



# **INTERNATIONAL QUALIFICATION IN MANAGEMENT**

## **IQual Award and Certificate in Team Leading**

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## SECTION A: GENERAL QUALIFICATION INFORMATION

### UNDERSTANDING THE FORMAT OF THE QUALIFICATIONS

- **Qualification Structure.** A qualification consists of credit based units of assessment. Each qualification will specify which units are mandatory and which are optional.
- **Qualification Sizes.** The sizes of the qualifications are specified in terms of the **minimum** total credits required. An Award is between 1-12 credits, a Certificate between 13-36 credits and a Diploma is more than 36 credits.
- **Learning Time.** One credit is equal to 10 hours of learning time. Learning time includes the average time it takes a learner to complete the learning outcomes. This could include tutorial time, group work, private study, reading, research, practical learning, work-based learning and assessment.
- **Guided Learning Hours.** Each qualification includes the minimum guided learning hours required for quality and funding purposes. Guided learning hours are the time that a member of staff is available to guide learners (this could include tutorials, guided reading, facilitated discussion, one-to-one feedback, online guidance etc).

*The table below shows the difference between Guided Learning Hours and Learning Time*

|   | Tutor Directed/Facilitated   | Learner Directed   | Assessment                                      |
|---|--|--|---|
| <b>Guided Learning Hours</b>                                    | <ul style="list-style-type: none"> <li>• Induction</li> <li>• Tutorials and tutorial support time</li> <li>• Directed activities such as role play, case studies etc</li> <li>• Facilitated Group discussion</li> <li>• Action Learning Sets</li> <li>• Supervised work-based learning or practice</li> <li>• Directed on-line learning</li> <li>• Guidance prior to assessment</li> </ul> |  |   |
| <b>Learning Time (formerly known as Notional Learning Time)</b> | <ul style="list-style-type: none"> <li>• Induction</li> <li>• Tutorial and tutorial support time</li> <li>• Directed activities such as role play, case studies etc</li> <li>• Facilitated Group discussion</li> <li>• Action Learning Sets</li> <li>• Supervised work-based learning or practice</li> <li>• Directed on-line learning</li> <li>• Guidance prior to assessment</li> </ul>  | <ul style="list-style-type: none"> <li>• Reading</li> <li>• Research</li> <li>• Self-study</li> <li>• Discussion with relevant others in the workplace</li> <li>• Practice in the workplace</li> <li>• Online learning packages</li> </ul> | Time taken for candidate to complete assessment |

- **Level.** The level of a qualification indicates its complexity, the depth of learning required and the learner autonomy.
- **Certification.** Most learners will opt for full qualifications; however Certificates of Unit Credit are available for individual units if learners are registered on the Unit Payment Route.

## ILM MEMBERSHIP

All registered candidates automatically become studying members of the ILM for one year, free of charge, and can enjoy a range of member benefits accessible through the ILM website. Membership can be activated online any time at [www.i-l-m.com/activate](http://www.i-l-m.com/activate). For further information contact Membership on 01543 266886 or send an email to [membership@i-l-m.com](mailto:membership@i-l-m.com). Studying membership includes:

### Leadership and Management Development

- [Online materials from Harvard Business Publishing](#) on leading and motivating, delegating, time management, finance and budgeting, team management and coaching.
- Harvard's [Stepping up to Management](#) for first time managers to achieve immediate success.
- [Skills files](#) to provide quick overviews of key management topics.
- [Resource guides](#) with suggestions for useful books, articles and websites.
- A free place at an ILM evening event of your choice – join other members to hear guest speakers on topics such as coaching, leadership, confidence building, and networking.

### ILM publications

- Receive [Edge online](#), ILM's flagship leadership and management magazine by email nine times a year.
- Monthly [e-bulletin, Newsroom](#), with topical leadership and management stories.

### Career development

- Find the job you love with the [ILM jobs board](#).
- Advice on presenting a [professional image and dressing for success](#).
- Expert advice on writing a winning CV, successful interviews, working with recruitment agencies, plus recruiting the right people to fill your vacancies from the [ILM Career Centre](#).

### Resource Centre

- [E-journals](#).
- [Book loan service \(UK only\) and e-books](#).
- [Reading lists](#) for ILM qualifications, organised by qualification level.
- [Study support](#) for ILM qualifications at all levels.
- [Resource guides](#) for suggestions for useful books, articles and websites.
- [Useful web links](#).

### Lifestyle

- New [Money-saving discounts](#) on:
  - Insurance – car, home, professional indemnity, medical.
  - Business – meeting venues, office supplies, books, tax returns.
  - Leisure – CDs and DVDs, magazines, eye care, bed and breakfast, hotels, family days out, airport parking, foreign exchange, roadside assistance, health clubs, holidays, childcare.

Studying members are encouraged to upgrade to the appropriate professional grade of membership to enjoy additional benefits which will support their career and personal development.

**APPROVAL FOR THE QUALIFICATION**

Check that the centre has approval for the qualification/units it is intending to offer. If not, liaise with the Business Manager for any add-on approvals.

**OCCUPATIONAL COMPETENCE****Tutors and/or those responsible for Centre (Independent Assessment)**

| <b>Occupational Competence</b>   | <b>Evidence Indicators</b>   |
|--|--|
| A thorough knowledge and understanding of the relevant qualification(s).     | <ul style="list-style-type: none"> <li>Information prepared for learners. Examples of this include schemes of work, candidate handbooks, guidance notes, lesson plans, tutorials etc.</li> <li>Participation in CPD in relation to the relevant field and qualification requirements.</li> <li>A qualification at the appropriate level in support of the relevant qualification.</li> </ul> |
| Relevant and credible experience in the field of the relevant qualification. | <ul style="list-style-type: none"> <li>Current/recent experience appropriate to the level and key roles of the relevant qualification.</li> </ul>  |
| A qualification in support of assessment.                                    | <ul style="list-style-type: none"> <li>Ideally hold D32 (workplace assessing qualification) and/or D33 (using diverse evidence qualification) or A1 (combination of D32 and D33).</li> <li>Ideally hold or working towards the ILM Level 4 Award in Vocational Assessment of Leadership and Management.</li> </ul>   |

**Internal Verifiers**

| <b>Occupational Competence</b>   | <b>Evidence Indicators</b>   |
|--|--|
| A thorough knowledge and understanding of the relevant qualification(s).                                       | <ul style="list-style-type: none"> <li>Information prepared for learners. Examples of this include schemes of work, candidate handbooks, guidance notes, lesson plans, tutorials etc.</li> <li>Participation in CPD in relation to the relevant field and qualification requirements.</li> <li>A qualification at the appropriate level in support of the relevant qualification.</li> </ul> |
| Relevant and credible experience in the field of the relevant qualification.                                   | <ul style="list-style-type: none"> <li>Current/recent experience appropriate to the level and key roles of the relevant qualification.</li> </ul>  |
| Ideally hold or working towards a qualification in support of assessment and verification.                     | <ul style="list-style-type: none"> <li>Ideally hold D32 and/or D33.</li> <li>Ideally hold or working towards A1.</li> <li>Ideally hold or working towards the ILM Level 4 Award in Vocational Assessment of Leadership and Management.</li> <li>Ideally hold D34 (Award for Internal Verifiers).</li> <li>Ideally hold or working towards V1 (Award for Internal Verifiers).</li> </ul>      |
| Experience and a working knowledge of the operational and assessment processes for the relevant qualification. | <ul style="list-style-type: none"> <li>Demonstrating understanding of the organisation's management centre policies, procedures and practices.</li> <li>Demonstrating knowledge and understanding of ILM's quality assurance policy, procedures and requirements.</li> </ul> <p>Recent assessment experience in the relevant field.</p>  |

## ENTRY REQUIREMENTS AND RECRUITMENT

- Candidates **must** be in a position to meet the assessment demands, which are work-based and reflective of nature. Ideally candidates should use their workplace as the basis for their assignments; however, candidates who are not employed could use their work in a voluntary organisation or work in an organisation with which they are familiar to complete their assignments.
- Candidates should have a level of literacy and numeracy appropriate to the International Qualification (IQual) they will be working towards. Centres may provide support to intending learners who do not have this level of literacy and numeracy.
- Learners who are sponsored by their employers and those without such sponsorship are equally eligible.
- Centres are required to demonstrate commitment to equal opportunities when recruiting. Guidance is available in the ILM Centre Manual.
- The ILM Centre Manual provides guidance for Centres in making arrangements for learners requiring Reasonable Adjustments or Special Considerations in respect of assessment. This should be done as early in the programme as possible.

## PLANNING DELIVERY

- Select units to meet the needs of individuals and/or sponsoring organisation(s) ensuring that the credit value of these units adds up to the minimum number of credits required for the qualification.
- In selecting units ensure that the maximum credit for an Award does not exceed 12 credits and a Certificate 36 Credits. The Unit Payment Route should be used for any additional units (once the bands have been exceeded).
- Decide on the method of delivery (ie: workshops, use of distance learning materials).
- Schedule diagnostic phases as appropriate.
- Plan tutorial support for the programme and for assessment.
- Prepare session plans to ensure the learning outcomes are met.
- Compile a resource list. This is a requirement for all qualifications that are level 4 or above. Resources may include books, journals, websites, DVDs, audio files etc.
- Select assessment methods to be used for optional units (ie: use of ILM materials) seeking External Verifier (EV) advice if appropriate. If summative assessment includes group work, the assessor must be able to assess individual learners against each of the unit(s) assessment criteria.
- Ensure that all staff who are to be involved in delivery, assessment and internal quality assurance have been authorised by ILM.

## COMPILING A SCHEME OF WORK (SOW)

The SOW should show the Learner Journey. The type of information that should be included in this document is as follows:

- Information that will be shared with candidates during induction.
- Which mandatory and optional units are being delivered (including their levels and credit values). It should be clear whether the units are being delivered individually or whether they are being delivered in a thematic modular way (combinations of units and/or learning outcomes).
- It should be clear what tutor and candidate activities will enable the Learning Outcomes to be achieved (for example tutorials, workshops, group exercises, prescribed reading, research, reflection, role play, on-line learning etc). Reading, research and reflection are essential components for levels 4, 5, 6 and 7. Estimated times should also be included for the various activities.
- The names of the tutors who will be involved in delivery (and what components they will deliver).
- What assessment vehicles will be used (this should include both formative and summative assessment).
- The SOW should clearly show how the minimum guided learning hours for the qualification are accounted for.

## INDUCTION

Each programme must start with a short induction which should include the following:

- An outline of the qualification and the related learner support available.
- The aims of the programme.
- Format of the programme (content, delivery methods, hours, attendance etc).
- The assessment requirements (assessment methods, support and resources available, submission dates, to whom assignments should be submitted, appeals procedure, plagiarism, any special considerations etc).
- Information on tutorial support, advice and guidance, equal opportunities, appeals procedures, authenticity and plagiarism.
- Roles and responsibilities of centre staff, learners and ILM.
- Learning and study skills, including reference to use of library, internet and any open or on-line learning to be used.
- Free ILM studying membership and benefits.
- Expectations of, and benefits to, the individual and where relevant, their employer.
- Information about Learner Records and Fair Processing.
- Links with S/NVQs and/or Key or Core Skills where appropriate.

## LEARNER REGISTRATION

- Full details of registration procedures are to be found in the ILM Centre Manual.
- It is strongly advised that candidate Unique Learner Numbers (ULNs) be obtained or verified prior to registration with ILM, in order to simplify the process, and to ensure that learners' successes can be recorded on their Learner Records (LRs). Further information about ULNs can be obtained at the Managing Information Across Partners (MIAP) Helpdesk on 08456 022589 or [LRSsupport@miap.gov.uk](mailto:LRSsupport@miap.gov.uk) or [www.miap.gov.uk/lrs](http://www.miap.gov.uk/lrs).
- Learners must be registered with ILM within **four weeks** of the beginning of a programme lasting more than **three** months, or within **one week** for programmes of shorter duration.
- Registration should be completed electronically via the Walled Garden, although a paper-based system is available if required.

## PROGRAMME DELIVERY AND TUTORIAL SUPPORT

- Deliver the programme as scheduled, maintaining records of session attendance, or completion of distance learning as appropriate.
- Provide, and maintain records of, tutorial support (including dates and duration) for learners with particular emphasis on integrated and unit assessments.
- The time for tutorial support is shown in the Qualification Specific Information (Section B).

## ASSESSMENT STRATEGY

- All units included in a qualification must be assessed. This includes both mandatory and optional units.
- Units can be assessed individually or in clusters (integrated).
- The assessment must address all of the assessment criteria for the relevant unit(s).
- Methodologies should be work-related and reflective as far as possible and should provide organisational benefits and lead to individual development.

### Mandatory Units

- Assessment for mandatory units is prescribed.
- Any enhancement to the mandatory assessment (for example, including additional optional units to the mandatory assessment) must be agreed in writing by your ILM Quality Manager.
- Although you may integrate the assessment, you must still use the mandatory mark sheet (thus for marking purposes you will have a mark sheet for the mandatory components and a mark sheet for the optional components). This is simply to ensure a clear audit trail until this process becomes embedded and more mature. The ILM Quality Manager must ensure that an electronic copy of the agreed assessment is appended to the Centre's electronic file at the London office.
- In exceptional circumstances and to meet a specific need Centre's may deviate from the prescribed mandatory assessment. This must be done in full consultation with the quality manager and must be approved by them prior to use. The ILM quality manager must ensure that an electronic copy of the agreed assessment is appended to the Centre's electronic file at the London office. The alternative assessment should be work-based or reflective in nature.

Candidates must achieve 50% overall and a minimum of 33% (one third) for each section of the mandatory assessment. This is to ensure that candidates adequately complete all sections of the mandatory assignment(s).

- The ILM Quality Manager must forward an electronic copy of the agreed assessment to the Head of Quality and Administration at ILM so that this can be appended to the Centre's electronic file.
- Candidates who progress from an Award to a Certificate or from a Certificate to a Diploma at the same level will not have to repeat mandatory assessment. If however, a candidate has completed a mandatory unit as an option and then progresses from a smaller qualification to a larger qualification, they will have to complete the mandatory integrated assessment. They can use the work previously completed for the optional assessment as the base for the integrated assessment.
- Some qualifications allow a choice of Centre (Independent) or ILM (External) assessment. Where this choice exists this is shown in the Qualification Overview.
- All Centre (Independent) assessment is subject to review by the ILM Assessment Support Team (AST). This team may call in scripts from time to time to monitor consistency.

### Optional Units

- Centres can assess optional units individually or in combination as integrated assessments. The latter will reduce the number of assessments and replicate the integrated nature of management.
- ILM has provided outline suggestions for optional units contained within a qualification. ILM also has 'ready-to-use' downloadable assessments for most of the management units available from Customer Services in Lichfield. An order form for purchasing these is available for download from the Centre Resources area of the ILM website
- Centres can develop their own assessment, but must use all assessment criteria for the unit(s).
- Candidates must achieve 50% for each optional assessment. Candidates are not required to pass each section in the optional units.

## Integrating Assessment

Centres deciding to integrate units should start by looking at the various units and fully understand the learning outcomes before considering the following:

- Units that have some overlap.
- Units where the one may logically follow on from the other (sequence).
- Units where the knowledge required in one unit may be used to evidence the skill required in another.

A group brain-storming activity may be useful in identifying units that can be integrated.

### Checklist for Integrating Assessment

| Things to Consider  | Tick |
|---|------|
| Decide which template you will use (ILM templates for mandatory units <u>could</u> be used. A mandatory assessment can be saved under a new name and the existing content stripped from this to form the template for the integrated assessment being developed). |      |
| Cut and paste <u>all</u> the assessment criteria from the units that will be integrated into a template.  |      |
| Arrange the assessment criteria into a logical groupings (these may form the various sections for the assessment). A mind-map is useful when doing this.  |      |
| Choose an assessment method that is fit for purpose.  |      |
| Write the section guidance to the candidates at the appropriate level, paying careful attention to the verbs used in the assessment criteria. Give sufficient, clear and appropriate guidance to the learner throughout.  |      |
| Use appropriate section headings in the assessment that are descriptive and reflect the content.  |      |
| Check that the assessment guidance written matches the assessment criteria.   |      |
| Check that the assessment guidance allows the learner the opportunity to provide evidence for all the units assessment criteria.  |      |
| Check that the assessment is realistic and work-related (as far as possible).   |      |
| Check that the principles of assessment (VACS) have been adhered to.  |      |
| Check that the assessment is comprehensive, but clear and presents no artificial barriers to learners.  |      |
| Write a good, clear and comprehensive introduction to the assessment that accurately reflects the content.  |      |
| Give a relevant word count (if required).   |      |
| Allocate marks or a weighting to each section of the assessment based on the complexity of the work (do not only focus on the quantity of the work).  |      |
| Ask a competent colleague to check the assessment developed and give feedback.  |      |

### Assessment notes for candidates

The information shown below must be conveyed to candidates within the appropriate context:

- Where stated, select topics in your own organisation and/or area of work, (or within another organisation if you are currently unemployed).
- You may wish to discuss your choice of topics with your line manager or tutor prior to writing up your assessment(s).
- Structure your work by using the headings shown in bold when writing up your assessments.
- An approximate word count is shown for each mandatory assessment. This should be seen as a guide only, to help you achieve a balanced piece of work.
- The total marks available for each section and the minimum required to pass is shown in brackets on each mandatory assessment.
- The overall pass mark is 50 marks, but you also have to achieve the minimum marks in each section on the mandatory assessment.
- Candidates must achieve half the total marks (ie: at least 50 per cent) for each optional assessment.
- Study the assessment criteria shown for each unit carefully and check to see that your work “measures up” before you submit.
- Whilst you will not be penalised for weak spelling and grammar, you should remember that this may affect the meaning of your document. It is therefore expected that appropriate attention be given to such matters.
- Remember that your tutor is there to support and guide you.

- All material will be kept confidential and secure as far as is reasonably possible.
- Ask your tutor if you are not sure about the submission date.
- Ensure that you do your own work and do not plagiarise work from others. If you are not sure what is meant by plagiarism speak to your tutor who will clarify, or may provide you with some notes produced by ILM in the Centre Manual.

## QUALITY ASSURANCE

- External verifiers have the right to contact learners as part of their routine quality assurance activities. This may be face-to-face, by telephone or e-mail.
- Centres must retain all marked scripts and mark-sheets (hard copy or electronic) for at least 6 months after receipt of the certificates from ILM to facilitate quality assurance and assessment review.
- Centres must also retain assessment records for at least 4 years.
- The role of the QA is to confirm or challenge the judgement of the assessor and to check consistency between assessors. Any inconsistencies should be referred back to the assessor. The QA should also check that the assessor is giving comprehensive objective feedback in line with the assessment criteria.

## FINAL RESULTS

### Centre (Independent) Assessment

- The results for all mandatory assessment(s) should be entered on the Schedule of Results for each candidate.
- Where a learner's initial attempt is unsuccessful, further attempts may be made before submitting the Schedule of Results.
- All re-assessments must be completed in sufficient time to claim certification before the registration period for the candidate expires.
- Where the Centre does **not** have direct claims status for the qualification, the signature of the EV **must** be obtained before claiming certification.
- Send the Schedule of Results to ILM London to claim certificates for successful candidates.

## CERTIFICATES

- Final certificates will be issued to candidates on successful completion of all the mandatory and/or optional unit assessments required for a qualification. The certificate will be accompanied by a transcript listing the actual units achieved by the candidate. Where candidates complete more units than are required for the qualification, these will also be listed on the transcript.
- Certificates of Unit Credit can be claimed where candidates are registered on the Unit Payment Route, by entering successfully completed units onto the individual Schedule of Results.

**SECTION B: INTERNATIONAL QUALIFICATION SPECIFIC INFORMATION****QUALIFICATIONS OVERVIEW:**

| <b>ILM IQual Award in Team Leading</b>   |  |                     |
|--|--|---------------------|
| Purpose of the qualification   | To give practising or potential team and cell leaders the foundation for their formal development in this role.<br>The qualification does this by developing basic team leading skills and assisting participants in gaining the basic knowledge required at this level. |                     |
| Progression routes   | IQual Certificate in Team Leading<br>IQual Award in First Line Management  |                     |
| Credit Value   | Minimum 3 credits including 1 mandatory credit   |                     |
| 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) | Minimum 16 glh   |                     |
| To be completed within   | 3 years  |                     |
| Structure  | <b>Mandatory Units</b>   | <b>Credit Value</b> |
|  | M2.01 Developing Yourself as a Team Leader <i>6 glh</i>  | 1                   |
|  | <b>Optional Units</b>  | <b>Credit Value</b> |
|  | M2.02 Motivating the Work Team to Perform <i>6 glh</i>   | 1                   |
|  | M2.03 Planning and Monitoring Work <i>8 glh</i>  | 2                   |
|  | M2.04 Developing the work team <i>6 glh</i>  | 1                   |
|  | M2.05 Induction and coaching in the workplace <i>8 glh</i>   | 2                   |
|  | M2.06 Leading the work team lawfully <i>6 glh</i>  | 1                   |
|  | M2.07 Fulfilling customer requirements <i>9 glh</i>  | 2                   |
|  | M2.08 Providing quality to customers <i>6 glh</i>  | 1                   |
|  | M2.09 Using information to solve problems <i>5 glh</i>   | 1                   |
|  | M2.10 Dealing with change in the workplace <i>8 glh</i>  | 2                   |
|  | M2.11 Maintaining a healthy and safe work environment <i>9 glh</i>   | 2                   |
|  | M2.12 Diversity in the workplace <i>6 glh</i>  | 1                   |
|  | M2.13 Using resources efficiently in the workplace <i>7 glh</i>  | 1                   |
|  | M2.14 Communicating with people outside the work team <i>6 glh</i>   | 1                   |
|  | M2.15 Briefing the work team <i>6 glh</i>  | 1                   |
|  | M2.16 Workplace communication <i>5 glh</i>   | 1                   |
|  | M2.17 Workplace information systems <i>6 glh</i>   | 1                   |
|  | M2.18 Business improvement techniques <i>12 glh</i>  | 2                   |
| M2.19 Leading your work team <i>8 glh</i>  | 2  |                     |
| M2.20 Managing yourself <i>5 glh</i>   | 1  |                     |

**QUALIFICATION(S) OVERVIEW:**

|            |   |   |
|------------|---|---|
|            | M2.21 Enterprise awareness <i>24 glh</i>  | 3 |
|            | M2.22 Dealing with customers lawfully <i>4 glh</i>  | 1 |
| Assessment | See Appendices B and C<br>Centre (Independent Assessment only)<br>Mandatory Unit:<br>Reflective Review<br>Optional Units: <ul style="list-style-type: none"> <li>• Reflective Reviews, or</li> <li>• Oral Briefings, or</li> <li>• Case Studies, or</li> <li>• Short Answer Questions or</li> <li>• Work-based Assignments</li> <li>• Centre-devised alternatives (if agreed in advance by the EV)</li> </ul> |   |

| ILM IQual Certificate in Team Leading   |   |                     |
|---|---|---------------------|
| Purpose of the qualification  | 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. This qualification builds on the IQual Award in Team Leading and broadens the skills and knowledge in a flexible and practical way. Candidates are not required to undertake the Award as a pre-requisite and may join Certificate programmes directly. |                     |
| Progression routes  | IQual Award in First Line Management<br>IQual Certificate in Middle Management  |                     |
| Credit Value  | Minimum 13 Credits including 4 mandatory credits  |                     |
| Induction   | 2 hours   |                     |
| Tutorial Support  | At least 2 hours  |                     |
| Guided Learning Hours<br>(this includes time for induction, tutorial support and the units guided learning hours) | Minimum 61 glh  |                     |
| To be completed within  | 3 years   |                     |
| Structure   | <b>Mandatory Units</b>  | <b>Credit Value</b> |
|   | M2.01 Developing Yourself as a Team Leader <i>6 glh</i>   | 1                   |
|   | M2.02 Motivating the Work Team to Perform <i>6 glh</i>  | 1                   |
|   | M2.03 Planning and Monitoring Work <i>8 glh</i>   | 2                   |
|   | <b>Optional Units</b>   | <b>Credit Value</b> |
|   | M2.04 Developing the work team <i>6 glh</i>   | 1                   |
|   | M2.05 Induction and coaching in the workplace <i>8 glh</i>  | 2                   |
|   | M2.06 Leading the work team lawfully <i>6 glh</i>   | 1                   |
|   | M2.07 Fulfilling customer requirements <i>9 glh</i>   | 2                   |
|   | M2.08 Providing quality to customers <i>6 glh</i>   | 1                   |
|   | M2.09 Using information to solve problems <i>5 glh</i>  | 1                   |
|   | M2.10 Dealing with change in the workplace <i>8 glh</i>   | 2                   |
|   | M2.11 Maintaining a healthy and safe work environment <i>9 glh</i>  | 2                   |
|   | M2.12 Diversity in the workplace <i>6 glh</i>   | 1                   |
|   | M2.13 Using resources efficiently in the workplace <i>7 glh</i>   | 1                   |
|   | M2.14 Communicating with people outside the work team <i>6 glh</i>  | 1                   |
|   | M2.15 Briefing the work team <i>6 glh</i>   | 1                   |
|   | M2.16 Workplace communication <i>5 glh</i>  | 1                   |
| M2.17 Workplace information systems <i>6 glh</i>  | 1   |                     |
| M2.18 Business improvement techniques <i>12 glh</i>   | 2   |                     |

**QUALIFICATION(S) OVERVIEW:**

|            |  |   |
|------------|--|---|
|            | M2.19 Leading your work team <i>8 glh</i>  | 2 |
|            | M2.20 Managing yourself <i>5 glh</i>   | 1 |
|            | M2.21 Enterprise awareness <i>24 glh</i>   | 3 |
|            | M2.22 Dealing with customers lawfully <i>4 glh</i>   | 1 |
| Assessment | <p>See Appendices B and C<br/>Centre (Independent Assessment only)<br/>Mandatory Units:<br/>Reflective Review, plus Mini-project<br/>Optional Units:</p> <ul style="list-style-type: none"> <li>• Reflective Reviews, or</li> <li>• Oral Briefings, or</li> <li>• Case Studies, or</li> <li>• Short Answer Questions or</li> <li>• Work-based Assignments</li> <li>• Centre-devised alternatives (if agreed in advance by the EV)</li> </ul> |   |

## **Appendix A**

# **Unit Specifications for IQual Award and Certificate in Team Leading**

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**Please note with regard to the Unit specifications:**

1. The entry 'level' refers to the UK National Qualification Framework; the IQual Award and Certificate in Team Leading have been mapped to this
2. Some of the entries in the 'Additional information' columns make reference to UK National Occupational Standards (NOS) this is for information only

|   |   |     |
|---|---|-----|
| <b>Title:</b>   | <b>Developing yourself as a team leader (M2.01)</b>   |     |
| <b>Level:</b>   | 2   |     |
| <b>Credit value:</b>  | 1   |     |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |     |
| 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<br>Give <u>two</u> examples of problems they would need to refer to someone with more authority  | 1.2 |
| 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<br>2.2 Describe <u>one</u> thing that can be done to establish and maintain trust within the team<br>2.3 Prepare a simple action plan to address areas needing improvement in own performance |     |
| <b>Additional information about the unit</b>  |   |     |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |     |
| Location of the unit within the subject/sector classification system  | Business Management   |     |

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| Name of the organisation submitting the unit | Institute of Leadership & Management   |
| Availability for use                         | Private  |
| Units available from                         | 01/01/2008   |
| Unit guided learning hours                   | 6  |
| <b>Additional Guidance about the Unit</b>    |  |
| <b>Indicative Content:</b>                   |  |
| 1  | <ul style="list-style-type: none"> <li>• The various roles, functions and responsibilities of a team leader – depending on workplace</li> <li>• Limits of authority and accountability, and how these are defined</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>• Personal skills and abilities for effective team leading</li> <li>• Using reflective learning skills to improve performance</li> <li>• Areas of strength and possible improvement</li> <li>• Ways of obtaining feedback from others</li> <li>• Receiving and responding positively to feedback</li> </ul> |

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|---|---|--|
| <b>Title:</b>   | <b>Motivating the work team to perform (M2.02)</b>  |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 1   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 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<br>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<br>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     |  |
| <b>Additional information about the unit</b>  |   |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |  |
| Location of the unit within the subject/sector classification system  | Business Management   |  |

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

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|---|--|---|
| <b>Title:</b>   | <b>Planning and monitoring work (M2.03)</b>  |   |
| <b>Level:</b>   | 2  |   |
| <b>Credit value:</b>  | 2  |   |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |   |
| 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 |
| <b>Additional information about the unit</b>  |  |   |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |   |
| Location of the unit within the subject/sector classification system  | Business Management  |   |

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

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|---|---|--|
| <b>Title:</b>   | <b>Developing the work team (M2.04)</b>   |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 1   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 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<br>1.2 Describe <u>two</u> team roles and responsibilities<br>1.3 Briefly describe the stages in team development using a recognised model<br>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<br>2.2 Suggest possible training opportunities to meet identified needs   |  |
| <b>Additional information about the unit</b>  |   |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |  |
| Location of the unit within the subject/sector classification system  | Business Management   |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management  |
| Availability for use                         | Private   |
| Units available from                         | 01/01/2008  |
| Unit guided learning hours                   | 6   |
| <b>Additional Guidance about the Unit</b>    |   |
| <b>Indicative Content:</b>                   |   |
| 1  | <ul style="list-style-type: none"> <li>• Definition of a workplace team and how it differs from a group</li> <li>• Advantages and disadvantages of teams in the workplace</li> <li>• Examples of typical team structures</li> <li>• Tuckman's model of team development – forming, storming, norming and performing</li> <li>• An outline of team roles and responsibilities and how to use this in leading the team</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>• Impact of change upon the team</li> <li>• Basic training needs analysis for group and individuals</li> <li>• How to identify practical opportunities for training and resource requirements</li> <li>• Simple job instruction techniques</li> </ul>  |

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|---|---|--|
| <b>Title:</b>   | <b>Induction and coaching in the workplace (M2.05)</b>  |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 2   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 1. Understand how to integrate new members in the team  | 1.1 Describe the benefits of induction<br>1.2 Briefly describe the organisation's procedure for induction<br>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<br>2.2 Prepare an outline plan for a short coaching session in a task or activity in the workplace<br>2.3 Explain the importance of constructive feedback in the coaching relationship |  |
| <b>Additional information about the unit</b>  |   |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |  |
| Location of the unit within the subject/sector classification system  | Business Management   |  |

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

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| <b>Title:</b>   | <b>Leading the work team lawfully (M2.06)</b>  |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 1  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 1. Know how to lead the team lawfully   | 1.1 Briefly describe why an employment contract is needed<br>1.2 List the key employment legislation relating to unfair discrimination in the workplace<br>1.3 Briefly explain the team leader's responsibility relating to the organisation's employment policies and procedures for discipline and dismissal<br>1.4 Briefly explain the function of employment tribunals |  |
| <b>Additional information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | To develop an understanding of leading the team lawfully as required by a practising or potential team or cell leader  |  |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| Location of the unit within the subject/sector classification system  | Business Management  |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management   |
| Availability for use                         |  |
| Units available from                         |  |
| Unit guided learning hours                   | 6  |
| <b>Additional Guidance about the Unit</b>    |  |
| <b>Indicative Content:</b>                   |  |
| 1  | <p>In relation to the laws and practices operating in the candidate's country of employment and his/her employer's regulations:</p> <ul style="list-style-type: none"> <li>• The necessity for a contract of employment</li> <li>• Current legislation relating to unfair discrimination in the workplace</li> <li>• Own role in relation to organisational policies and procedures</li> <li>• The function of employment tribunals</li> </ul> |

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|---|--|--|
| <b>Title:</b>   | <b>Fulfilling customer requirements (M2.07)</b>  |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 2  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 2. Know how to fulfil customer requirements   | 1.1 Identify any <u>two</u> internal and/or external customer groups and explain their differing expectations<br>1.2 List <u>two</u> established standards of service in the organisation<br>1.3 Explain how performance is measured against <u>one</u> of these established standards of service<br>1.4 Briefly describe <u>one</u> technique they could use to improve customer service or satisfaction<br>1.5 Briefly explain why it is important to exceed customer expectations |  |
| 3. Understand the importance of collecting and analysing customer feedback  | 2.1 Explain the importance of customer feedback<br>2.2 Briefly describe <u>two</u> different methods of collecting formal and informal feedback<br>2.3 Collect and analyse simple feedback from customers<br>2.4 Depict customer feedback using a chart, graph or pictogram<br>2.5 Briefly describe the Data Protection Act and its implications for collecting, storing and using customer feedback   |  |
| <b>Additional information about the unit</b>  |  |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| 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  | Private  |  |

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

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|---|---|--|
| <b>Title:</b>   | <b>Providing quality to customers (M2.08)</b>   |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 1   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 1. Understand the importance of quality within the organisation   | 1.1 Explain the importance of quality to the customer<br>1.2 Explain the difference between quality assurance and quality control<br>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<br>2.2 Briefly describe <u>two</u> things the team could do to improve quality<br>2.3 Describe <u>one</u> way that the team could measure an improvement in quality |  |
| <b>Additional information about the unit</b>  |   |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |  |
| Location of the unit within the subject/sector classification system  | Business Management   |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management  |
| Availability for use                         | Private   |
| Units available from                         | 01/01/2008  |
| Unit guided learning hours                   | 6   |
| <b>Additional Guidance about the Unit</b>    |   |
| <b>Indicative Content:</b>                   |   |
| 1  | <ul style="list-style-type: none"> <li>• Quality and its importance to customers; difference between quality assurance and quality control</li> <li>• Simple quality systems relevant to own organisation</li> <li>• The use of quality standards</li> <li>• The costs of quality (prevention, inspection and failure)</li> <li>• Total Quality Management</li> <li>• Practical steps to quality – team approaches</li> </ul> |
| 2  | <ul style="list-style-type: none"> <li>• Practical steps to quality – team approaches</li> <li>• Simple tools for quality relevant to the organisation</li> <li>• Records for maintaining quality</li> </ul>  |

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|---|---|--|
| <b>Title:</b>   | <b>Using information to solve problems (M2.09)</b>  |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 1   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 1. Use information to solve problems  | 1.1 Identify a problem in the team or elsewhere in the organisation<br>1.2 Identify appropriate success criteria<br>1.3 Use <u>two</u> different methods to gather and/or retrieve information to help solve the problem<br>1.4 Use a recognised problem solving technique to solve the problem<br>1.5 Check the problem solution against the success criteria<br>1.6 Briefly explain how they will plan and implement the solution |  |
| <b>Additional information about the unit</b>  |   |  |
| Unit purpose and aim(s)   | To develop an understanding of using information to solve problems as required by a practising or potential team or cell leader   |  |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |  |
| Location of the unit within the subject/sector classification system  | Business Management   |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management   |
| Availability for use                         |  |
| Units available from                         |  |
| Unit guided learning hours                   | 5  |
| <b>Additional Guidance about the Unit</b>    |  |
| <b>Indicative Content:</b>                   |  |
| 1  | <ul style="list-style-type: none"> <li>• Methods of information gathering, and retrieval from information systems</li> <li>• How to identify information needs for a variety of purposes, such as problem solving and decision making</li> <li>• Use of information to solve problems, make decisions, take corrective action, support or argue a case, or report to internal or external bodies</li> <li>• Basic techniques for problem recognition and resolution</li> <li>• Deciding and using success criteria</li> <li>• The importance of involving team members in problem resolution</li> <li>• Planning and implementing solutions</li> </ul> |

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| <b>Title:</b>   | <b>Dealing with change in the workplace (M2.10)</b>  |   |
| <b>Level:</b>   | 2  |   |
| <b>Credit value:</b>  | 2  |   |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |   |
| 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                                     |
| <b>Additional information about the unit</b>  |  |   |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |   |
| Location of the unit within the subject/sector classification system  | Business Management  |   |

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

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| <b>Title:</b>   | <b>Maintaining a healthy and safe work environment (M2.11)</b>  |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 2   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 1. Understand responsibilities for health and safety  | 1.1 Identify <u>two</u> specific pieces of legislation relating to health, safety and welfare in the workplace<br>1.2 Briefly describe the organisation's health and safety policies, practices and systems<br>1.3 Identify <u>one</u> potentially harmful working practice within own work area<br>1.4 Explain <u>one</u> way that they could set a good example in relation to health and safety matters<br>1.5 Briefly describe how accidents are reported in the organisation<br>1.6 State who is responsible for first aid provision in the organisation |  |
| 2. Know how to conduct a risk assessment of the team's work environment   | 2.1 Explain the differences between risks and hazards<br>2.2 Use <u>one</u> simple recognised technique to assess risk and hazards in the workplace<br>2.3 Use the information obtained from the risk and hazard assessment, and describe <u>one</u> way to reduce the risk and hazards identified<br>2.4 Explain the value of team involvement in risk assessment  |  |
| 3. Understand the importance of conserving energy and natural resources   | 3.1 Briefly explain the importance of conservation of energy and natural resources<br>3.2 Identify <u>one</u> way to improve the way that energy and/or natural resources are used in the workplace that will produce social and/or economic benefits   |  |
| <b>Additional information about the unit</b>  |   |  |
| Unit purpose and aim(s)   | To develop an understanding of helping to maintain a healthy and safe work environment as required by a practising or potential team or cell leader   |  |
| Unit expiry date  |   |  |
| Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate) | Links to MSC 2004 NOS: E5; D5   |  |
| Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)   |   |  |

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| Support for the unit from a sector skills council or other appropriate body (if required) | Management Standards Centre (MSC)  |
| 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  |  |
| Units available from  |  |
| Unit guided learning hours  | 9  |
| <b>Additional Guidance about the Unit</b>   |  |
| <b>Indicative Content:</b>  |  |
| 1   | <p>In relation to the laws and practices operating in the candidate's country of employment and his/her employer's regulations:</p> <ul style="list-style-type: none"> <li>• Principal health and safety and environmental legislation and the responsibilities of different parties</li> <li>• Own organisation's health and safety and waste management policies, practices and systems</li> <li>• Potentially harmful working practices within own work area</li> <li>• How to set a good example in relation to health, safety and environmental matters</li> <li>• Accident and near miss reporting</li> <li>• First aid provision</li> </ul> |
| 2   | <ul style="list-style-type: none"> <li>• Significant differences between risks and hazards</li> <li>• Major categories of hazards that lead to accidents</li> <li>• Simple techniques for risk and hazard assessment</li> <li>• Ways to identify and reduce risk and hazards at work</li> <li>• Value of team involvement in risk assessment</li> </ul>  |
| 3   | <ul style="list-style-type: none"> <li>• The importance of conservation of natural resources, including energy</li> <li>• Social benefits from conserving natural resources, including energy</li> <li>• Economic benefits from conserving natural resources, including energy</li> </ul>  |

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| <b>Title:</b>   | <b>Diversity in the workplace (M2.12)</b>   |   |
| <b>Level:</b>   | 2   |   |
| <b>Credit value:</b>  | 1   |   |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |   |
| 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 |
| <b>Additional information about the unit</b>  |   |   |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |   |
| Location of the unit within the subject/sector classification system  | Business Management   |   |

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

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| <b>Title:</b>   | <b>Using resources efficiently in the workplace (M2.13)</b>  |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 1  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 1. Understand the importance of using physical resources effectively  | 1.1 Identify <u>one</u> material/consumable item and one capital item used in the workplace<br>1.2 Explain why it is important to have the appropriate level of physical resources in the workplace<br>1.3 Briefly describe how to obtain material/consumable items<br>1.4 Briefly explain <u>one</u> simple measure for the safe use and <u>one</u> simple measure for the efficient use of resources within the team |  |
| <b>Additional information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | To develop an understanding of the efficient use of physical resources as required by a practising or potential team or cell leader  |  |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| Location of the unit within the subject/sector classification system  | Business Management  |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management   |
| Availability for use                         |  |
| Units available from                         |  |
| Unit guided learning hours                   | 7  |
| <b>Additional Guidance about the Unit</b>    |  |
| <b>Indicative Content:</b>                   |  |
| 1  | <ul style="list-style-type: none"> <li>• Different types of physical resources used in the workplace</li> <li>• Importance of sufficient resources, and the implications of shortfalls</li> <li>• Methods to plan and procedures for obtaining the necessary resources</li> <li>• Methods of resolving problems/shortfalls in supply</li> <li>• Simple measures to ensure the safe and efficient use of resources within the team</li> <li>• Concepts of capital, consumable, fixed and variable costs as indicators of where team leader can make a difference</li> <li>• Compliance with organisational, legal and regulatory standards</li> </ul> |

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|---|---|--|
| <b>Title:</b>   | <b>Communicating with people outside the work team (M2.14)</b>  |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 1   |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |  |
| 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<br>2.2 Explain why it is important to observe legal, organisational and ethical rules when providing information to customers of own organisation<br>2.3 Briefly describe <u>two</u> communication skills that could improve the relationship with people outside the team<br>2.4 Give <u>one</u> example of a decision that they would refer to someone with more authority in the organisation |  |
| <b>Additional information about the unit</b>  |   |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |  |
| Location of the unit within the subject/sector classification system  | Business Management   |  |

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

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| <b>Title:</b>   | <b>Briefing the work team (M2.15)</b>  |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 1  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 1. Plan, deliver and report back on a team briefing   | 1.1 State the aim(s) of the team briefing<br>1.2 Anticipate the needs/expectations of the team prior to the briefing<br>1.3 Define the briefing objectives and plan the structure and content of the briefing<br>1.4 Prepare the location prior to the briefing<br>1.5 Conduct a team briefing<br>1.6 Promote and handle questions during/after the team briefing<br>1.7 Explain how they will check the team's understanding<br>1.8 State any <u>two</u> methods they could use to report the outcomes of the briefing back to management |  |
| <b>Additional information about the unit</b>  |  |  |
| 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 expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| Location of the unit within the subject/sector classification system  | Business Management  |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management  |
| Availability for use                         | Private   |
| Units available from                         | 01/01/2008  |
| Unit guided learning hours                   | 6   |
| <b>Additional Guidance about the Unit</b>    |   |
| <b>Indicative Content:</b>                   |   |
| 1  | <ul style="list-style-type: none"> <li>• Size, knowledge, needs and expectations of audiences</li> <li>• Purpose of the briefing/presentation – tell, sell, impel, entertain</li> <li>• SMART objectives</li> <li>• Selecting relevant information</li> <li>• Logical structure of the briefing</li> <li>• Planning and preparation for briefings</li> <li>• Presentation skills</li> <li>• Venue considerations</li> <li>• Visual aids</li> <li>• Barriers to the communication</li> <li>• Overcoming nerves</li> <li>• Summarising</li> <li>• Promoting and handling questions</li> <li>• Checking understanding</li> <li>• Reporting back to management</li> </ul> |

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| <b>Title:</b>   | <b>Workplace communication (M2.16)</b>   |   |
| <b>Level:</b>   | 2  |   |
| <b>Credit value:</b>  | 1  |   |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |   |
| 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   |
| <b>Additional information about the unit</b>  |  |   |
| Unit purpose and aim(s)   | To develop an understanding of communication as required by a practising or potential team or cell leader. |   |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |   |
| Location of the unit within the subject/sector classification system  | Business Management  |   |

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

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| <b>Title:</b>   | <b>Workplace information systems (M2.17)</b>  |   |
| <b>Level:</b>   | 2   |   |
| <b>Credit value:</b>  | 1   |   |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>  |   |
| 1 Understand the purpose of record keeping for the organisation   | 1.1   | Give <u>two</u> reasons why the organisation needs to keep records  |
| 2 Understand how information is stored, indexed and retrieved   | 2.1   | Briefly describe what spreadsheets and databases can be used for in the workplace   |
|   | 2.2   | Briefly describe how <u>one</u> particular type of information relevant to the team is stored, indexed and retrieved (manual or electronic, as appropriate)     |
| 3 Understand the importance of confidentiality/security of records  | 3.1   | Briefly describe why a team leader should ensure that information is kept secure and confidential   |
|   | 3.2   | Briefly explain <u>two</u> things the team leader could do to ensure confidentiality/security of manual / electronic records as appropriate to own organisation |
| <b>Additional information about the unit</b>  |   |   |
| Unit purpose and aim(s)   | To develop an understanding of information systems as required by a practising or potential team or cell leader |   |
| Unit expiry 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 MSC 2004 NOS: 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)   | Management Standards Centre (MSC)   |   |
| Location of the unit within the subject/sector classification system  | Business Management   |   |

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| Name of the organisation submitting the unit | Institute of Leadership & Management   |
| Availability for use                         |  |
| Units available from                         |  |
| Unit guided learning hours                   | 6  |
| <b>Additional Guidance about the Unit</b>    |  |
| <b>Indicative Content:</b>                   |  |
| 1  | <ul style="list-style-type: none"> <li>The purpose of record-keeping for the organisation</li> </ul>   |
| 2  | <ul style="list-style-type: none"> <li>Storage, indexing and information retrieval systems (manual and electronic, as appropriate) to meet team and organisation's procedures</li> <li>How and where spreadsheets and databases can be used</li> </ul>   |
| 3  | <ul style="list-style-type: none"> <li>Confidentiality/security of records (levels of access, backup, virus protection, legal aspects)</li> <li>Data Protection Act(s) pertaining to the candidate's country of employment</li> <li>Methods of storage to maintain security and confidentiality</li> </ul> |

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| <b>Title:</b>   | <b>Business improvement techniques (M2.18)</b>   |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 2  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 1 Understand the importance of quality and achieving continuous improvement at work   | 1.1 Explain why quality and continuous improvement are important for any organisation  | 1.2 Explain <u>two</u> things they could do to encourage the team to continuously improve their performance    |
| 2 Know how to use business improvement techniques and tools to continuously improve the workplace   | 2.1 Identify a problem or need for improvement in the team or own area within the organisation   | 2.2 Briefly discuss <u>two</u> possible causes of the problem or need for improvement                          |
|   | 2.3 Identify a way of improving the product, service or process using at least <u>one</u> recognised business improvement technique and <u>one</u> recognised tool for improvement | 2.4 Briefly describe <u>one</u> method they could use to measure the effectiveness of the proposed improvement |
| 3 Understand the principles of cost/benefit analysis  | 3.1 Describe how they could assess the costs and benefits of the proposed improvement  |  |
| <b>Additional information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | To develop a basic knowledge of business improvement techniques required by a practising or potential team or cell leader  |  |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| Location of the unit within the subject/sector classification system  | Business Management  |  |

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| Name of the organisation submitting the unit | Institute of Leadership & Management   |
| Availability for use                         |  |
| Units available from                         |  |
| Unit guided learning hours                   | 12   |
| <b>Additional Guidance about the Unit</b>    |  |
| <b>Indicative Content:</b>                   |  |
| 1  | <ul style="list-style-type: none"> <li>• The importance of quality and continuous improvement at work</li> <li>• Awareness of product/service standards</li> <li>• Suggestion schemes/role models</li> <li>• Ways of building commitment and loyalty to organisation</li> </ul>  |
| 2  | <ul style="list-style-type: none"> <li>• Range of techniques available (<b>two</b> from Lean Process Improvement, Visual Management, Kaizen, Six Sigma, Quality Circles, Quality Improvement Groups, Benchmarking, and Problem Solving)</li> <li>• Use of tools for improvement (at least <b>two</b> from: Cause and Effect/Fishbone Diagrams, Pareto Charts, Process Flow Charts, Scatter Graphs, Control/Run Charts)</li> <li>• Promotion of creative ideas and innovative solutions to problems</li> <li>• Methods to evaluate effectiveness of quality measures</li> <li>• How to evaluate effectiveness of quality measures</li> <li>• What other factors need to be considered in making decisions about a proposed improvement</li> </ul> |
| 3  | <ul style="list-style-type: none"> <li>• How to assess the financial costs and benefits of a proposed improvement</li> <li>• What other factors need to be considered in making decisions about a proposed improvement</li> </ul>  |

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| <b>Title:</b>   | <b>Leading your work team (M2.19)</b>  |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 2  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 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<br>2.2 Identify the leadership style or combination of styles most commonly used within the organisation<br>2.3 Explain the likely effect of this style or combination of styles on people and their work performance<br>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<br>3.2 Explain the benefits to an organisation of developing self managed teams<br>3.3 Identify <u>two</u> techniques they could use as a team leader to empower others in the team   |  |
| <b>Additional information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | To develop an understanding of leading your team required by a practising or potential team or cell leader.  |  |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| Location of the unit within the subject/sector classification system  | Business Management  |  |

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

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|---|---|---|
| <b>Title:</b>   | <b>Managing yourself (M2.20)</b>  |   |
| <b>Level:</b>   | 2   |   |
| <b>Credit value:</b>  | 1   |   |
| <b>Learning outcomes (the learner will)</b>   |   | <b>Assessment criteria (the learner can)</b>  |
| 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<br>1.2 Set personal SMART objectives to achieve team and organisational goals<br>1.3 List own SMART objectives in order of priority<br>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<br>2.2 List any <u>two</u> symptoms of stress in the workplace<br>2.3 Explain <u>one</u> simple stress management technique that could help to reduce stress or its effects<br>2.4 Identify <u>one</u> source of support available in the workplace or elsewhere       |
| <b>Additional information about the unit</b>  |   |   |
| Unit purpose and aim(s)   | To develop an understanding of managing yourself required by a practising or potential team or cell leader. |   |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)   |   |
| Location of the unit within the subject/sector classification system  | Business Management   |   |

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

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|---|---|--|
| <b>Title:</b>   | <b>Enterprise awareness (M2.21)</b>   |  |
| <b>Level:</b>   | 2   |  |
| <b>Credit value:</b>  | 3   |  |
| <b>Learning outcomes (the learner will)</b>   |   | <b>Assessment criteria (the learner can)</b> |
| 1. Understand the enterprise environment  | 1.1 Identify an organisation<br>1.2 Briefly describe the type of organisation, its size and what it does<br>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<br>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<br>4.2 State the main customer or market for this service/product<br>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  |  |
| <b>Additional information about the unit</b>  |   |  |
| 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 expiry 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)<br>Management Standards Centre (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  | Private  |
| Units available from  | 01/01/2008   |
| Unit guided learning hours  | 24   |
| <b>Additional Guidance about the Unit</b>   |  |
| <b>Indicative Content:</b>  |  |
| 1   | <ul style="list-style-type: none"> <li>• An outline of enterprise structures including franchises and those in the public and voluntary sectors</li> <li>• Stakeholders</li> <li>• Operational functions and structures such as marketing, finance, production, etc</li> <li>• Simple outline of the impact of competitors and the law on enterprise</li> <li>• Support services for enterprise (such as business links, local council and regional development agency)</li> </ul> |
| 2   | <ul style="list-style-type: none"> <li>• Difference between income and expenditure</li> <li>• Significance of cash and credit</li> <li>• Simple treatment of the concepts of cash flow and cash flow forecasting</li> <li>• The importance of controlling credit and creditors to ensure the survival of the organisation</li> <li>• The importance of keeping financial and other records (and monitoring the financial status)</li> </ul>  |
| 3   | <ul style="list-style-type: none"> <li>• Acquisition, maintenance and protection of premises, tools and equipment</li> <li>• Effective use and control of materials and energy within an enterprise</li> <li>• Legal responsibilities of enterprise to employees (including health and safety, and diversity)</li> </ul>   |
| 4   | <ul style="list-style-type: none"> <li>• Customer as the focus for enterprise and the importance of meeting customer requirements</li> <li>• Basic outline of market research, customer service, quality management</li> <li>• Basic concepts of sales and promotion</li> <li>• Cost calculation and price determination</li> </ul>  |
| 5   | <ul style="list-style-type: none"> <li>• Need for information in the organisation</li> <li>• Alternative means of communication, both external and internal to the enterprise</li> <li>• Information systems; manual and computer-based</li> </ul>   |

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|---|--|--|
| <b>Title:</b>   | <b>Dealing with customers lawfully (M2.22)</b>   |  |
| <b>Level:</b>   | 2  |  |
| <b>Credit value:</b>  | 1  |  |
| <b>Learning outcomes (the learner will)</b>   | <b>Assessment criteria (the learner can)</b>   |  |
| 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<br>1.2 Describe an organisation's responsibilities in collecting and storing information about customers<br>1.3 Briefly explain why it is important to maintain confidentiality<br>1.4 Briefly describe the organisation's procedures for dealing with complaints or problems<br>1.5 Give <u>one</u> example of a customer complaint or problem they would need to refer to someone with more authority |  |
| <b>Additional information about the unit</b>  |  |  |
| Unit purpose and aim(s)   | To provide practising or potential team or cell leaders with the ability to deal with customers lawfully.  |  |
| Unit expiry 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 MSC 2004 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)   | Management Standards Centre (MSC)  |  |
| 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                         | Private   |
| Units available from                         | 01/01/2008  |
| Unit guided learning hours                   | 4   |
| <b>Additional Guidance about the Unit</b>    |   |
| <b>Indicative Content:</b>                   |   |
| 1  | <ul style="list-style-type: none"> <li>• Customer rights arising from the law relating to contracts for the sale of goods and services</li> <li>• Warranties and codes of practice</li> <li>• Data Protection Act</li> <li>• Importance of maintaining confidentiality</li> <li>• Own organisation's procedures for dealing with complaints or problems</li> <li>• Limits of own authority and when to refer</li> </ul> |

## **Appendix B**

# **Mandatory assessment for IQual Award and Certificate in Team Leading**

**IQual AWARD AND CERTIFICATE IN TEAM LEADING**  
**REFLECTIVE REVIEW: M2.01**

| <b>TASK</b>  |  |
|--|--|
| <p>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.</p> <p>You do not need to be leading a team in order to complete this Reflective Review.</p> <p>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.</p> <p>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.</p> <p><i>You might expect to complete this task in around 300 words; expected range 250 to 500 words.</i></p> |  |
| <i>Please use the headings shown below when writing up your Assignment</i>   | <b>Assessment Criteria</b>   |
| <p><b>Background</b></p> <p>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)</p>  | <p>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</p>                           |
| <p><b>Responsibilities of a team leader</b></p> <ul style="list-style-type: none"> <li>Describe <u>four</u> responsibilities of a team leader in your organisation (or the organisation you have selected).</li> <li>Give <u>two</u> examples of problems you would need, as a team leader, to refer to someone with more authority.</li> </ul> <p><i>(min 10 marks required from 30 available)</i></p>  | <ul style="list-style-type: none"> <li>Four responsibilities of a team leader are described</li> <li>Two examples of problems they would need to refer to someone with more authority are given</li> </ul> |
| <p><b>Feedback on own performance</b></p> <ul style="list-style-type: none"> <li>Collect feedback on your performance in a work-related situation and use it to identify <u>one</u> of your strengths which could help you to be an effective team leader and <u>one</u> area for improvement.</li> </ul> <p><i>(min 7 marks required from 20 available)</i></p>   | <ul style="list-style-type: none"> <li>Feedback on own performance is used to identify one strength and one area for improvement</li> </ul>  |
| <p><b>Establishing trust</b></p> <ul style="list-style-type: none"> <li>Describe <u>one</u> thing you could do as a team leader to establish and maintain trust within a team.</li> </ul> <p><i>(min 7 marks required from 20 available)</i></p>   | <ul style="list-style-type: none"> <li>One thing that they can do to establish and maintain trust within the team is described</li> </ul>  |
| <p><b>Improving own performance</b></p> <ul style="list-style-type: none"> <li>Prepare a <u>simple</u> action plan to address areas needing improvement in your own performance as a team leader or potential team leader.</li> </ul> <p><i>(min 10 marks required from 30 available)</i></p>  | <ul style="list-style-type: none"> <li>A simple action plan is prepared to address areas needing improvement in own performance</li> </ul>   |
| <p>By submitting this assessment you confirm that it is your own work</p>  |  |

**MARK SHEET: IQual AWARD AND CERTIFICATE IN TEAM LEADING  
M2.01: REFLECTIVE REVIEW**

| Centre number   |  | Centre name  |  |         |
|---|--|--|--|---------|
| Candidate registration no   |  | Candidate named below confirms authenticity of submission<br>NAME: |  |         |
| Criteria  | Strengths                                | Weaknesses   | Asses'r mark                             | QA mark |
| <b>Responsibilities of a team leader</b> <ul style="list-style-type: none"> <li>Four responsibilities of a team leader are described</li> <li>Two examples of problems they would need to refer to someone with more authority are given</li> </ul> |  |  | /30 marks<br>(min10)                     |         |
| <b>Feedback on own performance</b> <ul style="list-style-type: none"> <li>Feedback on own performance is used to identify one strength and one area for improvement</li> </ul>  |  |  | /20 marks<br>(min 7)                     |         |
| <b>Establishing trust</b> <ul style="list-style-type: none"> <li>One thing that they can do to establish and maintain trust within the team is described</li> </ul>   |  |  | /20 marks<br>(min 7)                     |         |
| <b>Improving own performance</b> <ul style="list-style-type: none"> <li>A simple action plan is prepared to address areas needing improvement in own performance</li> </ul>   |  |  | /30 marks<br>(min10)                     |         |
| Assessor's Decision   |  | Quality Assurance Use  |  |         |
| <b>Total Marks</b>  | <b>Outcome</b><br>(circle as applicable) | <b>Total Marks</b>   | <b>Outcome</b><br>(circle as applicable) |         |
| Total 50+ overall, AND minimum in each section  | <b>PASS</b> <b>FAIL</b>                  | Total 50 +overall, AND minimum in each section                     | <b>PASS</b> <b>FAIL</b>                  |         |
| Section fail if applicable:   |  | Date of QA check:  |  |         |
| Name of Assessor  |  | Name of QA   |  |         |
| Assessor Signature and date   |  | QA Signature and date  |  |         |

**MINI-PROJECT: M2.02 AND M2.03 IQual CERTIFICATE IN TEAM LEADING****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.*

*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 mini-project).

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**

- 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 (*an example of a policy could be the Customer Service Policy and an example of an objective may be to halve customer complaints*).
- 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?

*(min 8 marks required from 25 available)*

- 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**

- 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.

*(min 8 marks required from 25 available)*

- 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

**Motivating your team to perform**

- 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.

- 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

|   |  |
|---|--|
| <i>(min 8 marks required from 25 available)</i>   | motivation is described  |
| <p><b>Dealing with under-performance from individual team members</b></p> <ul style="list-style-type: none"> <li>• Explain one thing that your organisation expects in terms of the quality and/or quantity of work required from team members.</li> <li>• 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).</li> <li>• What could be causing this unsatisfactory work and what could be done to solve this?</li> </ul> <p><i>(min 8 marks required from 25 available)</i></p> | <ul style="list-style-type: none"> <li>• One example of an organisation's performance requirements in relation to individual employees is explained</li> <li>• Two indicators of underperformance that relate to own team are described</li> <li>• The possible causes of under-performance and action they could take to rectify one of these is described</li> </ul> |
| By submitting this assessment you confirm that it is your own work  |  |

**MARK SHEET: M2.02 AND M2.03: MINI PROJECT IQual CERTIFICATE IN TEAM LEADING**

| Centre number   |  | Centre name  |  |            |
|---|--|--|--|------------|
| Candidate registration no   |  | Candidate named below confirms authenticity of submission<br>NAME: |  |            |
| Criteria  | Strengths                                | Weaknesses   | Asses'r<br>mark                          | QA<br>mark |
| <b>Planning and allocating work</b> <ul style="list-style-type: none"> <li>One example of a target or objective that the team is working to achieve is given</li> <li>One organisational policy that is relevant to the work of the team is identified</li> <li>The way that work is planned or allocated to meet the target or objective selected above is explained</li> <li>One way of checking that team members understand what work is required of them is described</li> </ul> |  |  | /25<br>marks<br>(min 8)                  |            |
| <b>Monitoring your team's work</b> <ul style="list-style-type: none"> <li>Two ways to monitor the team's work are listed</li> <li>One action the team leader could take to rectify performance that does not meet the required standard is described</li> <li>One example of conflict or incompatibility between different targets or objectives in the workplace is given</li> </ul>   |  |  | /25<br>marks<br>(min 8)                  |            |
| <b>Motivating your team to perform</b> <ul style="list-style-type: none"> <li>One recognised theory of motivation is briefly described</li> <li>Two things they could do to motivate own team to improve performance using that theory of motivation is described</li> </ul>  |  |  | /25<br>marks<br>(min 8)                  |            |
| <b>Dealing with under-performance from individual team members</b> <ul style="list-style-type: none"> <li>One example of an organisation's performance requirements in relation to individual employees is explained</li> <li>Two indicators of underperformance that relate to own team are described</li> <li>The possible causes of under-performance and action they could take to rectify one of these is described</li> </ul>   |  |  | /25<br>marks<br>(min 8)                  |            |
| (External) Assessor's Decision  |  | Quality Assurance Use  |  |            |
| <b>Total Marks</b>  | <b>Outcome</b><br>(circle as applicable) | <b>Total Marks</b>   | <b>Outcome</b><br>(circle as applicable) |            |
| Total 50+ overall, AND<br>minimum in each section   | <b>PASS</b> <b>FAIL</b>                  | Total 50+ overall, AND<br>minimum in each section                  | <b>PASS</b> <b>FAIL</b>                  |            |
| Section fail if applicable:   |  | Date of QA check:  |  |            |
| Name of Assessor  |  | Name of QA   |  |            |
| Assessor Signature and date   |  | QA Signature and date  |  |            |

## **Appendix C**

### **Suggested outline assessments for optional units for IQual Award and Certificate in Team Leading**

**Assessments in a ready to use format are available to purchase from ILM Customer Services**

|   |  |
|---|--|
| <b>M2.02</b>  | <b>Motivating the work team to perform</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Your role as a team leader is to ensure that members of your team perform their work tasks to the standard required. This means that you know what standards of performance are required and how you will know when someone is under-performing, and what to do about it. It also means knowing how you can motivate team members to perform to the required standard.</p> <ul style="list-style-type: none"> <li>• What standards of performance does your organisation require from the people it employs? Describe <u>one</u> example of a requirement that members of your team have to meet, in terms of their performance at work.</li> <li>• How will you know if your team members are performing their jobs to the standards required? Describe <u>two</u> indicators that would tell you that someone is under-performing in any way.</li> <li>• Taking one of these examples of under-performance, explain what may cause someone to under-perform like that, and what you could do to try and rectify the problem.</li> <li>• Most people perform well, because they are motivated. But what is it that motivates them? Briefly describe one theory of motivation and describe <u>two</u> things you could do, based on this theory, to improve the performance of any of your team members.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• One example of an organisation's performance requirements in relation to individual employees is explained</li> <li>• Two indicators of underperformance that relate to own team are described</li> <li>• The possible causes and action they could take to rectify one of these areas of underperformance is explained</li> <li>• One recognised theory of motivation is briefly described</li> <li>• Two things they could do to motivate own team to improve performance using a theory of motivation of their choice is described</li> </ul> |  |

|  |                                     |
|--|-------------------------------------|
| <b>M2.03</b>   | <b>Planning and monitoring work</b> |
| <p><b><u>Reflective Review</u></b></p> <p>An important part of the team leader's role is to plan and monitor the work of the team. The more effective you are at planning the team's work, the more likely they are to perform to the standard required. In planning your team's work, you need to make sure that it is done in line with any relevant policies.</p> <ul style="list-style-type: none"> <li>• Identify one of the policies of your organisation that you should take account of in planning the work of team members</li> </ul> <p>In planning work you need to know what you and your team are expected to achieve. This means having clear objectives or targets which you may well agree with your manager and with the team.</p> <ul style="list-style-type: none"> <li>• Give an example of a target or objective that the team is working to achieve.</li> </ul> <p>Because of the complexity of organisations and the range of different goals they are struggling to achieve, they often have conflicts or incompatibilities in targets or objectives.</p> <ul style="list-style-type: none"> <li>• Identify one such conflict or incompatibility in targets or objectives that has occurred in your organisation.</li> </ul> <p>Thinking back to the example of a target or objective that the team is working to achieve, explain:</p> <ul style="list-style-type: none"> <li>• how work is planned or allocated to meet this target or objective;</li> <li>• how you could check that team members understood what was required of them;</li> <li>• two ways that you could monitor work to see that it is being done to the standard required and meeting the target or objective; and</li> <li>• one thing that you could do if performance wasn't up to the standard required.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• One organisational policy that is relevant to the work of the team is identified</li> <li>• One example of a target or objective that the team is working to achieve is given</li> <li>• One example of conflict or incompatibility between different targets or objectives in the workplace is given</li> <li>• How work is planned or allocated to meet the target or objective above is explained</li> <li>• One way of checking that team members understand what work is required of them is described</li> <li>• Two ways to monitor the team's work is listed</li> <li>• One action the team leader could take to rectify performance that does not meet the required standard is described</li> </ul> |                                     |

|   |                                 |
|---|---------------------------------|
| <b>M2.04</b>  | <b>Developing the work team</b> |
| <p><b><u>Work Based Assignment</u></b></p> <p>This work based assignment is designed to help you develop your work team. It starts by looking at what makes an effective team and then looks at what you might need to do to enable your team to perform effectively as a team.</p> <p>Most people work with others, but being part of a group doesn't mean that you are part of a team, and teams aren't always the best way to work. Nor do teams simply exist because a group of people is called a team; people have to learn to work as a team. What we do know is that one of the characteristics of teams is that people have specific roles or responsibilities within it.</p> <ul style="list-style-type: none"> <li>• What is the difference between a group and a team? Briefly explain what you think is the difference.</li> <li>• Describe two roles that people in teams can play, or responsibilities that they can have as part of the team.</li> <li>• Describe the stages that groups of people tend to go through as they learn to work together as a team.</li> <li>• Explain two advantages of team working and two disadvantages.</li> </ul> <p>Having looked at what teams are and what they need to do to become teams, let's now look at the people you work with, who may or may not work as a team.</p> <ul style="list-style-type: none"> <li>• Thinking about their roles and responsibilities, and their performance in them, and the knowledge and skills they need to work more effectively, carry out a basic analysis of the training needs of the group or team.</li> <li>• How might any of these training needs be met? Suggest some possible training that could be used to meet these needs.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The difference between teams and groups in the workplace is explained</li> <li>• Two team roles and responsibilities are described</li> <li>• The stages in team development using a recognised model is briefly described</li> <li>• Two advantages and two disadvantages of teams are explained</li> <li>• A basic training needs analysis of a group or team in the workplace is conducted</li> <li>• Possible training opportunities to meet identified needs are suggested</li> </ul> |                                 |

|  |  |
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| <b>M2.05</b>   | <b>Induction and coaching in the workplace</b> |
| <p><b><u>Work Based Assignment</u></b></p> <p>New employees need to be properly inducted into the organisation if they are to be able to work safely and effectively, as soon as possible after they start. What's more, existing employees as well as new ones will benefit from coaching in the workplace to improve their skills and learn how to perform new tasks. This work based assignment asks you to look at induction in your workplace and how you could use coaching to improve performance.</p> <p>If you had a new team member starting and were responsible for ensuring that the induction was effective, you would need to ensure that he or she understood why the induction process existed, how it operated and what support was available for someone just starting with the organisation. Looking at your own organisation and thinking about how you would introduce a new team member to its induction process, briefly describe:</p> <ul style="list-style-type: none"> <li>• the benefits to the person and the organisation of the induction procedure;</li> <li>• what the procedure is for induction; and</li> <li>• two examples of the support that is available to new employees.</li> </ul> <p>You may well have to coach a new employee to enable him or her to perform different tasks with confidence. Identify one of the tasks that a new member of your team could perform and:</p> <ul style="list-style-type: none"> <li>• explain a coaching technique that you would use to coach someone in this task;</li> <li>• put together an outline plan for a coaching session for this task; and</li> <li>• explain why you would use feedback as part of the coaching process.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The benefits of induction are described</li> <li>• The organisation's procedure for induction is briefly described</li> <li>• Any two ways that new members in the organisation could be supported are briefly described</li> <li>• One recognised coaching technique that could be used to build confidence and performance in the workplace is explained</li> <li>• An outline plan for a short coaching session in a task or activity in the workplace is prepared</li> <li>• The importance of constructive feedback in the coaching relationship is explained</li> </ul> |  |

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| <b>M2.06</b>  | <b>Leading the work team lawfully</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Although, as a team leader, you may have only limited responsibility for 'hiring or firing' people, you still have an important role to play in ensuring that people are employed lawfully, to protect them and your employer. Think about the legal protection that employees have and the things that employers must do to ensure that people are treated fairly in considering the following questions:</p> <ul style="list-style-type: none"><li>• Why is an employment contract needed?</li><li>• What is the key employment legislation relating to unfair discrimination in the workplace?</li><li>• What do employment tribunals do?</li></ul> <p>Now think about your role as a team leader in your organisation.</p> <ul style="list-style-type: none"><li>• What responsibilities do you have in relation to the organisation's employment policies and its procedures for discipline and dismissal?</li></ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"><li>• The need for an employment contract is briefly described</li><li>• The key employment legislation relating to unfair discrimination in the workplace is listed</li><li>• The team leader's responsibility relating to the organisation's employment policies and procedures for discipline and dismissal is briefly explained</li><li>• The function of employment tribunals is briefly explained</li></ul> |                                       |

M2.07

Fulfilling customer requirements

**Work Based Assignment**

All organisations have customers, although they may not be called that – they may be patients, service users or clients, but all organisations provide goods or services from which people or organisations benefit. These are its customers. This assignment is all about how you would go about trying to ensure that you meet (or exceed) customers' expectations of the service that your team or your organisation provides to them.

Thinking about your organisation and your team:

- Identify two different customer groups (they could both be external or internal, or one of each), and explain what you believe each of these customer groups expects from your team or your organisation. Why is it important not just to meet these expectations, but to try and exceed them?
- What standards does your team or your organisation measure its service by? List two standards and explain how performance against one of these is measured. How could you go about trying to improve customer service or raise customer satisfaction?
- Why is customer feedback important in ensuring that you meet (or exceed) customers' expectations? Identify two ways that could you go about collecting feedback from your customers and, using one of these ways, collect and analyse some simple feedback from customers, presenting what you have found visually (as a chart, graph or pictogram).
- How would you ensure that the way that you collected, stored and used customer feedback was in line with the requirements of the Data Protection Act?

**Assessment Criteria**

- Any two internal and/or external customer groups are identified and their differing expectations explained
- Two established standards of service in the organisation are listed
- How performance is measured against one of these established standards of service is explained
- One technique that could be used to improve customer service or satisfaction is briefly described
- The importance of exceeding customer expectations is briefly explained
- The importance of customer feedback is explained
- Two different methods of collecting formal and informal feedback are briefly described
- Simple feedback from customers is collected and analysed
- Customer feedback is depicted using a chart, graph or pictogram
- The Data Protection Act and its implications for collecting, storing and using customer feedback is briefly described

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| <b>M2.08</b>   | <b>Providing quality to customers</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Think about the goods or services that your organisation supplies, and the customers it supplies them to.</p> <ul style="list-style-type: none"> <li>• Why is quality important to your customers?</li> </ul> <p>Using the way your organisation's goes about making sure that it provides quality to its customers to illustrate your answer:</p> <ul style="list-style-type: none"> <li>• explain the difference between quality assurance and quality control; and</li> <li>• describe a quality system that is used (or could be used) by your organisation.</li> </ul> <p>Thinking now specifically about your own team's work, briefly describe:</p> <ul style="list-style-type: none"> <li>• one method that is used to monitor the quality of its work;</li> <li>• two things the team could do to improve quality; and</li> <li>• one way that would be able to measure an improvement.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The importance of quality to the customer is explained</li> <li>• The difference between quality assurance and quality control is explained</li> <li>• One quality system relevant to the organisation is briefly described</li> <li>• One method of monitoring the quality of the team's work is briefly described</li> <li>• Two things the team could do to improve quality are briefly described</li> <li>• One way that the team could measure an improvement in quality is described</li> </ul> |                                       |

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| <b>M2.09</b>   | <b>Using information to solve problems</b> |
| <p><b><u>Work Based Assignment</u></b></p> <p>The purpose of this work based assignment is for you to resolve a problem that your team or others in the organisation face, based on valid information about things like the size, frequency, impact and cause of the problem.</p> <ul style="list-style-type: none"> <li>• You should start by clearly identifying the problem and saying what a successful solution to it would mean.</li> <li>• Collect information that will help you solve the problem, using at least two different methods, and use this to come up with a solution, in a structured way.</li> <li>• Check that the solution is likely to meet your success criteria and explain how you will put the solution into action.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• A problem in the team or elsewhere in the organisation is identified</li> <li>• Appropriate success criteria are identified</li> <li>• Two different methods to gather and/or retrieve information to help solve the problem are used</li> <li>• A recognised problem solving technique to solve the problem is used</li> <li>• The problem solution is checked against the success criteria</li> <li>• Planning and implementing the solution is briefly explained</li> </ul> |  |

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| <b>M2.10</b>   | <b>Dealing with change in the workplace</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Change has become so common that all team leaders need to be able to deal with it. Thinking about your experience of change in your organisation and your role as a team leader:</p> <ul style="list-style-type: none"><li>• What is causing (or is likely to cause) change in your workplace, and how do people react to it?</li><li>• What barriers to change exist in the team? How can you overcome these, and what can you do to make sure the change happens successfully and to make sure that the team develops and becomes stronger in the process?</li><li>• What is likely to cause conflict amongst team members, especially during a period of change? What could you do to prevent conflict occurring but, if it does occur, how could you deal with it?</li></ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"><li>• Two potential reasons or drivers for change in the workplace are described</li><li>• People's possible attitudes and responses to change at work are briefly described</li><li>• Two potential barriers to change in the team are identified and how these barriers could be overcome stated</li><li>• One way that a team leader could support and implement change in the team is explained</li><li>• One thing they could do to develop and maintain group cohesion within a team during change is explained</li><li>• Two potential causes of conflict in the workplace are listed</li><li>• One method of preventing conflict is briefly discussed</li><li>• One method of effectively handling conflict if it arises is explained</li></ul> |   |

**M2.11****Maintaining a healthy and safe work environment****Work Based Assignment**

This work based assignment asks you to examine health and safety in your own workplace, carry out a risk assessment and review how well you, your team and your organisation minimise your impact on the environment.

- Briefly describe your organisation's health and safety policy, practices and systems, and show how it addresses the requirements of two specific pieces of legislation relating to health, safety and welfare in the workplace.
- Look at your own work area and your own responsibility for ensuring safety and identify a work practice that is potentially harmful and explain how you set a good example to reduce its potential harm.
- Briefly describe the procedures for dealing with accidents in your workplace, including how accidents are reported and who is responsible for first aid.
- Carry out a risk assessment in your workplace, involving your team in doing this, and use this risk assessment to show the difference between a risk and a hazard and the benefits of the team's involvement, and describe one way you could reduce any of the risks or hazards you have identified.
- Look at the way that energy or other natural resources are used in the workplace and identify how you could improve their use, and why it is important to do so.

**Assessment Criteria**

- Two specific pieces of legislation relating to health, safety and welfare in the workplace are identified
- The organisation's health and safety policies, practices and systems are described
- One potentially harmful working practice within own work area is identified
- One way that could be used to set a good example in relation to health and safety matters is explained
- How accidents are reported in the organisation is briefly described
- Who is responsible for first aid provision in the organisation is stated
- The differences between risks and hazards are explained
- One simple recognised technique to assess risk and hazards in the workplace is used
- The information obtained from the risk and hazard assessment is used, and one way to reduce the risk and hazards is described
- The value of team involvement in risk assessment is explained
- The importance of conservation of energy and natural resources is briefly explained
- One way to improve the way that energy and/or natural resources are used in the workplace that will produce social and/or economic benefits is identified

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| <b>M2.12</b>   | <b>Diversity in the workplace</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Think about your role in encouraging your team to value diversity and respect for difference in the workplace.</p> <ul style="list-style-type: none"> <li>• What could you do to fulfil this responsibility?</li> <li>• What sort of inappropriate behaviour should you be alert for, and what would you do if you were unable to do anything yourself to stop it happening?</li> <li>• Describe a situation you have experienced (or which could potentially occur) where someone's views or opinions are out of line with what the organisation expects from people. What should you do in a situation like this?</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• One thing that a team leader could do to encourage the team to value diversity and respect differences is explained</li> <li>• One example of inappropriate behaviour in the workplace is given</li> <li>• Actions that could be taken if inappropriate behaviour is outside the team leader's realm of authority is described</li> <li>• One example of a situation where an individual's views and opinions could clash with organisational expectations is given</li> <li>• The possible implications for a team leader in dealing with a clash between individual values and organisational expectations is explained</li> </ul> |                                   |

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| <b>M2.13</b>   | <b>Using resources efficiently in the workplace</b> |
| <p><b><u>Reflective Review</u></b></p> <p>As a team leader, you are responsible for ensuring that resources are used efficiently and safely.</p> <ul style="list-style-type: none"> <li>• Give an example of materials or consumable items, and an example of a capital item, both of which are used in your workplace.</li> <li>• Why should you make sure that you have an appropriate level of resources and how you should go about obtaining materials or consumable items?</li> <li>• How would you measure the safe and the efficient use of resources by your team?</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• One material/consumable item and one capital item used in the workplace is identified</li> <li>• Why it is important to have the appropriate level of physical resources in the workplace is explained</li> <li>• How to obtain material/consumable items is briefly described</li> <li>• One simple measure for the safe use of resources and one simple measure for the efficient use of resources within the team is briefly explained</li> </ul> |   |

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| <b>M2.14</b>   | <b>Communicating with people outside the work team</b> |
| <p><b><u>Reflective Review</u></b></p> <p>A team leader has a major responsibility for communicating between the team and line managers, suppliers or customers, to ensure effective relations with them.</p> <ul style="list-style-type: none"> <li>• How would you go about making sure that you had an effective working relationship with people outside the team?</li> <li>• How does knowing about the products or services that your team is responsible for producing or supplying help you to build this relationship?</li> <li>• What two communication skills could you use to improve relationships with people outside the team?</li> <li>• If you were communicating with external customers of your organisation, why should you take care to make sure you kept to legal, organisational or ethical rules? Give an example of something that, were it to come up when you were communicating with external customers, you would need to refer to someone with more authority in the organisation.</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• One way that could be used to build effective working relationships with people outside the team is briefly described</li> <li>• Why product/service knowledge is important in presenting a positive impression to those outside the team is explained</li> <li>• Why it is important to observe legal, organisational and ethical rules when providing information to customers of the organisation is explained</li> <li>• Two communication skills that could improve the relationship with people outside the team are briefly described</li> <li>• One example of a decision that they would refer to someone with more authority in the organisation is given</li> </ul> |  |

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| <b>M2.15</b>   | <b>Briefing the work team</b> |
| <p><b><u>Oral Briefing</u></b></p> <p>Plan, deliver and prepare to report back to your manager about a team briefing on a topic of your choice. In doing so you should make sure you fulfil the assessment criteria below.</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The aim(s) of the team briefing are stated</li> <li>• The needs/expectations of the team prior to the briefing are anticipated</li> <li>• The briefing objectives are defined and the structure and content of the briefing is planned</li> <li>• The location is prepared prior to the briefing</li> <li>• A team briefing is conducted</li> <li>• Questions are promoted and handled during/after the team briefing</li> <li>• How you will check the team's understanding is explained</li> <li>• Any <u>two</u> methods you could use to report the outcomes of the meeting back to management are stated</li> </ul> |                               |

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| <b>M2.16</b>  | <b>Workplace communication</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Team leaders need to be able to communicate effectively with members of their teams and others in and outside the workplace. Think about the sort of topics about which you communicate with your team and the methods you use, and identify</p> <ul style="list-style-type: none"> <li>• two different methods you use to communicate with your team and one method you use to communicate with people outside own area of responsibility, explaining why each of these is appropriate;</li> <li>• two barriers to communication that you experience; and</li> <li>• two ways that can keep accurate records of one-to-one oral communication.</li> </ul> <p>Use these examples of methods of communicating and the barriers to communication to illustrate the key stages in the communication process.</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• The key stages in the communication process are illustrated</li> <li>• Two barriers to communication are identified and how these could be overcome are explained</li> <li>• Two methods of communicating with the team are identified and when each method would be appropriate is stated</li> <li>• One method of communicating with people outside own area of responsibility is explained and when this method would be appropriate is stated</li> <li>• Two methods of maintaining accurate records of one-to-one oral communication are briefly described</li> </ul> |                                |

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| <b>M2.17</b>   | <b>Workplace information systems</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Most organisations have recognised that information about their customers, their products, services and processes, and their people are their most valuable resources. Information systems are used to collect, analyse and store this valuable resource. Thinking about your workplace and the information systems it uses,</p> <ul style="list-style-type: none"> <li>• Why does your organisation need to keep records?</li> <li>• How are spreadsheets and databases used in your organisation?</li> <li>• Give an example of information relevant to your team and its work, and describe how it is stored, indexed and retrieved.</li> <li>• Why should you, as a team leader, make sure that information is kept secure and confidential? What should you do to make sure that it is?</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Two reasons are given why the organisation needs to keep records</li> <li>• What spreadsheets and databases can be used for in the workplace is briefly described</li> <li>• How one particular type of information relevant to the team is stored, indexed and retrieved (manual or electronic, as appropriate) is briefly described</li> <li>• Why a team leader should ensure that information is kept secure and confidential is briefly described</li> <li>• Two things the team leader could do to ensure confidentiality/security of manual/electronic records as appropriate to own organisation are briefly explained</li> </ul> |                                      |

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| <b>M2.18</b>   | <b>Business improvement techniques</b> |
| <p><b><u>Work Based Assignment</u></b></p> <p>Many teams are encouraged to take responsibility for identifying possible improvements to products, services or processes, and team leaders have a key role in enabling them to do this, by leading them through a structured approach to improvement. This work based assignment asks you to lead your team through just such a process.</p> <ul style="list-style-type: none"> <li>• Why is it important for your organisation to be concerned about quality and continuous improvement? What can you do to encourage your team to engage in continuous improvement?</li> <li>• Lead your team through a structured continuous improvement process, identifying the problem and its likely causes, using at least an appropriate business improvement technique and a tool for improvement.</li> <li>• How will you measure whether or not the proposed improvement is effective, and how will you assess the costs and benefits of putting it into practice?</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Why quality and continuous improvement are important for any organisation are explained</li> <li>• Two things they could do to encourage the team to continuously improve their performance are explained</li> <li>• A problem or need for improvement in the team or own area within the organisation is identified</li> <li>• Two possible causes of the problem or need for improvement are briefly discussed</li> <li>• A way of improving the product, service or process is identified using at least one recognised business improvement technique and one recognised tool for improvement</li> <li>• One method they could use to measure the effectiveness of the proposed improvement is briefly described</li> <li>• How they could assess the costs and benefits of the proposed improvement is described</li> </ul> |  |

**M2.19****Leading your work team****Reflective Review**

Leadership is central to the role of a team leader, and you need to develop the skills and behaviours that will make you an effective leader. Thinking about your own behaviour, as a team leader, and the behaviour of other leaders and managers in the organisation:

- How do leaders differ from managers?
- What sort of styles can leaders use?
- Which style or styles are most commonly used in your organisation?
- What effect does this style (or styles) have on people and their performance at work?
- What leadership style or styles do you tend to use?
- What can you do to empower people in your team and encourage them to play a part in managing it?
- How will the organisation benefit from having self-managed teams?

**Assessment Criteria**

- The difference between leadership and management is explained
- Any three leadership styles are briefly described
- The leadership style or combination of styles most 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
- A self managed team is explained
- The benefits to an organisation of developing self managed teams is explained
- Two techniques they could use as a team leader to empower others in the team are identified

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| <b>M2.20</b>  | <b>Managing yourself</b> |
| <p><b><u>Reflective Review</u></b></p> <p>Team leaders need to be able to manage themselves, their workload and their time if they are to be able to lead their teams effectively. They also need to be able to cope with the stress that is so often a feature of modern workplaces, in themselves and in those they lead. Think about your own ability to manage yourself and the pressures that you are under and identify:</p> <ul style="list-style-type: none"> <li>• <u>three</u> of your strengths as a team leader, giving reasons for your answer;</li> <li>• two actual or potential causes of stress in your workplace;</li> <li>• two symptoms of stress (in yourself or members of your team) that you should be on the look out for;</li> <li>• a stress management technique that you or members of your team could use to help to reduce stress or its effects; and</li> <li>• a source of support that is available to you or to members of your team experiencing stress.</li> </ul> <p>One way of helping to reduce the level of stress at work is to manage your work and your time, by having clear objectives and planning their achievement. Set some SMART objectives for yourself, in line with team and organisational goals, listing them in order of priority and explaining how you can use a simple time management technique to help you achieve them.</p> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• Three strengths as a team leader are identified and the answer briefly justified</li> <li>• Personal SMART objectives are set to achieve team and organisational goals</li> <li>• SMART objectives are listed in order of priority</li> <li>• A simple time management technique is explained that could be used to assist in achieving objectives</li> <li>• Two causes of stress are identified and their impact on the workplace stated</li> <li>• Any two symptoms of stress in the workplace are listed</li> <li>• One simple stress management technique that could help to reduce stress or its effects is explained</li> <li>• One source of support available in the workplace or elsewhere is identified</li> </ul> |                          |

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| <b>M2.21</b>  | <b>Enterprise awareness</b> |
| <p><b><u>Work Based Assignment</u></b></p> <p>This work based assignment requires you to carry out a review of an enterprise.</p> <ul style="list-style-type: none"> <li>• You should start with a profile of the enterprise, identifying and describing the type and size of the organisation, its products or services and how it produces or provides them, and explaining the external influences on it.</li> <li>• Who are its customers and how does it promote its products or services to them?</li> <li>• Use this particular enterprise's flow of money in and out to explain what cash flow is and why it's important for the enterprise to control this.</li> <li>• Identify an example of a physical resource used by this particular enterprise and explain why it needs to manage this effectively.</li> <li>• Looking at the people it employs, explain one of its legal responsibilities to them.</li> <li>• How could the organisation communicate internally and externally, and what are the advantages of using these methods of communication?</li> </ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"> <li>• An organisation is identified</li> <li>• The type of organisation, its size and what it does are briefly described</li> <li>• The significant external influences (such as competitive and legal factors) on their chosen enterprise are briefly explained</li> <li>• Cash flow and the importance of controlling cash flow for the chosen enterprise are briefly explained</li> <li>• One physical resource is chosen and its importance for their chosen enterprise to manage the use of this particular resource effectively is explained</li> <li>• One of the organisation's main legal responsibilities to its people is briefly explained</li> <li>• Their chosen enterprise's main product or service is described</li> <li>• The main customer or market for this service/product is stated</li> <li>• How the organisation promotes its products and services is briefly described</li> <li>• Methods that could be used for internal communication and methods that could be used for external communication are explained and why these methods would be used is stated</li> </ul> |                             |

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| <b>M2.22</b>   | <b>Dealing with customers lawfully</b> |
| <p><b><u>Reflective Review</u></b></p> <p>You and your team represent your organisation when you deal with customers, and are responsible for ensuring that you do so in ways that are legal and respect customers' rights. Thinking about your organisation, its products or services, and your customers:</p> <ul style="list-style-type: none"><li>• List any two rights that your customers have when they contract for goods or services from your organisation.</li><li>• What responsibility does your organisation have when it collects information from your customers?</li><li>• Why should you and the team make sure that all information is treated confidentially?</li><li>• How does your organisation deal with customer complaints or problems? Give an example of a complaint or problem that you would need to refer to someone with more authority in the organisation.</li></ul> <p><b>Assessment Criteria</b></p> <ul style="list-style-type: none"><li>• Two rights of a customer in a contract with a supplier are listed</li><li>• An organisation's responsibilities in collecting and storing information about customers is described</li><li>• The importance of maintaining confidentiality is briefly explained</li><li>• The organisation's procedures for dealing with complaints or problems are briefly described</li><li>• One example of a customer complaint or problem you would need to refer to someone with more authority is given</li></ul> |  |

## **Appendix D**

# **Resources and Validated Products available for the IQual Award and Certificate in Team Leading**

## SUPPORT MATERIALS

PLEASE REFER TO THE ILM RESOURCES BROCHURE FOR FULL DETAILS OF ALL PRODUCTS  
**ILM Products**

|                               |   |
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| Building Success              | A fully revised second edition of Building Success ( <b>Building Success 2</b> ) – the flexible, user-friendly training resource for Team Leading programmes. This comprises 115 30-minute sessions all mapped to the new L2 units, in a 'license to print' format on a single CD |
| Leading Teams by David Pardey | Endorsed by John Adair, this is a recommended study aid for the L2 qualifications in Team Leading.  |
| Unit assessments              | A full range of ready-to-use assessments, complete with mark sheets and based on single units and clusters of units. Available to purchase from ILM Customer Services.  |
| Videos                        | Two to choose from: Teams that Work, and Vision for Change  |
| Candidate Ring Binders        | Available at a competitive price from ILM Customer Services   |

### Products Validated by ILM which are appropriate to these Qualifications\*

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| Kent Learning Resources               | <p>A series of wire-bound workbooks, printed on demand, in a one-workbook = one unit format, specially written for the ILM qualifications.</p> <p><i>Details from Kent Learning Resources on Tel: 01622 743659 or <a href="mailto:tony@kentlearningresources.co.uk">tony@kentlearningresources.co.uk</a></i></p>   |
| LRI (Learning Resource International) | <p>A complete E-Solution supporting specific ILM qualifications as indicated in courseware, combining:</p> <ul style="list-style-type: none"> <li>• E-process – Portal (hosted)</li> <li>• E-content – Learning and support material</li> <li>• Portfolio – hard copy</li> </ul> <p>The levels of all LRI courseware have been determined using the National Qualifications Framework Level Indicators as the guideline. An LRI course may offer full or partial coverage of one or more ILM units on the same level, and mapping is clearly indicated on courseware.</p> <p>Contact: Pete Bennett, Chief Executive Officer, LRI, The Old Maltings, 102a High Street, Olney, Buckinghamshire MK46 4BE or visit <a href="http://www.lri.co.uk">www.lri.co.uk</a> or telephone 01234 714 778</p> |

- Correct at time of print. Up-dated details of validated products can be found on the ILM website: [www.i-l-m.com](http://www.i-l-m.com)

In addition, ILM will provide for centres, free of charge:

- Programme brochures
- Posters

Exhibition stand loan (return costs + postage payable)

## **Appendix E**

# **IQual Award and Certificate in Team Leading Mapping to July 2005 IMQ programme specifications**

(Guidance for Centres who have previously operated the  
IMQ Introductory Certificate and Certificate in Team Leading)

**IMQ Introductory Certificate and Certificate in Team Leading - linkage to Unitised International Qualifications (IQ's). VRQ segment references shown in brackets (T1.1)**

| <b>IMQ Session/VRQ Segments</b>  | <b>Units</b>   |
|--|--|
| <b>Key Area 01 Team Leading Skills</b>   |  |
| Session A (T1.1) Developing Yourself   | M2.01 – Combined with T3.1 to form new unit            |
| Session B (T1.2) Organising Yourself and Your Time   | M2.20 – Combined with C1.4 to form new unit            |
| Session C (T1.3) Dealing with Problems   | M2.09 – Combined with T4.3 to form new unit            |
| Session D (T1.4) Valuing Diversity   | M2.12 – Combined with C3.5 and C3.7 to form new unit   |
| Session E (T1.5) Dealing with Conflict   | M2.10 – Combined with T1.7 to form new unit            |
| Session F (T1.6) Continuous Improvement  | See unit M2.18   |
| Session G (T1.7) Dealing with Change   | M2.10 – Combined with T1.5 to form new unit            |
| Not in IMQ – (T1.8) Encouraging Creativity and Innovation in Your Team                     | See unit M2.18   |
| <b>Key Area 02 Getting the Work Done</b>   |  |
| Session A (T2.1) Planning and Organising the Team's Work                                   | M2.03 – Combined with T2.4 to form new unit            |
| Session B (T2.2) Identifying Responsibilities for Health & Safety                          | M2.11 – Combined with T2.9 and C5.7 to form new unit   |
| Session C (T2.3) Using Resources Efficiently   | M2.13 – Combined with T2.6 to form new unit            |
| Session D (T2.4) Monitoring the Team's Work  | M2.03 – Combined with T2.1 to form new unit            |
| Session E (T2.5) Fulfilling Customer Requirements  | M2.07 – Combined with T2.8 to form new unit            |
| Session F (T2.6) Organising the Team's Resources   | M2.14 – Combined with T2.3 to form new unit            |
| Not in IMQ – (T2.7) Customers' Rights and Your Team's Responsibilities                     | M2.22 new unit   |
| Not in IMQ – (T2.8) Collecting and Analysing Customer Feedback                             | M2.07 – Combined with T2.5 to form new unit            |
| Not in IMQ - (T2.9) Risk Assessment of the Team's Work Environment                         | M2.11 – Combined with T2.2 and C5.7 to form new unit   |
| <b>Key Area 03 Leading People in Teams</b>   |  |
| Session A (T3.1) The Role of the Team Leader   | M2.01 – Combined with T1.1 to form new unit            |
| Session B (T3.2) Team Structures   | M2.04 – Combined with T3.4 to form new unit            |
| Session C (T3.3) Motivating the Team   | M2.02 – Combined with T3.7 to form new unit            |
| Session D (T3.4) Developing the Team   | M2.04 – Combined with T3.2 to form new unit            |
| Session E (T3.5) Coaching  | M2.05 – Combined with T3.6 to form new unit            |
| Session F (T3.6) Integrating New Team Members  | M2.05 – Combined with T3.5 to form new unit            |
| Session G Maintaining discipline (T3.7) Dealing with Performance Problems within your Team | M2.02 – Combined with T3.3 to form new unit            |
| Session H (T3.8) Leading Teams Lawfully  | M2.06 new unit   |
| <b>Key Area 04 Communicating with People</b>   |  |
| Session A (T4.1) Effective Communication   | M2.16 – Combined with C9.7 to form new unit            |
| Session B (T4.2) Briefing the Team   | M2.15 – Combined with T4.8 to form new unit            |
| Session C (T4.3) Using Information for Action  | M2.09 – Combined with T1.3 to form new unit            |
| Session D (T4.4) Maintaining Information Systems   | M2.17 – Combined with C10.5 and C10.6 to form new unit |
| Session E (T4.5) Working with People Outside the Team                                      | M2.14 – Combined with T4.7 to form new unit            |
| Session F (T4.6) Self-managed Teams  | M2.19 – Combined with C8.3 to form new unit            |
| Not in IMQ - T4.7 Effective Communications with External Customers                         | M2.14 – Combined with T4.5 to form new unit            |
| Not in IMQ - (T4.8) Making a Presentation  | M2.15 – Combined with T4.2 to form new unit            |