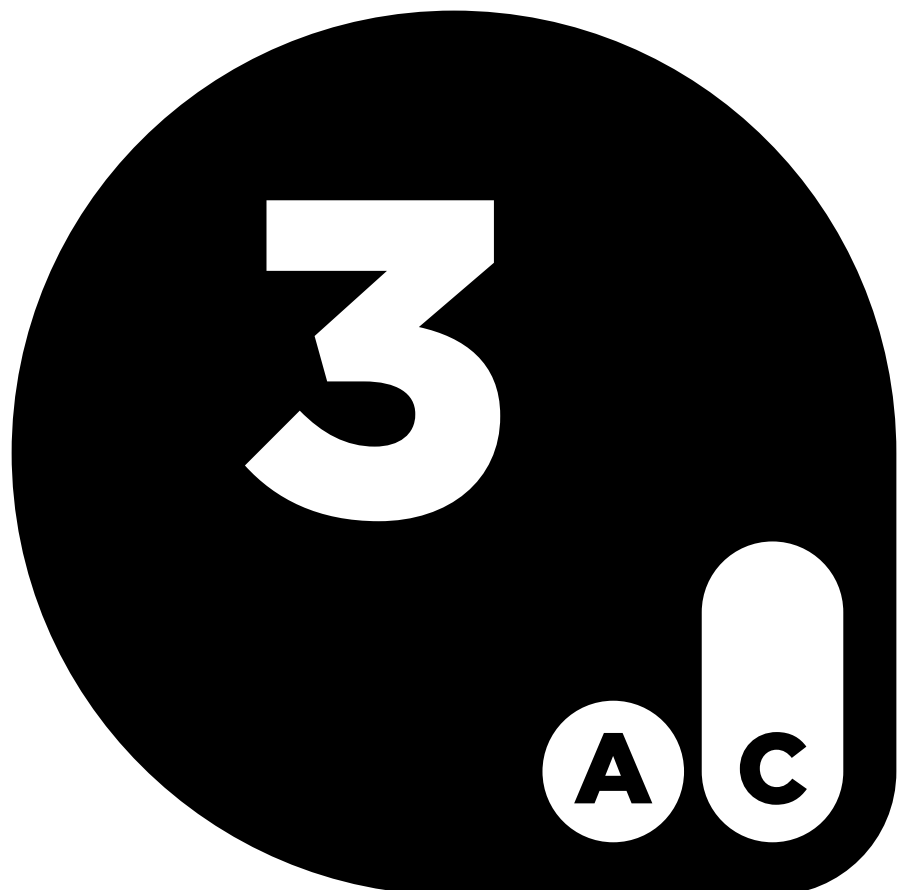


**ILM LEVEL 3  
AWARD AND  
CERTIFICATE  
IN LEADERSHIP**



**Circulation of Qualification Specifications**

These Qualification Specifications are provided to centres that are approved by the Institute of Leadership and Management (ILM) to offer these qualifications. They should not be circulated outside of the centre. There are specific sections that are designed to be copied to candidates eg Assessment Notes for Candidates. It may also be useful to make available the Programme Outline and Unit Specifications. This information should be extracted from the Qualification Specifications rather than providing candidates with the complete document.

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# ILM LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP (QCF)

[Award Qualification No. – 500/3582/4]

[Certificate Qualification No. – 500/3581/2]

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

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## Table of Contents

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ILM Level 3 Award and Certificate in Leadership – Qualifications Overview	3
Occupational Competency Requirements	5
Assessment Guidance	6
<b>APPENDICES</b>	
Appendix A – Unit Specifications	7
Appendix B – Assessments	15
Appendix C – Action Learning in Theory and Practice	23

**QUALIFICATIONS OVERVIEW:**

<b>ILM Level 3 Award in Leadership</b>		
Purpose of the qualification	Aims to develop an understanding of leadership skills.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> <li>• Level 3 Diploma in Leadership &amp; Management</li> <li>• Other qualifications in either management or leadership or management and leadership</li> </ul>	
Credit Value	Minimum 4 credits	
Induction	1 hour	
Tutorial Support	At least 3 hours	
Guided Learning Hours – this range is based on the guide learning defined for each unit and includes any additional time for induction and tutorial support:	Minimum 20 GLH	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	M3.10 Introduction to leadership	2 credits
	M3.36 Leading a team effectively	2 credits

ILM Level 3 Certificate in Leadership		
Purpose of the qualification	Aims to develop both understanding and application of leadership skills using action learning.	
Progression routes	The qualification provides opportunities for progression to other qualifications such as the: <ul style="list-style-type: none"> <li>• Level 3 Diploma in Leadership &amp; Management</li> <li>• Other qualifications in either management or leadership or management and leadership</li> </ul>	
Credit Value	Minimum 14 credits	
Induction	2 hours	
Tutorial Support	At least 6 hours	
Guided Learning Hours – this range is based on the guide learning defined for each unit and includes any additional time for induction and tutorial support:	Minimum 60 GLH	
To be completed within	3 years	
Structure	<b>Mandatory Units</b>	<b>Credit Value</b>
	M3.10 Introduction to leadership	2 credits
	M3.36 Leading a team effectively	2 credits
	M3.37 Developing own leadership capability using action learning	10 credits

## OCCUPATIONAL COMPETENCY REQUIREMENTS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP

To approve centres to deliver the Level 3 Award and Certificate in Leadership, ILM will consider a centre's ability to meet various standards, not least having staff with sufficient competence. It is the centres responsibility to ensure that they have competent and suitably qualified staff involved in delivering, quality assuring and/or assessing qualifications.

Centres should normally be approved to offer the ILM Level 3 qualifications in First Line Management (to demonstrate appropriate competence in management development). Centres not approved to offer the appropriate management qualifications will need to demonstrate that they meet the occupational expertise standards.

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

<b>Tutors Occupational Competence Requirements</b>	<b>Evidence Indicators</b>
A thorough knowledge and understanding of the relevant qualification(s).	<ul style="list-style-type: none"> <li>Have a relevant qualification in the subject area that must be at equal or higher level or have an equivalent qualification.</li> <li>Show evidence of information or documents prepared for learners such as a learner journey plan (SoW), lesson plan, learner guidance notes, tutorial support plan etc. for the ILM qualification.</li> <li>Show evidence of participation in Continuing Professional Development (CPD) in relation to the relevant field and qualification requirements.</li> </ul>
Relevant and credible experience in the field of the relevant qualification.	<ul style="list-style-type: none"> <li>Be able to prove that they have current experience of delivering training in a leadership position, usually within a workplace (<i>though similar experience in a part-time voluntary capacity would also be acceptable</i>) appropriate to the level and subject area of these qualifications</li> </ul>
A qualification in support of assessment and internal quality assurance.	<ul style="list-style-type: none"> <li>Ideally hold a valid and recognised teaching/training qualification.</li> </ul>

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



## ASSESSMENT GUIDANCE FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP

A brief introduction on ILM's Assessment Strategy can be found in *Supporting notes for ILM VRQs*. For detailed information, centres are encouraged to refer to the various assessment guides that are available from the ILM Customer Services Team at [customer@i-l-m.com](mailto:customer@i-l-m.com) or refer to the Centre Manual ([www.i-l-m.com/centres.aspx](http://www.i-l-m.com/centres.aspx)). This segment gives you specific guidance around assessments for the Level 3 Award and Certificate in Leadership.

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

Unit	Assessments
M3.10 Introduction to leadership	Combined assessment – Reflective Review
M3.36 Leading a team effectively	
M3.37 Developing own leadership capability using action learning	Leadership Action Plan and Learning Log

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

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

# **A P P E N D I X - A**

## **UNIT SPECIFICATIONS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP**

<b>Title:</b>	<b>Introduction to leadership (M3.10)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1. Understand leadership styles		1.1 Identify the factors that will influence their choice of leadership styles or behaviours in workplace situations 1.2 Explain why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour
2. Understand leadership qualities and review own leadership qualities and potential		2.1 Assess own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others 2.2 Describe appropriate actions to enhance own leadership behaviour in the context of the particular leadership model
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To develop an introductory knowledge and understanding of leadership as required by a practising or potential first line manager.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Differences and similarities between leadership and management, and the need for each of them</li> <li>• Range of at least three leadership models (such as trait, contingency, situational, distributive, servant oblique leader, transactional/transformational) and their significance for task performance, culture and relationships</li> <li>• Leadership behaviours and the sources of power</li> </ul>
2	<ul style="list-style-type: none"> <li>• Identification, development and appropriate choice of personal leadership styles and behaviours</li> <li>• The role of trust and respect in effective team leadership</li> <li>• Supervised practice or simulation to develop the ability to apply knowledge and skills</li> </ul>

<b>Title:</b>	<b>Leading a team effectively (M3.36)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	2	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Connect the team with vision and strategy	<p>1.1 Explain the importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation or project</p> <p>1.2 Explain the key role that communication plays in establishing a common sense of purpose and assess the effectiveness of own communication skills</p>
2	Motivate and develop the team	<p>2.1 Explain the importance of the leader being able to motivate teams and individuals and gain their commitment to objectives</p> <p>2.2 Describe the main motivational factors in a work context and how these may apply to different situations, teams and individuals</p> <p>2.3 Explain the role that the leader plays in supporting and developing the team and its members and give practical examples of when this will be necessary</p>
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable candidates to understand the need for teams to have a sense of vision and purpose that reflects the organisation's, and the role that effective communication, motivation and individual and team development play in enabling this to happen.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	10
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Why organisations or projects need a vision, mission and strategy and what they mean for first line leadership</li> <li>• How to develop team objectives that support overall strategy and vision</li> <li>• The importance of a team having a common sense of purpose that links to vision and strategy</li> <li>• The role that effective communication plays in conveying the overall mission of the organisation or project and how the collective work of the team and it's individual members support this</li> <li>• Effective techniques for communicating vision, goals and objectives in terms of: <ul style="list-style-type: none"> <li>▪ choosing effective times and places to communicate with the team and individuals</li> <li>▪ selecting appropriate communication methods</li> <li>▪ communicating clearly and accurately</li> <li>▪ active listening skills</li> <li>▪ receiving and responding appropriately to feedback</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>• The critical importance of teams and individuals being motivated and committed to their objectives</li> <li>• Alternative theories of motivation, for example (select as appropriate): <ul style="list-style-type: none"> <li>▪ Maslow's Hierarchy</li> <li>▪ MacGregor's Theory X and Theory Y</li> <li>▪ Herzberg's Two Factor Theory</li> <li>▪ Vroom's Expectancy Theory</li> <li>▪ McClelland's 3-Needs Theory</li> </ul> </li> <li>• Motivational factors that are available to the leader, for example: <ul style="list-style-type: none"> <li>▪ safety and security</li> <li>▪ sense of belonging and common purpose</li> <li>▪ respect</li> <li>▪ empathy</li> <li>▪ recognition of achievement</li> <li>▪ involvement in decision making</li> <li>▪ sense of fulfilment</li> <li>▪ self-development</li> <li>▪ material rewards</li> <li>▪ sanctions</li> </ul> </li> <li>• An appreciation of how these factors can apply to different situations, teams and individuals</li> <li>• How to select and use appropriate motivational factors</li> <li>• Giving feedback on performance</li> <li>• Basic support needs that individuals may have and how to meet these</li> <li>• The importance of continuous development for the team and individual members</li> </ul>

<b>Title:</b>	<b>Developing own leadership capability using action learning (M3.37)</b>	
<b>Level:</b>	3	
<b>Credit value:</b>	10	
<b>Learning outcomes (the learner will)</b>		<b>Assessment criteria (the learner can)</b>
1	Plan and review the leadership journey	1.1 Identify own leadership strengths and limitations 1.2 Identify and plan appropriate actions to develop own leadership capacity within realistic time scales, using available sources of help and support
2	Use action learning to develop own leadership capability	2.1 Explain the nature and benefits of action learning, the responsibilities of an individual within an action learning set or group and the role of action learning in own leadership development 2.2 Explain how action learning was used to develop own leadership performance 2.3 Identify, analyse and reflect on improvements in own leadership performance
<b>Additional information about the unit</b>		
Unit purpose and aim(s)		To enable candidates to participate actively in an action learning set to help them develop their leadership capability.
Unit review date		31/12/2014
Details of the relationship between the unit and relevant national occupational standards or professional standards or curricula (if appropriate)		Links to Management & Leadership 2008 NOS: B6
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management

Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	36
<b>Additional Guidance about the Unit</b>	
<b>Indicative Content:</b>	
1	<ul style="list-style-type: none"> <li>• Personal strengths and limitations analysis</li> <li>• Importance of a systematic approach to developing effective leadership skills</li> <li>• Setting objectives for leadership development and their application to work and other contexts</li> <li>• Techniques for developing personal leadership capacity</li> <li>• Sources of information, help and support for leadership development, including theorists, tutors, practising/model leaders, colleagues</li> <li>• How to overcome blockages and obstacles to leadership development</li> <li>• Review and monitoring techniques</li> <li>• Gaining feedback from others on own leadership performance</li> </ul>
2	<ul style="list-style-type: none"> <li>• The nature of Action Learning (L=P+Q) as a development medium and the role of the Action Learning Set, the 'Client' and the 'Set Advisor' (refer to Appendix 3)</li> <li>• Learning styles and the impact of own learning style on role and behaviour in AL set</li> <li>• Techniques for researching problems and questioning techniques to explore problems, reflection and hypothesis forming</li> <li>• Sources of 'programmed' learning to development knowledge and skills</li> <li>• The political and emotional aspects of the group process</li> </ul>



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# **A P P E N D I X - B**

## **ASSESSMENTS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP**

**REFLECTIVE REVIEW: M3.10 & M3.36**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<p>Review how you lead, motivate, support and develop your team to achieve its goals. This task can either written or presented orally.</p> <p><b>Orally.</b> Your presentation must be supported by notes, slides or cue cards. The notes must address the assessment criteria below. The presentation should be at least 10 minutes in duration.</p> <p><b>Written.</b> The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 2000 words.</p> <p>Check your assignment/supporting notes carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your assignment</i>	<b>Assessment Criteria</b>
<p><b>Organisation and team purpose</b></p> <p>Briefly describe your organisation and your team's role within it, outlining</p> <ul style="list-style-type: none"> <li>its vision and strategy (or the vision and strategy of the project on which you are working),</li> <li>the importance of having such a vision and strategy, and</li> <li>how this has been translated into objectives for your team</li> </ul> <p>Explain how you communicated to team members the team's objectives and how these contributed to fulfilling the goals of the organisation or the project</p> <p>Assess how effective you were in communicating this common sense of purpose to the team, using feedback from team members and other evidence to help identify your strengths and areas for improvement.</p> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation or project is explained</li> <li>The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed</li> </ul>
<p><b>Your leadership style</b></p> <p>Identify and very briefly describe a specific situation in which you have needed to show leadership to your team, to complete a task successfully or achieve a particular goal.</p> <p>Using this specific situation:</p> <ul style="list-style-type: none"> <li>Outline how you behaved, in leading the team, and use this behaviour to identify the particular leadership style or styles you used.</li> <li>Explain why you used the particular leadership style(s), considering your own preferences, the particular situation and also the organisation's working practices and culture.</li> <li>Review the leadership style(s) adopted to identify the effectiveness of the style(s) in ensuring that the task was completed or the goals achieved successfully.</li> <li>Review your own effectiveness in using the chosen leadership style(s) and behaviours to identify what you did well and how you should improve your performance.</li> </ul> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified</li> <li>Why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained</li> <li>Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others are assessed</li> <li>Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model are described</li> </ul>

<p><b>Motivating, supporting and developing the team</b></p> <p>Using specific examples of actions you have taken, explain what you have done to:</p> <ul style="list-style-type: none"> <li>• motivate the whole team to achieve agreed goals (using a specific theory or model of motivation to help you to explain your actions);</li> <li>• motivate an individual member of the team to achieve agreed goals, (using a specific theory or model of motivation to help you to explain your actions);</li> <li>• support an individual team member, explaining why this was necessary and how effective it was;</li> <li>• develop the whole team, to work effectively together as a team; and</li> <li>• develop an individual team member to enable him or her to perform more effectively.</li> </ul> <p><i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> <li>• The importance of the leader being able to motivate teams and individuals and gain their commitment to objectives is explained</li> <li>• The main motivational factors in a work context and how these may apply to different situations, teams and individuals are described</li> <li>• The role that the leader plays in supporting and developing the team and its members is explained and practical examples of when this will be necessary are given</li> </ul>
<p>By submitting I confirm that this assessment is my own work</p>	

**MARK SHEET: M3.10 & M3.36**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Organisation and team purpose</b> <ul style="list-style-type: none"> <li>The importance of the team having a common sense of purpose that supports the overall vision and strategy of the organisation or project is explained</li> <li>The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed</li> </ul>			/ 30 marks (min 15)	
<b>Your leadership style</b> <ul style="list-style-type: none"> <li>The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified</li> <li>Why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained</li> <li>Own leadership behaviours and potential in the context of a particular leadership model and own organisation's working practices and culture, using feedback from others are assessed</li> <li>Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model are described</li> </ul>			/ 40 marks (min 20)	
<b>Motivating, supporting and developing the team</b> <ul style="list-style-type: none"> <li>The importance of the leader being able to motivate teams and individuals and gain their commitment to objectives is explained</li> <li>The main motivational factors in a work context and how these may apply to different situations, teams</li> </ul>				

and individuals are described				
<ul style="list-style-type: none"> <li>The role that the leader plays in supporting and developing the team and its members is explained and practical examples of when this will be necessary are given</li> </ul>				/ 30 marks (min 15)
<b>Assessor's decision</b>		<b>Quality assurance use</b>		
<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	<b>Total marks</b>	<b>Outcome (circle as applicable)</b>	
<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	<b>Total 50 + overall, AND minimum in each section</b>	<b>PASS/REFERRAL</b>	
<b>Section referral if applicable:</b>		<b>Date of IQA check:</b>		
<b>Name of assessor:</b>		<b>Name of IQA:</b>		
<b>Assessor signature and date:</b>		<b>IQA signature:</b>		
<b>ILM EV signature:</b>		<b>Date externally verified (where applicable):</b>		

**LEADERSHIP ACTION PLAN AND LEARNING LOG: M3.37**

<b>Centre Number:</b>	<b>Centre Name:</b>
<b>Learner Registration No:</b>	<b>Learner Name:</b>
<b>TASK</b>	
<p>Prepare an action plan to develop your leadership performance and maintain a learning log during your membership of the action learning set.</p> <p>The 'nominal' word count for this assignment is 1200 words: the suggested range is between 1000 and 2000 words.</p> <p>Check your assignment carefully prior to submission using the assessment criteria.</p>	
<i>Please use the headings shown below when writing up your assignment</i>	<b>Assessment Criteria</b>
<p><b>Leadership action plan</b></p> <p>Using the outcomes from your Reflective Review (or other sources), summarise your strengths and limitations as a leader, set yourself some goals to improve your performance, and identify what you can do to achieve these goals.</p> <p>Explain how you can benefit from being part of an action learning set to help you achieve your goals, outline what an action learning set is, how it operates and why it is particularly useful in developing leadership performance.</p> <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> <li>• Own leadership strengths and limitations are identified</li> <li>• Appropriate actions to develop own leadership capacity are identified and planned within realistic time scales, using available sources of help and support</li> <li>• The nature and benefits of action learning, the responsibilities of an individual within an action learning set or group and the role of action learning in own leadership development are explained</li> </ul>
<p><b>Leadership log</b></p> <p>Over the period in which you are a member of the action learning set you should maintain a record of:</p> <ul style="list-style-type: none"> <li>• those 'problems' that you brought to the set,</li> <li>• the actions that you agreed to take with the rest of the set',</li> <li>• how you put those agreed actions into effect; and</li> <li>• how effective they were in helping you to improve your leadership performance.</li> </ul> <p>At the end of the period during which the action learning set has been planned to operate, review the goals you set for yourself to improve your performance and assess how well they have been achieved and in what ways your performance has improved.</p> <p><i>(min 30 marks required from 60 available)</i></p>	<ul style="list-style-type: none"> <li>• The way that action learning was used to develop own leadership performance is explained</li> <li>• Improvements in own leadership performance are identified, analysed and reflected on</li> </ul>
By submitting I confirm that this assessment is my own work	

**MARK SHEET: M3.37**

Centre Number:		Centre Name:		
Learner Registration No:		1. Learner named below confirms authenticity of submission. 2. ILM uses learners' submissions – on an anonymous basis – for assessment standardisation. By submitting, I agree that ILM may use this script on condition that all information which may identify me is removed. However, if you are unwilling to allow ILM use your script, please refuse by ticking the box: <input type="checkbox"/>		
Criteria	Strengths	Areas for Improvement	Assr mark	QA mark
<b>Leadership action plan</b> <ul style="list-style-type: none"> <li>Own leadership strengths and limitations are identified</li> <li>Appropriate actions to develop own leadership capacity are identified and planned within realistic time scales, using available sources of help and support</li> <li>The nature and benefits of action learning, the responsibilities of an individual within an action learning set or group and the role of action learning in own leadership development are explained</li> </ul>			/ 40 marks (min 20)	
<b>Leadership log</b> <ul style="list-style-type: none"> <li>The way that action learning was used to develop own leadership performance is explained</li> <li>Improvements in own leadership performance are identified, analysed and reflected on</li> </ul>			/ 60 marks (min 30)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		



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# **A P P E N D I X - C**

## **ACTION LEARNING IN THEORY AND PRACTICE**

## ACTION LEARNING IN THEORY AND PRACTICE

Action Learning is a technique used primarily in leadership and management development. It was developed by Professor Reg Revans and he himself emphasised that it was a very simple idea – that leaders and managers learn best by working together in a group (called an Action Learning Set) to help each other to find solutions to real work problems by discussion. They go off to attempt to make progress on their problems (by taking action, hence the name) and then meet again to discuss and review the outcomes of their actions. This not intended to be like a committee tackling each problem, but to help each individual to acquire a wider range of skills, understanding and models for action that can then be used and refined when dealing with future problems.

The way Revans expressed his model was through an equation:

$$L=P+Q$$

where:

L = Learning

P = Programmed (or expert-provided) knowledge

Q = Questioning

In other words, we learn best when our learning is driven by the power of inquiry (questioning) supported by access to the knowledge and experience of those who have come before us – accessed through learning resources and expert tutors. Underpinning this approach is the principle that learning should be focussed on finding solutions to real world problems, with the impetus for learning coming from the learner and the development of the learner being as important as finding a solution to the problem.

For the purposes of the ILM's leadership qualifications, the problem to be solved is the need to develop leadership skills, but this problem may present itself in the form of more specific problems to do with the particular weaknesses a candidate has identified as part of the programme or specific problems with people at work for which effective leadership is seen as being necessary (eg motivating people towards achieving the organisation's vision).

Action Learning takes time, usually several months to a year and ideally is supported by the employing organisation. For the purposes of the ILM Leadership qualifications, a minimum period of six months is set, and a maximum of one year, to emphasise the time needed to develop leadership skills and also the need to have a limit to the time devoted to the programme.

To learn more about Action Learning, you should read Reg Revans' own descriptions of the methodology in:

- Revans, R. W (1966) *The Theory of Practice in Management* London: Macdonald
- Revans, R.W. (1980) *Action Learning* London: Blond & Briggs,
- Revans, R.W. (1982) *The Origins and Growth of Action Learning* Bromley: Chartwell Bratt,
- Revans, R. W (1997) *Action Learning: Its Origins And Nature in Action Learning in Practice*, 3rd ed., edited by M.Pedler Brookfield: Gower

## ACTION LEARNING SETS

The Set is the group within which an individual engages with other learners to ask questions and explore solutions to problems. An AL Set should usually consist of between four and six people – the lower figure is an absolute minimum, the upper figure may be stretched to seven or an absolute maximum of eight if this is unavoidable. Outside this range an AL Set will not work effectively and therefore will not meet the requirements for using Action Learning on an ILM Leadership programme.

The first stage in forming a set is to explain its nature and purpose and to help the members get to know each other (ice-breaking activities focussed on individuals and their work roles can help here). Once formed, Sets should be allowed to develop their own working style. However, a few basic rules are important:

- Each individual should be allowed around 30 minutes at each meeting to have their problems addressed by the Set
- The Set is run by its members
- The Set Advisor (Tutor/Trainer) is not part of the Set and has no active role in the running of the Set. The Advisor is a source of Programme Knowledge (information and advice) if requested. (Alan Mumford quotes favourably the comment that ‘. . . the purpose is always for participants to learn. "So you often bite your lip." ’)

One important outcome of all Set meetings is the date of the next meeting, by which time members should have implemented the ideas agreed at the current meeting – this is one reason for an Advisor to intervene, if no meeting is agreed. The only other reasons are to prevent harm or other serious damage as a result of ill-informed decisions, or if there is such serious disagreement that the Set is failing. Simply making a bad or ill-informed decision that would have negative but not threatening outcomes is not a reason. Mistakes are part of learning.

