

ILM LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS (QCF)

[Award Qualification No. – 500/3598/8]
[Certificate Qualification No. – 500/3650/6]

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

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AIMS AND OBJECTIVES

The ILM Level 3 Award in Leadership and Management Skills aims to give practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing basic leadership and management Skills.

The ILM Level 3 Certificate in Leadership and Management Skills aims to give practising or potential first line managers the foundation for their formal development in this role. The qualification does this by developing more comprehensive leadership and management skills.

QUALIFICATIONS OVERVIEW:

	Award	Certificate
Credit value	<ul style="list-style-type: none"> • Minimum 6 credits 	<ul style="list-style-type: none"> • Minimum 15 credits
Duration	<ul style="list-style-type: none"> • Minimum 30 Glh 	<ul style="list-style-type: none"> • Minimum 62 Glh
To be completed within	<ul style="list-style-type: none"> • Three years 	<ul style="list-style-type: none"> • Three years
Induction	<ul style="list-style-type: none"> • 1 hours 	<ul style="list-style-type: none"> • 2 hours
Tutorial support	<ul style="list-style-type: none"> • At least 2 hours 	<ul style="list-style-type: none"> • At least 5 hours
Structure	<ul style="list-style-type: none"> • Three mandatory units with a combined credit value of 6 • No optional Units 	<ul style="list-style-type: none"> • Three mandatory units with a combined credit value of 6 • Optional units with a minimum credit value of 9
Progression Routes:	<p>Successful candidates may benefit from career enhancement and/or progress to any of the further qualifications listed, according to their circumstances:</p> <ul style="list-style-type: none"> • L3 Certificate in Leadership and Management Skills (for Award candidates) • L3 Diploma in Leadership and Management • L4 Qualifications in Management or Leadership • Level 5 Qualifications in Management or Leadership; or Management and Leadership 	

STRUCTURE OF LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

Qualification	Credit	Unit details	Credit
Award	6	M3.01 Solving problems and making decisions	2
		M3.10 Introduction to leadership	2
		M3.36 Leading a team effectively	2
Certificate	15	M3.01 Solving problems and making decisions	2
		M3.10 Introduction to leadership	2
		M3.36 Leading a team effectively	2
		Optional units with a minimum credit value of 9	9

LIST OF LEVEL 3 UNITS: AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

Ref	Unit Title	Indicative Glh	Credit Value	Award	Certificate
M3.01	Solving problems and making decisions	11	2	M	M
M3.04	Achieving objectives through time management	7	1		
M3.05	Writing for business	6	1		
M3.09	Giving briefings and making presentations in the workplace	6	1		
M3.10	Introduction to leadership	6	2	M	M
M3.12	Motivating to perform in the workplace	10	2		
M3.13	Developing yourself and others	11	2		
M3.14	Managing conflict in the workplace	4	1		
M3.15	Managing stress in the workplace	8	1		
M3.18	Coaching and training your work team	7	2		
M3.21	Organising and delegating	6	1		
M3.22	Managing projects	7	2		
M3.23	Managing health and safety at	10	3		

	work				
M3.27	Working with costs and budgets	7	1		
M3.31	Influencing others at work	6	1		
M3.32	Communicating one-to-one at work	9	1		
M3.33	Effective meetings for managers	4	2		
M3.36	Leading a team effectively	10	2	M	M

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

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

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

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

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

ASSESSMENT GUIDANCE FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

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

Appendix B in this document outlines the assessments* and mark sheets for the mandatory units in this qualification and Appendix C shows outline assessments for optional units. 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):

Mandatory Units	Assessments
M3.01 Solving problems and making decisions	Work-Based Assignment
M3.10 Introduction to leadership	Reflective Review
M3.36 Leading a team effectively	

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.

**suggested optional Assessments can be downloaded from the ILM website.*

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A P P E N D I X - A

UNIT SPECIFICATIONS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

Title:	Solving problems and making decisions (M3.01)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to describe a problem, its nature, scope and impact	1.1 Describe a problem, its nature scope and impact	
2 Know how to gather and interpret information to solve a problem	2.1 Gather and interpret information to identify possible solutions to a problem	
3 Know how to solve a problem	3.1 Briefly summarise the options, providing facts and evidence, not just opinion 3.2 Use at least <u>one</u> simple decision making technique to evaluate options to arrive at the best solution	
4 Know how to plan the implementation and communication of decisions	4.1 Plan the implementation and communication of the decision 4.2 Briefly discuss which monitoring and review techniques could be used to evaluate outcomes	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of solving problems and making decisions 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	
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	
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 and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	11
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Simple ways to recognise, investigate and analyse problems • Objective setting in relation to problem • Brainstorming and creative thinking techniques
2	<ul style="list-style-type: none"> • Difference between data and information • How to calculate and use simple averages and basic summary statistics • How to prepare and use grouped data and tables • Interpretation of charts and diagrams • Methods of indexing, referencing and structuring qualitative information
3	<ul style="list-style-type: none"> • How to evaluate options • The importance of adequate and relevant information for effective decision-making • Identification of what information is relevant to specific decisions • Simple decision making techniques
4	<ul style="list-style-type: none"> • Effective presentation of a case – i.e., providing facts and evidence, not just opinion • Monitoring and review techniques to evaluate outcomes of problem solving activities

Title:	Achieving objectives through time management (M3.04)
Level:	3
Credit value:	1
Learning outcomes (the learner will)	Assessment criteria (the learner can)
1. Know how to use effective time management to prioritise and achieve objectives	1.1 Set SMART objectives for own workload, list them in order of priority and establish appropriate time scales for their achievement 1.2 Plan the achievement of the objectives using an established time management technique 1.3 Identify constraining or limiting factors that could hinder the achievement of any one of these objectives 1.4 Briefly explain the monitoring techniques for any objective
Additional information about the unit	
Unit purpose and aim(s)	To develop knowledge and understanding of achieving objectives through time management 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: A2, F1
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	7

Additional Guidance about the Unit**Indicative Content:**

1

- How to set SMART objectives
- Setting priorities to achieve objectives
- Urgency vs. importance when prioritising
- Negotiating techniques
- Time logs
- Constraining or limiting factors
- Application of simple planning and monitoring techniques
- Methods to measure achievement of objectives

Title:	Writing for business (M3.05)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1 Know how to write a report		1.1 Write a report to meet specified standards 1.2 Incorporate basic statistics and visual material in the content or in an appendix 1.3 Use effective and appropriate tone, language and level of formality in a report
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of writing for business 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:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		6
Additional Guidance about the Unit		
Indicative Content:		

1	<ul style="list-style-type: none">• The value of the written word in avoiding errors and providing permanent records• The purpose and conventions of letters, memos, reports and e-mails in use within the organisation• Planning for writing, including use of available information and the needs of the recipient• Image, structure, layout conventions including “house styles”• The importance of objectives and the reader• Report structures – to meet standard and specific requirements (ILM and/or in-company formats)• Incorporation of statistics and visual materials, and the use of appendices to enhance understanding• Effective and appropriate use of tone, language, level of formality in a range of cases• Supervised practice or simulation to develop the ability to apply knowledge and skills
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Title:	Giving briefings and making presentations in the workplace (M3.09)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1. Know how to conduct a briefing or presentation	1.1 Select appropriate information in line with the objectives of the briefing or presentation 1.2 Logically structure the content of the briefing or presentation 1.3 Introduce an appropriate management topic clearly 1.4 Use appropriate presentation techniques and aids to enhance understanding of the topic of briefing or presentation 1.5 Present information clearly 1.6 Display confidence in the subject matter 1.7 Keep to time 1.8 Use feedback to check understanding 1.9 Design a simple evaluation form	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of briefing and presentation skills 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)		
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	

Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Selection of relevant information content • How to plan and prepare effectively for briefings (account for Purpose; Audience; Content; Form) • Formal and informal presentation skills including platform techniques and visual aids • How to evaluate briefings/presentations • Use of feedback to check understanding • Reporting back to management after briefing • The value of various methods of data presentation – tables, graphs, charts, diagrams, Gantt charts, etc • Evaluation of alternative methods to select the most appropriate for a given situation • How to construct a range of data presentation methods • The use of spreadsheets for the creation of graphs, charts and diagrams • How to interpret information contained in charts and diagrams, and explain this to others • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Introduction to leadership (M3.10)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
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
Additional information about the unit		
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
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Differences and similarities between leadership and management, and the need for each of them • 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 • Leadership behaviours and the sources of power
2	<ul style="list-style-type: none"> • Identification, development and appropriate choice of personal leadership styles and behaviours • The role of trust and respect in effective team leadership • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Motivating to perform in the workplace (M3.12)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the value of assessing performance to meet organisational and individual needs	1.1 Explain the value of formal and informal performance assessment in the workplace 1.2 Identify ways that could ensure fair and objective formal assessment	
2 Know how to motivate the team to improve performance in the workplace	2.1 Outline the factors that influence how people behave at work 2.2 Explain how to apply <u>one</u> basic recognised theory of motivation to team members	
3 Understand the value of feedback in the workplace	3.1 Explain the importance of feedback to improve communication and performance 3.2 Compare the effectiveness of different types of feedback	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of motivating the team to perform 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, D6	
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 and WAMITAB	

Units available from	01/01/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The purpose and value of formal and informal performance assessment at work (formal assessment includes performance review/appraisal) • Ways to ensure fair and objective assessment • Preparations necessary for effective, valid and reliable assessments • Feedback techniques following assessment • Roles and responsibilities of individuals in the performance assessment process • Appropriate assessment records • How to conduct formal appraisals
2	<ul style="list-style-type: none"> • Overview of the factors influencing behaviour at work • Basic theories of motivation and their application to teams and individuals • Styles and patterns of behaviour at work • Range of techniques to motivate individuals and monitor performance • Positive approaches to offset negative attitudes in the workplace
3	<ul style="list-style-type: none"> • The importance of feedback to improve communication and performance • Types of feedback and their relative values in communication (visual, written, oral, aural) • Use of feedback to improve the performance of individuals in the workplace • How to use feedback techniques (formal/informal; positive/negative; timescale; format) • How to elicit feedback from others to improve own performance

Title:	Developing yourself and others (M3.13)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to identify development needs and develop self and others to achieve organisational objectives	1.1 Use at least <u>one</u> simple technique for identifying own development needs and the development needs of <u>one</u> other member of the team 1.2 Identify own learning style(s) and the learning style(s) of <u>one</u> other member of the team 1.3 Briefly analyse <u>two</u> learning/development options to meet need(s) of self and <u>one</u> other member of the team 1.4 Identify barriers to learning and explain how these barriers can be overcome 1.5 Identify support mechanisms for the development of self and <u>one</u> other member of the team 1.6 Describe methods used to monitor the development of self and <u>one</u> other member of the team	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of developing self and others 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: A2, C6, D7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM and WAMITAB	

Units available from	01/01/2008
Unit guided learning hours	11
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Use of job description, matching to own CV • Personal SWOT analysis • Organisation's objectives and development plans and significance for own development • Obtaining feedback on performance from line managers and colleagues • Simple training needs analysis – using outcomes of SWOT and PESTLE analyses • Identification of preferred learning styles • The importance of taking responsibility for own personal development • Value of learning and the importance of encouraging a commitment to learning • Identification of potential development opportunities • Barriers to learning, and methods to overcome them • Development plans including timescale and resource implications • Available support mechanisms • How to compile learning logs and records of activities

Title:	Managing conflict in the workplace (M3.14)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to resolve conflict in the workplace	1.1 Identify causes of conflict at work 1.2 Describe the stages in the development of conflict 1.3 Explain the effects of conflict on individual and team performance at work 1.4 Explain any recognised technique a manager could use to minimise and resolve conflict in the workplace 1.5 Describe how a manager could create harmony at work and engender a positive atmosphere in order to minimise the adverse effects of conflict	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing conflict and supporting individuals 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: D1	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	4	

Additional Guidance about the Unit**Indicative Content:**

1

- Possible causes of internal conflict, e.g.: personal versus business/enterprise objectives/values
- Causes of interpersonal friction at work, including bullying and harassment
- The effects of conflict on performance and the individual at work
- Stages in the development of conflict
- The manager's responsibility in minimising and resolving conflict, and techniques to achieve this
- Ways to create harmony at work and engender a positive atmosphere

Title:	Managing stress in the workplace (M3.15)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand how to manage own stress and minimise stress in others	1.1 Examine the causes and impact of stress in the organisation 1.2 Describe the symptoms of stress in self and in others 1.3 Explain <u>one</u> practical stress management technique 1.4 Outline management responsibilities and actions in relation to work-related stress in the team	
2 Know how to support individuals in the team	2.1 Explain how to decide when to provide advice, mentoring or counselling to support individuals in the workplace	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of managing stress 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: C6 Links to SFEDI 2006 NOS: YS3, OP5, OP8	
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 Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the unit	Institute of Leadership & Management	
Availability for use	Restricted to ILM	
Units available from	01/01/2008	
Unit guided learning hours	8	

Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Causes and impacts of stress at work • Symptoms of stress in self and in others • Implications of stress for workplace and non-work activities/relationships • Implications and effects of stress for individuals and organisations • Management responsibilities in relation to work-related stress • Simple practical stress management techniques • Sources of available support for stress sufferers • Action planning and review techniques
2	<ul style="list-style-type: none"> • Definitions of counselling, advising and mentoring and when to use each of them to support individuals • Principles of counselling • Mentoring, and the mentoring cycle • Range of available counselling and support mechanisms

Title:	Coaching and training your work team (M3.18)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand training appropriate to the workplace	1.1 Clarify the training need 1.2 Explain <u>two</u> training techniques appropriate to the workplace situation 1.3 Explain how they could cater for different learning styles when training individuals in the workplace 1.4 Explain <u>one</u> relevant feedback technique that could work effectively in the workplace situation 1.5 Describe methods of evaluating the effectiveness of training 1.6 Explain how they could maintain training records	
2 Understand how to coach an individual in an organisation	2.1 Clarify the coaching need 2.2 Explain how to plan the coaching for an individual in the organisation 2.3 Explain the importance of feedback in coaching 2.4 Describe <u>one</u> method of evaluating the effectiveness of coaching	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of coaching and training 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: D7	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	
Location of the unit within the subject/sector classification system	Business Management	
Name of the organisation submitting the	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Identifying when training is an appropriate method to address a development need • Training techniques appropriate to the workplace situation • Range of learning styles and their implications for training design • Relevant feedback techniques • Methods to evaluate effectiveness of training • Appropriate recording systems • Supervised practice or simulation to develop the ability to apply knowledge and skills
2	<ul style="list-style-type: none"> • Identifying when coaching is an appropriate method to address a development need • Coaching techniques as appropriate to the workplace situation • Role of feedback in coaching • Methods to evaluate effectiveness of coaching • Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Organising and delegating (M3.21)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Know how to organise people to achieve objectives	1.1 Explain the importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives 1.2 Use <u>one</u> technique to identify the appropriate person for an activity 1.3 Explain how human resource planning can be used to assure output and quality	
2 Know how to delegate to achieve workplace objectives	2.1 Give <u>one</u> example of delegation and <u>one</u> example of empowerment in the workplace 2.2 Identify <u>one</u> barrier to delegation and <u>one</u> mechanism to support delegation 2.3 Explain <u>one</u> technique that could be used to monitor the outcomes of delegation in the workplace 2.4 Review the effectiveness of feedback, recognition and reward techniques in the workplace	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of organising and delegating as required by a practising or potential first line manager.	
Unit review date	30/06/2015	
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	Institute of Leadership & Management	

unit	
Availability for use	Restricted to ILM and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The importance of planning the team's work to achieve objectives • Techniques for deciding the most appropriate individual to undertake the activity • The importance of making effective and efficient use of people's knowledge and skills, and how to achieve this • Outline of the principles of human resource planning to assure continuity of output and quality
2	<ul style="list-style-type: none"> • Definitions of authority and power; responsibility and accountability • Concepts of delegation and empowerment • Process of delegation including barriers and support mechanisms • Techniques to monitor outcomes of delegation • Feedback, recognition and reward techniques

Title:	Managing projects (M3.22)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to manage a simple workplace project	1.1 Identify a simple workplace project 1.2 Use <u>one</u> simple tool for determining the financial viability of the project 1.3 Plan the project using <u>one</u> appropriate project planning technique 1.4 Set objectives and targets/milestones to monitor performance and review plans 1.5 Use <u>one</u> project evaluation technique
2	Understand the costs and benefits resulting from a workplace project	2.1 List areas where net savings could be achieved as a result of the workplace project 2.2 Identify wider non-financial implications that could result from the workplace project
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of managing projects 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: F1
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 and WAMITAB
Units available from		01/01/2008

Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Basic project design principles • Simple tools for financial appraisal of projects • Project planning techniques (Gantt charts, Flow charts, Network planning) • Use of objectives and targets/milestones to monitor performance and review plans • Project evaluation and review techniques
2	<ul style="list-style-type: none"> • Recent or current examples of change (including the work-based project) • The costs associated with change – increases or savings • Non-financial costs and benefits of change (social, environmental, human elements)

Title:	Managing health and safety at work (M3.23)	
Level:	3	
Credit value:	3	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand health and safety at work	1.1 Identify <u>two</u> pieces of legislation relating to health, safety and welfare at work 1.2 Explain <u>two</u> duties statute law imposes on both the manager and the team 1.3 Outline the manager's responsibilities contained within the organisation's Health and Safety Policy 1.4 Explain the meaning of "a competent person" 1.5 Identify <u>two</u> ways to provide Health and Safety information, instruction and training to the team 1.6 Identify expertise available in the organisation to help and advise the manager on health and safety issues	
2 Understand risk assessment and accident prevention in the workplace	2.1 Conduct a simple risk assessment in the workplace 2.2 Explain <u>one</u> practical accident prevention and control measure that could be implemented in the workplace	
3 Understand the organisation's environmental responsibility	3.1 Explain the importance of environmental responsibility for own organisation 3.2 Describe what action the first line manager could take to enable the organisation to fulfil its environmental responsibility	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of health and safety at work 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: D6, E6	
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 and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	10
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • General legal background – statute law, common law negligence and their effects on the workplace • Approved Codes of Practice and Guidance Literature as relevant to own organisation • Experts available to help and advise • HSWA 1974 and Regulations and Fire Precautions Act 1971 • Levels of statutory duty and legal obligations to provide Health and Safety information, instruction and training • Consultation with employees duties inc. Safety Representatives and role of Safety Committees • Recording and reporting of injuries, diseases and dangerous occurrences • Importance of creating a safety culture at work and taking account of health and safety in all decision-making
2	<ul style="list-style-type: none"> • Definition of accident and incident • Simple accident theory – the types and causes of accidents, especially in own organisation • Methods for managing safety in the workplace • Risk assessment procedures and associated documentation • Practical accident prevention in own workplace • Handling and lifting techniques as appropriate • Reacting to and coping with accidents at work
3	<ul style="list-style-type: none"> • The importance of environmental protection to the organisation • The manager's responsibility to implement environmental protection policies and procedures

Title:	Working with costs and budgets (M3.27)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to work to a budget	1.1 Explain the importance of agreeing to a budget and operating within it 1.2 Describe a method to monitor variance between actual performance and budget 1.3 Explain how information used in determining and/or revising budgets is gathered
2	Understand costs within an organisation	2.1 Explain fixed and variable costs; and the concept of break even in relation to the organisation 2.2 Explain the purpose and nature of basic cost statements 2.3 Explain the value of standard costing and its role as a control mechanism 2.4 Briefly describe mechanisms in the organisation to maintain control of costs
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of costs and budgets 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: E1
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 and WAMITAB
Units available from	01/01/2008
Unit guided learning hours	7
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • The nature and purpose of budgets, and the advantages of budgetary control • Methods to monitor variance of actual performance against budget • Causes of variance, their significance and ways of reducing adverse effects • How to gather information for use in determining and/or revising budgets
2	<ul style="list-style-type: none"> • Definition of fixed and variable costs; concept of break even, especially in relation to own organisation • The purpose and nature of basic cost statements; use of standard costs • Role of the manager in cost control • Mechanisms to maintain control of costs, and how to select the optimum method

Title:	Influencing others at work (M3.31)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Understand the value of networking	1.1 Explain the value to the first line manager of networking 1.2 Identify an appropriate network for a first line manager and describe methods to establish and maintain effective professional relationships with the identified network
2	Know how to influence and negotiate with others to achieve objectives	2.1 Explain the general principles of negotiation 2.2 Explain a relevant technique for influencing others to achieve workplace objectives 2.3 Describe how to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of influencing others 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: D1
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM

Units available from	01/01/2008
Unit guided learning hours	6
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Nature, purpose and value of networking • Identification of relevant networks • Effective networking practices and skills • Network and contact creation • Methods to establish and maintain effective professional relationships at various levels
2	<ul style="list-style-type: none"> • Formal and informal negotiation • Negotiation strategy, tactics and behaviour • Non-verbal communication and social skills • Techniques for influencing others • Value systems and other barriers to acceptance • Conflict and its resolution to achieve a win-win situation • Levels of power and authority, and the impact on negotiation

Title:	Communicating one-to-one at work (M3.32)	
Level:	3	
Credit value:	1	
Learning outcomes (the learner will)	Assessment criteria (the learner can)	
1 Understand the impact of non-verbal communication	1.1 Identify a range of non-verbal behaviours which can affect people in the workplace	
2 Understand the importance of one-to-one communication	2.1 Explain the importance of one-to-one communication 2.2 List <u>two</u> methods of direct communication used in the workplace 2.3 Explain the importance of succinct and accurate records of one-to-one oral communication	
3 Know how to conduct interviews in the workplace	3.1 Explain how they could prepare for and plan an interview for a specific situation in own organisation 3.2 Explain how to conduct interviews effectively, lawfully and ethically 3.3 Explain how they would evaluate that the interview had been conducted effectively, lawfully and ethically 3.4 Decide what record keeping is required for the type of interview 3.5 Explain how they would provide feedback to the interviewee where appropriate	
Additional information about the unit		
Unit purpose and aim(s)	To develop knowledge and understanding of one-to-one communication 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: C2, D1, D6, D7, F6, F8	
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)	Council for Administration (CfA)	

Location of the unit within the subject/sector classification system	Business Management
Name of the organisation submitting the unit	Institute of Leadership & Management
Availability for use	Restricted to ILM
Units available from	01/01/2008
Unit guided learning hours	9
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Effects of attitudes, perception and cultures on the interpretation of non-verbal messages • Range of non-verbal behaviours which can affect people in the workplace
2	<ul style="list-style-type: none"> • Aspects of face-to-face communication, including appearance, impact, body language • Consideration of the recipient's needs • A range of direct communication methods relevant to the workplace, such as counselling and disciplinary interviewing • Realisation that choice of communication method is political and cultural • Range of direct communication methods relevant to people outside own area of responsibility, including written, telephone, e-mail and face-to-face discussions • The importance of succinct and accurate records of one-to-one oral communication
3	<ul style="list-style-type: none"> • Interview types – formal and informal, including selection, exit, grievance, disciplinary, counselling, appraisal, supervision and information gathering/investigation • Appropriate climate for conducting interviews • Structure and format of interviews according to purpose • Legal and ethical considerations in relation to interviewing • Questioning and listening techniques • Impact of non verbal communication • Ways to analyse and interpret information • Recording information and interview outcomes • The importance of feedback

Title:	Effective meetings for managers (M3.33)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
1	Know how to manage and contribute to a meeting	1.1 Explain the purpose of an agenda 1.2 Describe how to prepare prior to a meeting 1.3 Explain the roles and responsibilities of the chairperson, the secretary and individuals at a meeting 1.4 Explain basic meeting protocol and procedures 1.5 Explain the purposes of minutes and action plans 1.6 Review own effectiveness at meetings
Additional information about the unit		
Unit purpose and aim(s)		To develop knowledge and understanding of meetings 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:
Assessment requirements or guidance specified by a sector or regulatory body (if appropriate)		
Support for the unit from a sector skills council or other appropriate body (if required)		Council for Administration (CfA)
Location of the unit within the subject/sector classification system		Business Management
Name of the organisation submitting the unit		Institute of Leadership & Management
Availability for use		Restricted to ILM
Units available from		01/01/2008
Unit guided learning hours		4
Additional Guidance about the Unit		

Indicative Content:	
1	<ul style="list-style-type: none">• The purpose, value and types of meeting• How to consult with others and prepare to contribute effectively to a meeting• How to organise a meeting (physical resources, agenda)• How to make an effective contribution to discussion/decision making during a meeting• Roles and responsibilities of the chairperson, the secretary and individuals at a meeting• Purposes of minutes and action plans• The importance of follow-up procedures after a meeting and how to use action plans to do so• Review of own effectiveness at meetings• Supervised practice or simulation to develop the ability to apply knowledge and skills

Title:	Leading a team effectively (M3.36)	
Level:	3	
Credit value:	2	
Learning outcomes (the learner will)		Assessment criteria (the learner can)
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>
Additional information about the unit		
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
Additional Guidance about the Unit	
Indicative Content:	
1	<ul style="list-style-type: none"> • Why organisations or projects need a vision, mission and strategy and what they mean for first line leadership • How to develop team objectives that support overall strategy and vision • The importance of a team having a common sense of purpose that links to vision and strategy • 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 • Effective techniques for communicating vision, goals and objectives in terms of: <ul style="list-style-type: none"> ▪ choosing effective times and places to communicate with the team and individuals ▪ selecting appropriate communication methods ▪ communicating clearly and accurately ▪ active listening skills ▪ receiving and responding appropriately to feedback
2	<ul style="list-style-type: none"> • The critical importance of teams and individuals being motivated and committed to their objectives • Alternative theories of motivation, for example (select as appropriate): <ul style="list-style-type: none"> ▪ Maslow's Hierarchy ▪ MacGregor's Theory X and Theory Y ▪ Herzberg's Two Factor Theory ▪ Vroom's Expectancy Theory ▪ McClelland's 3-Needs Theory • Motivational factors that are available to the leader, for example: <ul style="list-style-type: none"> ▪ safety and security ▪ sense of belonging and common purpose ▪ respect ▪ empathy ▪ recognition of achievement ▪ involvement in decision making ▪ sense of fulfilment ▪ self-development ▪ material rewards ▪ sanctions • An appreciation of how these factors can apply to different situations, teams and individuals • How to select and use appropriate motivational factors • Giving feedback on performance • Basic support needs that individuals may have and how to meet these • The importance of continuous development for the team and individual members

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A P P E N D I X - B

ASSESSMENTS FOR MANDATORY UNITS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

WORK-BASED ASSIGNMENT: M3.01

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
<p>TASK Identify a workplace problem facing you or your team (or a team within another organisation if you are currently unemployed) and examine ways to resolve it.</p> <p><i>For the purposes of this assignment, 'problem' may be interpreted as 'a deviation from the norm' OR 'an improvement opportunity' OR 'a potential or anticipated problem'.</i></p> <p>The 'nominal' word count for this assignment is 1200 words; the suggested range is between 1000 and 2000 words. 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>	Assessment Criteria
<p>Background Briefly describe your organisation, what it does, and your role within it <i>(min 2 marks required from 4 available)</i></p>	<ul style="list-style-type: none"> Context of assignment was provided
<p>Description of the problem Describe the problem, its nature, scope and impact <i>(min 8 marks required from 16 available)</i></p>	<ul style="list-style-type: none"> The problem, its nature, scope and impact are described
<p>Analysis of the problem Gather and interpret information to identify possible options to solve the problem <i>(min 12 marks required from 24 available)</i></p>	<ul style="list-style-type: none"> Information to identify possible solutions to a problem is gathered and interpreted
<p>Resolution of the problem Clearly state what you hope to achieve Generate and examine options for solving the problem using simple decision making technique(s) to arrive at the best solution State your chosen solution clearly and concisely Make sure that in this evaluation you identify any resource implications <i>(min 15 marks required from 30 available)</i></p>	<ul style="list-style-type: none"> Briefly summarised the options providing facts and evidence not just opinion Used at least one simple decision making technique to evaluate options to arrive at the best solution
<p>Implementation and communication of the solution Provide an action plan for the implementation and communication of the solution Briefly describe the monitoring and review techniques you could use to evaluate the effectiveness of outcomes <i>(min 13 marks required from 26 available)</i></p>	<ul style="list-style-type: none"> Planned the implementation and communication of the decision Briefly described which monitoring and review techniques which could be used to evaluate outcomes
By submitting I confirm that this assessment is my own work	

MARK SHEET: SOLVING PROBLEMS AND MAKING DECISIONS: M3.01: WORK-BASED ASSIGNMENT

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
Background <ul style="list-style-type: none"> Context of assignment was provided 			/ 4 marks (min 2)	
Description of the problem <ul style="list-style-type: none"> The problem, its nature, scope and impact are described 			/ 16 marks (min 8)	
Analysis of the problem <ul style="list-style-type: none"> Information to identify possible solutions to a problem is gathered and interpreted 			/ 24 marks (min 12)	
Resolution of the problem <ul style="list-style-type: none"> Briefly summarised the options providing facts and evidence not just opinion Used at least one simple decision making technique to evaluate options to arrive at the best solution 			/ 30 marks (min 15)	
Implementation and communication of the solution <ul style="list-style-type: none"> Planned the implementation and communication of the decision Briefly described which monitoring and review techniques which could be used to evaluate outcomes 			/ 26 marks (min 13)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		

Name of assessor:	Name of IQA:
Assessor signature and date:	IQA signature:
ILM EV signature:	Date externally verified (where applicable):

REFLECTIVE REVIEW: M3.10 & M3.36

Centre Number:	Centre Name:
Learner Registration No:	Learner Name:
TASK	
<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>Orally. 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>Written. 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>	Assessment Criteria
<p>Organisation and team purpose</p> <p>Briefly describe your organisation and your team's role within it, outlining</p> <ul style="list-style-type: none"> its vision and strategy (or the vision and strategy of the project on which you are working), the importance of having such a vision and strategy, and how this has been translated into objectives for your team <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"> 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 The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed
<p>Your leadership style</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"> Outline how you behaved, in leading the team, and use this behaviour to identify the particular leadership style or styles you used. 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. 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. 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. <p><i>(min 20 marks required from 40 available)</i></p>	<ul style="list-style-type: none"> The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified Why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained 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 Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model are described

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

MARK SHEET: M3.10 & M3.36: REFLECTIVE REVIEW

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
Organisation and team purpose <ul style="list-style-type: none"> 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 The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed 			/ 30 marks (min 15)	
Your leadership style <ul style="list-style-type: none"> The factors that will influence their choice of leadership styles or behaviours in workplace situations are identified Why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour are explained 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 Appropriate actions to enhance own leadership behaviour in the context of the particular leadership model are described 			/ 40 marks (min 20)	
Motivating, supporting and developing the team <ul style="list-style-type: none"> The importance of the leader being able to motivate teams and individuals and gain their commitment to objectives is explained The main motivational factors in a work context and how these may apply to different situations, teams and individuals are described 				

<ul style="list-style-type: none"> 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 			/ 30 marks (min 15)	
Assessor's decision		Quality assurance use		
Total marks	Outcome (circle as applicable)	Total marks	Outcome (circle as applicable)	
Total 50 + overall, AND minimum in each section	PASS/REFERRAL	Total 50 + overall, AND minimum in each section	PASS/REFERRAL	
Section referral if applicable:		Date of IQA check:		
Name of assessor:		Name of IQA:		
Assessor signature and date:		IQA signature:		
ILM EV signature:		Date externally verified (where applicable):		

A P P E N D I X - C

SUGGESTED ASSESSMENTS FOR OPTIONAL UNITS FOR THE LEVEL 3 AWARD AND CERTIFICATE IN LEADERSHIP AND MANAGEMENT SKILLS

M3.04	Achieving objectives through time management
<p><u>Work-based Assignment</u></p> <p>Set SMART objectives for your own workload, listing them in order of priority and plan their achievement, with appropriate, timescales for their achievement. Plan the achievement of the objectives using an established time management technique. Identify any factors that could stop you achieving any <u>one</u> of your objectives and briefly explain how you will monitor the achievement of any <u>one</u> of the objectives.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • SMART objectives set for own workload and listed in order of priority with established time scales for their achievement • The achievement of objectives is planned using an established time management technique • Constraining or limiting factors that could hinder the achievement of any one of these objectives is identified • The monitoring techniques for an objective is explained 	

M3.05	Writing for business
<p><u>Report</u></p> <p>Write a report on a management problem that has been agreed with your tutor. If you use the content of another unit as your topic, then the assessment criteria for both units apply.</p> <p>Your report should include the headings shown in bold and basic statistics and visual material, either in the content or in an appendix. Use an appropriate tone, language and level of formality in your report</p> <p>Background Briefly describe the organisation, what it does and your role within it</p> <p>Introduction Write an introduction that includes some or all of the following:</p> <ul style="list-style-type: none"> • A brief description of a management problem • The background, circumstances or history of your topic • Any explanations where necessary <p>Investigation (or Methodology) Investigate the problem and identify possible solutions to the problem. Use basic statistics and visual material in the content or in an appendix</p> <p>Evaluation possible solutions Evaluate your options to arrive at the best solution</p> <p>Recommendations Provide a clear statement of your proposed solution and provide an action plan for implementing your recommendation</p> <p>Appropriate tone, language and level of formality Ensure that you have used suitable language, tone and level of formality in the report</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • A report is written to meet specified standards • Basic statistics and visual material is included in the content or in an appendix • Effective and appropriate tone, language and level of formality is used in the report 	

M3.09	Giving briefings and making presentations in the workplace
<p><u>Presentation</u></p> <p>Plan and deliver a briefing or presentation on a management topic of your choice, and collect written feedback on your performance. In doing this, you should ensure that you:</p> <ul style="list-style-type: none"> • Select appropriate information in line with your topic and objectives • Logically structure the content of your presentation/briefing • Introduce your topic clearly • Use appropriate presentation techniques and aids • Present information clearly • Display confidence in the subject matter • Keep to time • Use feedback to check understanding from your audience • Design a simple evaluation form <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Appropriate information is selected in line with the objectives of the briefing or presentation • The structure of the content of the briefing or presentation is logical • The topic is clearly introduced • Appropriate presentation techniques and aids are used • The information is presented clearly • The learner displayed confidence in the subject matter • The learner kept to the time allocated • The learner used feedback to check understanding • The learner designed a simple evaluation form 	

M3.10	Introduction to leadership
<p><u>Reflective Review</u></p> <p>Identify factors at work that will influence your choice of leadership styles and explain why your leadership styles are likely to positively affect your team</p> <p>Assess your own leadership behaviours and potential by referring to a relevant leadership model, your organisation's working practices, and by collecting feedback from others. Describe what actions you could take to improve as a leader</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The factors that will influence your choice of leadership styles or behaviours in workplace situations is identified • The reason why these leadership styles or behaviours are likely to have a positive effect on individual and group behaviour is explained • Own leadership behaviours and potential assessed in the context of a particular leadership model and organisation's working practices and culture using feedback from others • Appropriate actions to enhance own leadership behaviour in the context of a particular leadership model is described 	

M3.12	Motivating to perform in the workplace
<p><u>Work-based Assignment</u></p> <p>Describe your organisation's formal systems of assessment/appraisal, and your own informal practices. Explain the value of each and identify ways that you ensure that it is fair and objective, or suggest any changes that would ensure that it is.</p> <p>Briefly describe the factors that influence the way that people in your workplace behave and, based on this, explain how you would apply one recognised theory of motivation to your team to improve their performance.</p> <p>Explain why feedback is important to improve communication and the performance of your team and compare the effectiveness of different types of feedback used in your workplace</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The value of formal and informal performance assessment in the workplace is explained • Ways that could ensure fair and objective formal assessment are identified • The factors that influence how people behave at work is outlined • The application of one basic recognised theory of motivation is explained • The importance of feedback to improve communication and performance is explained • The effectiveness of different types of feedback is compared 	

M3.13	Developing yourself and others
<p><u>Work-based Assignment</u></p> <p>Using at least <u>one</u> simple technique carry out a simple development needs analysis on yourself and <u>one</u> member of your team. Also identify your own and <u>one</u> other members of the team's learning styles. Record the outcomes and briefly outline the technique you used</p> <p>Briefly analyse <u>two</u> learning/development options available to you, and <u>two</u> learning/development options available to the member of your team. Identify any barriers which might prevent any of these options being accomplished and explain how these barriers might be overcome. You should also describe support mechanisms that are available for both you and the member of your team.</p> <p>Describe how you would monitor both your own development and the team member's development.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • At least one simple technique for identifying own development needs and the development needs of one other member of the team is used • Own learning style(s) and the learning style(s) of one other member of the team is identified • Two learning/development options to meet the need(s) of self and one other member of the team are briefly analysed • The barriers to learning are identified and an explanation given as to how these barriers can be overcome • The support mechanisms for the development of self and one other member of the team are identified • The methods used to monitor the development of self and one other member of the team is described 	

M3.14	Managing conflict in the workplace
<p><u>Reflective Review</u></p> <p>Identify a conflict situation that you directly or indirectly experienced that affected others in the workplace. Explain what may have caused the conflict, describe the stages in the development of the conflict and explain the effects of the conflict on the performance of the team and individuals at work</p> <p>Explain any recognised technique you used (or could have used) to minimise and resolve this conflict in your workplace and explain how you could create a positive atmosphere at work to minimise the adverse effects of conflict.</p> <p>Note: If the conflict was one that you directly experienced explain how you dealt with it or how, with hindsight, you could have dealt with it to produce a better outcome. If you did not directly experience the conflict explain how those involved may have dealt with it</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The causes of conflict at work are identified • The stages in the development of conflict are described • The effects of conflict on individual and team performance at work are explained • Any recognised technique the manager could use to minimise and resolve conflict in the workplace is explained • The way that a manager could create harmony at work and engender a positive atmosphere in order to minimise the adverse effects of conflict is described 	

M3.15	Managing stress in the workplace
<p><u>Reflective Review</u></p> <p>Identify a situation at work where you or a colleague has felt under stress. Explain what caused this stress and examine its impact on your workplace</p> <p>Note: If neither you nor a colleague has experienced any stress, you may choose to use the experience of a friend or relation who has experienced stress at work, or you may explain the general causes and impact of stress in organisations</p> <p>Describe how you would recognise stress in yourself and in other members of your team and explain one practical stress management technique that you could use to overcome this stress in yourself or in your team</p> <p>Outline the responsibilities your organisation's management has in relation to work related stress in your team, and explain how you could use counselling, advising or mentoring to provide support for individuals</p> <p>Note: If you have had experience of using counselling, advising or mentoring, you should describe the circumstances. Otherwise, describe the conditions under which you would do so.</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The causes and impact of stress in the organisation is examined • The symptoms of stress in self and in others is described • One practical stress management technique is explained • Management responsibilities and actions in relation to work-related stress in the team are outlined • How and when to use counselling, advising and mentoring to support individuals in the workplace is explained 	

M3.18	Coaching and training your work team
<p><u>Work-based Assignment</u></p> <p>This activity requires that you identify an opportunity to train and coach members of your team or other individuals in your workplace. You should:</p> <ul style="list-style-type: none"> • Describe the training and coaching need in your workplace • Explain how you would use training and coaching to meet the need in your workplace and cater for individuals in your workplace with different learning styles • Explain how you would use feedback to improve workplace performance in relation to this training and coaching need • Explain how you would evaluate the effectiveness of the training and coaching techniques you have identified • Explain how you would maintain records of the training and coaching that team members have undertaken <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The training need is clarified • The two training techniques appropriate to the workplace situation is explained • How you could cater for different learning styles when training individuals in the workplace is explained • One relevant feedback technique that could work effectively in the workplace situation is explained • Methods of evaluating the effectiveness of training is described • Ways of maintaining training records is explained • The coaching need is clarified • Planning coaching for an individual in the organisation is explained • The importance of feedback in coaching is explained • One method of evaluating the effectiveness of coaching is described 	

M3.21	Organising and delegating
<p><u>Reflective Review</u></p> <p>Review how you plan and delegate tasks to your team and:</p> <ul style="list-style-type: none"> • Explain why it is so important to make effective and efficient use of your team's knowledge and skills while planning to achieve work objectives • Explain <u>one</u> technique you use to schedule and allocate work to your team and individuals • Explain how human resource planning can be used to assure output and quality <p>Identify <u>one</u> occasion when you have delegated responsibility to, and <u>one</u> occasion when you have attempted to empower, a member of your team (or opportunities for delegation and empowerment that may occur at some point in the future):</p> <ul style="list-style-type: none"> • Briefly discuss each of these examples of delegation and empowerment in your workplace • Identify and describe <u>one</u> barrier to delegation in your workplace and <u>one</u> mechanism to support delegation in your workplace • Explain <u>one</u> technique that you use (or could use) to monitor the outcomes of delegation in your workplace • Review the effectiveness of feedback, recognition and reward techniques in your workplace <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The importance of making effective and efficient use of people's knowledge and skills while planning the team's work to achieve objectives is explained • One technique is used to identify the appropriate person for an activity • How human resource planning can be used to assure output and quality is explained • One example of delegation and one example of empowerment in the workplace is given • One barrier to delegation and one mechanism to support delegation is identified 	

- One technique that could be used to monitor the outcomes of delegation in the workplace is explained
- The effectiveness of feedback, recognition and reward techniques in the workplace is reviewed

M3.22	Managing projects
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Work-based Assignment

Identify and describe a simple project you could undertake that should lead to savings in the workplace and, having done this, you should:

- Plan the project using one appropriate project planning technique
- Identify one simple tool that could be used to determine the financial viability of the project
- Set targets to monitor your performance
- Explain one technique you would use to evaluate your project
- List those areas where savings in the workplace would be achieved as a result of your project
- Identify the wider non financial implications that could arise as a result of your project

Assessment Criteria

- A simple workplace project is identified
- One simple tool for determining the financial viability of the project is used
- The project is planned using one appropriate project planning technique
- Objectives and targets/milestones to monitor performance and review plans are set
- One project evaluation technique is used
- Areas where net savings could be achieved as a result of the workplace project is listed
- Wider non financial implications that could result from the workplace project are identified

M3.23	Managing health and safety
<p><u>Reflective Review</u></p> <p>Carry out a review of your role and responsibilities in relation to health, safety, welfare and environment protection at work. You should:</p> <ul style="list-style-type: none"> • Identify two pieces of legislation relating to health, safety, welfare and environmental protection relevant to your workplace • Explain two duties the law imposes on you, as a manager, and on your team • Outline your responsibility as a manager contained in your organisation's Health and Safety Policy or Environmental Protection Policy • Explain what is meant by "a competent person" in your workplace in the context of health and safety • Identify <u>two</u> ways you can provide health and safety or environmental protection information, instruction and training to your team • Identify the expertise available in your organisation to help and advise you regarding issues of health and safety and environmental protection <p>Conduct a simple risk assessment in your workplace and explain <u>one</u> practical accident prevention and control measure that could be implemented</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • Two pieces of legislation relating to health, safety and welfare at work are identified • Two duties statute law imposes on both the manager and the team is explained • The manager's responsibilities contained within the organisation's Health and Safety Policy are outlined • The meaning of "a competent person" is explained • Two ways to provide Health and Safety information, instruction and training to the team are identified • Expertise available in the organisation to help and advise the manager on health and safety issues is identified • A simple risk assessment is conducted in the workplace • One practical accident prevention and control measure that could be implemented in the workplace is explained • The importance of environmental responsibility for your organisation is explained 	

M3.27	Working with costs and budgets
<p><u>Reflective Review</u></p> <p>Explain how budgetary and cost control helps you (or could help you if you do not yet have budgetary responsibility) to manage your team more effectively. In your answer you should:</p> <ul style="list-style-type: none"> • Explain the importance of agreeing to a budget and operating within it • Describe how you (could) monitor variance between actual performance and budget • Explain how you (could) gather information to be used in determining and/or revising budgets • Explain the concepts of fixed and variable costs and break even • Explain how basic cost statements and standard costs are used (or could be used) in your workplace, explaining their purpose and nature and how they are (or could be) used to control costs <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The importance of agreeing to a budget and operating within it are explained • A method to monitor variance between actual performance and budget is described • How information is gathered and used in determining and/or revising budgets is explained • Fixed and variable costs and the concept of break even in relation to the organization is explained • The purpose and nature of basic cost statements is explained • The value of standard costing and its role as a control mechanism is explained • The mechanisms in the organisation to maintain control of costs are briefly explained 	

M3.31	Influencing others at work
<p><u>Reflective Review</u></p> <p>Identify a network that you are part of (or that you could be part of) and explain what its value is (or would be) to you and what you (could) do to establish and maintain your relationship with the network.</p> <p>Identify a situation in the workplace where you have wanted to persuade someone to accept your point of view on a topic. Review how effective you were, with reference to the general principles of negotiation. Describe what you did to reduce resistance and minimise conflict in order to achieve a win-win situation.</p> <p>Review your effectiveness in influencing people in your team to achieve workplace objectives</p> <p>Assessment Criteria</p> <ul style="list-style-type: none"> • The value to the first line manager of networking is explained • An appropriate network for a first line manager is identified and methods described to establish and maintain effective professional relationships with the identified network • The general principles of negotiation are explained • A relevant technique for influencing others to achieve workplace objectives is explained • How to reduce resistance and minimise conflict to achieve a win-win situation in the workplace during negotiations is described 	

M3.32	Communicating one-to-one at work
<u>Reflective Review</u>	
<p>Identify a situation where you have specifically chosen to use one-to-one communication.</p> <ul style="list-style-type: none"> • Identify any other methods of direct communication that were open to you to use and explain why it was important for you to use one-to-one communication. • Identify some of the non-verbal behaviours that either of you used which were significant in the communication process <p>Identify a situation in the workplace where an interview is required. You should then</p> <ul style="list-style-type: none"> • Prepare for and plan the interview • Explain how you would conduct interviews effectively, ethically and within the law • Describe what record keeping is required for the type of interview you will conduct • Explain how you would provide feedback to the interviewee after the interview where appropriate 	
Assessment Criteria	
<ul style="list-style-type: none"> • A range of non-verbal behaviours which can affect people in the workplace is identified • The importance of one-to-one communication is explained • Two methods of direct communication used in the workplace is listed • The importance of succinct and accurate records of one-to-one oral communication is explained • How you could prepare for and plan an interview for a specific situation in your organisation is explained • How you could conduct interviews effectively, lawfully and ethically is explained <ul style="list-style-type: none"> • How you would evaluate that the interview had been conducted effectively, lawfully and ethically is explained • What record keeping is required for the type of interview is decided • How you would provide feedback to the interviewee where appropriate is explained 	

M3.33	Effective meetings for managers
<u>Work-based Assignment</u>	
<p>Describe how you would prepare prior to a meeting Explain the following:</p> <ul style="list-style-type: none"> • The purpose of an agenda • The role and responsibilities of the chairperson, secretary and individuals • Basic meeting protocol and procedures • The purpose of minutes and action plans • How you could review your own effectiveness at meetings 	
Assessment Criteria	
<ul style="list-style-type: none"> • The purpose of an agenda is explained • How to prepare prior to a meeting is described • The role and responsibilities of the chairperson, the secretary and individuals at a meeting is explained • Basic meeting protocol and procedures are explained • The purpose of minutes and action plans are explained • Own effectiveness at meetings is reviewed 	

M3.36	Leading a team effectively
<p><u>Reflective Review</u></p> <ul style="list-style-type: none"> • Review how you lead, motivate, support and develop your team to achieve its goals. To do this: • Briefly describe your organisation and your team's role within it, outlining <ul style="list-style-type: none"> ➤ its vision and strategy (or the vision and strategy of the project on which you are working), ➤ the importance of having such a vision and strategy, and ➤ how this has been translated into objectives for your team • 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 • 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. • Using specific examples of actions you have taken, explain what you have done to: <ul style="list-style-type: none"> ➤ motivate the whole team to achieve agreed goals (using a specific theory or model of motivation to help you to explain your actions); ➤ 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); ➤ support an individual team member, explaining why this was necessary and how effective it was; ➤ develop the whole team, to work effectively together as a team; and ➤ develop an individual team member to enable him or her to perform more effectively. <p>Assessment Criteria</p> <ul style="list-style-type: none"> • 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 • The key role that communication plays in establishing a common sense of purpose is explained and the effectiveness of own communication skills assessed • The importance of the leader being able to motivate teams and individuals and gain their commitment to objectives is explained • The main motivational factors in a work context and how these may apply to different situations, teams and individuals are described • 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 	