

Definition of ILM's Assessment Verbs

The following terms are working definitions of the more common verbs used in ILM assessments. They are illustrated with an example of how they can be applied. The examples are for guidance as some verbs can be used in different, but equally valid, contexts. For example, you can 'establish' (set up) a company or you can 'establish' (verify) the truth of a situation.

At the end of this document there are two unit's with additional supporting notes to further support understanding of the assessment criteria.

Verb	Definition	Example
<p>Analyse What makes this work the way it does?</p>	<p>To examine something in detail, to discover, or determine the meaning or essential features and draw conclusions. To break something down into components or essential features; to identify possible causation and/or draw conclusions.</p> <p>Analysis is not solely confined to data, but will often involve some manipulation of data to identify patterns etc. The more complex the topic being analysed, the higher the level, but analysis will rarely be a low-level activity.</p>	<p>A review of staff data confirms that 80% of the workforce is male. It is important to analyse the reasons for this gender imbalance and prepare a report for senior management.</p> <p>The analysis could consist of collecting both qualitative and quantitative data and include each stage of the recruitment process.</p> <p>Where and how does the company advertise? What is the gender breakdown of applicants? Is it greater or less than 3:1?</p> <p>What selection methods are used? Are these appropriate and relevant? Is there any unconscious bias? Talk to current employees about their experience as another source for analysis.</p> <p>Data on retention of staff – is there any significant gender difference? Is the male/ female retention the same at all levels?</p> <p>Gather the data, identify any patterns e.g. are females applying or not? Are they not getting through the selection process? Analyse both the statistical data and the 'soft' information and draw valid conclusions.</p>
<p>Appraise</p>	<p>Less detailed but broader and more comprehensive than an assessment; looking at the whole and making judgements.</p>	<p>In this first example, the word 'appraise' is used as a noun - a formal assessment of employee performance.</p>

<p>Does this seem to work to the required standard?</p>	<p>Appraisal in its broader sense requires a judgement about the subject, identifying its strengths and weaknesses and/or how well something or someone performs in a particular context. Appraisal is more subjective than an evaluation, although it will refer to appropriate criteria.</p>	<p>'In many organisations staff are appraised on an annual basis. This takes a holistic view of an employee and makes a judgement as to their effectiveness in their job role. For example:</p> <p>The employee is <i>always here on time, never leaves early and embodies the company's values. They build good relationships, and this is reflected by how highly their team speaks of them. However, they sometimes lack problem-solving skills and often go to other managers to find solutions.'</i></p> <p>In this second example, 'appraise' is used as a verb, e.g. the act of assessing something.</p> <p>'Appraising the company's staff development policy will illustrate its strengths and weaknesses and overall effectiveness. A strength might be effective internal trainers, but a weakness could be a lack of externally recognised qualifications. However, if the findings meet the needs of the company then the overall judgement may be that it is working well enough.'</p>
<p>Assess Is this to the required standard?</p>	<p>Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors but focuses primarily on impact or outcomes.</p>	<p>At the end of a probationary period new employees may be assessed against a set of criteria that are an essential part of their job role. The assessment can be used as evidence that the employee should become permanent.</p> <p>The employee has proved their competence in providing direction, instructions and guidance to team members, resulting in projects being achieved on time and on budget.</p> <p>The monitoring of resources and has not always followed company procedure. However, with experience, improvements in these areas should be rapid. The overall assessment is that the employee is offered a permanent contract.</p>
<p>Compare How does this relate to that?</p>	<p>Used with two or more examples; requires a description of their relative features, effectiveness or outcomes. Context and</p>	<p>Compare the roles of a senior and junior manager in an organisation.</p>

	<p>variation determine the level of cognition involved.</p>	<p>Senior managers assume a supervisory role over a group of employees in an organisation to meet agreed and defined organisational goals. A junior manager is usually the lowest level of manager in an organisation, typically having supervisory rather than full managerial responsibility. A senior manager may have much of the same supervisory responsibilities but wider and on a more strategic level. For instance, responsibilities may include hiring and budgeting.</p>
<p>Compare and contrast To what extent are they alike and to what extent are they different?</p>	<p>Provide an account of the characteristics of two or more entities that enable judgements to be made as to how they are similar and how they are different.</p>	<p>Compare and contrast coaching and mentoring.</p> <p>Both can be used as a method of staff development. Both require the effective use of active listening by the coach/mentor.</p> <p>A variety of questioning techniques are used to move the coachee/mentee forward.</p> <p>Rapport is essential for either to be effective.</p> <p>However, coaching is seen as a short-term intervention whilst mentoring can be long term.</p> <p>Coaching is about improving work performance; mentoring is more holistic.</p> <p>Mentoring is usually undertaken by a more experienced and knowledgeable person whilst a coach does not have to be a subject expert.</p> <p>Coaches encourage the coachee to find their own solutions whilst mentors offer advice guidance and support.</p>
<p>Contrast How good is this compared to that?</p>	<p>Used with two or more examples; makes some assessment of their relative features, effectiveness or outcomes. By definition, this</p>	<p>Contrast Maslow's and Hertzberg's theories of motivation.</p>

	<p>is more demanding than to compare, and the factors which determine the level for compare also apply.</p>	<p>Maslow envisages a 'motivational pyramid' that moves vertically from one stage to another with the need for food, drink and sleep at the bottom, to self- actualisation at the top of the pyramid. Self-actualisation he envisaged as being a challenging job, sense of achievement and the opportunity for creativity.</p> <p>In contrast Herzberg devised a 'Two factor theory'. He described both motivating factors, e.g. personal growth, recognition enjoyment of the job, but also 'Hygiene factors. These are the factors that, if absent, cause dissatisfaction, but if present do not motivate. For example, if the office is cold then staff will be unhappy and possibly become less productive, but if it is of an acceptable temperature, they will not see this as a motivator but something that they expect.</p> <p>Whilst Herzberg's 'motivational factors' have similarities to Maslow's their theories contrast in that he places more emphasis on the practical aspect of work and the importance of 'job design' in improving the quality of work life. This theory may be more applicable to current day working practices with the increased emphasis on work/ life balance.</p>
<p>Conclude Why is this my decision?</p>	<p>Decide by reasoning.</p>	<p>When deciding on a suitable method of staff development, a manager could examine the examples of coaching versus mentoring given in the 'Compare and contrast' example above. They might look at overall aim - is it short term or long term, the budget, in-house expertise, number of staff involved. By applying these factors to the work situation, they may reach a conclusion as to the most effective method for the organisation.</p>
<p>Critical How valid and relevant are the ideas and information I am using?</p>	<p>To be critical means that you are required to make judgements about the validity or relevance of the ideas and information you are using; to explore their meaning; and to demonstrate understanding of the topic from different perspectives and theoretical frameworks.</p>	<p>Designing an employee incentive scheme for a company from scratch will involve in-depth research, validation of the information collected, and requires underpinning with relevant management theory.</p> <p>Sources could include:</p> <ul style="list-style-type: none"> • general internet research

		<ul style="list-style-type: none"> • academic documents • competitors • staff survey/ interviews • motivational theories • past company history <p>However, not all these sources will carry the same weight of authenticity and relevance and therefore a critical judgment must be made about the validity of each. For example, general unattributed research will not be as reliable as information from university research. Are staff going to be honest in interviews or on surveys? Do the findings make sense in terms of recognised motivational theory? It is important to look critically at the ideas and information gathered to make a sound judgement.</p>
<p>Critically analyse What makes this work the way it does, and why?</p>	<p>Implies careful, exact, in-depth or detailed analysis. Tends to focus more on the components and to comment on their significance, causal relationships or impact on the whole. Requires informed judgement with reference to some conceptual theory, idea, practice or experience so will always be fairly high level of cognitive skill.</p>	<p>Critically analyse the leadership styles prevalent within an organisation and form a judgement as to how effective these are. To analyse effectively, an understanding of leadership theory is required, e.g. Hersey Blanchard, Goleman, Tannenbaum Schmitt. This knowledge can then be applied to the performance of senior managers to critically analyse what styles are used and how effective these are, e.g. are KPI's being met? Are staff fully involved and consulted? Or is this irrelevant? The information should be used to produce a detailed, evidence-based analysis of the leadership styles within the organisation and then critique how effective each style is.</p>
<p>Critique What are the reasons for my views and conclusions on this?</p>	<p>To critique is to analyse something in detail in order to draw conclusions and provide reasons for your opinion as to its worth or value.</p>	<p>'Provide an analysis of Maslow's hierarchy of needs and its relevance in the 21st century.' This is asking for a critique of the strength and weaknesses of the theory and an analysis of its value to the changing workplace. Whatever views and conclusions are drawn must be validated with sound reasoning.</p>
<p>Define</p>	<p>To state precisely the meaning of.</p>	<p>Define the meaning of a 'full and fair' recruitment policy.</p>

<p>What, exactly, does it mean?</p>		<p>To be considered 'fair', a policy must fully meet relevant legislation, e.g. equality and diversity. It must be transparent so everyone knows exactly what is required, e.g. the application process is the same for everyone. There must be a clear and objective job description and person specification that applies equally to all. Employers must ensure that criteria and conditions are all relevant to, and necessary for the job role, so as not to result in indirect discrimination.</p>
<p>Describe What does it look like?</p>	<p>An account of the principal features of the topic. Involves some element of selection of the more important features. Again, context and possible variation is significant, as is the degree of detail required in the description.</p>	<p>Describe the organisational structure within a company/ department. The information could be presented in a matrix structure.</p>
<p>Detail What are the important features?</p>	<p>To detail is to include all the important elements or features.</p>	<p>What are the important elements to bear in mind when planning a training session?</p> <ul style="list-style-type: none"> • logistics – time place venue, length of session • number of learners • motivation – why are they there? • experience or knowledge of the subject – is it a mixed group or all at the same level? <p>Looking at all of the detail will enable a session to be planned that meets its aims and engages the learners.</p>
<p>Differentiate How is this different?</p>	<p>Distinguish one thing from another.</p>	<p>How does a public sector organisation differentiate itself from a private one? Consideration may be given to any of the following:</p> <ul style="list-style-type: none"> • shareholders • funding, • profit/surplus • governance • government influence, public accountability. • pay and rewards.
<p>Determine What is the scope?</p>	<p>To fix in scope; to conclude after observation or consideration.</p>	<p>When looking at problem solving it is important to identify its full scope e.g.:</p>

<p>What have I found out?</p>		<ul style="list-style-type: none"> • how long as it been going on? • who is involved? • where does responsibility lie? • what is the long- and short-term impact of the problem? <p>It is then a case of collecting facts and evidence, e.g. by observation or reviewing data.</p> <p>Once all the information has been analysed then the best course of action can be determined.</p>
<p>Establish How permanent is this? How true is this?</p>	<p>Create or set up on a permanent basis; to prove correct, to confirm, to ratify, to validate, etc.</p>	<p>Establishing a grievance and disciplinary policy for a company involves reviewing the legislation and current processes and creating a new policy that will be adopted by the organisation.</p> <p>When following up an allegation of misconduct it is important to establish the facts, e.g. what actually happened, who was involved, has the disciplinary procedure been followed accurately? Failure to do this could result in a claim for unfair dismissal.</p>
<p>Evaluate How well does each part of this work, and what needs to be done to make it work better?</p>	<p>An evaluation is an examination of complex issues, requiring higher level cognitive skills, that is more focussed (narrower area, but in more detail) than a review. An evaluation is normally detailed and provides a solution or conclusion and/or recommendation (perhaps for further exploration). An evaluation could include a comparative element and will ascertain the usefulness or contribution of each part to the whole.</p>	<p>Effective evaluation is a skill that can be used in many aspects of management. A manager can look back on a project and evaluate how effective it was against the success criteria. They could also use it in problem solving. Most problems will have more than one solution and so leaders need to evaluate the alternatives and decide which is best.</p> <p>For example, a cost benefit analysis may look at either buying a new state of the art piece of equipment or re-organising a workflow. Re-organising the workflow may be marginally less effective but cost a lot less. Managers evaluate both options and reach a decision that is best for the organisation.</p>
<p>Examine What can you find out about it?</p>	<p>Examine is about exploring a topic in some detail (identifying positive and negative features of the topic) without necessarily drawing conclusions and making judgements.</p>	<p>A manager is asked to look into expanding their company's presence on social media. They need to explore different sites, costs, coverage, relation to own market segment etc. Their</p>

	An examination could be used to inform decision making; in itself it will probably not be conclusive.	examination can then be used to plan and develop a social media strategy.
Explain How does it work?	Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context. Again, the level of cognitive skill involved will depend on the complexity of the subject matter.	Following on from the manager's examination above, they may be asked to explain social media and how it works to the senior leadership team. Their explanation could include listing websites or Twitter with a rationale of potential benefits to the company.
Identify What are they?	Involves some selection of subject matter from a larger set or context. Requires ability to recognise - the level of cognitive skill required depends on the context. And the degree of variation in the set from which the identified elements are being drawn.	Identify the stakeholders in a business, e.g. the people involved and their influence on the organisation. This could be: <ul style="list-style-type: none"> • board of Directors • shareholders • senior management • colleagues • customers • suppliers • wider community.
Justify Why do it?	Present an argument for a particular action or choice. Will usually imply some form of assessment or analysis and may be linked with one or other action.	The company Christmas party is cancelled, and the staff are obviously unhappy 'As you are aware, trading conditions have been very difficult over the last 12 months and we have not achieved our projected income. As a result, all non-essential spending is being cutback. Because of this we will not need to make anyone redundant and all jobs are safe for the foreseeable future'. This argument justifies the cancellation and will, hopefully, appease the employees.
List What exists?	Presentation of specific, required information in a structured format. Essentially a recall of learnt information; although this may be quite	List the 5 reasons why dismissal may be deemed to be fair.

	complex information, listing does not imply significant cognitive skills.	<ol style="list-style-type: none"> 1. conduct – when the employee has done something that is not appropriate or acceptable 2. capability – when the employee is not able to do the job or does not have the required qualifications 3. redundancy – when the job is no longer needed 4. legal reasons –for example a bus driver who is banned from driving 5. some other substantial reason' – a term used for a wide variety of other situations.
<p>Outline What are the main features?</p>	To give general idea and overview without going into detail.	<p>Outline the main features of Honey and Mumford's theory of learning styles:</p> <p>Honey and Mumford identified 4 learning styles that people will fall into. Pragmatist, Activist, Reflector and Theorist. They then give examples of how each category learns best and this can be used when planning teaching or training sessions.</p>
<p>Reflect What have I learnt from this experience?</p>	A process or model of learning from an experience in order to give consideration to what might be an improvement or be done differently next time.	<p>At the end of a training course it is good practice to reflect on what you have learned, e.g.</p> <ul style="list-style-type: none"> • were your expectations met? • how useful was the training? • how can I apply it in my work role? • what can I move onto next? <p>By questioning/reflecting on your experience, you can learn from it and move forward.</p> <p>Theory example: In 1984 David Kolb published his 4 stage Experiential Learning theory that shows how learning depends on reflection. In summary:</p> <ul style="list-style-type: none"> • Stage 1 is when we encounter a new experience or situation. • Stage 2 is when we reflect on the experience - what went well, what could have gone better? Did we achieve the right outcomes?

		<ul style="list-style-type: none"> • Stage 3 The reflection is turned into new ideas and improvements. • Stage 4 completes the circle with the application of the new ideas/processes. <p>The success of this learning circle depends on the ability to reflect objectively on what has happened and apply the lessons learned to future actions.</p>
<p>Research What can you find out about it?</p>	<p>Identifying and collecting data or information about a subject and presenting it in a codified or structured form. Research does not imply any analysis of the data collected, although that may be implied by the context. Research does not imply any judgement about the data collected but may well be combined with related verbs (analyse, evaluate) to ensure that these actions take place.</p>	<p>A company is expanding, and a manager is asked by the CEO to identify potential sites for larger premises. They need to research alternatives, collect relevant data, e.g. size and location of sites, potential building costs, rent, rates. The research can then be presented in a factual report to the board for a final decision to be made.</p>
<p>Review Overall, how well does this work, and what may need to be done about it?</p>	<p>Making a judgement about a topic which relies upon a combination of evidence and some kind of theoretical model(s), construct or practice. A review is a 'snapshot' of an activity that has breadth and will focus more on the whole. A review may well lead onto detailed further exploration and/or recommendations for further actions.</p>	<p>As organisations move more towards virtual meetings, it is important to review these to see how effective they are and if changes need to be made. e.g. do they meet their intended aims? Is the IT working efficiently? Are contributors engaging with the new format? In this instance it may be useful to draw up a SWOT – strengths, weaknesses, opportunities, threats of the new system as a framework for the review.</p>
<p>Select Which are the most important?</p>	<p>Choose in preference to others</p>	<p>In the workplace a number of ways to communicate are available to select. An employee may choose an email to inform a large number of staff. A personal presentation may be more appropriate for a board of directors whilst a poster might be the best way of reinforcing a health and safety message. It is important to select the most effective in each circumstance.</p>
<p>Specify What, exactly, is it?</p>	<p>Precise and exact; the particular qualities or characteristics of something</p>	<p>When drawing up a contract it is vital to be specific and accurate about the content.</p>

		This ensures that clients will get precisely what they expect and require. For example, if a Facilities manager is negotiating a contract for building work, they will need to be exact about the design, materials, costs and timescale so that they are fully protected by the contract should anything go wrong.
<p>Summarise What are the main points?</p>	A brief account giving the main points.	<p>A brief summary of the main points in Tuckman's theory of team development is:</p> <p>Forming – team are new and may be reserved and sounding out each other.</p> <p>Storming – staff are vying for their place in the team.</p> <p>Norming – things settle down as team get to know each other better.</p> <p>Performing – team are experienced and working well together.</p>
<p>Verify How have I checked this to ensure it is correct?</p>	To verify is to confirm by investigation.	A manager is told by a team leader that one of their staff is consistently late for work and disciplinary action needs to be taken. Before doing so, the manager should check with HR and/or time sheets to verify the information is correct. They then have the valid data needed to take appropriate action.

Unit Assistance – 8600-341

341 Leading and motivating a team effectively	Additional notes to help with unit 8600 - 341
1.1 Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation	<p>Explain means How does it work? Involves some description of a topic with an account of the practices or uses associated with the topic, or characteristics of the topic. It may also imply some reasons for those practices, depending on context.</p> <p>You may start by defining what a team is and how it differs from a group of people. You need to make clear the role of the team and the reasons the team exists (i.e. its common purpose). You then need to say how the team supports the overall vision and strategy of the organisation.</p>
1.2 Explain the role that communication plays in establishing a common sense of purpose	<p>Explain means – see above</p> <p>Define the purpose of communication and its differing forms e.g. presentations, team meetings, email etc. and explain how these can be used to establish a consistent and clearly understood common sense of purpose within the team.</p> <p>Note: it's not just types of communication we need here the purpose of communication is key.</p>
1.3 Assess the effectiveness of own communication skills on the basis of the above	<p>Assess means - Is this to the required standard? Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors but focuses primarily on impact or outcomes.</p> <p>You need to assess yourself against a standard.</p> <p>The criteria you could use</p> <ul style="list-style-type: none"> ▪ choosing effective times and places to communicate with the team and individuals ▪ selecting appropriate communication methods ▪ communicating clearly and accurately ▪ active listening skills ▪ receiving and responding appropriately to feedback

	<p>You need to make a judgement and draw a conclusion – with examples – of your ability to use these techniques and behaviours to communicate a common sense of purpose.</p>
<p>2.1 Describe the main motivational factors in a work context and how these may apply to different situations, teams, and individuals</p>	<p>Describe means - What does it look like? A detailed account of the principal features of the topic.</p> <p>You should use a recognised model of motivation (e.g. Maslow, Herzberg, McClelland etc) to outline the features of what motivates people in the workplace. You then need to provide examples of how these may vary in different contexts and in different teams and with different individuals.</p>
<p>2.2 Explain the importance of a leader being able to motivate teams and individuals and gain their commitment to objectives</p>	<p>Explain means – see above</p> <p>Using the examples from 2.1, expand on why the leader needs to understand and apply these motivational factors so that the team and team members are committed to their objectives.</p>
<p>2.3 Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary</p>	<p>Explain means – see above</p> <p>Discuss the role of a leader in providing feedback, offering support and development opportunities to both the team and team members. Use either your examples from 2.1 or you may use different examples to fully explain your answer.</p>

Unit Assistance – 8607-520

520 Assessing your own leadership capability and performance	Additional notes to help with unit 8607-520
AC 1.1 Review the prevailing leadership styles in the organisation	<p>Review means overall, how well does this work, and what may need to be done about it? In this criterion you need to make a judgement about the most common leadership styles in the organisation. There should be a combination of evidence and use of theoretical model(s) such as Hersey & Blanchard Goleman or McGregor – (but there are many more), to support the review.</p> <p>As the criteria states Leadership Styles (plural) at least 2 styles should be identified (look at the whole organisation not just senior levels) stating how you know these are the main styles.</p> <p>Now you need to look at how effective they are in the organisation. What works well and why does it work well? What does not work well and why?</p> <p>The review should be evidence based and informed by the application of relevant theories.</p> <p>A judgement based on the evidence and theories as to how these styles work should be provided.</p>
AC 1.2 Assess the impact of the prevailing leadership styles on the organisation's values and performance	<p>Assess means Is this to the required standard?</p> <p>Examining a topic and making a judgement, based on standard criteria. An assessment will judge each element individually. An assessment does not consider any causal factors but focuses primarily on impact or outcomes.</p> <p>The organisations values should be clearly identified.</p> <p>Required/expected performance should also be identified, this could be linked to financial performance (KPIs), staff engagement, productivity etc.</p> <p>These will be the standard that you assess against.</p>

	<p>Taking the leadership styles identified in AC 1.1, assess the effect that each has on the achievement of the standards</p> <p>You could use evidence such as profits, staff retention, employee surveys, customer feedback, performance reviews or any relevant evidence base.</p> <p>Make sure you include a concluding judgement</p>
<p>AC2.1 Assess own ability to apply different leadership styles in a range of situations</p>	<p>Assess (see above)</p> <p>Identify your 'go to' leadership style(s)</p> <p>Provide examples of when you have used different styles in differing situations with different people e.g. managing teams in differing areas, direct reports with different competence and knowledge.</p> <p>You need to assess yourself against a standard. The criteria you use will vary but will link back to your own organisational goals, values or mission, culture or even policies in some way, and may include:</p> <ul style="list-style-type: none"> • encourages and supports colleagues • provides constructive feedback to develop and grow others • understands organisational strategy • ability to communicate goals and values • communicates what is required to effectively achieve strategy • motivates and builds commitment • uses emotional intelligence to gain commitment from others • responsibility, care for others and deliver customer expectation • teamwork – working together • excellence, shares passion to be better every day in all things done • health & safety • operational efficiency <p>In order to satisfy the range of situations you need to include at least 3 situations and make reference to explicit evidence e.g. 360 degree and feedback from staff or leadership surveys.</p>

	<p>The evidence usually will include a questionnaire that you have made up yourself for use with your staff and it can be based on style of leadership used e.g. Hersey and Blanchard, McGregor Goleman.</p> <p>You will outline what you are going to use as your evidence to support assessment of your own ability, this evidence should be summarised and copies put in appendices</p> <p>Please remember to draw a conclusion on own ability and include the objective evidence to support that conclusion.</p>
<p>AC2.2 Assess own ability to communicate the organisation's values and goals to staff in own area</p>	<p>Assess means – see above</p> <p>Identify how you currently communicate your organisation's values and goals.</p> <p>You need to assess yourself against a standard.</p> <p>The criteria you use will vary but will link back to your own organisation's values or mission, culture or even policies in some way.</p> <p>Consider your ability to use both techniques and behaviours to communicate organisational values and goals.</p> <p>Criteria may include</p> <ul style="list-style-type: none"> • shows respect • has passion and purpose • works together • thinks ahead • delivers on promises • uses two-way communication and actively listens • outlines direction for the team, what needs to be done and by when • checks understanding

	<p>The assessment should link directly to strategic objectives for organisation/department/team and assess how these are communicated e.g. team meetings, project work, acting as role model, presentations and briefings, listening, teamwork targets.</p> <p>Feedback on own performance may also be included in a questionnaire survey (as set out in 2.1 above) with key comments outlined in the main body and copies in appendices.</p> <p>Remember to draw a conclusion which makes a judgement on your ability to communicate the organisation's values and goals.</p>
<p>AC2.3 Assess own ability to motivate others and build commitment to the organisation's values and goals</p>	<p>Assess means – see above</p> <p>Identify how you currently motivate your team and build commitment to the organisation's values and goals</p> <p>You need to assess yourself against a standard.</p> <p>The criteria you will use is likely to be a motivational theory e.g. Hertzberg, Maslow, McClelland which should be outlined and linked with work-based examples to explain how it could impact the team/individuals and builds commitment to the organisations values and goals.</p> <p>A motivational grid may be used to outline factors you consider important and that motivate others to engage and commit e.g. job content, job security, personal life including working hours, relationship with group/team, recognition.</p> <p>Examples of how you apply this should be provided e.g. 1-2-1 meetings, supervision, data you check e.g. absence, and statistics from engagement staff surveys that can support, coaching conversations, problem solving meetings, team building, decision making power, delegation, empowerment.</p> <p>In questionnaires to the team, some learners use the four criteria from Maslow e.g. How many of the team have their basic needs met by the leader, how many were confident of their individual contributions, how many are satisfied with the team and work the leader provides them to do, how many are satisfied with the leader provided opportunity for growth.</p>

	<p>Assessment of your own ability will be made based on this survey and analysis of the results should be provided with key comments outlined in the main body and copies in appendices.</p> <p>Drawing on the results of these surveys of both communication and motivation you now need to assess your ability to engage with your team to commit to organisational values and goals.</p> <p>Remember to draw a conclusion which makes a judgement on your ability to motivate and build commitment to the organisation's values and goals.</p>
<p>AC 3.1 Justify the most effective leadership style to motivate staff in own area, to achieve the organisation's values and goals</p>	<p>Justify means - Why do it? Present an argument for a particular action or choice. Will usually imply some form of assessment or analysis and may be linked with one or other action.</p> <p>You will identify which one style is most suitable to motivate staff within your area to achieve the organisations values and goals.</p> <p>The focus should be on one style which does not mean others will not be used but which will be the most effective to motivate your staff to achieve both the organisations values and its goals.</p> <p>The rationale should be a persuasive argument using objective evidence drawn from sections 1 and 2 above to support the argument for a particular leadership style. Why will the style motivate staff? How will it drive them to achieve the values and goals? What is the evidence to support the rationale presented?</p>
<p>AC 3.2. Implement the most effective leadership style in order to motivate staff in own area to achieve the organisation's values and goals</p>	<p>This criterion is focused on taking the style identified in AC 3.1 and then implementing it within your area. Provide a narrative and include evidence which could be in the form of extracts from meetings, minutes, e-mails, witness testimony or any documentation which demonstrates the style from AC 3.1 being implemented within your area.</p>