand the context of the information you provide throughout the remainder of the Reflective Review

Responsibilities of a team leader

- Describe four responsibilities of a team leader in your organisation (or the organisation you have selected).
- Give two examples of problems you would need, as a team leader, to refer to someone with more authority.

(min 15 marks required from 30 available)

- Four responsibilities of a team leader are described
- Two examples of problems they would need to refer to someone with more authority are given

Feedback on own performance

- Collect feedback on your performance in a work-related situation and use it to identify one of your strengths which could help you to be an effective team leader and one area for improvement.

(min 10 marks required from 20 available)

- Feedback on own performance is used to identify one strength and one area for improvement

Establishing trust

- Describe one thing you could do as a team leader to establish and maintain trust within a team.

(min 10 marks required from 20 available)

- One thing that they can do to establish and maintain trust within the team is described

Improving own performance

- Prepare a simple action plan to address areas needing improvement in your own performance as a team leader (or potential team leader).

(min 15 marks required from 30 available)

- A simple action plan is prepared to address areas needing improvement in own performance

By submitting this assessment you confirm that it is your own work

MARK SHEET: REFLECTIVE REVIEW: DEVELOPING YOURSELF AS A TEAM LEADER (M2.01)

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas of Improvement	Assr mark	QA mark
Responsibilities of a team leader <ul style="list-style-type: none"> Four responsibilities of a team leader are described Two examples of problems they would need to refer to someone with more authority are given 			/30 marks (min 15)	
Feedback on own performance <ul style="list-style-type: none"> Feedback on own performance is used to identify one strength and one area for improvement 			/20 marks (min 10)	
Establishing trust <ul style="list-style-type: none"> One thing that they can do to establish and maintain trust within the team is described 			/20 marks (min 7)	
Improving own performance <ul style="list-style-type: none"> A simple action plan is prepared to address areas needing improvement in own performance 			/30 marks (min 10)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

MINI-PROJECT: MOTIVATING THE WORK TEAM TO PERFORM (M2.02), PLANNING AND MONITORING WORK (M2.03)

TASK

Your task is to explore specific aspects of the role of team leader. You do not actually need to be leading a team in order to complete this Mini-Project, but you will need to focus on the team leader's responsibilities for ensuring that tasks or activities are completed.

You should, where possible, use your own workplace as the basis for this Mini-Project; but you may use another organisation as your focus if you have relevant experience elsewhere. In choosing the organisation to use for this Mini-Project, you should be looking for opportunities to apply what you have learnt in the two core Units of your ILM Level 2 Certificate in Team Leading programme. You are advised to discuss your task with your tutor and/or your line manager.

If you are not currently in employment, then you should try to undertake this Mini-Project in relation to a team in an organisation of which you have some knowledge. In exceptional circumstance, and where this is not possible, the tutor should contact the ILM External Verifier for further advice.

The various stages in your Mini-Project are set out below. The structure given is designed to help you to present your work logically, including all the required steps. To maximise your chances of success, follow this guidance carefully.

You might expect to complete this task in around 700 words; expected range 500 to 1000 words.

<i>Please use the headings shown below when writing up your Assignment</i>	Assessment Criteria
Background Very briefly identify your organisation (or the organisation you have selected), state what it does and your role within it (or the team leader role you plan to use for the purpose of this mini-project).	<ul style="list-style-type: none"> • This aspect is not assessed, but is designed to help the assessor understand the context of the information you provide throughout the remainder of the mini-project
Planning and allocating work <ul style="list-style-type: none"> • Give an example of one policy that affects the work of your team. Also give one example of an objective, linked to this policy, that your team is working to achieve (<i>an example of a policy could be the Customer Service Policy and an example of an objective may be to halve customer complaints</i>). • In order to achieve this objective, how do you go about planning and allocating work? How do you ensure that your team members understand what is required of them? <p>(min 12 marks required from 24 available)</p>	<ul style="list-style-type: none"> • One example of a target or objective that the team is working to achieve is given • One organisational policy that is relevant to the work of the team is identified • The way that work is planned or allocated to meet the target or objective selected above is explained • One way of checking that team members understand what work is required of them is described
Monitoring your team's work <ul style="list-style-type: none"> • How will the team's work be checked (name two ways) and what could be done if someone were not doing their job properly? • Mention an example of something your team currently does that seems to conflict with something else they are required to do. <p>(min 13 marks required from 26 available)</p>	<ul style="list-style-type: none"> • Two ways to monitor the team's work are listed • One action the team leader could take to rectify performance that does not meet the required standard is described • One example of conflict or incompatibility between different targets or objectives in the workplace is given

<p>Motivating your team to perform</p> <ul style="list-style-type: none"> Briefly describe one of the theories of motivation that you have learnt about and, putting this theory into practical use, describe two things you could do to motivate your team. <p><i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> One recognised theory of motivation is briefly described Two things that could be done to motivate own team to improve performance using that theory of motivation is described
<p>Dealing with under-performance from individual team members</p> <ul style="list-style-type: none"> Explain one thing that your organisation expects in terms of the quality and/or quantity of work required from team members. Describe two things that could indicate to you that the work of one of your team members is not acceptable (for example complaints from customers, poor time-keeping and missing deadlines etc). What could be causing this unsatisfactory work and what could be done to solve this? <p><i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> One example of an organisation's performance requirements in relation to individual employees is explained Two indicators of underperformance that relate to own team are described The possible causes of under-performance and action they could take to rectify one of these is described
<p>By submitting this assessment you confirm that it is your own work</p>	

**MARK SHEET: MINI-PROJECT: MOTIVATING THE WORK TEAM TO PERFORM (M2.02),
PLANNING AND MONITORING WORK (M2.03)**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas of Improvement	Assr mark	QA mark
Planning and allocating work <ul style="list-style-type: none"> One example of a target or objective that the team is working to achieve is given One organisational policy that is relevant to the work of the team is identified The way that work is planned or allocated to meet the target or objective selected above is explained One way of checking that team members understand what work is required of them is described 			/24 marks (min 12)	
Monitoring your team's work <ul style="list-style-type: none"> Two ways to monitor the team's work are listed One action the team leader could take to rectify performance that does not meet the required standard is described One example of conflict or incompatibility between different targets or objectives in the workplace is given 			/26 marks (min 13)	
Motivating your team to perform <ul style="list-style-type: none"> One recognised theory of motivation is briefly described Two things that could be done to motivate own team to improve performance using that theory of motivation is described 			/24 marks (min 12)	
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Dealing with under-performance from individual team members <ul style="list-style-type: none"> • One example of an organisation's performance requirements in relation to individual employees is explained • Two indicators of underperformance that relate to own team are described • The possible causes of under-performance and action they could take to rectify one of these is described 				/26 marks (min 13)	
Assessor's decision		Quality assurance use			
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:		Date of IQA check:			
Name of assessor:		Name of IQA:			
Assessor signature and date:		IQA signature:			
ILM EV signature:		Date externally verified (where applicable):			

WORK-BASED ASSIGNMENT: DEVELOPING THE WORK TEAM (M2.04), INDUCTION AND COACHING IN THE WORKPLACE (M2.05), LEADING YOUR WORK TEAM (M2.19)

TASK

This work-based assignment is designed to help you develop your knowledge and understanding of leadership and teams within the context of your organisation. It also requires you to understand how to integrate new team members and coach individuals in a team. You do not actually need to be leading a team in order to complete this assignment.

You should, where possible, use your own workplace as the basis for this assignment, but if this is not possible you should use an organisation with which you are familiar.

The approximate word range for this assessment is between 1500 to 2000 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria

Understanding leadership within the context of your organisation

This task requires you to think about leadership within the context of your organisation or an organisation within which you may have worked and then:

- Explain the difference between leadership and management.
- Briefly describe three styles of leadership.
- Identify what leadership style or a combination of styles are used within your organisation.
- Explain what effect this leadership style (or styles) has on people and their performance at work.

Now think about your own behaviour and:

- Briefly review your own style of leadership; and its impact on people and their work performance.

(min 10 marks required from 20 available)

- The difference between leadership and management is explained
- Three leadership styles are briefly described
- Leadership styles or a combination of leadership styles commonly used within the organisation are identified
- The likely effect of this style or combination of styles on people and their work performance is explained
- Own leadership style and its impact on people and their work performance is briefly reviewed

Understanding teams within the context of your organisation

This section will help you understand the difference between groups and teams and why teams are so important. Consider your team at work and:

- Explain what the difference is between a group and a team.
- Briefly describe the stages in team development (use a recognised model to do this).
- Explain two advantages and two disadvantages of teams.
- Describe two of your team's role and responsibilities.
- What are two things (techniques) that could be used to empower others?
- Explain what is meant by a self managed team and how would such a team benefit your organisation?

(min 15 marks required from 30 available)

- Difference between teams and groups in the workplace is explained
- The stages in team development using a recognised model are briefly described
- Two advantages and two disadvantages of teams are explained
- Two team roles and responsibilities are described
- Two techniques a team leader could use to empower others in the team are identified
- A self managed team is explained
- The benefits to an organisation of developing self managed teams are explained

Identify and meet the training needs of a group or team

- Carry out a basic training needs analysis for your work team.
- Identify possible training opportunities to meet their training needs.

- A basic training needs analysis of a group or team in the workplace has been conducted
- Possible training opportunities to meet identified needs are suggested

(min 7 marks required from 14 available)	
<p>Understanding how to integrate new members and coach individuals in a team</p> <p>It takes time and effort to integrate a new member in the team. New employees need to be properly inducted into the organisation if they are to be able to work effectively. To help you understand induction, answer the following questions:</p> <ul style="list-style-type: none"> • Describe the benefits of induction. • Briefly describe what your organisation's induction procedures are and two ways new members can be supported. <p>This task helps you understand how you could use coaching to improve performance of existing team members. Looking at your organisation, consider the following:</p> <ul style="list-style-type: none"> • Explain one recognised coaching technique you would use to build confidence and improve performance in your workplace. • Prepare an outline plan for a short coaching session for a task or activity in your workplace. • Explain why it is important to give constructive feedback in your coaching relationship. <p>(min 16 marks required from 36 available)</p>	<ul style="list-style-type: none"> • The benefits of induction are described • The organisation's procedure for induction is briefly described • Any two ways that new members in the organisation could be supported are briefly described • <u>One</u> recognised coaching technique which could be used to build confidence and performance in the workplace is explained • An outline plan for a short coaching session for a task or activity in the workplace was prepared • The importance of constructive feedback in the coaching relationship is explained
By submitting this assessment you confirm that it is your own work	

**MARK SHEET: WORK-BASED ASSIGNMENT: DEVELOPING THE WORK TEAM (M2.04),
INDUCTION AND COACHING IN THE WORKPLACE (M2.05), LEADING YOUR WORK TEAM
(M2.19)**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Understanding leadership within the context of your organisation <ul style="list-style-type: none"> The difference between leadership and management is explained <u>Three</u> leadership styles are briefly described Leadership styles or a combination of leadership styles commonly used within the organisation are identified The likely effect of this style or combination of styles on people and their work performance is explained Own leadership style and its impact on people and their work performance is briefly reviewed 			/20 marks (min 10)	
Understanding teams within the context of your organisation <ul style="list-style-type: none"> Difference between teams and groups in the workplace is explained The stages in team development using a recognised model are briefly described <u>Two</u> advantages and <u>two</u> disadvantages of teams are explained <u>Two</u> team roles and responsibilities are described <u>Two</u> techniques a team leader could use to empower others in the team are identified A self managed team is explained The benefits to an organisation of developing self managed teams are explained 			/30 marks (min 15)	

Identify and meet the training needs of a group or team <ul style="list-style-type: none"> • A basic training needs analysis of a group or team in the workplace has been conducted • Possible training opportunities to meet identified needs are suggested 				/14 marks (min 7)	
Understanding how to integrate new members and coach individuals in a team <ul style="list-style-type: none"> • The benefits of induction are described • The organisation's procedure for induction is briefly described • Any <u>two</u> ways that new members in the organisation could be supported are briefly described • <u>One</u> recognised coaching technique which could be used to build confidence and performance in the workplace is explained • An outline plan for a short coaching session for a task or activity in the workplace was prepared • The importance of constructive feedback in the coaching relationship is explained 				/36 marks (min 16)	
Assessor's decision		Quality assurance use			
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)		
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL		
Section referral if applicable:		Date of IQA check:			
Name of assessor:		Name of IQA:			
Assessor signature and date:		IQA signature:			
ILM EV signature:		Date externally verified (where applicable):			

REFLECTIVE REVIEW AND TEAM BRIEFING: DEALING WITH CHANGE IN THE WORKPLACE (M2.10), BRIEFING THE WORK TEAM (M2.15)

TASK

Change is common and inevitable in any workplace. To be an effective team leader (or potential team leader) you need to understand how to:

- Support and implement change in the workplace.
- Deal with any conflict(s) or potential conflict(s) that arise as a result of change.
- Be able to brief your team using the resources available to you.

You should, where possible, use your own workplace as the basis for this assignment, but if this is not possible you should use an organisation with which you are familiar.

The approximate word range for this assessment is between 750 to 1000 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria

Understanding, supporting and implementing change in the workplace

Change is inevitable in the workplace. Sometimes things change because of external influences and sometimes because of internal drivers. Think about your organisation and possible things that may cause change then briefly describe:

- Two possible things that may cause change; and
- How people may respond to this.

Now think about your team and how they may support and implement change, then:

- List two potential barriers that could hinder change in the team and state how these barriers could be overcome.
- Explain what you could do as a team leader (or potential team leader) to support and implement change in the team; and develop and maintain group cohesion.

(min 20 marks required from 40 available)

- Briefly described two potential reasons or drivers for change in the workplace
- Briefly described people's possible attitudes and responses to change at work
- Identified two potential barriers to change in the team and stated how these barriers could be overcome
- Explained one way that a team leader could support and implement change in the team
- Explained one thing they could do to develop and maintain group cohesion within a team during change

Dealing with conflict in the workplace

Being a team leader (or potential team leader) means that you need to know how to deal with conflict in the workplace. Consider your workplace and answer the following questions:

- What are two things that could potentially cause conflict?
- Briefly discuss how you could prevent this potential conflict?
- If a conflict does arise, explain one method you could use to effectively handle it.

(min 10 marks required from 20 available)

- Listed two potential causes of conflict in the workplace
- Briefly discussed one method of preventing conflict
- Explained one method of effectively handling conflict if it arises

Brief your work team

Brief your team (or a team) on either dealing with change or dealing with conflict. Prior to the briefing you should:

- Anticipate what the needs or expectations of your team are in relation to your briefing.
- Plan and summarise your briefing including your aim(s), objectives and an outline of the content (this could be in the form of PowerPoint handouts).
- Prepare the location.

- Aim(s) of the team briefing were stated
- The needs/expectations of the team prior to the briefing were anticipated
- The briefing objectives are defined and the structure and content of the briefing was planned
- The location was prepared prior to the briefing
- A team briefing was conducted
- Questions were promoted and handled

<p>You must then conduct the briefing, checking that they understand the content. You should also answer any questions they may have.</p> <p>Then state two methods you could use to report the outcomes of the meeting to those in higher authority (write this on the notes that you hand-in after your presentation).</p> <p><i>(min 20 marks required from 40 available)</i></p>	<p>during/after the team briefing</p> <ul style="list-style-type: none"> • How you will check the team's understanding was explained • Any two methods you could use to report the outcomes of the briefing back to management was stated
<p>By submitting this assessment you confirm that it is your own work</p>	

MARK SHEET: REFLECTIVE REVIEW AND TEAM BRIEFING: DEALING WITH CHANGE IN THE WORKPLACE (M2.10), BRIEFING THE WORK TEAM (M2.15)

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Weaknesses	Assr mark	QA mark
Understanding, supporting and implementing change in the workplace <ul style="list-style-type: none"> Briefly described <u>two</u> potential reasons or drivers for change in the workplace Briefly described people's possible attitudes and responses to change at work Identified <u>two</u> potential barriers to change in the team and stated how these barriers could be overcome Explained <u>one</u> way that a team leader could support and implement change in the team Explained one thing they could do to develop and maintain group cohesion within a team during change 			/40 marks (min 20)	
Dealing with conflict in the workplace <ul style="list-style-type: none"> Listed two potential causes of conflict in the workplace Briefly discussed <u>one</u> method of preventing conflict Explained <u>one</u> method of effectively handling conflict if it arises 			/20 marks (min 10)	
Brief your work team <ul style="list-style-type: none"> Aim(s) of the team briefing were stated The needs/expectations of the team prior to the briefing were anticipated The briefing objectives are defined and the structure and content of the briefing was planned The location was prepared prior to 				
ILM Level 2 Qualifications in Personal Development, Customer Awareness, Enterprise Awareness and Team Leading Qualification Specification		© Institute of Leadership & Management		Version: October 2011

the briefing <ul style="list-style-type: none"> • A team briefing was conducted • Questions were promoted and handled during/after the team briefing • How you will check the team's understanding was explained • Any two methods you could use to report the outcomes of the briefing back to management was stated 			/40 marks (min 20)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

REFLECTIVE REVIEW: COMMUNICATING WITH PEOPLE OUTSIDE THE WORK TEAM (M2.14)

TASK

This assignment explores the importance of effective communication in building and maintaining successful working relationships with those outside the team. To complete this assignment you need to know and understand the importance of good communication skills and how to present a positive impression to people outside your team.

You should, where possible, use your own workplace as the basis for this assignment, but if this is not possible you should use an organisation with which you are familiar.

You might expect to complete this task in around 250 words; expected range 150 to 300 words.

Please use the headings shown below when writing up your Assignment

Assessment Criteria

Understanding the importance of effective communication with people outside the team

- Briefly describe one way that you as a team leader (or potential team leader) can use to build effective working relationships with those outside the team.

(min 10 marks required from 20 available)

- One way the team leader can build effective working relationships with people outside the team is briefly described

Understanding how to present a positive impression to those outside the team

- Briefly explain why it is important that product and service knowledge is needed when answering customers' queries and problems (you can use an example to help you explain this).
- Explain the main organisational, legal and ethical rules that dictate how you communicate with your customers and why it is important that these rules are observed.
- Briefly describe two communication skills that are needed to improve relationships with your customers in your own work environment.
- Explain how you understand your own limit of authority by giving one example of a decision that you would need to refer to a line manager.

(min 40 marks required from 80 available)

- The importance of product and service knowledge in presenting a positive impression to those outside the team is explained
- The importance of observing legal organisational and ethical rules when providing information to customers is explained
- Two communication skills that could improve the relationship with people outside the team are briefly described
- One example of a decision that would be referred to someone with more authority in the organisation is given

By submitting this assessment you confirm that it is your own work

MARK SHEET: REFLECTIVE REVIEW: COMMUNICATING WITH PEOPLE OUTSIDE THE WORK TEAM (M2.14)

Centre Number:		Centre Name:		
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Criteria	Strengths	Areas of Improvement	Assr mark	QA mark
Understanding the importance of effective communication with people outside the team <ul style="list-style-type: none"> One way the team leader can build effective working relationships with people outside the team is briefly described 			/20 marks (min 10)	
Understanding how to present a positive impression to those outside the team <ul style="list-style-type: none"> The importance of product and service knowledge in presenting a positive impression to those outside the team is explained The importance of observing legal organisational and ethical rules when providing information to customers is explained Two communication skills that could improve the relationship with people outside the team are briefly described One example of a decision that would be referred to someone with more authority in the organisation is given 			/80 marks (min 40)	
Assessor's Decision		Quality Assurance Use		
Total Marks	Outcome (circle as applicable)	Total Marks	Outcome (circle as applicable)	
Total 50+ overall, AND minimum in each section	PASS/REFERRAL	Total 50+ overall, AND minimum in each section	PASS/REFERRAL	
Section fail if applicable:		Date of QA check:		

Name of Assessor	Name of QA
Assessor Signature	QA Signature